



<u>Committee and date</u>
Safe and Confident Communities Scrutiny Committee
5 December 2012

<u>Item No</u>
8
Public

Final Report of the Narrowing the Gap (NTG) Task and Finish Group

Report Author: Joyce Barrow, Chair of Task and Finish Group
Email: joyce.barrow@shropshire.gov.uk

1. Summary

- 1.1 This paper presents the Final Report of the Narrowing the Gap (NTG) Task and Finish Group to the Safe and Confident Communities Scrutiny Committee.
- 1.2 The Task and Finish Group has developed its conclusions and recommendations based on the evidence gathered through its work.
- 1.3 Members are asked to consider and comment on the report and recommendations, and endorse them for presentation to Cabinet.

2. Recommendations

- 2.1 Schools should actively encourage parents and carers of children eligible for Free School Meals to apply, in order to maximise Pupil Premium funding.
- 2.2 Shropshire Council should continue to be proactive in communicating the importance of parents and carers registering for Free School Meals on the Shropshire Council website, by issuing press releases, by the use of new technology and by any other appropriate means.
- 2.3 Shropshire Council should actively promote the Free School Meals census deadline dates, which are the third Thursday in January; the third Thursday in May; and the first Thursday in October each year.
- 2.4 As a result of the work of the Task and Finish Group, changes have already been made to the way in which benefit claims are processed and the way in which information is displayed on the website and these changes should be regularly reviewed.
- 2.5 Shropshire Council should provide assistance, if required, to any schools having difficulty identifying pupils entitled to Free School Meals under the Ever

6 rule, i.e. pupils who have been eligible for Free School Meals at any time in the past six years.

- 2.6 Shropshire Council should encourage schools to consider cashless methods of payment for school meals to encourage the uptake of Free School Meals.
- 2.7 Headteachers should ensure that the achievement of pupils eligible for Free School Meals is closely monitored and, where necessary, timely and effective interventions are implemented to accelerate their progress, as expected by Ofsted. Shropshire Council should make available examples of good practice to help schools and pupils make improvements.
- 2.8 Shropshire Council will promote collaboration between education, health and social care professionals and parents and carers to maximise the progress of children entitled to Free School Meals, including:
 - Targeted intervention in Early Years
 - To accelerate progress in reading and writing in Key Stage 1
 - To identify pupils at risk of under-performing and support those whose progress is slow.
- 2.9 As part of its statutory duties, Shropshire Council's school performance and monitoring procedures should identify the gaps in performance of pupils eligible for Free School Meals and their peers. Where gaps are significant, school improvement planning should identify strategies to reduce these gaps.
- 2.10 Headteachers should report regularly to governors on their responsibilities on the use and impact of Pupil Premium, e.g. by having a regular item on the agenda for full governors' meetings, as expected by Ofsted.
- 2.11 Shropshire Council should ensure that the use and impact of Pupil Premium is a standing item on the agendas of area meetings of Shropshire School Governors' Council, to enable governors to share information about how Pupil Premium funding is being spent.
- 2.12 In order to monitor the effectiveness of these recommendations, Safe and Confident Communities Scrutiny Committee to receive regular performance reports on the attainment of pupils eligible for Free School Meals.

3. Report

- 3.1 The Report of the Narrowing the Gap (NTG) Task and Finish Group is attached as Appendix A.

4. Risk Assessment and Opportunities Appraisal

- 4.1 There are no identified issues relating to Risk Management, Human Rights or community associated with this report. Consultation is a key element of effective scrutiny.

5. Financial Implications

- 5.1 Pupil Premium funding is triggered when the parents and carers of eligible pupils register for free school meals. Greater numbers of registrations by these parents and carers will increase school budgets.

Background Papers

1. The Sutton Trust: Toolkit of Strategies to Improve Learning – Summary for Schools Spending the Pupil Premium, Higgins/Kototsaki/Cole, May 2011 www.suttontrust.com/homes.
2. Download of Historical Free School Meals Eligibility, February 2012, Department for Education www.education.gov.uk
3. Number of Pupils Eligible for Pupil Premium, Department for Education, November 2012 www.education.gov.uk.
4. Leeds Free School Meals Research Project – Investigating why many children do not take their free school meal entitlement, April 2008.
5. Supporting Families in the Foundation Years, Department for Education, 2011. www.education.gov.uk/publications

Cabinet Member/s

Portfolio Holder for Learning and Skills: Councillor Cecilia Motley

Local Member/s

All

Appendices

Appendix A The report of the Narrowing the Gap (NTG) Task and Finish Group

Appendix B One Page Strategy (Terms of Reference)

Appendix C NTG Task and Finish Group minutes: 16 April 2012; 25 May 2012; 29 June 2012 and 14 September 2012.

Appendix D Pupil Premium – What you need to know, Department of Education

Appendix E Shropshire Free School Meals Statistics, A Brief Overview

Appendix F Research papers provided by Karen Clarke, Associate Dean, School of Education, University of Wolverhampton.

APPENDIX A



Safe and Confident Communities Scrutiny Committee

Final Report of the Narrowing the Gap (NTG) Task and Finish Group

October 2012

Acknowledgments

We would like to thank all those who have supported us in our work, and special thanks are due to Karen Clarke, Associate Dean, School of Education, University of Wolverhampton, who gave up her time to pay us a visit and share her knowledge with us.

We also welcomed the valuable contribution made by Hilary Burke, Secondary Headteacher and Marlina Hotchkiss, Primary Headteacher, who agreed to be co-opted on to the Task and Finish Group and gave us the benefit of their professional expertise.

Special thanks are due to Cllr Mrs Tina Woodward, for her work with the Customer Care Team to improve the information available in order to increase the take-up of Free School Meals. As a result of the work of the Task and Finish Group, extensive improvements have been made to the website, to make it easier for parents and carers to access the information and we hope this work continues and evolves.

Thanks are due to the Shropshire Council officers who supported our work: Karen Bradshaw, Group Manager – Learning and Skills; Philip Brough, Graduate Trainee; Damian Carter, Benefits Manager; Anne Cousins, Committee Officer; Chris Mathews, Senior Education Improvement Adviser; Bobby Mulheir, Customer Service Manager; Brian Robinson, Education Improvement Adviser; and Helen Whiteley, Administrative Assistant.

We were very impressed with the knowledge and commitment of everyone who contributed to our work and we were particularly pleased to have been able to be involved in this process.

