

Subject:	The Pupil Premium in Brighton & Hove Schools		
Date of Meeting:	Children and Young People's Committee		
Report of:	Executive Director (Children's Services)		
Contact Officer:	Hilary Ferries		
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Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report outlines the national context of the Pupil Premium (PP), the achievement of the pupils who are in receipt of PP, what school leaders are expected to do and how the Local Authority is supporting and challenging them.

2. RECOMMENDATIONS:

- 2.1 That the committee notes the report and continues its challenge in this area.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The expectation is that this additional funding will be used to support these pupils and close the achievement gap between them and their peers. For full details of the current pupil premium type and allocation see Appendix 1. The Strategy for the city is in 'Closing the Gap in Educational Achievement for Vulnerable Groups in the City (Appendix 1.1)
- 3.2 Analysis of achievement data nationally and in Brighton & Hove shows that this group achieves less well than their peers (Appendix 2).
- 3.3 In the 2014 to 2015 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:
- £1,300 for primary-aged pupils
 - £935 for secondary-aged pupils

In the 2014 to 2015 financial year, schools also receive £1900 for each child that has previously been in care (often referred to as adopted although not always the case). Schools also receive up to £1900 for each looked after child paid through the Virtual School. There are currently 228 children who have previously been in

care. Data is not yet available on the attainment and progress of this group. There are currently 300 children in care whose attainment and progress is reported in detail in the Virtual School annual review. This report will therefore not comment on this data and will focus on those children that are on Free School Meals.

- 3.4 Schools have been given autonomy to decide how the funding is spent. The Department for Education expects headteachers to make informed decisions, drawing on evidence as well as their professional judgement, when deciding on which interventions / support programmes to spend their Pupil Premium. Schools have to publish this information on their websites. The reports for Bevendean Primary and Hove Park are in Appendices 5 and 6.
- 3.5 Headteachers and school governing bodies are held accountable for the impact of pupil premium funding in the following ways:
- performance tables, which show the performance of disadvantaged pupils compared with their peers.
 - schools are required to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement.
 - the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.
- 3.6 Early Years Pupil Premium is to be introduced in April 2015 for eligible children aged three and four taking up a free childcare place at a maintained, private, voluntary or independent setting. The funding has only recently been announced and LA officers are currently planning for the smooth implementation of the scheme. Seven local authorities have been selected to pilot the implementation and report back to the DFE ahead of the nationwide rollout in April. Nurseries, schools and child-minders will receive an additional £300 a year per eligible child (an additional 53p per eligible child per hour) and will be able to choose how best to use the funding to help narrow the gap in attainment between the most and least advantaged children. The Early Years team in Brighton & Hove will support nurseries, child-minders and schools to select effective strategies and to track the progress of the children to show the impact.

4. WHAT THE DATA TELLS US

The data shows that the gaps in the city are in every key stage and are widest at Key Stage four.

4.1 Early Years Foundation Stage

% FSM GLD	41.8
% Not FSM GLD	63.5
EYFSP FSM gap	21.7

This has closed 2 percentage points from last year.

4.2 Key Stage 1

The performance of pupils in Brighton & Hove with FSM has risen in all subjects since 2011. Last year it fell one percentage point in writing, remained the same in reading and improved 1.7% points in maths. This means the gaps have widened in reading and writing and are above the national (by one percentage point and 3.5 % points respectively) but narrowed in maths. The gaps have closed over time, but remain above national in reading (one percentage point) and writing, (three percentage points) but below the national average in maths (by 0.6 percentage points).

4.2.1 The FSM achievement gap in reading at level 2+ has closed since 2011 but in 2014 was wider than the gap in England due to the higher achievement of non FSM pupils.

KS1 Reading	2011	2012	2013	2014
B&H FSM	68.4%	69.5%	80.0%	79.9%
B&H Non FSM	88.3%	90.0%	92.0%	92.9%
B&H FSM Gap	19.9%	20.5%	12.0%	13.0%

KS1 Reading	2011	2012	2013	2014
B&H Gap	20	20	12	13
Statistical Neighbour Gap	14	13	11	11
England Gap	15	14	12	12

Since 2011 FSM achievement in reading at level 2+ has risen to be in line with England as shown in the table below.

