

# MIDDLESBROUGH COUNCIL

## SCRUTINY REPORT

### CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

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#### Addressing Poverty and the Impact on Learning –an introduction

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**Summary** The report sets out the various measures of the level of poverty and deprivation experienced by children in Middlesbrough and explains the mitigation made possible through the funding received by schools and through Local Authority resources. A range of data is presented including National data which is not updated each year hence the use of data over the past decade.

#### Introduction

1. The 2015 update of the English Indices of Deprivation comprises 37 indicators organised across seven domains, which are then weighted and combined to calculate the Index of Multiple Deprivation (IMD). The IMD is an overall measure of deprivation experienced by people living in an area and is calculated for every Lower Layer Super Output Area (LSOA), or neighbourhood, in England. Every neighbourhood in England is ranked according to its level of deprivation relative to that of other areas. At local authority level in 2015, Middlesbrough has a rank of average score of six, meaning it is the sixth most deprived LA area in England and the most deprived local authority area in the Tees Valley (eighth in 2010). Using this rank, Hartlepool is 18<sup>th</sup> (24<sup>th</sup> in 2010), Redcar and Cleveland 49<sup>th</sup> (48<sup>th</sup> in 2010), Stockton-On-Tees is 88<sup>th</sup> (100<sup>th</sup> in 2010) and Darlington 97<sup>th</sup> (75<sup>th</sup> in 2010).

2. The Child Poverty Map of the UK 2016 (End Child Poverty, November 2016), identified that 37% of children in Middlesbrough live in poverty, compared with 29% nationally (the eighth worst local authority area on this measure). The former electoral wards of University (now subsumed within Central ward) and Gresham (now subsumed within Newport ward) are the tenth and eleventh worst wards in the UK for child poverty, with rates of 52.0% and 51.5% respectively.

3. Poverty can be measured by a range of criteria. In schools we use the percentage of Free School Meals (FSM), the Index of Multi-deprivation rank and the Income Deprivation Affecting Children Index (IDACI) as indicators.

4. FSM- In January 2019, the average FSM percentages for Middlesbrough schools are as follows

	No eligible for FSM	Number on roll	FSM %	National Average
Total Primary	4134	15865	26.1%	15.8%
Total Secondary	2215	8222	26.9%	14.1%
Total Special	275	529	52.0%	37.5%

However the averages belie huge differences with the highest range in the percentage of Free School Meals being at Primary being between 0.5% and 64.7%, Secondary between 17.4% and 64.2% and Special between 46.7% and 64.2%.

5. IDACI- All Local area super output areas are ranked using the IDACI indicators between 1 and 32844, where 1 is the most deprived and 32844 is the least deprived. We do not receive IDACI information about all schools but for Primary schools in 2019 we can use the IDACI index for KS2 children as a measure for the school. Using this measure we had schools ranked from 71.8 through to 27958.9. 15 of the 43 Primary schools. The percentage of children in each school who scored as disadvantaged ranged from 10% to 88.2% of the cohorts.

6 Index of Multi Deprivation Decile -Of 43 Primary schools, 19 score in the Index of Multi-deprivation first decile, i.e. the highest 10% of deprivation in the country.

7.Other Contextual Information- Children are at greater risk of being subjected to the effects of poverty if they live in a deprived area with a single parent family; with a family member who is unemployed or who has low educational attainment; with a family member who misuses alcohol or other substances; or if they are a looked after child.

From a population perspective, the IMD 2015 identified Middlesbrough as having the second highest proportion nationally of people living in income deprived households, and the third highest proportion of working age adults in employment deprivation. The other above-stated factors are also highly prevalent within Middlesbrough.

8. Lone Parents- Lone parent households accounted for 9.87% of all households in Middlesbrough, a marginal decrease on those included in the 2001 census 9.92%. This is above the national total of 7.1%. Female lone parents account for 92.55% of all lone parent households in Middlesbrough in 2011, a slight decrease on the 2001 census where they accounted for 93.97%. This is above the national total of 90.26% (2011) and 90.48% (2001).

Male lone parents account for 7.45% of all lone parent households in Middlesbrough in 2011, this shows an increase on the 2001 census where they accounted for 6.03%. This is below the national figures, at 9.74% (2011) and 9.52% (2001).

A total of 50.41% of all lone parent households were in employment in 2011, a marked increase on the 38.56% of 2001. This is below the national total of 59.42% of working lone parents.

9. Workless households with dependent children -In the 2011 census, a total of 24,362 Middlesbrough households had no adults in employment. Of these 4,487 households had dependent children. This accounts for 7.84% of all Middlesbrough households at that time. This is a much larger percentage than nationally where only 4.20% of households had dependent children with no adults in employment. The majority of these households are clustered in the north of the town.