Members of the Task and Finish Group:

Shropshire Councillors

Mrs Joyce Barrow [Chairman]
Mr Roger Evans [Vice Chairman]
Mr Peter Adams
Mr Martin Bennett
Mr Tony Durnell
Mr Vince Hunt
Dr Jean Jones
Mrs Madge Shingleton
Mrs Tina Woodward

Co-opted Members

Mr Austin Atkinson	Roman Catholic Diocese
Mrs Hilary Burke	Secondary Headteacher
Miss Marlina Hotchkiss	Primary Headteacher
Mr Martin Jones	Parent-Governor, Primary Schools
Dr Dominic Wilson	Parent-Governor, Secondary Schools

Report

Introduction

This report sets out the findings of the Narrowing the Gap (NTG) Task and Finish Group.

Background

There is a national focus on reducing the gap between the attainment of pupils in receipt of free school meals (FSM) and their non-free school meals peers. The government's intention is to ensure that those children who begin life with some disadvantage are not disadvantaged further through under-performance in educational terms. Ofsted recently reported that the achievement gap between 5 and 16 year olds from low income families and their contemporaries has widened over the last four years.

It is important to note that free school meals is known to give a good indication to compare educational outcomes for pupils. There is a very close correlation between pupils' eligibility for free school meals and their progress and attainment in school. **However the correlation does not mean that eligibility for free school meals is the cause of pupils' under-achievement.**

Scope and focus of the work

The scope of the NTG Task and Finish Group was:

- To interrogate comparative data including geographical/institutional differences.
- To explore and identify good practice.
- To identify key stages for improvement.
- To investigate how the pupil premium could be used to improve achievement.
- To investigate ways of increasing the uptake of free school meals by eligible pupils.

What has the Task and Finish Group done?

The Task and Finish Group met on four occasions, 16 April; 25 May, 29 June and 14 September 2012 (See Appendix C for minutes of meetings)

Data

The Task and Finish Group has considered data relating to pupils eligible for free school meals in Shropshire and how their performance compares to other pupils. This shows the attainment gap in Shropshire increases as children move through the key stages of education.

2011 attainment data identifies a gap of 20% in the proportion of Shropshire pupils who achieved a 'good level of development in the Early Years Foundation Stage'. The gap widens to 33% when analysing the percentage of pupils who achieve 5+ GCSEs at grades A*-C including English and Mathematics (62.6% non FSM/29.3% FSM). (See Appendix E).

As part of the research, a comparison was made with other local authorities that are statistical neighbours (i.e. similar local authority areas). Among these are Herefordshire and Dorset where overall achievement is comparable to Shropshire and the gap between performance of FSM and non-FSM pupils is smaller. Further work may be required to identify the reasons behind these differences.

Shropshire's FSM/non-FSM attainment gap has been larger than the England average in each of the last 4 years. This is common in shire counties and high-performing authorities. The Shropshire gap is larger than the Statistical Neighbour average in 3 of the last 4 years.

In Shropshire there is broad variation across schools in the proportion of pupils who are eligible for free school meals (0% - 52.6%). The proportion of pupils in Shropshire in receipt of free school meals is below the national average.

Based on the 2011 schools' census, 165 out of 4040 FSM pupils are registered as Gifted and Talented, 4.1% compared with the national average of 11.65% of non-FSM pupils.

Good Practice (i.e. what makes a difference)

The Task and Finish Group considered academic papers and received professional advice from the Education Improvement Service and Higher Education institutions. These concluded that the quality of teaching and learning is one of the most important factors in raising achievement, including social and emotional development of pupils (See Sutton Trust in Background Papers and Appendix F).

Identifying Priorities to Reduce the Gap

Early Years Foundation Stage and the role of Children's Centres.

Key Stage 1: literacy

Key Stage 2: close monitoring of high expectations, analysis and support from Education Improvement Service as part of local authority school performance monitoring.

How the Pupil Premium can be used to Improve Achievement

Overall, schools have seen their budgets reduced substantially over the last two years. There is a danger that Pupil Premium funding targeted at pupils on free school meals, children looked after and pupils who have been eligible for free school meals at any point in the last six years (Ever 6 rule) will be used to replace this funding. Children whose parents are in the Armed Forces are also entitled to a proportion of Pupil Premium (See Appendix E).

The two Headteachers on the NTG Task and Finish Group reported how the Pupil Premium was being used in Shropshire schools (see Findings, 2 and 3). They both agreed there was no “one size fits all” approach and they welcomed the advice on Pupil Premium funding from the Department for Education that “schools are not instructed on how best to spend the Pupil Premium but are free to decide how best to spend it”.

Although the Pupil Premium funding was welcomed, the Headteachers pointed out this had to be balanced against current reductions in funding to schools (e.g. Meole Brace School gained £38,000 through Pupil Premium funding, but had lost £242,000 as a result of other budget reductions).

The intention was that Pupil Premium funding should be targeted at eligible children, although there is hope that it may also benefit other pupils.

How to Increase the Uptake of Free School Meals by Eligible Pupils

One strand of the NTG Task and Finish Group’s work centred on improving the take-up of free school meals by eligible parents and carers. In order to trigger the £600 Pupil Premium funding (£623 for 2012-13;£900 per pupil for 2013-14), eligible parents and carers are required to register for free school meals. It does not matter whether or not the children actually eat the meal, although schools should encourage them to do so. The date for registering is the third Thursday in January, the third Thursday in May and the first Thursday in October each year.

The Customer Care Team considered the information available on the Shropshire Council website to customers wishing to apply for free school meals. Members commented on the web-pages and suggested improvements. The team confirmed that one of the simplest ways of applying was by telephone and reported increasing numbers of benefit claimants use smartphones. Members suggested developing a mobile phone app would be beneficial.

Free school meal applications had been dealt with separately from all other benefits, even though most free school meal claimants were on other benefits. As a result of the work of the Task and Finish Group, more joined-up working is now in place.

Under the Ever 6 rule, Pupil Premium funding is allocated to those pupils that are known to have been eligible for free school meals on any pupil census

over the past six years. The Department for Education provides an online download of pupils' free school meals history, which will then follow the pupils around the system.

The amount of Pupil Premium funding received by schools is based on free school meals census data which is collated on the third Thursday in January, the third Thursday in May and the first Thursday in October each year.

For some schools, there remains an issue of identifying pupils who have been entitled to free school meals at any point over the past six years and some further work on the IT system needs to be done to identify these children more easily and to ensure schools have this information.