KS1 Reading	2011	2012	2013	2014
B&H	68%	70	80	80
Statistical Neighbour average	74	76	80	81
England	73	76	79	80

Since 2011 non-FSM achievement in reading at level 2+ has also risen and is now above England and statistical neighbours as shown below.

KS1 Reading	2011	2012	2013	2014
B&H	88%	90%	92%	93%
Statistical Neighbour average	88%	89%	91%	92%
England	88%	90%	91%	92%

4.2.2.The FSM achievement gap is generally widest for writing. Since 2011 the gap has closed but in 2014 was wider than England and statistical neighbours.

KS1 Writing	2011	2012	2013	2014
B&H FSM	64.3%	59.9%	73.0%	72.1%
B&H Non FSM	84.6%	86.2%	88.5%	89.6%
B&H Gap	20.3	26.3	15.5	17.5

KS1 Writing	2011	2012	2013	2014
B&H Gap	21	26	15	17
Statistical Neighbour Gap	16	15	14	14
England Gap	18	16	15	14

KS1 Writing	2011	2012	2013	2014
B&H	64%	60%	73%	72%
Statistical Neighbours average	68%	71%	74%	75%
England	67%	70%	73%	75%

Since 2011 non-FSM achievement in writing at level 2+ has been in-line with England and the average of our statistical neighbours as shown below.

KS1 Writing	2011	2012	2013	2014
B&H	85%	86%	88%	89%
Statistical Neighbours average	84%	86%	88%	89%
England	85%	86%	88%	89%

4.2.3 In 2014 the FSM achievement gap in maths was narrower than England and statistical neighbours. FSM achievement in maths at level 2+ was above England and statistical neighbours.

KS1 Maths	2011	2012	2013	2014
B&H FSM	82.4%	79.6%	85.0%	86.7%
B&H Non FSM	93.2%	94.5%	95.0%	95.1%
B&H FSM Gap	10.8	14.9	10.0	8.4

KS1 Maths	2011	2012	2013	2014
B&H Gap	11	14	11	8
Statistical Neighbour Gap	10	9	9	9
England Gap	11	11	9	9

In 2014 the FSM achievement in maths at level 2+ in Brighton & Hove was above England and statistical neighbours as shown in the table below.

KS1 Maths	2011	2012	2013	2014
B&H	82%	80%	84%	87%
Statistical Neighbours average	81%	83%	84%	85%
England	81%	82%	84%	85%

Since 2011 non-FSM achievement in maths at level 2+ in Brighton & Hove has generally been above England and statistical neighbours.

KS1 Maths	2011	2012	2013	2014
B&H	93%	94%	95%	95%
Statistical Neighbours average	91%	92%	93%	94%
England	92%	93%	93%	94%

No data on disadvantaged pupils has been published by the Department for Education, this may be because the number of pupils identified by being eligible for FSM in the last six years will not be comparable to the key stage 2 and key stage 4 cohorts simply because pupils at the end of key stage 1 have only been in compulsory education for three years.

4.3 Key Stage 2

4.3.1 The gap between the achievement in Reading, writing and maths at level 4+ has increased by 2% points because the attainment of the free school meals children stayed at 58% whilst the non-free school meal total went up by 2% points

KS2 RWML4+	2011	2012	2013	2014
B&H FSM	43%	53%	58%	58%
B&H Non FSM	69%	79%	83%	85%
B&H Gap	26	26	25	27

4.3.2 The gap between FSM and other pupils in Brighton & Hove was wider than England and the average of our statistical neighbour local authorities as shown in the table below.

The 27 percentage point gap in Brighton & Hove was nine percentage points wider than the gap nationally this year. There is no 2011 data as English and maths at level 4+ was replaced by reading, writing and maths at level 4+ in 2012.

KS2 RWML4+	2012	2013	2014
B&H Gap	26	25	27
Statistical Neighbour Gap	23	24	21
England Gap	19	19	18

In Brighton & Hove the achievement in reading, writing and maths at level 4+ for pupils with FSM was below England and all statistical neighbours shown in the table below.

