

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM – 29th SEPTEMBER 2010

REPORT OF DIRECTOR OF CHILDREN'S SERVICES

DEPRIVATION FUNDING CONSULTATION GROUP

EXECUTIVE SUMMARY

This report updates the Schools Forum on the outcome of the first meeting of the working group that is examining and reviewing deprivation funding and the impact on school performance. This work will contribute to the review of the Schools Funding Formula.

1. Working Group

1.1 The July meeting of the School Forum agreed that the following head teachers would be part of the working group:

Glenys Robinson	-	West Kirby Grammar
Tony Quinn	-	St John Plessington
Harry Kennedy	-	Black Horse Hill Junior
Mary Walker	-	Portland Primary
Steve Dainty	-	St Joseph's Birkenhead

1.2 The group met on 8th July 2010. The group discussed:

- The background to the deprivation funding
- The terms of reference for the group

1.3 The group noted that the first year that the deprivation funding had been part of the formula was from April 2008. However, given the timing of SATs and GCSE examinations, that funding would have had very limited impact upon schools' performance in 2008. Therefore the results in 2009 would have been the first year when one might expect to have seen impact from the deprivation funding.

1.4 The group was presented with a range of data about the performance of schools, shared on a confidential basis. The analysis focused on the key indicators for KS2 and KS4, namely:

- L4+ in English and Maths at KS2
- Two levels progress in English and Maths at KS2
- 5+ A*-C GCSE grades or equivalent at KS4

1.5 Data for 2008 and 2009 was presented in order to see if there were any emerging trends. Both raw results and also Contextual Value Added scores were presented. The data focused on the FSM to non-FSM gap as this is the one that is currently a National Indicator.

1.6 Data was presented ranked in order of the level of deprivation funding received. In this way the group could look at the impact not only in those schools who received the greatest amount of deprivation funding but also the impact in those schools who received the least.

2. Initial Observations

- 2.1 The group made some initial observations from the data presented.
- 2.2 Analysis should focus on Contextual Value Added data.
- 2.3 Account should always be taken, in primary schools, of cohort size and that in some instances one child can impact significantly upon overall performance in the school.
- 2.4 We need to repeat the analysis for 2010 in order to establish patterns and trends.
- 2.5 There were considerable variations in-school and between similar schools. In particular, some schools had made significantly more progress in narrowing the FSM to non-FSM gap than others and this applied both to schools in receipt of larger amounts of deprivation funding as well as schools in receipt of lesser amounts.
- 2.6 In some schools there had been clear improvements in both children with FSM and those with not. This raised the issue about how children with FSM can be helped to make even greater progress than their peers

3. Next Steps

- 3.1 The group identified a number of next steps to be reported to the autumn term meetings.
- 3.2 The LA should undertake as soon as pupil-level data is available, the analysis of FSM to non-FSM performance for all schools using CVA for 2010 and present this against 2008 and 2009 data in order to consider patterns and trends.
- 3.3 Primary and secondary SIPs should include as part of their autumn term monitoring visits a specific question to schools about the FSM to non-FSM gap and how the deprivation funding has had an impact.
- 3.4 Case studies should be drawn up through in-depth discussions with a small number of schools who had demonstrated a reduction in the FSM to non-FSM gap in order to establish what actions they had taken in order to share good practice. Similarly, some equally in-depth discussions should take place with a small number of schools who had not demonstrated a reduction in the FSM to non-FSM gap in order to determine if there had been particular barriers to making progress.

RECOMMENDATION

That

- (1) The Schools Forum notes the report and endorses the future work outlined above.

Howard Cooper
Director of Children's Services