Findings

The Narrowing the Gap (NTG) Task and Finish Group found the following:

1. There is an attainment gap of 20% in the percentage of Shropshire pupils who achieved a 'good level of development' in Early Years Foundation Stage. This gap widens to 33% when analyzing the percentage of pupils who achieved 5+ GCSEs at grades A*-C including English and Mathematics (62.6% non-FSM/29.3% FSM).
2. Shropshire Headteachers are using Pupil Premium funding in a variety of ways. For example, at Meole Brace School this money is being targeted at two key members of staff, an intervention officer and a student welfare officer, whose remit is to raise the aspirations of all pupils.
3. In primary schools, Headteachers are using Pupil Premium funding for:
 - Pupil progress meetings and one-to-one tuition.
 - Booster classes for Gifted and Talented children.
 - Additional support from Woodlands Outreach.
 - Learning mentors.
 - Volunteer reading help.
 - Family support workers.
 - Additional resources to motivate pupils.
 - Additional after school support.
4. The experience of Shropshire Headteachers appears to demonstrate there is no "one size fits all" approach to the use of Pupil Premium funding. The percentage of those on free school meals may alter the approach, particularly in schools with a higher proportion of pupils on free school meals.
5. Although Headteachers welcome the introduction of the Pupil Premium, it has to be balanced against current reductions in funding to schools.
6. Academic research shows that the quality of teaching and learning is one of the most important factors in raising achievement. (See Sutton Trust

report in Background Papers and Appendix F). This includes:

- Coaching teachers and teaching assistants in specific teaching strategies.
 - Co-operative learning from children.
 - Frequent and continuous assessment.
 - Whole team/whole school approach.
 - Visionary leadership.
 - Strong pupil voice, beyond school councils, i.e. schools where pupils were not afraid to say what they thought.
 - Open access for parents and governors. Governors particularly needed to have a greater role than attending meetings; were able to go to school at any time. Parents needed the school to have a welcoming atmosphere. For primary schools, parents participating with children with curriculum activities was effective.
 - Policy of inclusion – research suggested the strategies to encourage gifted and talented pupils applied to **all** pupils.
 - Targeted pastoral care. Pastoral tutors also taught a core subject so that staff were able to get to know pupils thoroughly.
 - Data presented in an accessible way for parents, e.g. bar charts, pie charts.
 - Recognising the “value added” i.e. where pupils are when they come into school and where they are when they leave.
 - Personal and social aspects of development – essential these were met especially for pupils on free school meals.
 - Whole school reform to address issues such as extra-curricular activities, change of school day to accommodate teenagers who do not work well early in the morning (a 10.00 a.m. start to the school day has proved to be effective).
7. The information available on the Shropshire Council website has been improved to encourage greater uptake of free school meals. Benefit claimants often access the Internet via smartphones; therefore the development of a mobile phone app may be beneficial.

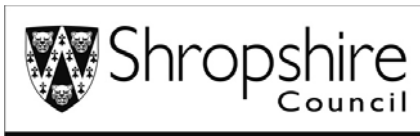
APPENDIX B

Terms of Reference: - Task & Finish Group – Narrowing the Gap

1. What is the broad Topic area?	There is a national focus on reducing the gap between the attainment of pupils on free school meals and their non-free school meals peers. The government's intention is to ensure that those children who begin life with some social disadvantage are not disadvantaged further through under-performance in educational terms. Ofsted recently reported that the achievement gap between 5 and 16 year olds from low income families and their contemporaries has widened over the last four years.
2. What is our specific Topic area?	<ul style="list-style-type: none"> To interrogate comparative data including geographical/institutional differences. To explore and identify good practice. To identify key stages for improvement. To investigate how the pupil premium could be used to improve achievement. To investigate ways of increasing the uptake of free school meals by eligible pupils.
3. Our ambitions for the review?	To use the data and identify areas of good practice to reduce gaps in attainment.
4. How well do we perform at the moment?	
<ul style="list-style-type: none"> What do we know already What are the gaps What will we look at What evidence do we need 	<p>Existing data across all schools in Shropshire. Dept of Education information on numbers of pupils on free school meals by constituency and by individual school.</p> <p>Identify areas of good practice in existing schools in Shropshire.</p> <p>Identify the geographical areas where there could be a gap between eligibility and take-up.</p> <p>Gain a better understanding of the process of how to claim free school meals.</p> <p>Benchmarking data from other local authorities via desktop research, with a focus on high-performing authorities.</p> <p>Information from head teachers about how they spend the pupil premium and how its impact is evaluated.</p>
5. Who shall we consult	
<ul style="list-style-type: none"> Co-optees 	<p>Marlena Hotchkiss Primary Headteacher</p> <p>Hilary Burke Secondary Headteacher</p>

• Expert/specialists? (Internal or External)	School Improvement Advisors; other Headteachers; Inclusion Manager; Expert from University of Wolverhampton School of Education
6. How shall we consult	
Site visits /visits to other organisations/Desktop research Exhibitions	To explore the different ways in which schools are spending the pupil premium in order to identify the most effective ways of reducing gaps.
7. What other help do we need? e.g. training/development/resources	
8. How long should it take?	
	3-4 months with monthly meetings
9. What will be the key outcomes?	
	To identify models of good practice which can be replicated across schools and explore ways of maximising the impact of the pupil premium, as measured by reducing the gap in achievement between those eligible for free school meals and those not.

APPENDIX C



Committee and Date
Task and Finish Group
Attainment of Pupils on Free
School Meals (Narrowing the
Gap)

Friday 25 May 2012

1.30 p.m.

Item No

3

Public

Minutes of the meeting held on 16 April 2012

10.00 – 11.30 a.m.

Responsible Officer Anne Cousins

Email: anne.cousins@shropshire.gov.uk Telephone: (01743) 252743

Present:

Members:

Peter Adams; Joyce Barrow; Martin Bennett; Roger Evans; Jean Jones;
Madge Shingleton; Tina Woodward.

Co-opted Members:

Austin Atkinson, Diocese of Shrewsbury.
Marlena Hotchkiss, Primary Head Teacher.
Martin Jones, Parent Governor, Primary Schools.
Dominic Wilson, Parent Governor, Secondary Schools.

Shropshire Council Officers in attendance:

Chris Mathews, Senior School Improvement Adviser (Secondary)
Phil Brough, Shropshire Graduate
Anne Cousins, Committee Officer

1. Election of Chairman

It was proposed, seconded and duly **RESOLVED** that Mrs J B Barrow be elected Chairman.

2. Apologies

Members: Tony Durnell; Vince Hunt.
Co-opted Members: Hilary Burke, Secondary Head

3. Appointment of Vice Chairman

It was proposed, seconded and duly **RESOLVED** that Mr R A Evans be elected Vice Chairman.