Local Authority	2012	2013	2014
Bromley	59%	63%	69%
Bournemouth	55%	57%	67%
Southend-on-Sea	53%	56%	63%
Reading	54%	52%	60%
York	52%	55%	59%
Portsmouth	45%	51%	59%
Bath and North East Somerset	55%	54%	59%
Bristol, City of	56%	57%	59%

Leeds	54%	53%	58%
Sheffield	56%	55%	58%
Brighton & Hove	53%	58%	58%
England	59%	60%	64%

This contrasts to the achievement of non-FSM pupils in Brighton & Hove, which was above England and many statistical neighbours as shown in the table below,

Local Authority	2012	2013	2014
Bromley	82%	83%	87%
Brighton & Hove	79%	83%	85%
Bath and North East Somerset	81%	82%	85%
Southend-on-Sea	76%	78%	84%
Bournemouth	75%	79%	82%
Sheffield	76%	76%	81%
York	79%	80%	81%
Bristol, City of	79%	82%	81%
Leeds	77%	79%	80%
Portsmouth	71%	75%	80%
Reading	77%	74%	79%
England	78%	79%	82%

If each subject is looked at individually, in reading the gap has decreased by 2% points with improvement in performance of both the non FSM and FSM groups. In writing the gap remained the same, with both groups improving two percentage points, but in maths it slightly increased as the attainment of the pupils entitled to FSM remained the same whilst attainment of their peers increased by one percentage point.

4.3.3 In terms of progress of pupils, the picture is more positive. The gaps have narrowed since 2011.

Results writing	2011	2012	2013	2014
B&H FSM	64%	86%	87%	87%
B&H Non FSM	76%	91%	93%	94%
B&H Gap	12	5	6	7

Percentage of pupils making two levels of progress in writing from KS1 to KS2

Results maths	2011	2012	2013	2014
B&H FSM	67%	76%	79%	81%
B&H Non FSM	81%	86%	90%	91%
B&H Gap	14	10	12	10

Percentage of pupils making two levels of progress in maths from KS1 to KS2

The gap in achievement of pupils with FSM was wider than the achievement gap for disadvantaged pupils. The disadvantaged pupil achievement gap in reading, writing and

maths at level 4+ in Brighton & Hove was seven % points wider than England, whilst the FSM achievement gap was nine % points wider than England.

KS2 RWML4+	2012	2013	2014
B&H Disadvantaged pupils	59%	62%	64%
B&H other pupils	81%	85%	88%
B&H Gap	22	23	24

KS2 RWML4+	2012	2013	2014
B&H Gap	22	23	24
Statistical Neighbour Gap	22	21	17
England Gap	19	18	17

Brighton & Hove was below England and many statistical neighbours in the achievement of disadvantaged pupils as shown in the table below.

Local Authority	2012	2013	2014
Bromley	61%	65%	73%
Bournemouth	59%	63%	72%
Southend-on-Sea	55%	59%	70%
Bath and North East Somerset	61%	62%	68%
Reading	56%	56%	65%
Leeds	59%	59%	64%
Brighton & Hove	59%	62%	64%
Portsmouth	50%	57%	64%
Bristol, City of	60%	62%	64%
Sheffield	59%	58%	63%
York	56%	56%	63%
England	61%	63%	67%

Brighton & Hove was above England and all statistical neighbours in the achievement of non-disadvantaged pupils as shown in the table below.

Local Authority	2012	2013	2014
Bromley	83%	85%	88%
Brighton & Hove	81%	85%	88%
Southend-on-Sea	79%	81%	86%
Bath and North East Somerset	82%	83%	86%
Bristol, City of	82%	84%	84%
Leeds	79%	82%	83%
Sheffield	78%	79%	83%
York	80%	82%	83%
Bournemouth	77%	81%	83%
Portsmouth	74%	77%	82%
Reading	80%	75%	81%
England	80%	81%	84%

4.4 Key Stage 4

4.4.1 The table below shows that only 22 percent of pupils with current FSM achieved five GCSE with English and Maths compared with 59% of their peers. In comparison with the national picture, the gap is ten % points wider than nationally as shown in the table below

Results	2011	2012	2013	2014
B&H FSM	25.8%	27.1%	31.1%	22.2%
B&H non FSM	57.4%	61.6%	68.2%	59.3%

Results	2011	2012	2013	2014
B&H Gap	31.6	34.5	37.1	37.1
Statistical Neighbour Gap	31.2	32.1	33.0	33.6
England Gap	27.5	26.3	26.7	27.0

