

PEOPLE OVERVIEW & SCRUTINY ADDENDUM

4.00PM, WEDNESDAY, 9 OCTOBER 2024

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ADDENDUM

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Brighton & Hove City Council

Scrutiny Report Template

Overview & Scrutiny

Agenda Item

Subject: School Organisation

Date of meeting: 9th October 2024

Report of: Chair of People Overview and Scrutiny Committee

Contact Officer: Name: Corporate Director for Families, Children and Learning

Ward(s) affected: (All Wards);

Key Decision: No

For general

Note: Urgency

By reason of the special circumstances below, and in accordance with section 100B(4)(b) of the 1972 Act, the Chair of the meeting has been consulted and is of the opinion that this item should be considered at the meeting as a matter of urgency.

Note: Reasons for urgency

The special circumstances for non-compliance with Council Procedure Rule 3, Access to Information Procedure Rule 5 and Section 100B(4) of the Local Government Act 1972 (as amended), (items not considered unless the agenda is open to inspection at least five days in advance of the meeting) were that key parts of the report and its appendices required engagement with stakeholders which was not concluded until 02 October.

1. Purpose of the report and policy context

- 1.1 As outlined in the appendices, the Brighton and Hove School Organisation Strategy on secondary school admissions has been prepared and is going out for engagement and consultation.
- 1.2 This has been brought to the People Overview & Scrutiny Committee to seek the input of members at this early stage. Appendix 1 contains slides outlining the draft School Organisation Strategy; Appendix 2 has more information on engagement plans; Appendix 3 presents the 2022-23 Educational Attainment report to provide contextual information.

2. Recommendations

- 2.1 People Overview & Scrutiny Committee notes and comments on the Brighton and Hove School Organisation Strategy (Appendix 1).

3. Context and background information

- 3.1 As detailed in the appendices there are a number of challenges facing schools in Brighton and Hove.
- 3.2 The appendices set out options for secondary school catchment areas that are being consulted on in response to the challenges faced by schools in Brighton & Hove.

4. Analysis and consideration of alternative options

- 4.1 The appendices detail options for secondary school catchment areas that are being considered in the engagement and consultation work.

5. Community engagement and consultation

- 5.1 None specifically for this report, however the Brighton and Hove School Organisation Strategy Secondary School Admissions will be going to community engagement and consultation as detailed in the appendices.

6. Financial implications

- 6.1 There are no direct financial implications at this stage. More generally it is important to note that school budgets are determined in accordance with criteria set by the government and school funding regulations dictate that funding allocations are heavily dependent on pupil-led factors. This means schools with falling pupil numbers are likely to see reductions in annual budgets.

Name of finance officer consulted: Steve Williams Date consulted :
01/10/24

7. Legal implications

- 7.1 This report details the pre engagement exercise which is being carried out to assist with the formulation of proposals for the annual consultation on school admission arrangements required under the School Standards and Framework Act 1998. That consultation will start in November 2024.

Name of lawyer consulted: Serena Kynaston Date consulted: 01/10/24

8. Equalities implications

- 8.1 None specifically for this report, however the appendices provide details on the strategy's aim to improve outcomes for disadvantaged pupils.

9. Sustainability implications

9.1 None specifically for this report.

10. Health and Wellbeing Implications:

10.1 None specifically for this report.

13. Conclusion

13.1 People Overview and Scrutiny Committee are being asked to consider the Brighton and Hove School Organisation Strategy on secondary school admissions.

Supporting Documentation

1. Appendices

1. Slides outlining Brighton & Hove School Organisation Strategy Secondary School Admissions
2. Secondary School Engagement Exercise October 2024
3. Educational Attainment Report 2022/23

Brighton & Hove School Organisation Strategy

Secondary School Admissions

Engagement exercise October 2024



Brighton & Hove
City Council

Brighton & Hove Schools

Our objectives

- A school system where all pupils get access to a great education
- Improve the education offer for disadvantaged pupils by reducing some schools' barriers to success.
- Use all available options to maintain a broad curriculum and holistic school experience for all pupils.
- Better equality of outcomes – results not driven by economic advantage.
- Deliver a 'comprehensive' offer from our city schools as a more mixed pupil intake creates better outcomes for disadvantaged pupils.
- To deliver change whilst ensuring a genuine alliance of city schools that considers the 'city child' and works in effective partnership.

Our Challenges

- Falling pupil numbers across the city.
- Disadvantaged pupils do not perform as well as other pupils in the city or nationally.
- The council does not control admission arrangements in all schools
- Financial challenge for some schools
- Journeys to school and associated costs
- Asset management

Evidence Based Proposals

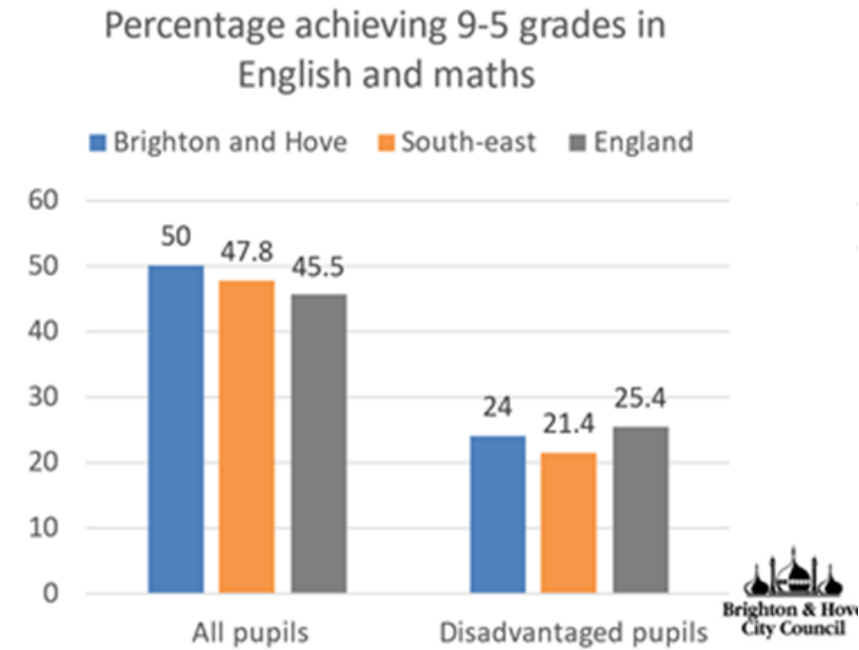
- Evidence suggests that all pupils do better when there is a mix of free school meals (FSM).

For example

- <https://www.suttontrust.com/wp-content/uploads/2023/06/Social-Mobility-The-Next-Generation-Lost-Potential-Age-16.pdf> - School admissions should be reformed so there is a better socio-economic mix of pupils across schools, particularly in the most over-subscribed.
- https://www.oecd.org/en/publications/equity-in-education_9789264073234-en.html - impact of double disadvantage on some learners.

Addressing Educational Disadvantage – 2023 GCSEs

Outcomes in City high but Disadvantage remains a challenge at all ages. For example:



Changing Catchments and ‘PANs’ – Our Objectives

- Respond to the issue of falling pupil numbers. Ensuring that available places aligns closer with pupil numbers – in turn assisting with budget sustainability.
- Maintaining the geographic spread of secondary schools in the city. Losing a school in the West, North, or East of the city would be a strategic mistake (future growth in population).
- Aspiration for all secondary schools to be good or outstanding in all Ofsted areas. Currently, BACA and Longhill are rated ‘Requires Improvement’.
- The Council has not yet improved educational outcomes of FSM pupils as much as it would have liked.

Falling Pupil Numbers – Secondary

There are currently **2560** secondary school places in the city.

Projected Number of Pupils:

- Sept 2025 – 2278 pupils
- Sept 2026 – 2276 pupils
- Sept 2028 – 2219 pupils
- Sept 2029 – 2101 pupils
- Sept 2030 – 2023 pupils

We are considering a step change in available places in Sept 2026 and then in Sept 2030.

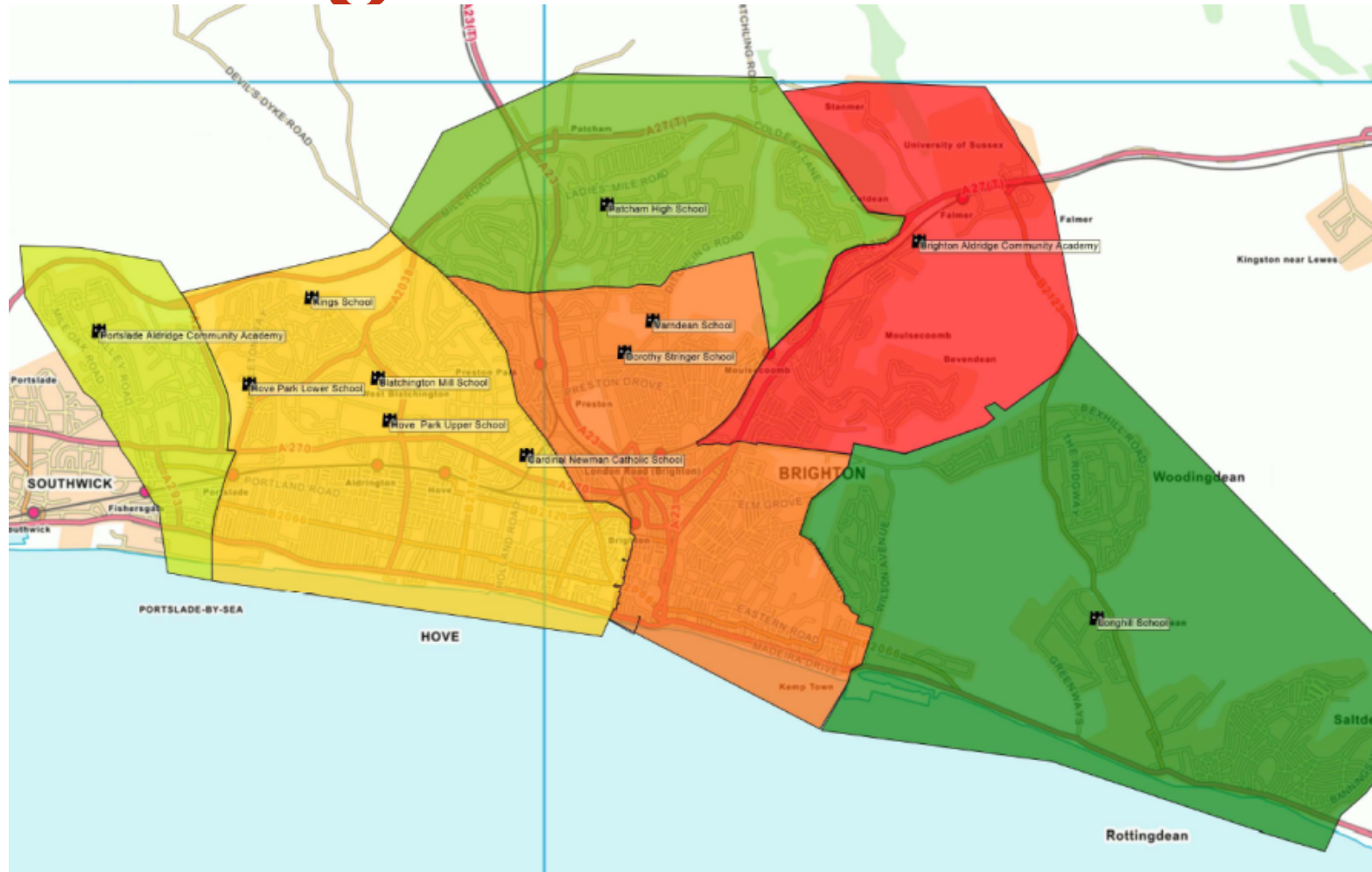
- Sept 2026 - 2410 places
- Sept 2030 - 2215 places

Proportion of Free School Meal in existing catchment areas

- PACA – 27%
- Hove Park and Blatchington Mill – 21%
- Varndean and Dorothy Stringer – 25%
- Longhill High School – 36%
- BACA 50%
- Patcham High School – 19%

(Estimated average percentage FSM 2025-2030)

Existing Catchment Areas and PANs



Please note: Cardinal Newman and Kings School do not have catchment areas (religious schools) and set their own priorities and admission numbers.