This was a decrease on the previous census in 2001 where a total of 25,483 households had no adults in employment, 5,174 (9.40%) with dependent children and 46.20% of all households in Middlesbrough. A total of 17,841 dependent children live in these households, with 7,353 (41.21%) being in the 0-4 age bracket. This is similar to the 40.46% national figure.

## Discussion

**10. What are schools doing to support children living with deprivation?** The Pupil Premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

Pupil Premium funding is allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

**11. Which schools can receive funding?** Pupil Premium funding is available to:

- schools maintained by the local authority, including:
- schools for children with special educational needs or disabilities
- pupil referral units (PRUs), for children who can't go to a mainstream school
- academies and free schools, including:
- academies for children with special educational needs or disabilities
- alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992

**12. Using the Pupil Premium effectively** School leaders are best placed to decide how to use the Pupil Premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

When taking decisions on how to spend the grant, the DfE strongly encourage school leaders to consider evidence on what will have the most impact for their pupils. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

**13. Pupil Premium guide** To assist school leaders in this process, since 2011 the Education Endowment Foundation (EEF) has been working with thousands of schools across the country to establish what works best in raising pupils' attainment. There is now a growing body of evidence on how schools can best help disadvantaged pupils make progress. The EEF has published a Pupil Premium guide that explains what schools have found works best when spending the Pupil Premium to improve results.

**Example** Evidence suggests that schools should consider using a 'tiered' approach to their Pupil Premium that balances spend across:

- supporting training and continuous development to improve the quality of all teaching
- targeting support for disadvantaged pupils through evidence-based interventions
- supporting whole-school strategies to improve attendance, behaviour and readiness to learn

Schools are encouraged to organise independent reviews of their Pupil Premium spending and its effectiveness and Ofsted may use the outcomes of disadvantaged pupils as a key line of enquiry when assessing the schools effectiveness.

**14. Pupil Premium funding** In the 2019 to 2020 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £ 935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil:

- identified in the January 2019 school census or the alternative provision census as having left local authority care as a result of:
- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

The funding for pupils who are looked after by a local authority, and attract the £2,300 rate, is managed by the Virtual School Head teacher of the local authority that looks after the pupil. In Middlesbrough we currently devolve £1,150 to schools retaining the remainder for specialised support delivered by the Virtual School.

### **15. Middlesbrough Council Education Services supporting children with deprivation**

Much of the work of the education services team impacts on children with high levels of deprivation:

**Special Educational Needs and Disabilities (SEND)** - Middlesbrough has a higher prevalence of some of the wide-ranging issues which may stem from deprivation and contribute to a continued and increasing rate of SEND in the town (as well as high levels of Looked after Children, Child Protection Plans and disabilities). With the continued medical developments at James Cook University Hospital, babies who historically would not have survived premature births, or disabilities and health conditions at birth are being saved and the range of issues attributable to that start in life is a significant factor in resulting SEND diagnoses. We know that we have more children with Special Educational Needs in areas of higher deprivation e.g. central and east Middlesbrough and these children have a range of needs including learning difficulties, emotional and social difficulties and physical and mental health needs. At School Census January 2018, there were a total of 4,336 pupils recorded with SEND, of this cohort 31.85% had a Moderate Learning Difficulty, followed by 16.54% with a Severe Learning Difficulty and the third highest proportion was Social, Emotional and Mental Health with 14.14%.

Our SEND Team supports these children to ensure they receive appropriate support through careful planning, staff expertise and placements. Our Inclusion strategy, introduced in January 2019, aims to ensure that this support is in mainstream schools where this is possible.

**Access to education** –Maintaining learning and a school place can be much harder for children from areas of higher deprivation either because of Adverse Childhood Experiences (ACEs) such as family substance misuse or domestic violence or through lack of skills in the family home. School attendance is a particular concern and is a Council strategic priority. Our Attendance action plan has identified priorities which will be pursued with our partners e.g. Middlesbrough Football Club. We support children at risk of losing their mainstream education placement through for instance the work of the Elective Home Education team, the Alternative Provision team and the Educational Psychology team. We support schools to ensure that Parent Support advisors are well trained and that school staff are equipped to manage the challenges that children present e.g. through improved behaviour management or through identifying specific teaching strategies through focused research projects.

**Middlesbrough Achievement Partnership**, part of our Achievement service, have facilitated school leaders in a poverty proofing working group and will produce a poverty proofing guide for all schools in the new academic year based upon best practice and research. We funded Children North East to carry out poverty proofing reviews in three schools as a pilot, and a brief guide was developed by the schools and shared with others.