4.4.2 The table below shows the percent of pupils with current FSM that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Bromley	44.1%	40.7%	48.0%	36.7%
Bournemouth	29.1%	31.1%	30.1%	34.1%
Portsmouth	20.6%	28.0%	22.2%	31.3%
Sheffield	24.1%	30.3%	30.1%	31.1%
Reading	31.9%	35.4%	35.1%	30.7%
Bath and North East Somerset	29.9%	30.5%	30.5%	29.9%
Bristol, City of	29.1%	26.6%	29.2%	28.7%
Leeds	24.7%	26.7%	30.9%	25.7%
Southend-on-Sea	33.8%	24.5%	28.2%	23.0%
Brighton & Hove	25.8%	27.1%	31.1%	22.2%
York	31.0%	36.2%	40.2%	21.4%
England	34.7%	36.5%	38.1%	33.7%

4.4.3 The table below shows the percent of pupils without current FSM that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Bromley	69.7%	71.6%	76.2%	68.0%
Southend-on-Sea	68.7%	66.7%	66.8%	67.1%
York	64.5%	65.1%	69.7%	66.1%
Reading	59.9%	66.1%	69.5%	65.9%
Bournemouth	61.8%	65.1%	68.0%	65.1%

Bath and North East Somerset	66.7%	59.6%	66.4%	64.5%
Bristol, City of	55.4%	58.1%	58.4%	62.0%
Brighton & Hove	57.4%	61.6%	68.2%	59.3%
Sheffield	53.7%	60.3%	63.0%	58.6%
Leeds	60.0%	61.3%	63.6%	56.6%
Portsmouth	50.3%	56.7%	53.0%	55.0%
England	62.2%	62.8%	64.8%	60.7%

4.4.4 The gaps for pupils currently in receipt of FSM are wider than those of the 'disadvantaged' group, which contains pupils eligible and claiming FSM in the last six years (including current FSM). This 'disadvantaged' group also contains children looked after, but does not usefully represent these pupils as they form a small subset of the group.

Results	2011	2012	2013	2014
B&H Disadvantaged	29.0%	33.2%	40.8%	31.4%
B&H Other pupils	61.3%	65.2%	71.5%	62.4%

Results	2011	2012	2013	2014
B&H Gap	32.3	32.0	30.7	31.0
Statistical Neighbour Gap	33.7	31.7	32.2	32.9
England Gap	29.0	27.4	27.0	27.5

4.4.5 The table below shows the percentages of 'disadvantaged' pupils that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Bromley	40.6%	45.8%	51.7%	42.0%
Bournemouth	32.7%	34.8%	40.2%	37.7%
Portsmouth	22.9%	33.1%	28.0%	34.2%
Bristol, City of	29.2%	32.1%	32.7%	34.0%
Bath and North East Somerset	33.4%	29.7%	31.8%	33.2%
Sheffield	26.0%	32.9%	35.3%	33.0%
Reading	31.3%	34.8%	39.9%	32.2%
Brighton & Hove	29.0%	33.2%	40.8%	31.4%
Leeds	27.9%	31.7%	35.6%	29.9%
York	31.5%	37.5%	43.3%	28.9%
Southend-on-Sea	33.0%	30.8%	30.5%	27.5%
England	36.3%	38.6%	41.1%	36.7%

4.4.6 The table below shows the percentages of 'non disadvantaged' pupils that achieved five GCSE A*-C with English and Maths for the statistical neighbours. It has been sorted by 2014 results, and the England result is at the end.

Local Authority	2011	2012	2013	2014
Southend-on-Sea	74.4%	71.5	73.7	74.1
Bromley	73.1	74.4	79.6	71.5
Reading	63.2	70.3	72.2	69.7
York	67.5	67.5	72.4	69.3
Bournemouth	65.3	68.5	70.3	69.0
Bath and North East Somerset	69.5	63.3	70.5	67.2
Bristol, City of	61.2	62.5	64.3	67.1
Sheffield	57.4	64.7	67.0	62.6
Brighton and Hove	61.3	65.2	71.5	62.4
Leeds	64.0	65.1	68.0	60.8
Portsmouth	54.9	60.3	57.7	58.4
England	65.3	66.0	68.1	64.2

4.4.7 In English 3+ levels of progress for disadvantaged pupils, Brighton & Hove in 2014 was below England and some statistical neighbours as shown in the table below. In 2013 and 2012 Brighton and Hove was above England and many statistical neighbours.