ACTION

	ACTION
<p>4. Declarations of Interest</p> <p>There were no declarations of interest.</p>	
<p>5. Terms of Reference</p>	
<p>5.1 The draft terms of reference were considered in detail and a number of suggestions were made. Under Section 2 (specific topic area), it was agreed to add a bullet point about increasing take-up of free school meals by eligible pupils, in order to ensure schools were not missing out on pupil premium funding.</p>	
<p>5.2 In Section 4, Members suggested additional information which would be helpful (see paragraph 5.7). Members wished to gain a better understanding of the process of applying for free school meals and Mrs Woodward undertook to obtain information for Members. Another suggestion was for the Group to find out how the pupil premium money was being spent in schools. It was suggested that the two co-opted headteachers could ask their colleagues at policy group briefings if they would be willing to provide information on how the pupil premium was being spent and how the impact was being evaluated.</p>	TW
<p>5.3 There was discussion about the desirability, or otherwise, of consulting directly with families who were in receipt of free school meals (Section 5). Members were aware of the sensitivity of the issue and of the need to maintain confidentiality throughout the work of the Task and Finish Group.</p>	HB/MH
<p>5.4 Dr Wilson offered to contact the School of Education at the University of Wolverhampton to see if an expert would be willing to come and talk to the Group (Section 5). Another suggestion was to invite an Inclusion Manager to attend a meeting to give their perspective.</p>	DW
<p>5.5 It was suggested Members may wish to visit schools where good practice had been identified, but Members were not sure visits to schools were necessary (Section 6).</p>	AC

ACTION

5.5 It was agreed to hold monthly meetings, preferably on a Friday morning (Section 8). Although it was agreed this would be a short Task and Finish Group, Members pointed out the school summer holidays may interrupt the work of the Group and it may be necessary to continue into September.

5.6 There was discussion about the wording of Section 9 (Key outcomes).

5.7 The following changes to the Terms of Reference were **AGREED:**

Section 2: Add:

- To investigate ways of increasing the uptake of free school meals by eligible pupils.

Section 4: Add:

- Identify the geographical areas where there could be a gap between eligibility and take-up.
- Department of Education information on numbers of pupils on free school meals by constituency and by individual school.
- Information from head teachers about how they spend the pupil premium and how its impact is evaluated.
- Gain a better understanding of the process of how to claim free school meals.

Section 5: Add:

- Inclusion Manager
- Expert from University of Wolverhampton School of Education

Section 6: Change to:

To explore the different ways in which schools were spending the pupil premium in order to identify the most effective ways of reducing gaps.

Section 9: Change to:

To identify models of good practice which can be replicated across schools to help to reduce the achievement gap between pupils eligible for free school meals and other pupils.

AC

6. Current Data in Shropshire

- 6.1 CM tabled a brief overview of free school meals statistics in Shropshire. PB reported he had looked at other local authorities to compare their statistics with Shropshire. Some, such as Dorset and Devon, performed better with less of an eligibility gap between pupils on free school meals and others. Overall, Shropshire came out in the middle.
- 6.2 RE reported the Department for Education website gave a figure of 6,960 pupils in state-funded schools in Shropshire eligible for pupil premium, yet the figures tabled were much less (under 4,000). CM undertook to ensure the matter was investigated further. It was also agreed to circulate this information to Members.
- 6.3 CM provided an overview of the proportion of pupils eligible for FSM in primary and secondary schools. He added there was also a high proportion of pupils in special schools who were eligible as there was a link between free school meals, achievement and learning difficulties.
- 6.4 The attainment data showed a gap of 20% in the percentage of Shropshire pupils who achieved a 'good level of development' in Early Years Foundation Stage. This gap had widened to 33% when analyzing the % of pupils who achieved GCSE 5+ A*-C (62.6% non-FSM/29.3% FSM). CM said there was a strong correlation between poverty and achievement and overall the most disadvantaged pupils were those pupils living in poverty.
- 6.5 It was noted there were greater attainment gaps in reading and writing than in maths and science. This led to a discussion about the difficulties faced by pupils who did not speak English as their first language and what provision was available for them. Members were very aware, however, of the need to keep an open mind and not to make any assumptions.
- 6.6 There was discussion about funding and why eligibility for free schools meals had been selected to attract pupil premium.
- 6.7 In conclusion, CM reported that in Shropshire schools did very well on very low levels of overall funding. There was evidence of a close link between outcomes and eligibility for free school meals, but there were also exceptions.

ACTION

**CM
AC**

6.8 It was agreed to e-mail the tabled information to Members.

**ACTION
AC**

7. Background Information

7.1 A report by the Sutton Trust, which set out a number of strategies to improve learning, had been circulated for information.

7.2 Members expressed some reservations about the report, e.g. it made assumptions that homework was set; that parents were supportive. CM explained this report was one of two very well recognized pieces of research on this subject. It demonstrated that the quality of teaching and learning was one of the most important factors in raising achievement.

7.3 A factsheet on Pupil Premium from the Department for Education had also been circulated for information. It was pointed out that in 2012-13 the Government had decided to extend Pupil Premium funding to pupils who have been eligible for free school meals at any point in the last six years.

8. Work Plan for Task and Finish Group

8.1 It was agreed to meet on a monthly basis for the next three months, with Friday mornings being suggested as a preferred time. AC undertook to circulate dates.

AC



Committee and Date
Narrowing the Gap
Task and Finish
Group

Friday 29 June
1.30 p.m.

Item No

3

Public

NOTES THE MEETING HELD ON FRIDAY 25 MAY 2012

1.30 – 3.00 p.m.

Responsible Officer	Anne Cousins	
Tel (01743) 252743	Fax (01743) 252795	E-mail: Anne.cousins@shropshire.gov.uk

Present:

Members:

Joyce Barrow (Chairman); Roger Evans (Vice Chairman); Peter Adams; Martin Bennett; Tony Durnell; Vince Hunt; Jean Jones; Madge Shineton; Tina Woodward.

Co-opted Members:

Austin Atkinson, Diocese of Shrewsbury.
Hilary Burke, Secondary Head Teacher.
Marlena Hotchkiss, Primary Head Teacher.
Dominic Wilson, Parent Governor, Secondary Schools.

Shropshire Council Officers in attendance:

Brian Robinson, Education Improvement Adviser
Bobby Mulheir, Customer Service Manager
Damian Carter, Benefit Manager, Care and Involvement Team
Phil Brough, Shropshire Graduate
Anne Cousins, Committee Officer

ACTION

1. Apologies

Members: Mr Martin Jones, Parent Governor, Primary Schools.
Officers: Chris Mathews, Senior School Improvement Adviser

2. Declarations of Interest

There were no declarations of interest.

3. Minutes

RESOLVED: That the minutes of the last meeting held on 16 April 2012 be approved and signed by the Chairman as a correct record.

4. Terms of Reference

RESOLVED: That the Terms of Reference be agreed.