BACA and PACA maintain catchment areas, but also set their own priorities and admission numbers.

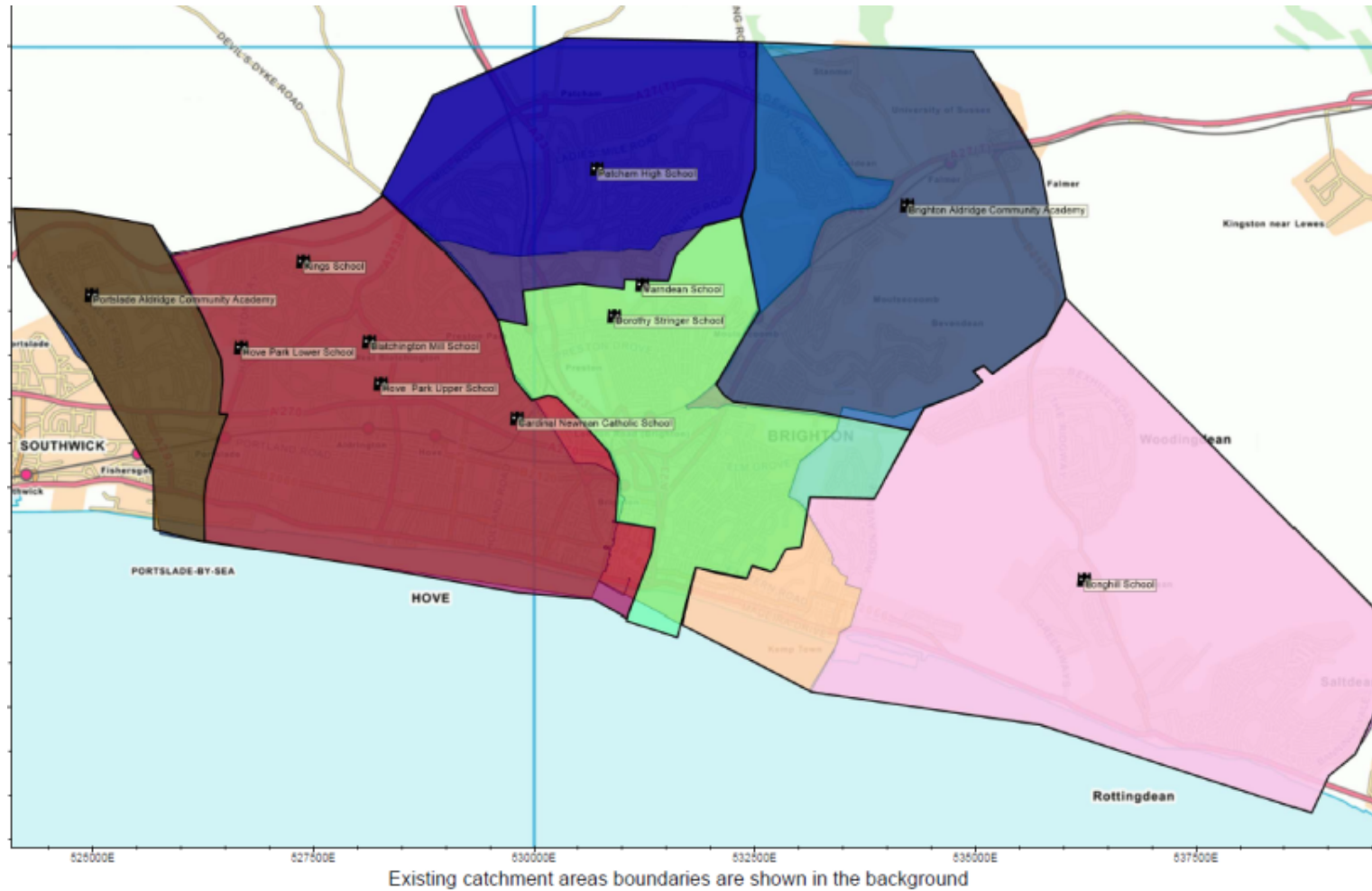
Existing Catchment Areas and PANs

School	Current PAN
Dorothy Stringer School	330
Varndean School	300
Blatchington Mill School	330
Hove Park School	180
Patcham High School	225
Longhill High School	270
Cardinal Newman Catholic School	360
Kings School	165
Brighton Aldridge Community Academy	180
Portslade Aldridge Community Academy	220
Total	2560

Current FSM distribution in each school
(May 2024 – Yr 7 to 11)

Dorothy Stringer	20.9%
Varndean	21.0%
Blatchington Mill	18.3%
Hove Park	32.7%
Patcham High School	22.2%
Longhill High School	40.2%
CNCS	17.1%
King's School	16.6%
BACA	46.4%
PACA	30.7%

Option A: Modify Existing



Option A: Modify Existing

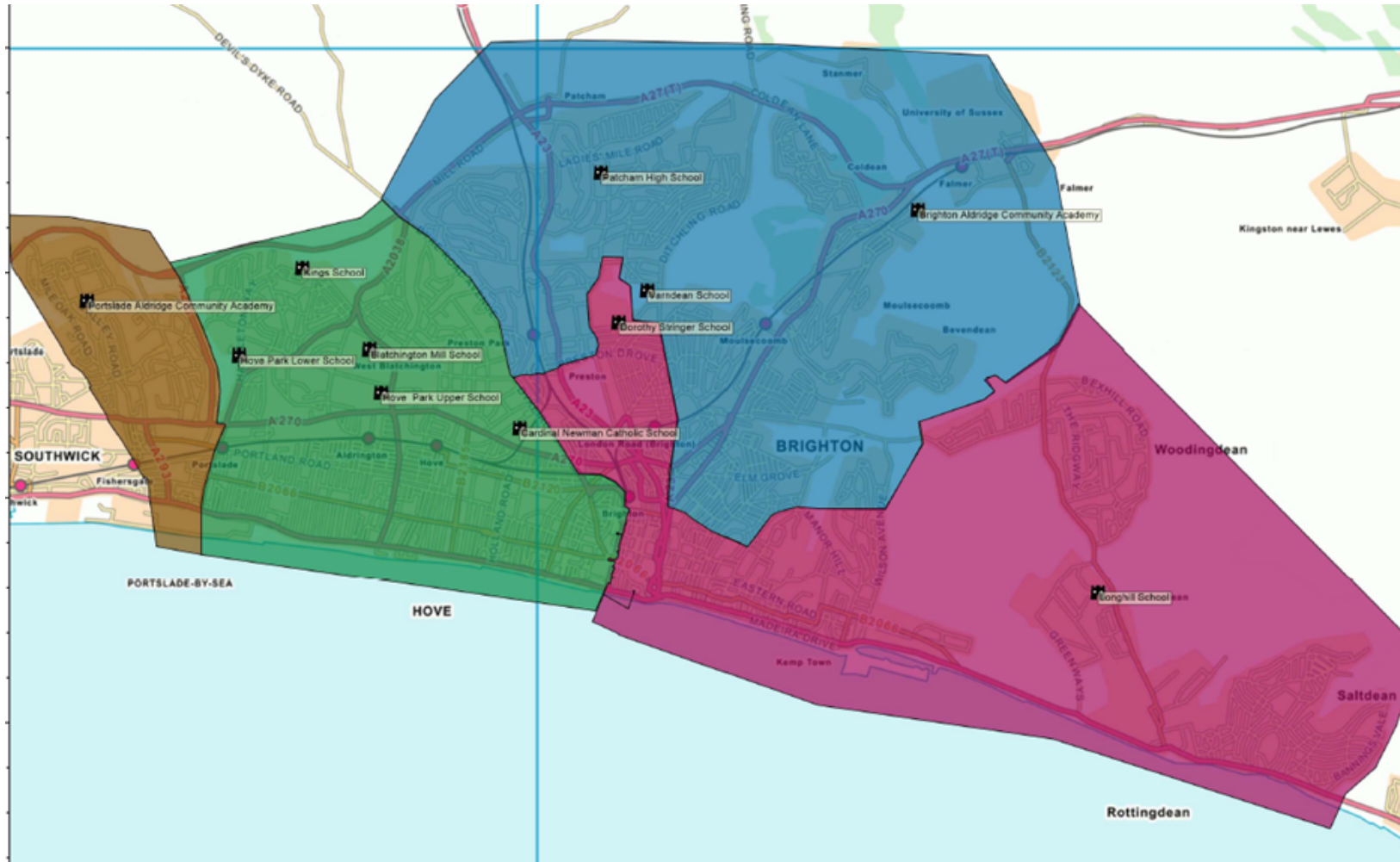
School	Current PAN	proposed PAN in 2026	Proposed PAN in 2030
Dorothy Stringer School	330	300	270
Varndean School	300	270	240
Blatchington Mill School	330	270	240
Hove Park School	180	180	180
Patcham High School	225	225	180
Longhill High School	270	240	180
Cardinal Newman Catholic School	360	360	360
Kings School	165	165	165
Brighton Aldridge Community Academy	180	180	180
Portslade Aldridge Community Academy	220	220	220
Total	2560	2410	2215

catchment areas	Average percentage of FSM
PACA	27%
Hove Park & Blatchington Mill	20%
Dorothy Stringer & Varndean	28%
Longhill	33%
BACA	46%
Patcham	17%

Option A: Modify Existing

- Schools have catchment areas with pupil numbers that match their revised PANs.
- FSM distribution between schools is improved (19% - 50% to 17% to 46%).
- The FSM criteria retains some opportunity to realistically express a preference.
- Provides a platform for schools to continue to be sustainable and meet the needs of all learners.
- Closely aligns to the existing catchment areas.