**Developing Schools-** As part of the School Improvement project over the last two years, we have worked with a range of developing schools in central and east Middlesbrough who were struggling to improve their levels of achievement and progress. These schools often have the highest percentages of children living in deprivation and strategies are offered to schools to raise aspirations, teaching and leadership strategies to close achievement gaps. Following the summer 2018 outcomes, five of the primary schools originally identified as developing through their outcomes data improved to the extent that they were no longer in this category. Summer 2019 outcomes suggest that 8 primary schools currently in this category will have improved to the extent that they are no longer classed as developing. Fourteen schools eligible for developing schools funding have been inspected by Ofsted during the School Improvement project. All of these schools have retained their previous judgement (all but one are good or outstanding) and two retained their outstanding judgements, despite outcomes that were lower than the national average. 89% of schools in Middlesbrough are now good or better. The majority of school Ofsted reports recognise the improvements in areas funded through the School Improvement project and recognise the LA contribution to improving pupil outcomes.

**Holiday Provision-** Middlesbrough Council supports holiday food and activities for a wide range of children in deprived areas of the town. A separate Scrutiny report has been written on this subject.

## 16. Learning

Middlesbrough children living in deprivation begin their formal learning at a lower point than their peers. By the end of their first school year in Reception, approximately 14% less children living with deprivation achieve the age-related expectation compared to all other Middlesbrough children. Although it is a struggle to help these children achieve the same progress as their peers and the gap widens as they move through their Primary education years, compared to the National picture the gap is not as wide. By the end of KS2 children living in deprived areas of the town were doing better than similar children nationally in 2018.

### Primary outcomes for Children with Free School Meal (FSM) and Pupil Premium (PP) in 2018 for Early Years (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2)

N.b. Measures are Good Level of Development (GLD) and Reading, Writing and Maths combined (RWM)

	EYFS GLD		Phonics Pass		KS1 RWM		KS2 RWM	
	Middlesbrough	National	Middlesbrough	National	Middlesbrough	National	Middlesbrough	National
<b>FSM</b>	53.7%	57.0%	73.1%	70.0%	47.3%	47.9%	52.0%	46.0%
<b>Non-FSM</b>	67.4%	74.0%	82.4%	84.0%	63.7%	68.3%	68.6%	68.0%
<b>Diff</b>	-13.7%	-17.0%	-9.3%	-14.0%	-16.4%	-20.4%	-16.6%	-22.0%

	EYFS GLD		Phonics Pass		KS1 RWM		KS2 RWM	
	Middlesbrough	National	Middlesbrough	National	Middlesbrough	National	Middlesbrough	National
<b>PP</b>	53.9%	57.2%	74.7%	72.0%	49.8%	50.2%	54.9%	51.0%
<b>Non-PP</b>	67.5%	74.3%	82.4%	85.0%	64.7%	69.3%	73.1%	70.0%
<b>Diff</b>	-13.6%	-17.1%	-7.7%	-13.0%	-14.9%	-19.1%	-18.2%	-19.0%

As children move into Secondary school the gap widens in outcomes for children living in deprivation against all other children but is not as wide as the national gap. In 2018, Middlesbrough Pupil Premium children were still slightly higher in achievement than their national peers at Grade 4+ and in all other measures were similar to national averages at the end of Key stage 4.

#### **Middlesbrough GCSE attainment 2018 in English and Maths Grade 4+ and 5+English and Mathematics**

	<b>4+ E&amp;M</b>		<b>5+ E&amp;M</b>	
	<b>Middlesbrough</b>	<b>National</b>	<b>Middlesbrough</b>	<b>National</b>
<b>FSM</b>	-	-	21.7%	21.6%
<b>Non-FSM</b>	-	-	41.6%	46.4%
<b>Diff</b>	-	-	-19.9%	-24.8%
	<b>4+ E&amp;M</b>		<b>5+ E&amp;M</b>	
	<b>Middlesbrough</b>	<b>National</b>	<b>Middlesbrough</b>	<b>National</b>
<b>PP</b>	45.1%	44.5%	23.6%	24.9%
<b>Non-PP</b>	70.3%	71.5%	47.2%	50.1%
<b>Diff</b>	-25.2%	-27.0%	-23.6%	-25.2%

There is variance across schools with some schools having better outcomes for FSM children than others. The Local Authority has led on the School Improvement Strategy to share best practice, challenge school leadership and support with additional resources. There are good signs of progress for some of our schools in the highest areas of deprivation in the town.

#### **References**

**Middlesbrough Council Children's Services Joint Strategic Needs Assessment 2017**

**Middlesbrough Council SEND Joint Strategic Needs Assessment 2019**