5. Update on Changes to the Website

5.1 Tina Woodward, Deputy Portfolio Holder for Customer Care, introduced this item. She explained she had put a team together to look into the information available on the website to customers wishing to apply for free school meals and report back to the Task and Finish Group for their comments. The webpages had been updated and were circulated for Members' comments.

5.2 In response to comments that not everyone had access to the Internet, Bobby Mulheir, Customer Service Manager, commented that, in her experience, many customers applied for benefits using smartphones.

5.3 There was discussion about what initiatives schools could use to encourage take-up of free school meals and how school meals could be made more attractive to children and young people. The Chairman suggested inviting someone from Shire Services to attend a future meeting. Members pointed out, however, that it was numbers of children registering for free school meals which triggered the Pupil Premium funding, regardless of whether or not the children actually ate the meals.

5.4 The Chairman encouraged all Members to eat a meal at a local school before the next meeting.

5.5 It was agreed to put this item on the agenda again and Members were asked to bring to the next meeting any amendments to the updated webpages.

ACTION

Ctte
Officer

All
Members

All
Members

6. Process for Claiming Benefits

ACTION

- 6.1 Bobby Mulheir, Customer Service Manager, and Damian Carter, Benefit Manager, explained to Members the processes by which parents applied for free school meals.
- 6.2 Members heard one of the simplest ways of applying was by telephone. It was necessary to provide a signature and proof of benefits and this could be submitted to the school or to the Free Schools Meals team at Shirehall.
- 6.3 Free school meals applications were dealt with separately from all other benefits, even though most free school meals claimants were on other benefits. The Customer Service Manager suggested a change in the way the Council worked, by asking all benefit claimants at the point of contact if they were parents and eligible to claim free school meals.
- 6.4 Damian Carter, Benefit Manager, informed Members of the work of his team. The benefits team were able to advise clients on a range of benefits and advisers went out to visit clients where necessary, e.g. if they were disabled. Any calls to the call centre were directed to the benefits team. One issue was that people were simply not aware they were able to apply for free school meals.
- 6.5 The Chairman suggested more joined-up working to increase free school meal take-up could be one of the recommendations of the Task and Finish Group.
- 6.6 Another area which could be improved was the back-office operation. Tina Woodward explained some gaps in data collection and some duplication had been identified and were being addressed. It was suggested officers involved could be invited to a future meeting of the Task and Finish Group.
- 6.7 There was discussion about the forthcoming major changes to the benefits system being introduced nationally. The Benefit Manager suggested this might lead to an increase in the number of claimants. The Chairman requested this should be added the Safe and Confident Communities Scrutiny Committee work programme.

**Ctte
Officer**

**Ctte
Officer**

7. Pupil Premium

ACTION

- 7.1 The Chairman invited the two Head Teachers to discuss with Members the use of Pupil Premium funding.
- 7.2 Hilary Burke, Head Teacher of Meole Brace School, was pleased to note that the Department for Education guidance on the Pupil Premium included the phrase “schools are not instructed on how to spend the Pupil Premium but are free to decide how best to spend it”. She said it was important to realise each school was its own community. At Meole Brace School, there were 67 pupils eligible for Pupil Premium funding, a total of £38,000. Although this was welcomed, it had to be balanced against current reductions in funding to the school of £242,000. There had been reductions in funding in a number of areas, including capital funding and educational psychology. From September, the school had autonomy to choose its own external careers advice service, but the cost of this would have to come out of the school budget which was an additional expense.
- 7.3 In response to a question about Academy status, Mrs Burke stated the school finances would not be improved if the school became an Academy. Although as an Academy, the school would receive funding directly from central government, she would want to buy back the services provided by the local authority, because of the high quality of those services.
- 7.4 Mrs Burke explained the Pupil Premium money at Meole Brace School was being targeted at key members of staff – an intervention officer and a student welfare officer. These officers helped to narrow the gap and raise the aspirations of all pupils. For example, the intervention officer met all Year 7 parents at home to engage them with the work of the school. This strategy had developed after it was realised some parents would not come to open evenings at school.
- 7.5 Marlena Hotchkiss, Head Teacher of Pontesbury Primary School, reported on how primary heads across the county were using Pupil Premium funding:
- Pupil progress meetings and one-to-one tuition.
 - Booster classes for Gifted and Talented children.
 - Additional support from Woodlands Outreach.
 - Learning mentors.
 - Volunteer reading help.
 - Family support workers.

	<ul style="list-style-type: none">• Additional resources to motivate pupils.• Additional after school support.	ACTION
7.6	The Vice Chairman raised an issue he had become aware of and which was a matter of some concern. Schools would have to explain to Ofsted and the Department of Education how Pupil Premium money had been spent in narrowing the achievement gap. It was a straightforward matter for schools to identify current pupils in receipt of free school meals and track their progress, but Pupil Premium funding applied to any child who had been in receipt of free school meals at any time in the last six years. Schools had no way of identifying these pupils and he asked if the local authority had records which could assist.	
7.7	Officers explained there would be information about pupils moving from one local authority to another; and secondary schools would know if a child had been eligible at primary school. It was agreed to invite the relevant officer to attend a future meeting to explain this in more detail.	Ctte Officer
7.8	It was pointed out that Pupil Premium funding was not restricted to those in receipt of free school meals, but also included other pupils, such as Armed Forces personnel.	
7.9	It was agreed to re-name the Task and Finish Group the Narrowing the Gap Task and Finish Group. This was a term used by government and avoided any specific reference to free school meals, thus recognising the wider factors around this issue.	All
7.10	Members commented there were many different ways in which Pupil Premium funding could be used and it was possible the Task and Finish Group may conclude that there was no “one size fits all” approach.	
7.13	Another important factor raised by Members was parental input. For example, parents with low levels of literacy would not be able to offer their children the same level of support as other parents. Dominic Wilson, Secondary Parent Governor, commented that the Sutton Trust had carried out research into social mobility and found the gap was greater in the UK than elsewhere and agreed any effective intervention would have wider implications. He suggested that, although there may be no “one size fits all” approach, it may be still possible to identify some homogeneous recommendations.	

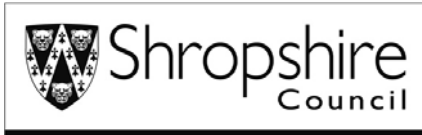
8. Next Meeting

Friday 29 June, 1.30 p.m. in the Ludlow room, Shirehall.

ACTION

Signed.....Chairman

Date.....



Committee and Date
Narrowing the Gap
Task and Finish
Group

Friday 14 September
2012
2.00 p.m.

Item No

3

Public

NOTES THE MEETING HELD ON FRIDAY 29 JUNE 2012

1.30 – 3.00 p.m.