Option B: 4 Catchment Areas



Option B: 4 Catchment Areas

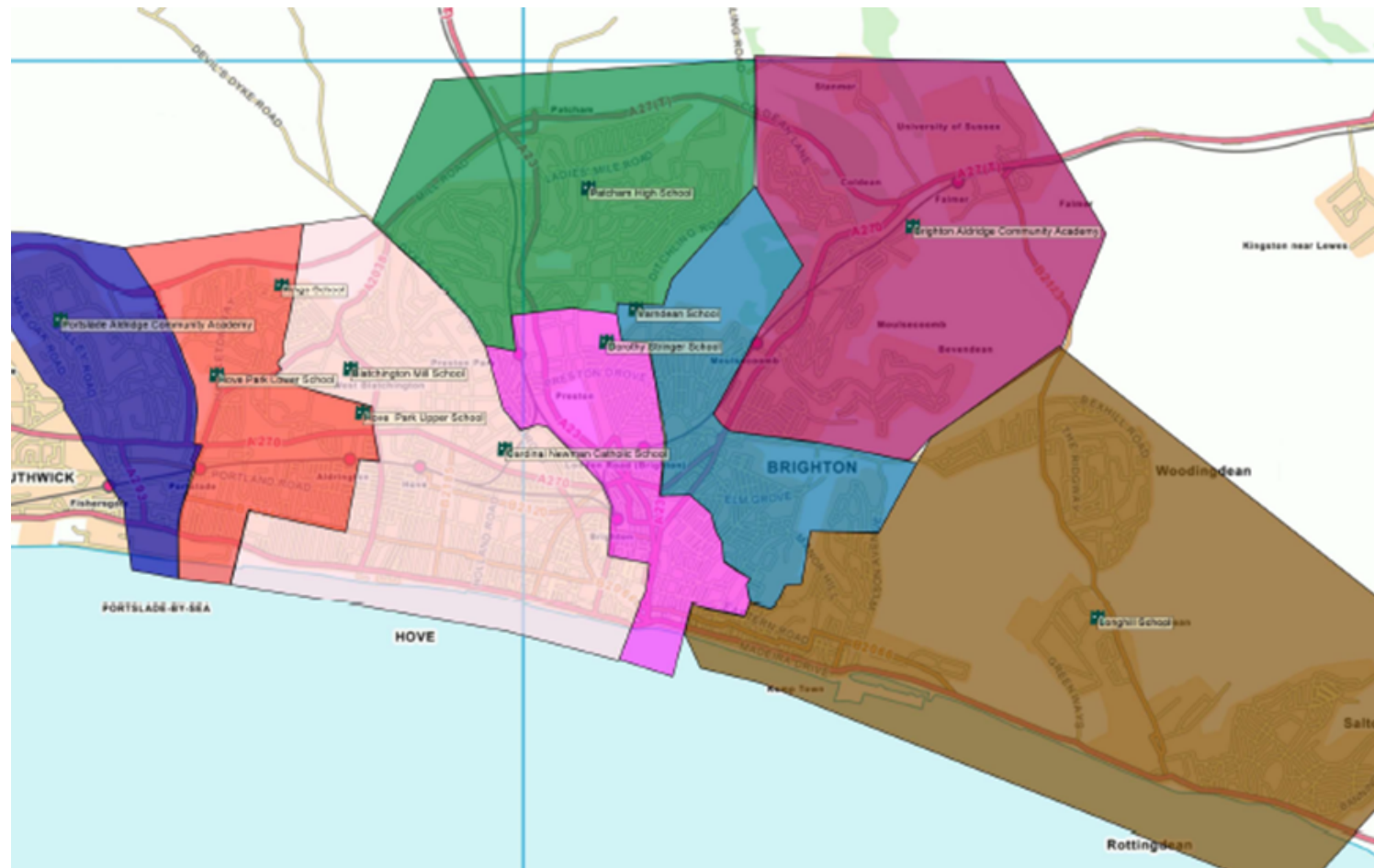
School	Current PAN	proposed PAN in 2026	Proposed PAN in 2030
Dorothy Stringer School	330	300	270
Varndean School	300	270	240
Blatchington Mill School	330	300	240
Hove Park School	180	180	180
Patcham High School	225	225	180
Longhill High School	270	210	180
Cardinal Newman Catholic School	360	360	360
Kings School	165	165	165
Brighton Aldridge Community Academy	180	180	180
Portslade Aldridge Community Academy	220	220	220
Total	2560	2410	2215

Catchment areas	Average percentage of FSM
Portslade	27%
Hove	21%
North Brighton	30%
South Brighton	29%

Option B: 4 Catchment Areas

- More families have the opportunity to realistically express a preference for more than one school.
- FSM distribution between schools is improved (19% - 50% to 21% - 30%).
- Provides a platform for schools to continue to be sustainable and meet the needs of all learners.
- Schools have catchment areas with pupil numbers that match their revised PANs

Option C: Single School Catchments



Option C: Single School Catchments

School	Current PAN	proposed PAN in 2026	Proposed PAN in 2030
Dorothy Stringer School	330	300	270
Varndean School	300	270	240
Blatchington Mill School	330	300	240
Hove Park School	180	180	180
Patcham High School	225	225	180
Longhill High School	270	210	180
Cardinal Newman Catholic School	360	360	360
Kings School	165	165	165
Brighton Aldridge Community Academy	180	180	180
Portslade Aldridge Community Academy	220	220	220
Total	2560	2410	2215

Catchment areas	Average percentage of FSM
PACA	27%
Hove Park	23%
Blatchington Mill	19%
Dorothy Stringer	24%
Varndean	32%
Longhill	33%
BACA	46%
Patcham	17%

Option C: Single School Catchments

- Clear arrangements with certainty about the catchment area school.
- Develops a clear transition link between primary and secondary education.
- Provides a consistent approach across the city.
- Schools have catchment areas with pupil numbers that match their revised PANs.
- Supports the development of comprehensive, community schools who serve a community.
- The FSM criteria retains some opportunity to realistically express a preference. The FSM range does change slightly (19% - 50% to 17% - 46%).
- The model can fluctuate to take account of changing pupil numbers. Provides a platform for schools to continue to be sustainable and meet the needs of all learners.

Summary of Proposed Changes

Existing catchment areas	Average percentage of FSM (2025-2030)
PACA	27%
Hove Park & Blatchington Mill	21%
Dorothy Stringer & Varndean	25%
Longhill	36%
BACA	50%
Patcham	19%

Option A	Average percentage of FSM (2025-2030)
PACA	27%
Hove Park & Blatchington Mill	20%
Dorothy Stringer & Varndean	28%
Longhill	33%
BACA	46%
Patcham	17%

Option B	Average percentage of FSM (2025-2030)
Portslade	27%
Hove	21%
North Brighton	30%
South Brighton	29%

Option C	Average percentage of FSM (2025-2030)
PACA	27%
Hove Park	23%
Blatchington Mill	19%
Dorothy Stringer	24%
Varndean	32%
Longhill	33%
BACA	46%
Patcham	17%

Catchment areas	Existing PAN	Option A - 2026	Option A - 2030	Option B - 2026	Option B - 2030	Option C - 2026	Option C - 2030
Hove Park	180	180	180	180	180	180	180
Blatchington Mill	330	270	240	300	240	300	240
Dorothy Stringer	330	300	270	300	270	300	270
Varndean	300	270	240	270	240	270	240
Longhill	270	240	180	210	180	210	180
Patcham	225	225	180	225	180	225	180

What do we want to know?

- You can email schoolorganisation@brighton-hove.gov.uk attend a meeting or complete the YourVoice survey
- Do you think that the Council should maintain thriving and sustainable secondary schools in all areas of the city?
- Do you agree on a system that supports all children to achieve and thrive?
- Do you think that that larger schools should reduce in size to create a more balanced school offer?
- How much do you support the model proposed in Option A (amending current system)
- How much do you support the model proposed in Option B (creating 4 catchment areas)
- How much do you support the model proposed in Option C (creating single catchment areas)
- Please give your views on how a change could impact different communities in the city?

What Are We Doing and When?

Engagement

- City wide engagement exercise: 2 - 23 Oct 2024
- Your Voice
- 3 public meetings (8 Oct, 10 Oct & 16 Oct)
- People Overview & Scrutiny: 9 Oct 2024

Consultation on Proposed Admission arrangements for September 2026

- Cabinet: 14 Nov 2024
- Formal consultation on admission arrangements Sept 2026: Nov 24 – Jan 25
- Cabinet: 23 January 2025

Why are we considering making changes?

We know that there are long term barriers to success for some of the city's schools and so disadvantaged pupils do not perform as well as other pupils in the city.

We have too many school places in the city for the number of secondary aged children and young people in future years.

Even with the recently introduced Free School Meal (FSM) priority we will have disparity in the percentage of FSM pupils in the city's schools.

In the city we have a mix of multi-school and single school catchment areas meaning a two-tier system for parents.

The council only has limited options to set a strategic city expectation about addressing educational inequality.

We want to:

- Maintain the geographic spread of secondary schools in the city.
- Have aspirations for all secondary schools to be 'good' or 'outstanding'.
- Ensure that available places align closer with pupil numbers – in turn assisting with budget sustainability.
- Improve the education offer for disadvantaged pupils by reducing some schools' barriers to success.
- Mitigate the negative impact on schools who need to change because of these proposals by exploring structural change to maintain a broad curriculum and holistic school experience.
- Deliver a 'comprehensive' offer from our city schools because we feel it is better for all pupils and creates better outcomes for disadvantaged pupils, so a more mixed pupil intake is required.
- Have equality of outcomes – results not driven by economic advantage
- Give more families agency to place their children in a suitable school
- Ensure schools that control their own admissions understand the rationale for change and to invite them to participate.
- Make changes to the council's admission policy for the good of the city aware that government policy prioritises parental preference and reputation over anything else.
- Deliver change whilst ensuring a genuine alliance of city schools that considers the 'city child' and works in effective partnership.

The data

There are currently 2560 secondary school places in the city.

Year	Projected Number of Pupils in the city
Sept 2025	2278 pupils
Sept 2026	2276 pupils
Sept 2028	2219 pupils
Sept 2029	2101 pupils
Sept 2030	2023 pupils

We are considering a step change in available places in Sept 2026 and then in Sept 2030.

- Sept 2026 - 2410 places
- Sept 2030 - 2215 places

This proposal is intended to:

- Respond to the issue of falling pupil numbers. Ensuring that available places aligns closer with pupil numbers – in turn assisting with budget sustainability.
- Maintain the geographic spread of secondary schools in the city. Losing a school in the West, North, or East of the city would be a strategic mistake (future growth in population).

We have an aspiration for all secondary schools to be good or outstanding in all Ofsted areas. Currently, BACA and Longhill are rated ‘Requires Improvement’.

The council has not yet improved educational outcomes of FSM pupils as much as it would have liked.

Our objectives

- Improve the education offer for disadvantaged pupils by reducing some schools’ barriers to success.
- Use all available options to maintain a broad curriculum and holistic school experience for all pupils.
- Equality of outcomes – results not driven by economic advantage.
- Deliver a ‘comprehensive’ offer from our city schools as a more mixed pupil intake creates better outcomes for disadvantaged pupils.
- To deliver change whilst ensuring a genuine alliance of city schools that considers the ‘city child’ and works in effective partnership.

Our Challenges

- Falling pupil numbers across the city.
- Disadvantaged pupils do not perform as well as other pupils in the city.
- The council does not control admission arrangements in all schools
- Financial challenge for some schools
- Journeys to school and associated costs
- Asset management

How can you share your views

The PowerPoint presentation that accompanies this paper described three different models of PANs / catchment areas for secondary schools in the city. We want to hear your views on those. This will help inform our future thinking. This may lead to a proposal being formally consulted upon later in the Autumn of this year.