Local Authority	2012	2013	2014
Reading	48.2%	53.4	64.6
Bournemouth	50.4	60.3	64.5
Bromley	59.3	66.8	62.6
Bristol, City of	54.5	51.1	60.3
Sheffield	50.7	56.2	57.5
Brighton & Hove	56.9	59.9	56.7
Bath and North East Somerset	45.8	44.9	56.5
Portsmouth	46.5%	40.9	52.6
York	53.4	56.1	48.4
Leeds	44.6	48.7	48.3
Southend-on-Sea	42.3	41.5	45.9
England	53.8	57.0	59.1

For English 3+ levels of progress for non-disadvantaged pupils in Brighton & Hove was consistently above that of England.

Local Authority	2012	2013	2014
Reading	77.9%	80.0	84.0
Bournemouth	77.7	82.8	83.5
Southend-on-Sea	76.5	77.4	82.6
Bromley	80.4	85.2	81.3
Bristol, City of	75.5	72.3	81.2
York	74.4	80.0	80.1

Brighton & Hove	75.5	78.6	76.7
Bath and North East Somerset	70.6	75.9	76.4
Sheffield	73.8	76.9	74.8
Leeds	69.7	72.1	71.5
Portsmouth	69.3	65.8	71.2
England	72.8	75.0	76.2

4.4.8 In maths 3+ levels of progress Brighton & Hove disadvantaged pupils were consistently below England to a greater extent than other comparisons. The progress gap between disadvantaged and other pupils in Brighton & Hove was widest in maths.

Local Authority	2012	2013	2014
	%	%	%
Bromley	56.5	64.9	55.7
Bristol, City of	44.9	46.2	49.1
Bournemouth	46.3	51.9	47.7
Sheffield	46.0	47.9	45.5
Portsmouth	46.1	43.9	44.8
Bath and North East Somerset	42.0	47.9	43.7
Leeds	46.0	46.4	43.2
Southend-on-Sea	43.4	44.5	41.1
Brighton & Hove	37.8	46.8	39.2
York	58.1	53.5	38.5
Reading	48.3	54.1	38.2
England	51.5	54.0	48.5

In maths the percentage of non-disadvantaged pupils making 3+ levels of progress for in Brighton & Hove was below that of England and many of our statistical neighbours.

Local Authority	2012	2013	2014
	%	%	%
Bromley	81.7	85.3	80.4
Southend-on-Sea	78.7	82.1	79.7
Reading	81.3	81.9	77.4
Bristol, City of	70.8	72.9	75.7
Bournemouth	75.6	80.7	74.0
York	76.5	77.5	73.8
Bath and North East Somerset	72.5	76.9	72.1
Brighton & Hove	66.4	74.9	70.1
Leeds	74.7	76.9	69.9
Sheffield	72.5	74.7	69.7
Portsmouth	68.1	69.6	66.3
England	74.5	77.0	71.8

4.4.9 Progress for pupils currently having free school meals is not published for all local authorities and so there are no statistical neighbours for this measure but comparisons of Brighton & Hove to England are shown below.

English 3+ levels of progress

Results	2012	2013	2014
	%	%	%
B&H FSM	53%	52	48
B&H Other	73	76	74
England FSM	52	54	57
England Other	71	73	74

Maths 3+ levels of progress for pupils with FSM was consistently below the national

Results	2012	2013	2014
	%	%	%
B&H FSM	31%	37	30
B&H Other	62	71	66
England FSM	50	52	46
England Other	72	74	69

5. WHAT IS HAPPENING IN THE CITY TO ADDRESS THE GAPS?

This is a key priority for schools and for the city as a whole. In 2013 we published the Closing the Gap in Educational Achievement for Vulnerable Groups in the City (appendix 1) which outlines our approach. Since the publication, to achieve improved outcomes for this group, we have:

- 5.1 Seconded a deputy headteacher from one of the secondary schools to focus on this area. Using the data he worked with schools to identify good practice across the city and a number of schools delivered Summer twilight professional seminars in the summer term 2014 showcasing their work.
- 5.2 Shared best practice and research literature such as the Sutton Trust Toolkit that enables schools to see what has proved to work well.
- 5.3 Organised a successful conference for headteachers, and Governors focussing on pupil premium funding in July 2014. This included national speakers such as the Pupil Premium Champion, Sir John Dunford.
- 5.4 Encouraged each school to nominate a 'closing the gap' champion and these senior leaders meet regularly to support and challenge each other.
- 5.5 Supported secondary schools in the design of a peer review for the progress of pupils with free school meals. This is being led by a National Leader of Education from a Teaching School Alliance. (Appendix 3)

- 5.6 Planned to carry out a one day pupil premium review in primary schools. This will involve primary headteachers, a member of the Standards and Achievement Team and the headteacher of the Virtual school for children in care (appendix 4). We will start with those schools where the gaps are widest.
- 5.7 A new headteacher for the Virtual School has been appointed in Summer 2014 and now leads on a strategy and plan to narrow the gap between Children in Care/Previously in Care and all children.
- 5.8 Committed to explore a focus theme: these include:
- 5.8.1 Behaviour for learning.
 - 5.8.2 Peer Tutoring
 - 5.8.3 Effective use of data
 - 5.8.4 Lesson study
 - 5.8.5 Targeting support
 - 5.8.6 Research learning communities.
- 5.9 Continued to support and develop Every Child a Reader and Every Child Counts as they have shown to be very successful.
- 5.10 (Every Child a Reader (ECaR) is an approach to implementing and managing early literacy interventions to ensure that all children who need additional support with learning to read and write are given what they need. At its heart is Reading Recovery, an intensive daily, one-to-one intervention for the lowest achieving literacy learners after one year in school. A highly skilled Reading Recovery teacher works with the lowest attaining children individually and supports the whole school in mapping, providing and monitoring a range of other literacy interventions for all children who need support, with the aim of every child being a reader and writer

Every Child Counts aims to raise achievement in school mathematics at three levels, through:

1 – Intensive, Numbers Count™ intervention support given by a specialist teacher to children who have the greatest difficulties in mathematics, to enable them to make accelerated progress and catch up with their peers.

2 – Lighter touch 1stClass@Number™, intervention support given by a trained teaching assistant to children who have moderate difficulties in mathematics, to enable them to make accelerated progress and catch up with their peers It is delivered by a teaching assistant to a group of up to 4 children outside the classroom, in addition to daily class mathematics lessons.

3 – Wider support by the specialist Numbers Count teacher for the teaching and learning of mathematics across the whole school age range

6. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 6.1 Schools have the autonomy to decide how best to spend the pupil premium to make the most difference to outcomes for disadvantaged pupils. They are held to account for the outcomes of these students.

- 6.2 Every school has to publish the use of pupil premium funding on their website. Two examples appear in Appendix 5 and Appendix 6

7. COMMUNITY ENGAGEMENT & CONSULTATION

- 7.1 All schools were consulted in the writing of the Closing the Gap Strategy. Each school informs and discusses this area with their community.

8. CONCLUSION

8.1 This is a priority area for the city. We want to make sure that every child is able to succeed and have a choice about their future. The pupil premium offers schools the opportunity to meet the needs of a vulnerable group of young people.

9. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The funding for Pupil Premium in Brighton & Hove Schools has grown from £2.4m in 2011/12 to around £7.8m in 2014/15. There are no direct financial implications for schools arising from this report. Schools should be aiming to spend their budget on increasing the attainment of all pupils and in particular to use their Pupil Premium funding to close the attainment gap for those in vulnerable groups. The authority will continue to support and challenge them to do so.

Finance Officer Consulted: Andy Moore

Date: 22/01/2015

Legal Implications:

The Pupil Premium is discrete funding given to state funded schools and other educational settings in England, including special and alternative provision, to support disadvantaged and vulnerable pupils from Reception to Year 11. There are no statutory restrictions on the way in which this funding should be used by schools. There are no specific legal implications arising from the contents of this report.

Lawyer Consulted: Serena Kynaston

Date: 26/01/2014

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SUPPORTING DOCUMENTATION

Appendices:

1. Strategy for Closing the Gap in Educational Achievement
2. Diagrams showing achievement of pupils who are entitled to pupil premium
3. Secondary peer review for Pupil Premium
4. Primary review for Pupil Premium
5. Bevendean Primary School Pupil Premium Report
6. Hove Park Pupil Premium Report