Responsible Officer	Anne Cousins	
Tel (01743) 252743	Fax (01743) 252795	E-mail: Anne.cousins@shropshire.gov.uk

Present:

Members:

Joyce Barrow (Chairman); Roger Evans (Vice Chairman); Peter Adams; Vince Hunt; Jean Jones; Madge Shineton; Tina Woodward.

Co-opted Members:

Austin Atkinson, Diocese of Shrewsbury.
Dominic Wilson, Parent Governor, Secondary Schools.

Shropshire Council Officers in attendance:

Brian Robinson, Education Improvement Adviser
Helen Whiteley, Administrative Assistant (Free School Meals)
Phil Brough, Shropshire Graduate
Anne Cousins, Committee Officer

Guest Speaker:

Karen Clarke, Associate Dean, University of Wolverhampton

ACTION

1. Apologies

Members: Martin Bennett; Tony Durnell.
Co-opted Members: Hilary Burke, Secondary Head Teacher;
Marlena Hotchkiss, Primary Head Teacher;
Martin Jones, Parent Governor, Primary Schools.
Officers: Chris Mathews, Senior School Improvement Adviser (Brian Robinson substituted).

2. Declarations of Interest

There were no declarations of interest.

3. Minutes

- 3.1 It was agreed to add “where possible to do so” at the end of the first sentence in paragraph 6.6.
- 3.2 It was clarified that it was no longer necessary to get a signature when applying for benefits as stated in paragraph 6.2. The only requirements were National Insurance number and date of birth in order to check the details on the national database.
- 3.3 **RESOLVED:** That, subject to the above, the minutes of the last meeting held on 25 May 2012 be approved and signed by the Chairman as a correct record.

4. Academic Research on Attainment of Disadvantaged Pupils

- 4.1 The Chairman welcomed Karen Clarke, Associate Dean from the University of Wolverhampton.
- 4.2 Karen Clarke tabled two papers – one which summarised UK research and a paper headed “Enhancing pedagogic practice” which described how to enhance teacher input into teaching and learning. Ms Clarke explained most of the research came from the USA but she had concentrated on UK research, from the Institute of Education, University of London (www.ioe.ac.uk) and the National Foundation for Educational Research (NFER) (www.nfer.ac.uk).
- 4.4 Both research papers found that it was the quality of teaching which made the biggest difference to learning outcomes. Effective strategies which improved outcomes included:
- Coaching teachers and teaching assistants in specific teaching strategies.
 - Co-operative learning from children.
 - Frequent and continuous assessment.
 - Whole team/whole school approach.

ACTION

ACTION

- 4.5 Other important factors to improve learning were:
- Visionary leadership.
 - Strong pupil voice, beyond school councils, i.e. schools where pupils were not afraid to say what they thought.
 - Open access for parents and governors. Governors particularly needed to have a greater role than attending meetings; were able to go to school at any time. Parents needed the school to have a welcoming atmosphere. For primary schools, parents participating with children with curriculum activities was effective.
 - Policy of inclusion – research suggested the strategies to encourage gifted and talented pupils applied to **all** pupils.
 - Targeted pastoral care. Pastoral tutors also taught a core subject so that staff were able to get to know pupils thoroughly.
 - Data presented in an accessible way for parents, e.g. bar charts, pie charts.
 - Recognising the “value added” i.e. where pupils are when they come into school and where they are when they leave.
 - Personal and social aspects of development – essential these were met especially for pupils on free school meals.
 - Whole school reform to address issues such as extra-curricular activities, change of school day to accommodate teenagers who do not work well early in the morning (a 10.00 a.m. start to the school day has proved to be effective).
- 4.7 The second paper (Enhancing pedagogic practice) was an approach for teachers to reflect on their professional practice, not linked to appraisal, and described how Heads of Department/Headteachers can monitor progress.
- 4.8 In the ensuing discussion, it was agreed that there were many factors which encouraged children to learn:
- Children helping children was effective.
 - Encouraging children to be happy and confident, and raising self-esteem.
 - Social development was important, e.g. breakfast

clubs to ensure children had a good breakfast before school; helping them with basic skills such as using a knife and fork.

- Classroom environment could be influential in children's learning, e.g. open plan was not necessarily conducive to learning.

Ms Clarke suggested social and emotional development was perhaps the most effective tool to encourage learning. The challenge was to identify what a child could do well and encourage them, which raised self-esteem and enabled them to learn.

ACTION

4.9 In answer to a question, Ms Clarke said there was no ideal size of school: both large and small schools could be effective. Staff/pupil ratio was more important, as was engaging constructively with staff as well as with parents. For example, offering after-school clubs based on staff interests could be effective.

4.10 The group considered how Pupil Premium funding could be used to greatest effect. Ms Clarke suggested the funding could be spent on something to benefit all children, not just those entitled to Pupil Premium. It was noted some schools had used the Pupil Premium money to appoint staff to engage with the home environment. Ms Clarke commented that it was good to work with parents, but some families had a lot of professionals coming into their homes and for these families it might be more effective to talk to them on neutral territory, e.g. supermarkets or pubs.

4.11 There was discussion about constraints of school budgets and Ms Clarke suggested that, if schools were able to pool their Pupil Premium money, this could increase its effectiveness. This was particularly true for small rural schools with small numbers of children entitled to Pupil Premium.

4.12 There was discussion about the value of funding secondary pupils to go on experiences (visits to theatres, art galleries, travel opportunities), as opposed to using the funding for extra one-to-one tuition. Ms Clarke felt both were valuable. For disadvantaged pupils, the opportunity to take part in visits could be extremely valuable; otherwise there was a danger they would be overtaken by others who had had those opportunities.

4.13 The Chairman thanked Ms Clarke for her contribution.

5. Update from last meeting (25 May 2012)

5.1 More information on the practical process of applying for free school meals had been circulated to Members (copy attached to minutes). It was clarified that it was no longer necessary to get a signature when applying for benefits (paragraph 6.2 in minutes of 25 May refers). Helen Whiteley, who administered applications for free school meals, confirmed the only requirements were National Insurance number and date of birth in order to check the details on the national database.

5.2 A question was asked about numbers of gifted and talented children who were entitled to free school meals and officers agreed to provide this information.

5.3 In response to the questions raised at the last meeting about how schools could find out which pupils had been entitled to free school meals in the last six years (and therefore qualified for Pupil Premium funding), it was confirmed that this information was available, although some further IT work needed to be done over the summer as a result of this new rule.

5.4 It was confirmed that the local authority database identified looked after children regardless of where they were accommodated.

5.5 Members were informed there were now two census days for counting school pupils, in January and September.

5.6 In conclusion, Helen Whiteley confirmed the process for applying for benefits was quicker and easier now. There were still some sources of confusion, e.g. parents on working tax credits were not entitled to free school meals as well.