You can respond via the following ways

- Your Voice link
- Emailing schoolorganisation@brighton-hove.gov.uk
- Attending one of our events (online or in person)

The questions we are asking are:

- Do you think that the Council should maintain thriving and sustainable schools in all areas of the city?
- Do you agree on a system that supports all children to achieve and thrive?
- Do you think that that larger schools should reduce in size to create a more balanced school offer?
- How much do you support the model proposed in Option A (amending existing arrangements)
- How much do you support the model proposed in Option B (creating 4 catchment areas)
- How much do you support the model proposed in Option C (creating single catchment areas)

Please give your views on how a change could impact different communities in the city?

Key dates and how you can respond

City wide engagement exercise: 2 - 23 Oct 2024

Your Voice

3 public meetings 8 Oct, 10 Oct & 16 Oct

- 8 October – Hove Town Hall - 18:30 start
- 10 October – Online [Join the meeting now](#) - 18:00 start
Meeting ID: 333 917 528 74 Passcode: Wf5Ad2
- 16 October – Online [Join the meeting now](#) - 18:00 start
- Meeting ID: 344 728 768 158 Passcode: SDqWe2

People Overview & Scrutiny: 9 Oct 2024, Hove Town Hall – 16:00 start

Consultation on Proposed Admission arrangements for September 2026

Cabinet: 14 Nov 2024

Formal consultation on admission arrangements Sept 2026: Nov 24 – Jan 25

Cabinet: 23 January 2025

Councillor Briefing

Subject: Annual Education Standards Report

Date: February 2024

Report of: Mark Storey, Head of Education Standards and Achievement

1. Purpose of the report and policy context

1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2022 - 2023 academic year.

1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.

1.3 This report also explains some of the work that is happening as a result of the disadvantaged strategy and its impact. (Note details on each specific key stage are held within Annexes.)

2. Recommendations

2.1 To note the report.

3. Context and background information

3.1 In August 2023 94% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding compared with 96% in England. 22% were judged outstanding compared with 14% nationally.

3.2 At the end of January 2024 the percentage of pupils currently attending a school judged to be Good or Outstanding is 94% against a national average of 90%. Academy convertors are not included in these statistics unless they have been inspected.

3.3 At the end of January 2024 the percentage of schools in Brighton & Hove judged by Ofsted to be Good or Outstanding is 89%, against a national average of 91%. Out of 66 schools in the city with inspected Ofsted gradings, there are 6 schools in the city that are judged to require improvement and 1 school judged to be inadequate.

3.4 Overall in Brighton and Hove, Ofsted outcomes are strong and on key measures at the end of primary education (Key Stage 2) or at GCSE pupils as a whole in the City tend to achieve in line with or above pupils nationally. The challenge, that disadvantaged pupils do not achieve as well as those who are not disadvantaged remains. However, our schools are committed to addressing this supported by a 'Educational Disadvantage Strategy' and 'A Fairer Brighton' strategy.

4. Summary of outcomes

4.1 Early Years (age 5) and Key Stage 1 (age7)

4.1.1 The Brighton & Hove percentage of pupils achieving a good level of development in Early Years was above the national average. (See Appendix 1).

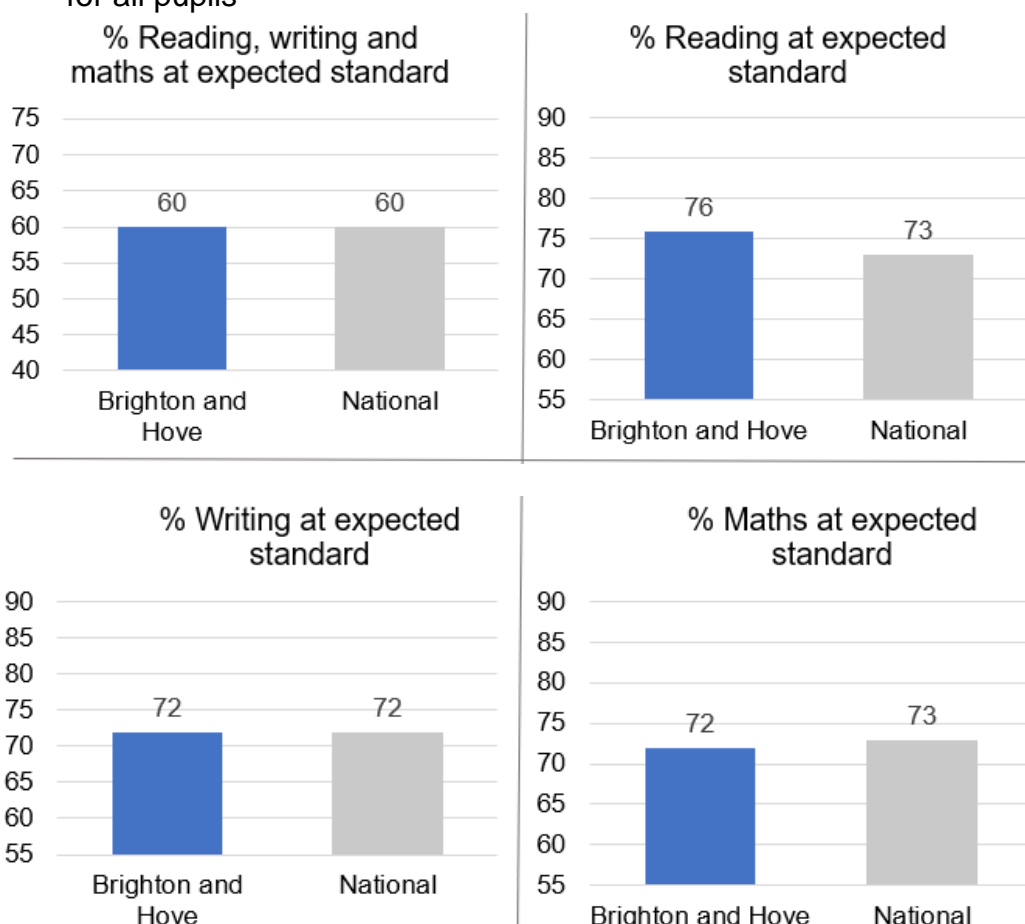
4.1.2 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was in-line with the national average. (See Appendix 2)

4.1.3 At KS1, assessments for the percentage of pupils at age related expectation in Reading was below the national average, in Writing was below the national average and in Maths was in line with the national average. (see Appendix 3).

4.1.4 It is important to note that 2023 is the final year the DfE collected teacher assessments at the end of KS1.

4.2 Key Stage 2, End of Primary Education (see Appendix)

4.2.1 Figure 1. Key Stage 2 (KS2) key performance indicators of 2022/23 outcomes for all pupils

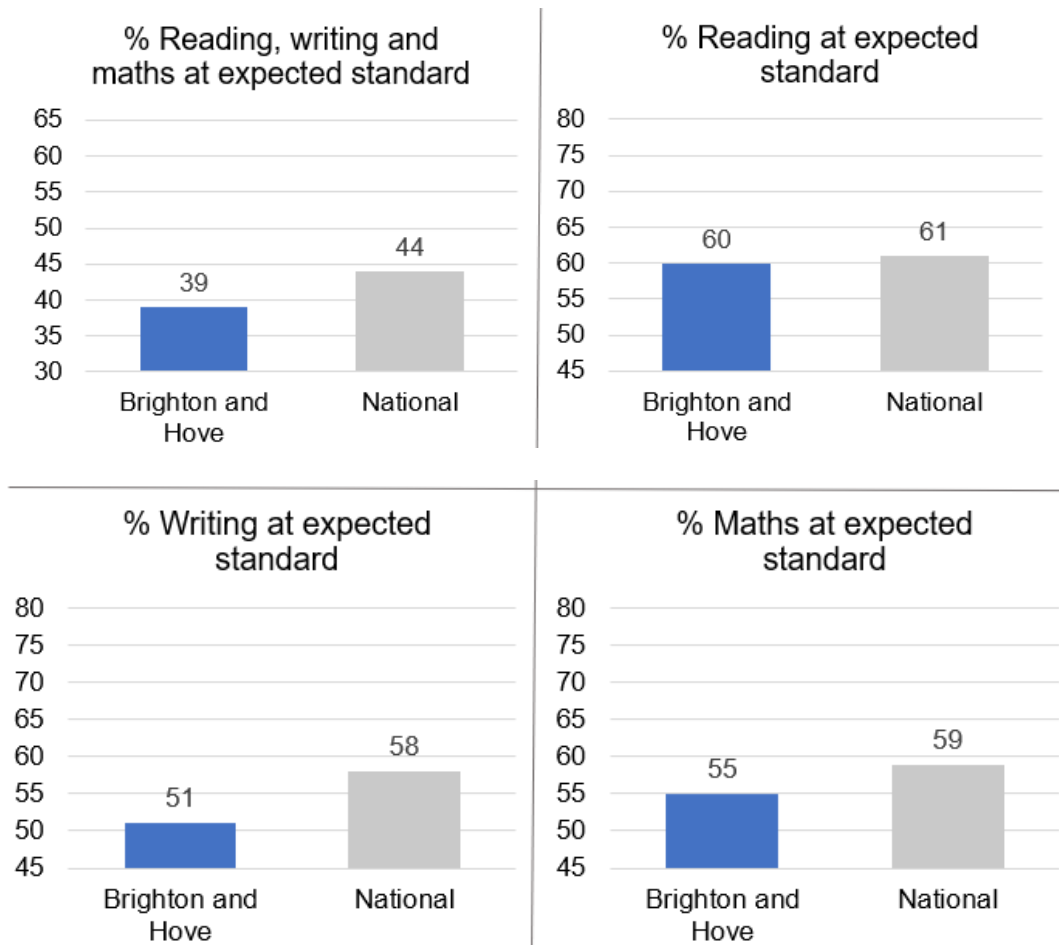


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.2.2 At KS2, the percentage of all pupils achieving the expected standard in Reading, Writing and Mathematics combined was in line with the national average. Attainment in reading was above the national average. Writing was in line with the national average. Maths was below the national average.

4.2.3 For all pupils the average progress score in reading is above the national average. The average progress score in writing is in line with the national average. The average progress score in maths is below the national average.