5.7 Phil Brough, Shropshire Graduate, asked if there was any feedback following the changes made to the information on free school meals on the Shropshire Council website. It was suggested that there should be a clearer message to parents that registering for

ACTION

BR/HW

free school meals meant the school would benefit by £600. It was also suggested that an app for mobile phones would be useful.

ACTION

5.8 It was agreed that customer feedback was the most important factor and that this would be monitored and reported to the next meeting. Information on the number of hits on the website was also requested for the next meeting.

PB

5.9 Finally, Members gave accounts of their recent experiences of eating school meals, which had generally been very positive. It was noted that, at Church Stretton School, there was no cashless system in place which meant it was a very public system for pupils on free school meals. When asked about this, however, the children at the school did not think this was an issue.

6. Next meeting

It was agreed that another meeting date would be fixed for September.

**Ctte
Officer**

Signed.....Chairman

Date.....

CLARIFICATION OF PROCESS FOR APPLYING FOR FREE SCHOOL MEALS

1. If successful, **the School** is informed by a weekly “changes report” list transmitted over secure site (S2S)
(Or if close to census day, by telephone by Helen Whiteley, Admin Assistant).
2. The national database check is only that, a secure checking system, **no “automatic” contact** with either school or applicant.

The applicant is informed by award letter notice.

3. If **not successful** on the national database check the applicant is informed by letter, with an opportunity to provide any proof of benefit being received for further consideration.
4. The DfE system does not do any follow up or contact with anyone.
5. Signature – these days is **not necessarily required**.
6. Parent/carers can contact in a variety of ways:
 - a. **Through customer services** on the **phone** – with **form being filled in on their behalf** – data protection paragraph is provided, no signature is required.
 - b. **Online** – through council website - when this is submitted there is data protection paragraph that needs to be “agreed” to prior to submission – no signature required.
 - c. **Phone contact** – if check from national database is “found” then OK to be added to our system, without signature
 - d. **If paper form** has been downloaded from website or acquired from school and is sent in either direct to Shirehall, or to school, then **completed form needs to be signed** .
 - e. **School** – if details are rung through from a school and database check “found”, then no signature is required, as the check has been carried out on the secure national database website using personal information.



Committee and Date

Item No

Public

NOTES THE MEETING HELD ON FRIDAY 14 SEPTEMBER 2012

(14:00 – 15:00 hrs)

**Responsible
Officer**

Anne Cousins

e-mail: anne.cousins@shropshire.gov.uk

Tel: (01743)
252743

Fax (01743)
252713

Members:

Joyce Barrow (Chairman); Peter Adams; Martin Bennett; Vince Hunt; Madge Shineton;

Co-opted Members:

Austin Atkinson, Diocese of Shrewsbury.
Martin Jones, Parent Governor, Primary Schools.
Dominic Wilson, Parent Governor, Secondary Schools.

Shropshire Council Officers in attendance:

Karen Bradshaw, Group Manager – Learning and Skills
Chris Mathews, Senior Education Improvement Adviser
Anne Cousins, Committee Officer

1. Apologies and Substitutions

The following apologies were given:

Members:

Tony Durnell, Roger Evans, Jean Jones and Tina Woodward.

Co-opted Members:

Hilary Burke, Secondary Head Teacher; Marlena Hotchkiss,
Primary Head Teacher.

Officers: Philip Brough, Graduate Trainee.

2. Disclosable Pecuniary Interests

None were disclosed.

ACTION

3. Minutes

3.1 It was agreed to change the wording of the second sentence of paragraph 4.10 to read: "Ms Clarke suggested the funding could also benefit all children, not just those entitled to Pupil Premium."

3.2 **RESOLVED:** That, subject to the above, the minutes of the last meeting held on 29 June 2012 be approved and signed by the Chairman as a correct record.

4. Update from last meeting

4.1 The information provided on numbers of visitors to the Free School Meals web-pages and the numbers of Gifted and Talented children entitled to Free School Meals was noted.

5. Draft Report

5.1 The first draft of the Final Report of the Task and Finish Group had been circulated and was considered in detail by Members.

5.2 A comment was made that the reference to all children benefiting from Pupil Premium (page 7, 4th paragraph) could be counter to Ofsted requirements for each school to report how Pupil Premium funding was being spent. Karen Bradshaw confirmed Ofsted had two requirements: to show the gap had narrowed for vulnerable pupils and to report on how it had spent its Pupil Premium funding.

5.3 Some reservations were expressed as to whether the report had really covered the Task and Finish Group's remit. It was suggested that in some places, it was simply re-stating things schools were already doing (e.g. list on page 9) and yet had not considered in sufficient depth the causes of the disparity in attainment. It was possible, for example, that social factors may be impeding progress for some children.

5.4 In response, Chris Mathews commented that correlation does not equal cause. Although there was a close relationship between attainment and eligibility for Free School Meals, there were many other factors involved and it was difficult to address all of them at the local authority level. Karen Bradshaw agreed Free School Meals was used as a proxy to measure progress and confirmed comparative data showed Shropshire performed less well. She agreed with the point about social factors, but advised the report should be confined to the role of schools.

ACTION

ACTION

- 5.5 It was suggested that the references to the Sutton Report would be sufficient to address the wider issues.
- 5.6 The following points were made regarding the recommendations:
- It was suggested the report recommendations should emphasise that (1) schools should be encouraging eligible parents to apply for Free School Meals, to ensure the maximum amount of Pupil Premium funding was available; and (2) children entitled to Free School Meals should be encouraged to eat the meal. This could be done by looking at more exciting ways of delivering meals, e.g. more varied menus, picnics and other ideas for serving food in more interesting ways.
 - Recommendation 4 – Increasing Uptake of Free School Meals – important to encourage parents to register for Free School Meals at the earliest age, to enable schools to maximise the Pupil Premium funding.
 - Important to recognise that a group, such as children entitled to Free School Meals, will be made up of lots of individuals and a “one size fits all” approach would not work – schools needed flexibility to develop their own solutions.
 - To add a recommendation about monitoring progress – 1 year and 2 years suggested as possible time-frames.
 - Where there was a list in the recommendations, to ensure it was in priority order. Suggestion made that the final bullet point under Recommendation 4 should be the first bullet point.
 - Suggestion that recommendations should be nearer the start of the report, not at the end.
 - Suggestion that “uniform” or “consistent” should replace “universal”, Recommendation 4, first bullet point.
 - Endorsement by Members of value of having a cashless system of payment for school meals, to preserve anonymity of those on Free School Meals.
 - There was some duplication in the list of bullet points under Recommendation 4.
 - Suggestion of having a recommendation that Head Teachers report on what they had done with Pupil Premium, perhaps as part of school performance monitoring. This could then be shared as best practice.
 - To add a recommendation recognising the role of school governors. A suggestion was made that Pupil Premium and registering for Free School Meals could be put on the agendas of area meetings of the Shropshire School Governors’ Council.