4.2.4 Figure 2. Key Stage 2 key performance indicators of 2022/23 outcomes for Disadvantaged pupils

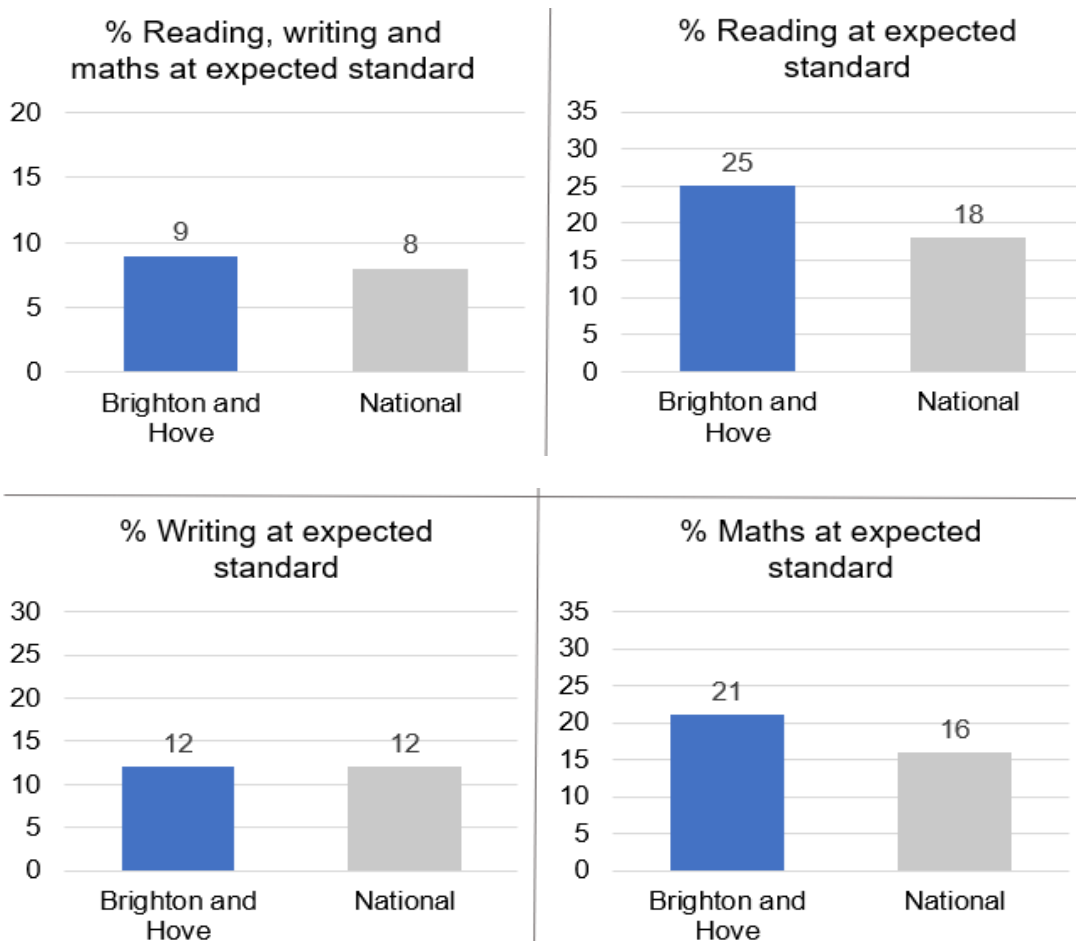


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.2.5 At KS2, the percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics combined was below the national average. Attainment in individual subjects of reading, writing and maths was below the national average.

4.2.6 For disadvantaged pupils the average progress score in reading is in line with the national average for this group. The average progress score in writing is below the national average. The average progress score in maths is below the national average.

4.2.7 Figure 3. Key Stage 2 key performance indicators of 2022/23 outcomes for pupils with an Education, Health and Care Plan (EHCP).

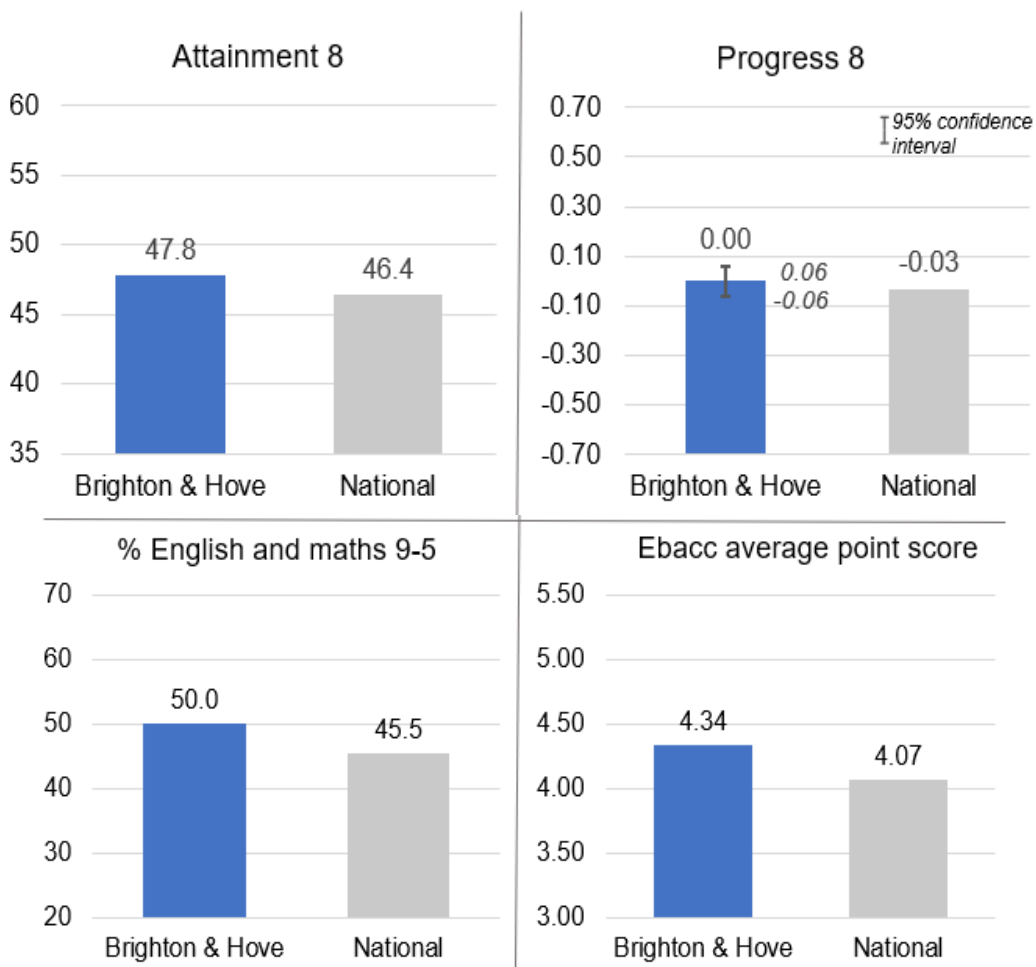


4.2.8 At KS2, the percentage of pupils with an Education Health and Care Plan (EHCP) achieving the expected standard in reading, writing and maths is above the national average.

4.2.9 For pupils with an EHCP, the average progress score in reading is above the national average for this group. The average progress score in writing is in line with the national average. The average progress score in maths is above the national average.

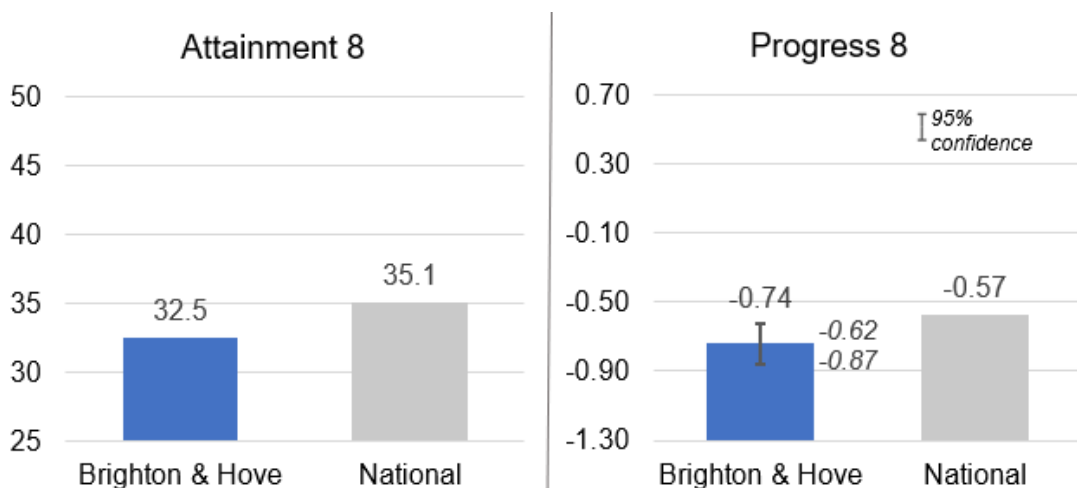
4.3 Key Stage 4 (Provisional GCSE Results) (See Appendix 5)

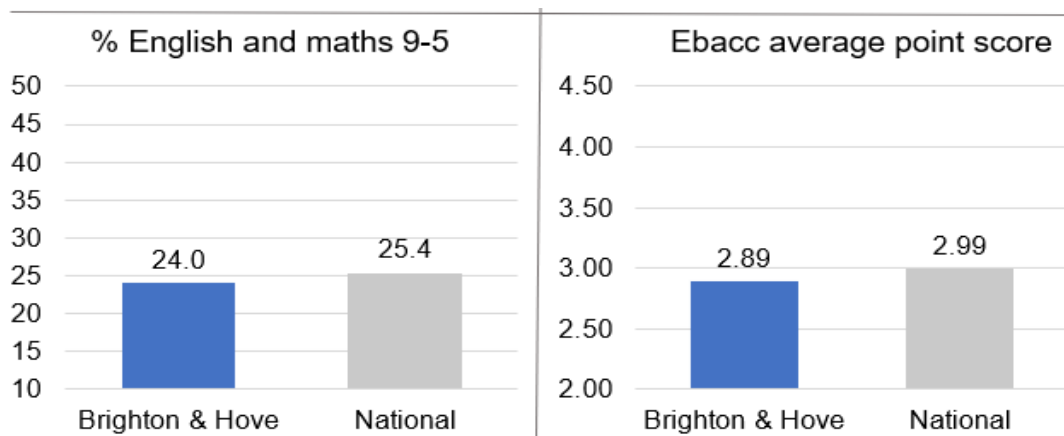
4.3.1 Figure 4. Key Stage 4(KS4) key performance indicators of 2022/23 outcomes for all pupils.



Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

- 4.3.2 At KS4, key attainment measures for all students show Attainment 8; Grade 5 + in both English and Maths; EBAC are strong and above national averages. Progress 8 is in line with the National Average. (see Appendix 5)
- 4.3.3 There was a return to pre-pandemic grading in 2023 and actual results cannot be compared year on year. These GCSE students have been significantly affected by the pandemic and the DfE report ongoing uneven impacts of the pandemic on different schools/colleges and pupils.
- 4.3.4 Figure 5. Key Stage 4 key performance indicators of 2022/23 outcomes for Disadvantaged pupils

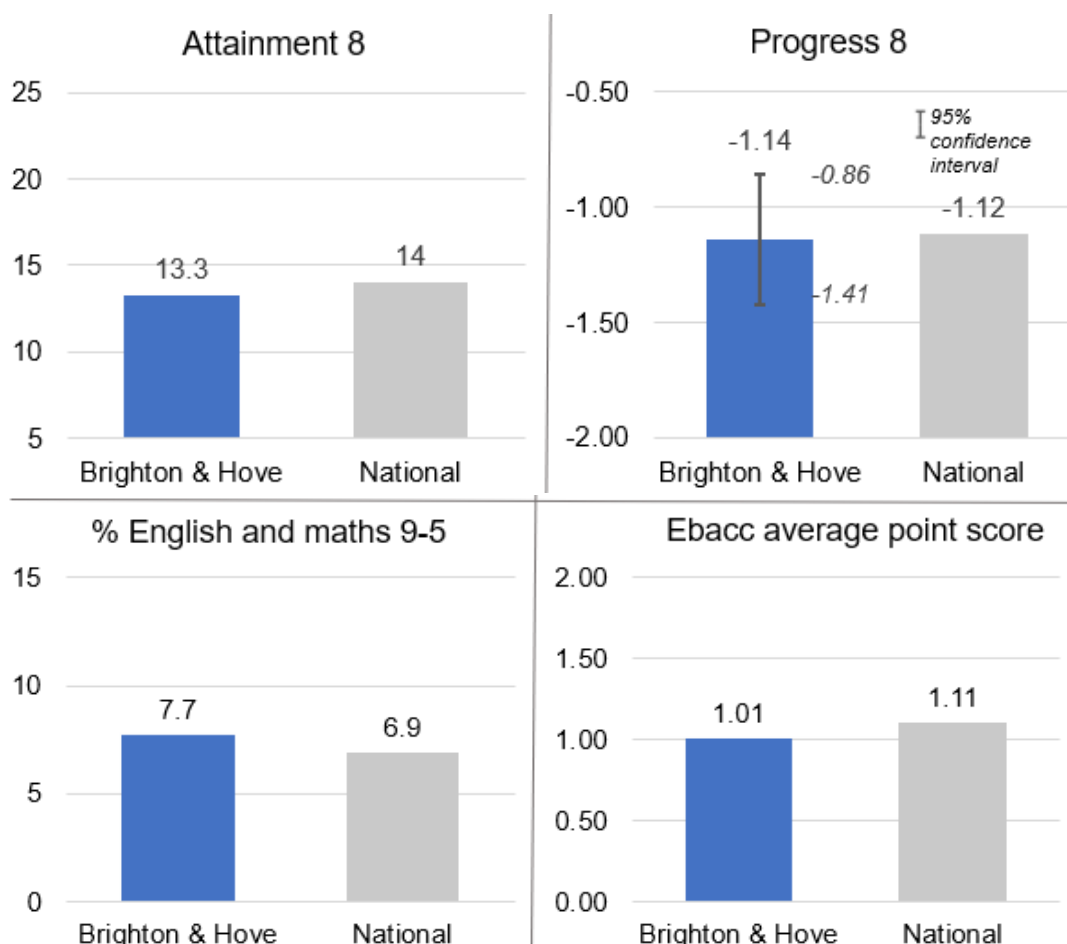




Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.3.5 At KS4, Progress and attainment of Disadvantaged pupils are above Southeast averages, but below national averages for this group. When assessments were taking place before the pandemic disadvantaged outcomes tended to be below Nationals.

4.3.6 Figure 6. Key Stage 4 key performance indicators of 2022/23 outcomes for students with an Education Health and Care Plan (EHCP).



Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.3.7 At KS4, Attainment 8 and Ebacc average point score of students with an EHCP is below national average for this group. The percentage achieving English and maths at grades 9-5 is above national. The average Progress 8 score is in line with national.

4.4 Other Measures

4.4.1 Brighton and Hove A- Level results remain above National Averages

4.4.2 Geographical analysis shows that there is significant variation of outcomes when we look at certain areas. Key stage 2 and key stage 4 outcomes are significantly lower in Moulsecomb and Bevendean, East Brighton and some areas of Hove. This was also the case before the pandemic.

4.5 Next Steps and Focus on Disadvantage

4.5.1 The outcomes for disadvantaged pupils remain below the national average in most areas. This has been the case for many years and was the driver for the Strategy for Tackling Educational Disadvantage.

4.5.2 The impact of the pandemic is still evident in these outcomes. We know this has impacted different communities in different ways and we need to be cautious about generalising. We know disadvantaged learners were impacted more significantly by the school lockdowns in 2020 and 2021 (and subsequent localised lockdowns or partial lockdowns).

4.5.3 There is a higher percentage of SEND children who are also disadvantaged compared to national averages. In 2023, KS2 had 40% of disadvantaged children in B&H with SEND compared to 31% nationally. These children outperform the national average for their groups, however, the children who do not have SEND perform less well than the national average. See Table 9 below for further information.

4.5.4 Specific work happening as a result of the Strategy for Educational Disadvantage includes:

4.5.4.1 Training for Governors and the Leadership Training Program are designed to support outcomes for disadvantaged. We hold an annual conference focused on improving outcomes for disadvantaged pupils and use this to share best practice. We prioritise items on this focus in each half termly headteachers' meeting.

4.5.4.2 We have further developed our partnership with the Research School and the Education Endowment Foundation (EEF). In total, 30 schools have completed the flagship training programme "From Mitigation to Success" and another cohort of 11 schools is participating this year. When we analyse the data from the primary schools who have engaged with this programme, we can see that average outcomes are **above the national averages** in most areas (see Appendix 4 tables 3 and 5 below). We aim for all Brighton and Hove schools to benefit from this training and development programme over the next few years. We are also currently working in partnership with the EEF on an Evidence Exploration Partnership which is aimed to better understand the issues with outcomes for disadvantaged pupils in Brighton and Hove. This project aims to clearly identify an area that can be focused upon to improve outcomes.

4.5.4.3 Schools are prioritising disadvantaged pupils for the 'Every Child Counts' maths intervention. Pupils that have received one of their interventions made an average progress of 14 months during an intervention lasting up to 5 months.

- 4.5.4.4 A collaborative project with Sussex Maths Hub (“Close your eyes and you can see it”) is targeting the city’s primary schools with a larger than average population of disadvantaged pupils. The outcomes have been strong, but focused on lower Key Stage 2, so will not be reflected in the data presented here.
- 4.5.4.5 Work is underway to map the extra-curricular opportunities for disadvantaged pupils, with the aim of supporting all schools to improve this provision by sharing best practice. Through offering a rich and broad offer, children are more likely to feel a sense of belonging to a school and attain better grades.
- 4.5.4.6 In primary schools, disadvantaged pupils are being prioritised for reading intervention support and pupils who received inference interventions are making an average reading progress of 20 months after only 10 weeks. Schools have also been offered other projects to support reading outcomes.
- 4.5.4.7 Schools with high levels of disadvantage are being encouraged to engage with an evidence-based writing programme, with support and training. This is having significant impact in the schools engaged with it.
- 4.5.4.8 The most recent newsletter sent to schools on the work to support outcomes for disadvantaged pupils can be found [here](#).
- 4.5.4.9 Each school is allocated a prioritisation level and any school at risk of not being Ofsted ‘Good’ has a specified action plan outlining the support for those schools. The use of Strategy Board Meetings and individual meetings with Heads and Chairs of Governors allows the LA to challenge outcomes appropriately. We have successfully worked in partnership with 5 schools, who no longer need support, either because Ofsted have now judged them good, or because standards have risen appropriately to demonstrate they do not require further intervention.
- 4.5.4.10 The strategy for school improvement and intervention is about to be published which was consulted on widely and fully incorporates the partnership and schools supporting school.
- 4.5.4.11 We are continuing to promote and support the take up of 15 hours of free childcare for eligible two-year olds - From January 2024, this is almost 100% take up. We will aim to protect two-year old disadvantaged places in early years settings as the wider offer for two-year olds rolls out in April 2024 by offering a higher hourly rate to early years providers.
- 4.5.4.12 We have re launched the successful Word Play programme, a 30-week intervention in the final preschool year for children identified as at risk of delay in language and communication.
- 4.5.4.13 Targeted distribution of Book Start packs through early years providers, alongside information sessions offered to families to promote and encourage reading and sharing books.

5. Financial implications

- 5.1 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best

outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

- 5.2 There are no direct financial implications for the LA as a result of the recommendations in this report. It is also key that the budgets are reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council during the financial year.

Name of finance officer consulted: Steve Williams Date consulted 07/02/24

6. Legal implications

- 6.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996, to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty.

Name of lawyer consulted: Serena Kynaston Date consulted 12/02/2024:

Supporting Documentation

Appendices

APPENDIX 1

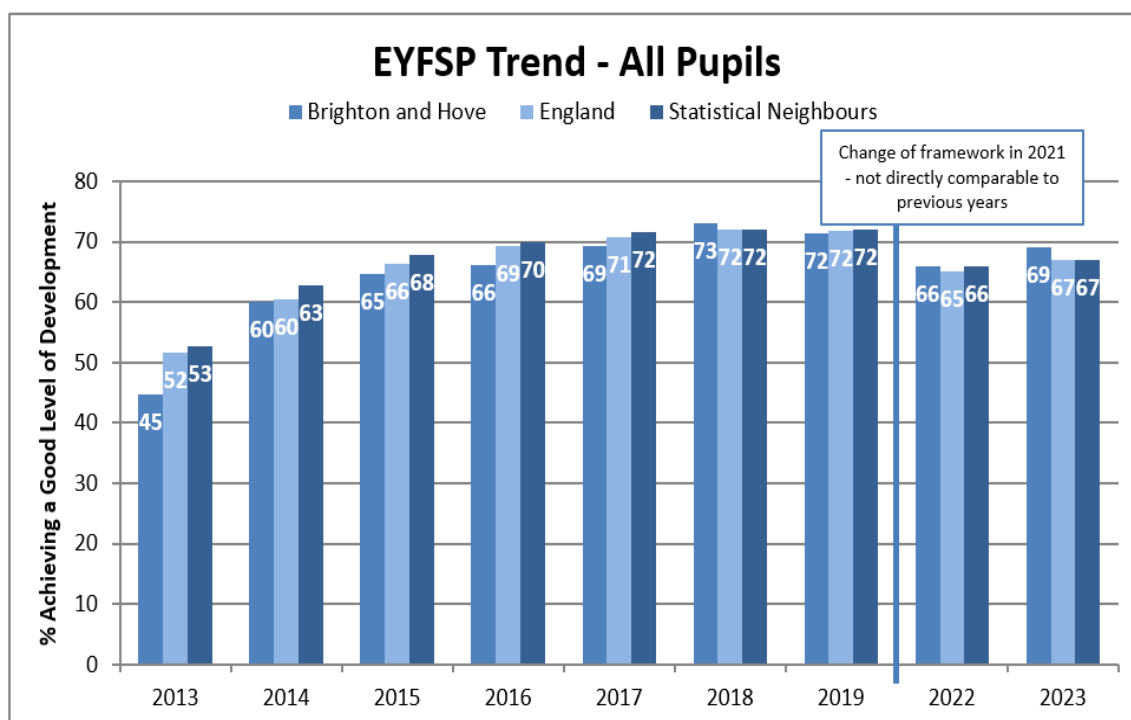
7.1.1 Early Years Foundation Stage Profile – (4- to 5-year-olds)

7.1.2 In 2021, the EYFSP assessment framework was significantly revised. It is therefore not possible to directly compare assessment after 2021/22 outcomes with earlier years.

7.1.3 The 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19).

7.1.4 To achieve a good level of development, a pupil must achieve the expected level in all the early learning goals within areas of communication and language, physical development, personal, social and emotional development, literacy, and numeracy.

7.1.5 Figure 7. EYFSP 2023 All Pupils



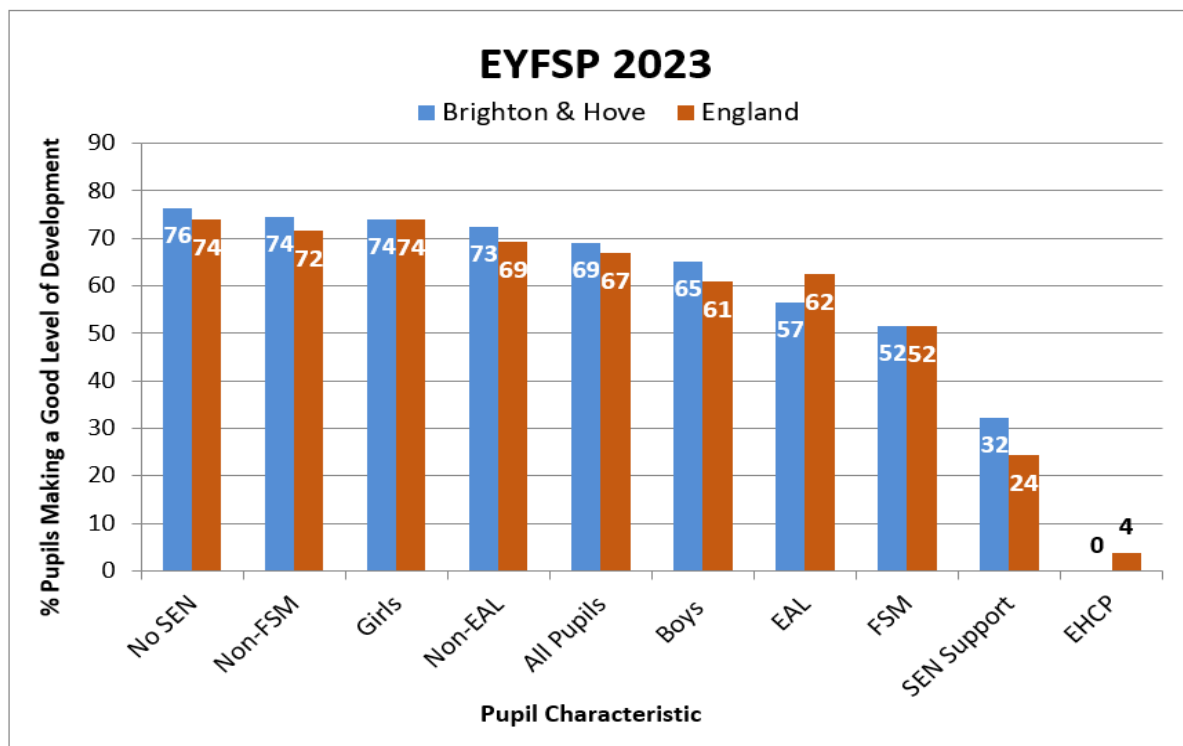
7.1.6 The Brighton & Hove percentage of all pupils achieving a good level of development was above the national and statistical neighbour averages.

7.1.7 The following table provides further information on the performance of groups compared to the national benchmark.

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7.1.8 Figure 8. EYFSP 2023 Comparison



7.1.9 In 2023, there were 459 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,376 (19.3%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 52% which is the same as the national average.

7.1.10 In Brighton & Hove the percentage of pupils with SEN (Special Educational Needs) Support achieving a good level of development was above the national figure. No Brighton & Hove reception children with an Education Health and Care Plan achieved a good level of development.

7.1.12 The percentage of pupils with English as an additional language (EAL) achieving a good level of development continues to be below the national figure.

7.2 Actions taking place or planned – focus on disadvantage:

7.2.1 In Brighton & Hove, we have high take up rates of the early years free entitlement by eligible two-year-olds. From the 2022 census, the take-up in Brighton & Hove was 90%, significantly above the national figure of 72% and our statistical neighbours of 69%. This early provision will support the children of disadvantaged families and provide that early support that can make such a difference.

- 7.2.2 Early education from age two has long-lasting benefits for children, and helps to promote a child's physical, emotional, cognitive and social development. Joint work between the early years team, Family Information Service, Children's Centres, health visitors and nurseries across the city continues to ensure high take up of free childcare places for low income two-year olds in the city.
- 7.2.3 Work is continuing to roll out the National Children's Bureau Making it REAL (Raising Early Achievement in in Literacy) programme with Children's Centres and nurseries attended by disadvantaged children. The programme aims to improve children's early literacy by working with parents to increase opportunities to learn in the home environment. A successful expression of interest to the DfE in 2022 has enabled staff from Brighton & Hove Inclusion Support Service (BHISS), Jean Saunders Centre and Children's Centres to work with families with children with SEND. This has also included three parent workshops run by the National Children's Bureau with more planned in February 2024 REAL groups and 1-1 work continues across the city as part of the core Children's Centre offer and will continue as part of the transformation into Family Hubs.
- 7.2.4 Brighton & Hove took part in Phase 1 of the national Early Years Professional Development Programme (EYPDP). This supported pre-reception early years Practitioners (EYPs) to improve their practice in working with children between the ages of 2 and 4, to improve outcomes in language, literacy and numeracy for the most disadvantaged children. Fourteen early years practitioners in Brighton & Hove gained a level 4 qualification in Creating Communication Friendly Settings for 2s to 4s, and ten settings in the private and voluntary sectors as well as our Children's Centre nurseries gained Communication Friendly Status for 2s to 4s. Brighton & Hove will take part in Phase 3 of the updated EYPDP national programme from spring 2023.
- 7.2.5 The Ethnic Minority Achievement Service (EMAS) has targeted bilingual support for the language groups most at risk of not achieving a Good Level of Development. EMAS delivered specific training for parents of children receiving EMAS bilingual and TA support in reception. This comprised 3 sessions around how to help your child at home. This was delivered over zoom and in community languages. EMAS supported early years settings with network meetings focusing on how children progress through steps of learning English and how to identify SEND for an EAL child. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant.
- 7.2.6 BHISS support nurseries with training and support to identify and support individual children with SEND. In schools, SEN is prioritised throughout school improvement and as well as being examined during know your school visits there is now an annual Headteacher conference dedicated to SEN.

7.2.7 A new early years strategic action plan was presented to and agreed by the Children Young People and Skills Committee in November 2022. The Early Years Strategic Action Plan will be replaced by a start for life strategy in March 2024 as part of the family hubs transformation. The Early Years Strategic action plan has 4 priority areas:

1. To ensure sufficient and appropriate support for early years children identified with SEND.
2. To ensure clear and consistent assessments and pathways for early years children.
3. To ensure there are sufficient early years childcare places in the city so that all children can take up their early years free entitlement and parents can work.
4. To ensure early years provision is good quality and supports outcomes for disadvantaged children with the aim of closing the gap between them and their peers.

APPENDIX 2

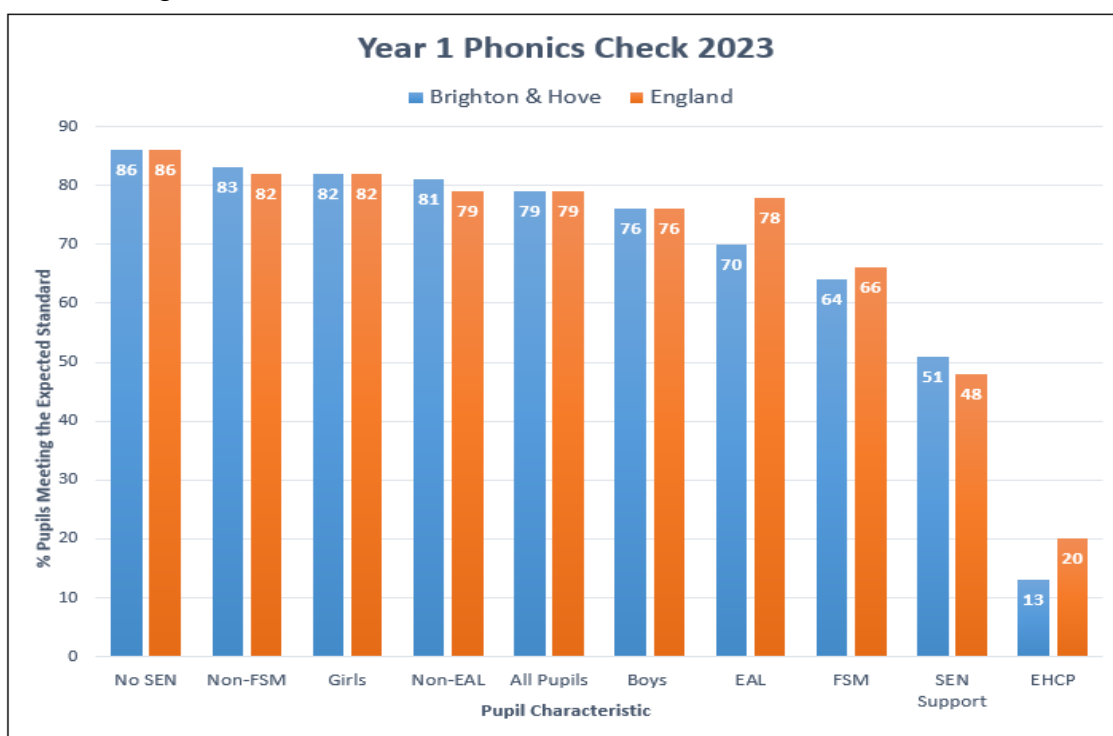
8.1 Year 1 Phonics Check (age 6)

8.1.1 These statistics cover the Phonics Check outcomes of year 1 pupils. Year 2 pupils are checked again in the following year if they do not meet the standard in Year 1.

8.1.1 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was in line with national and 1 percentage point above the statistical neighbour average.

8.1.2 The following table provides further information on the performance of groups compared to the national benchmark.

8.1.3 Figure 9. Year 1 Phonics 2023



8.1.4 In comparison to the national figures for pupils meeting the required standard, the proportion of Year 1 pupils eligible for FSM was 2 percentage points below; for pupils with English as an Additional Language was 8 percentage points below; and for pupils with an EHCP was 7 percentage points below. The proportion of Year 1 pupils meeting the required standard for Phonics who were receiving SEN Support was 3 percentage points above the national figure.

8.2 Actions (taken place or) happening as a result of data:

8.2.1 Support is available for all schools for phonics in the form of a phonics audit, CPD (Continuing Professional Development) and resources, some of which are provided by the Springhill English Hub (based in

Southampton) working in partnership with the Local Authority. A small number of schools have had and continue to have further challenge and support. This is being offered mainly by School Partnership Advisers.