5.7. The suggestion about school governors was welcomed, but it raised an issue about Academies and Free Schools. These were state-funded schools outside local authority control and it was agreed to clarify whether or not Academy/Free School governing bodies were represented on the Shropshire School Governors' Council.

ACTION

KB/CM

5.8 With reference to the suggestions about encouraging more children to eat school meals, Chris Mathews commented that the primary purpose of the report was to look at increasing registrations of eligible parents and thus triggering the Pupil Premium funding. Whether or not children actually ate the meals was a broader issue.

5.9 It was agreed that:

- The report would be re-drafted and then circulated to Members for comment via e-mail.
- Revised report to be sent to Karen Clarke, University of Wolverhampton, for her comments.
- There was no need for a further meeting of the Narrowing the Gap Task and Finish Group.

KB/CM/AC

AC

5.10 A query had been raised by Cllr Roger Evans concerning how schools can find out which of their pupils have been entitled to Free School Meals in the last six years. He had received a query from a parent whose child used to be entitled to Free School Meals, within the past six years, but could not find out whether or not the current school was receiving the Pupil Premium funding.

In response, Members were informed that Pupil Premium funding was calculated using census data (PLASC data). The method of collection had changed to identify pupils who had been on Free School Meals in the last 6 years (Ever 6 system) to account for the change of rules. This system did not identify individual pupils by name but provided schools with sufficient information as to whether the overall level of funding was appropriate.

6. Timescales

6.1 The next steps were for the report to go to Safe and Confident Communities Scrutiny Committee and then on to Cabinet.

ACTION

6.2 It was agreed that it would not be possible for the report to be re-drafted in time for the next Scrutiny meeting on 4 October 2012. Accordingly, it was agreed that the Task and Finish Group would report to Scrutiny on Wednesday 5 December and then to Cabinet on Wednesday 12 December.

Signed.....**Chairman**

Date.....

APPENDIX D

Department for Education (www.education.gov.uk)

Pupil Premium - what you need to know

Updated: 05 April 2012

Purpose

- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- For pupils from low-income families in non-mainstream settings, it is for the local authority to decide how to allocate the Pupil Premium. For instance it could be allocated to the setting where they are being educated, or held by the local authority to spend specifically on additional educational support to raise the standard of attainment for these pupils. The authority must consult non-mainstream settings about how the Premium for these pupils should be used.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, we will also require schools to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- We will also provide schools with information about strategies and interventions which can improve the progress and attainment of pupils from poorer backgrounds.

Key facts

- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.
- Total funding through the Premium will increase from £625m in 2011-12 to £1.25bn in 2012-13.

- The level of the premium in 2011-12 is £488 per pupil for pupils eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months. It will increase to £600 per pupil in 2012-13.
- A premium has also been introduced for children whose parents are currently serving in the armed forces; this is £200 in 2011-12 rising to £250 in 2012-13.
- The Pupil Premium was introduced in April 2011, and paid to local authorities by means of a specific grant based on January 2011 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children looked after data returns (SSDA903).
- The Pupil Premium was also paid to academies via the Young Peoples' Learning Agency.
- Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll.
- The Government has decided that eligibility for the Pupil Premium in 2012-13 will be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. Earlier this year we consulted on options for extending the coverage of the Pupil Premium. As a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.
- Up to £50m of the £1.25bn will be used to support a Summer School programme to help the most disadvantaged pupils make the transition from primary to secondary school. This approach received the highest support in the recent consultation with 44% of those responding backing its introduction.

Evidence notes: approaches to raising the attainment of disadvantaged pupils

This page provides evidence notes on approaches and activities aimed at improving attainment and progression of disadvantaged pupils. Each evidence note includes references to supporting educational research. The notes are for background information only - head teachers and teachers will wish to make their own decisions about Pupil Premium spend, on the basis of their knowledge of their pupils.

Further notes will be added on a regular basis.

APPENDIX E

Shropshire FSM Statistics – Brief Overview

Eligibility

Where the parent/ carer in receipt of: income support, job seekers allowance, income related support allowance; child tax credit providing not exceed £16,190; guarantee element of Pension Credit or letter of support under Asylum Act.

	FSM Eligible	Pupil Premium
Primary	2450	2450
Secondary	1296	1265
Special Educational Needs	101	93
Others	30	30
	3877	3838
Academies	161	161

Jan 2012 Census

Overall Data

- Gap between FSM and non FSM in Shropshire is larger since standards are above national average for KS1- KS4.
- 11% of pupils in LA Maintained School are recorded as being eligible for Free School Meals on the January 2012 School Census.
 - 12.5 % of primary school pupils are recorded as being eligible for Free School Meals on the January 2012 School Census.
 - 8.7% of LA maintained secondary pupils are recorded as being eligible for Free School Meals on the January 2012 School Census.
 - 28.6% of LA special school pupils are recorded as being eligible for Free School Meals on the January 2012 School Census.
- Including Academy Schools, Pupil Referral Units and those pupils registered in Alternative Provision 10.9% are recorded as being eligible for Free School Meals.

Attainment Data

- The % of Shropshire pupils who achieved a 'good level of development' in Early Years Foundation Stage Profile Results teacher assessment from the summer 2011 results split by FSM and non FSM.

	% FSM	%Non FSM	Gap
good level of development	48	68	20

Data Source; Statistical First Release 29_2011

** A pupil achieving 6 or more points across the 7 Scales of PSE and CLL and who also achieves 78 or more points across all 13 scales is classed as having "a good level of development".*

- The % of Shropshire pupils who achieved level 2 or above in Key Stage 1 teacher assessment from the summer 2011 split by FSM and non FSM.

	% FSM	% Non FSM	Gap
Reading	73	89	16
Writing	70	86	16
Maths	83	92	9
Science	82	92	10

Data Source; Statistical First Release 22_2011

- The % of Shropshire pupils who achieved level 4 or above in Key Stage 2 test results from the summer 2011 split by FSM and non FSM.

	% FSM	%Non FSM	Gap
English & Maths	54.0	79.0	25

Data Source; Statistical First Release 31_2011

- The % of Shropshire pupils who achieved GCSE 5+ A* - C (Including English & Maths) in Key Stage 4 results from the summer 2011 split by FSM and non FSM.

	% FSM	%Non FSM	Gap
5+ A* - C (Including English & Maths)	29.3	62.6	33.3

Data Source; Statistical First Release 03_2012