APPENDIX 3

9.1 Key Stage 1 Outcomes (7-year-olds)

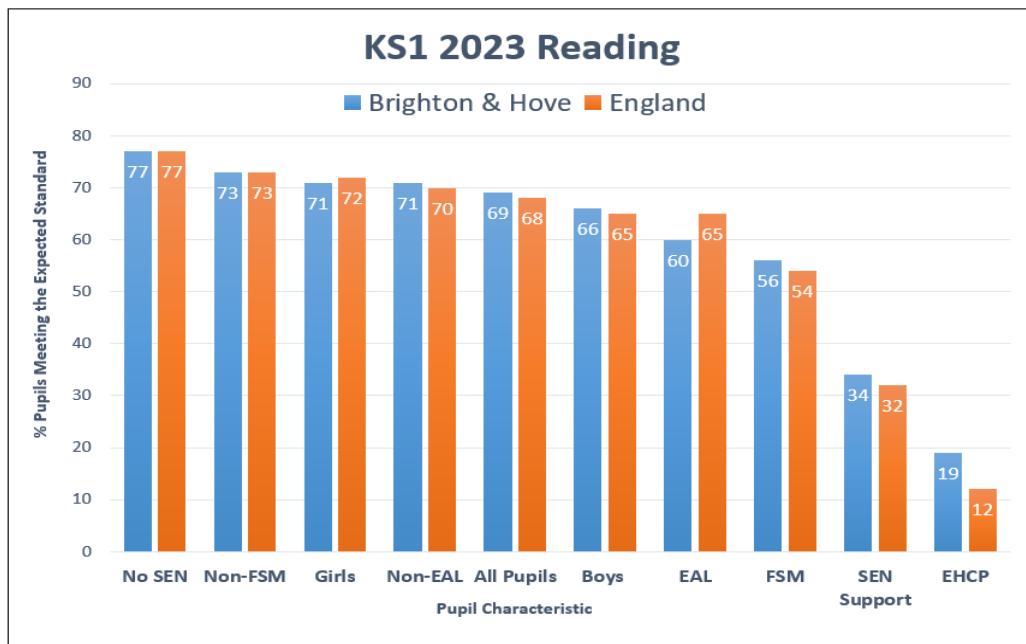
9.1.1 Key Stage 1 assessments were cancelled in 2020 and 2021 due to the pandemic.

Note: KS1 teacher assessment data was collected by the DfE for the final time in 2023.

9.1.2 The proportion of Brighton & Hove pupils achieving the expected standard in Reading, was 69% which was 1 percentage point above national.

9.1.3 In Brighton & Hove the proportion of pupils eligible for Free School Meals achieving the expected standard in Reading was 56%, which was 2 percentage points above national.

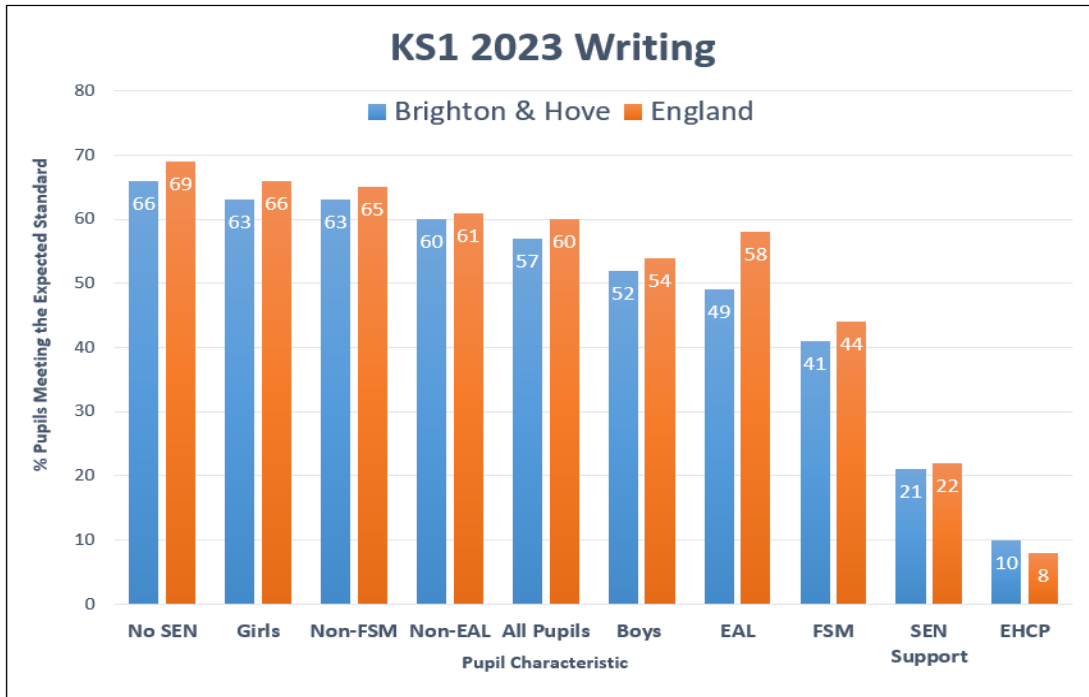
9.1.4 Figure 10. Key Stage 1 Reading 2023



9.1.5 The proportion of Brighton & Hove pupils achieving the expected standard in Writing was 57%, which was 3 percentage points below national.

9.1.6 The proportion of pupils eligible for Free School Meals achieving the expected standard in Writing was 41%, which was 3 percentage points below national.

9.1.7 Figure 11. Key Stage 1 Writing 2023

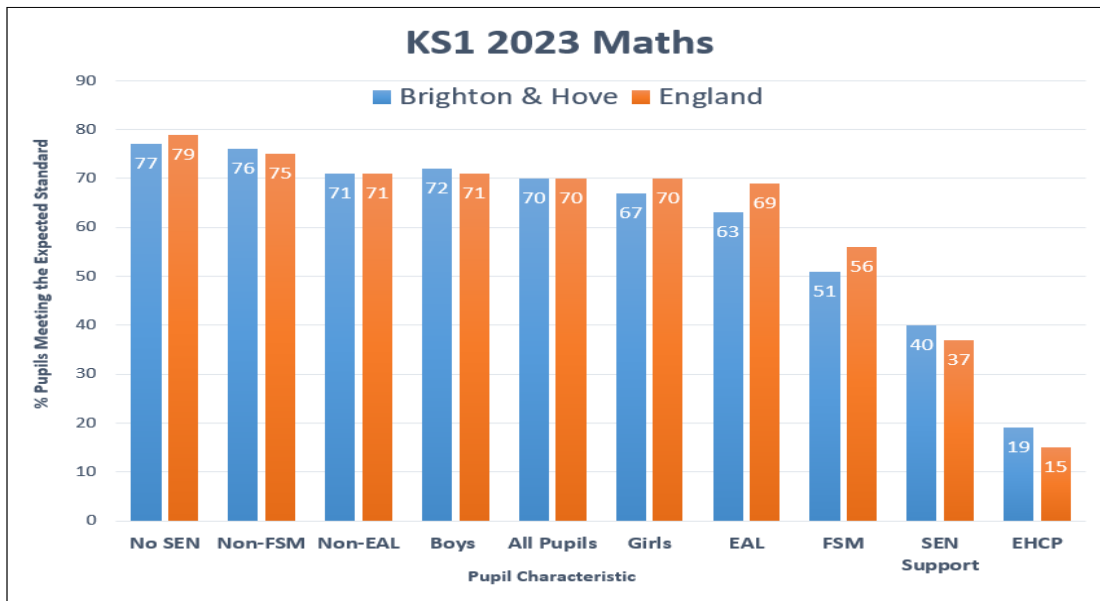


9.1.8

The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics was 57% which was 3 percentage points below national. The percentage of pupils working at greater depth in Mathematics was 21% which was 1 percentage point below national.

9.1.9 The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics was 51% which was 5 percentage points below national.

9.1.10 Figure 12. Key Stage 1 Mathematics 2023



9.1.11 In Brighton & Hove the percentage of pupils receiving SEN Support achieving the expected standard, was above national in Reading, below national in Writing, and above national in Mathematics.

- 9.1.12 In Brighton & Hove the percentage of pupils with an Education, Health and Care Plan achieving the expected standard, was above national in Reading, Writing and Mathematics.
- 9.1.13 In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard, remained significantly below the national in all three subjects (Reading, Writing and Mathematics).
- 9.2 Actions as a result of data – focus on disadvantage:
- 9.2.1 The Know Your School visit and data passed on to school is designed to focus challenge and support schools in KS1 development but focus particularly on outcomes for Disadvantaged and SEN pupils. Further Improvement Visits; Conferences; networks and training all complement this.
- 9.2.2 The council’s Strategy for Educational Disadvantage focuses efforts to support disadvantaged pupils through a number of projects and approaches which will benefit children in Key Stage 1. For example, nearly half of the city’s primary schools will have participated in the “From Mitigation to Success” EEF funded program. There have also been a conference, networks and training to compliment this.
- 9.3 **KS1 mathematics**
- 9.3.1 The national Maths Hub offers a funded initiative called Mastering Number. Within B&H an increasing number of schools are engaging with this programme and have reported positive outcomes. Within B&H, we are developing our training input to support Year 2 teachers to make accurate teacher assessments.
- 9.3.2 Other interventions such as “Close Your Eyes” which B&H have funded, working with the Maths Hub, support the development of early numeracy skills in KS1 and into lower KS2. This cohort will continue to benefit from this work as they progress through KS2.
- 9.4 **KS1 reading and writing**
- 9.4.1 School Leaders and LA advisers have recognised and identified the need to support early oracy as a result of the continued disruptions suffered by pupils in this cohort. As a result, partnerships have engaged in projects to address this using the additional LA funding for Literacy. These have included parent workshops, Talk Through Stories, reading fluency and whole school approaches to the teaching of reading and writing such as the Power of Reading.
- 9.4.2 Schools are also invited to engage in Every Child a Reader intervention training to support pupils to make accelerated progress and catch up with peers.

- 9.4.3 In addition to city-wide writing moderation sessions, this year the LA have also offered the course Making Assessments in Writing. This aims to support teachers when planning their writing curriculum to ensure pupils' writing shows the breadth of experience needed to meet the standards in the statutory assessment framework. The course has been designed in response to the writing seen during 2022 statutory moderation visits.
- 9.4.4 The LA has led moderation workshops for Year 2 teachers to raise standards in writing and ensure assessments are robust. Schools' partnerships were also involved in school to school moderation of reading, writing and maths.
- 9.4.5 EMAS continues to provide termly training that is well attended: Strategies to Support EAL Pupils in School; SEND or EAL; Supporting Refugees in School. EMAS provides specialist teaching support in schools (that purchase EMAS teaching) for EAL pupils.

APPENDIX 4

- 10.1 Key Stage 2 Outcomes (11 year olds)
 - 10.1.1 In Brighton and Hove there are 2,631 pupils at the end of key stage 2 in 2023.
 - 10.1.2 Outcomes in 2023 are similar to 2022 in Brighton and Hove and England. They remain lower than outcomes in 2019 and this is a result of the pandemic. It is worth noting the assessment at the end of KS2 was not adjusted to take account of the pandemic.
 - 10.1.3 The Brighton & Hove percentage of pupils achieving the expected standard for Reading, Writing and Mathematics combined is in line with the national average.
 - 10.1.4 The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in Reading continues to be above national average. The progress score in Reading continues to be above national.
 - 10.1.5 The percentage of pupils achieving the expected standard in Writing based on teacher assessment continues to be in line with national. The percentage of pupils writing at a greater depth within the expected standard continues to be below national. The progress score in Writing continues to be in line with national.
 - 10.1.6 The percentage of pupils achieving the expected standard in Mathematics and the percentage of pupils achieving the higher standard are below national. The progress score in Mathematics is below national.
- 10.2 Disadvantaged Pupils
 - 10.2.1 In Brighton & Hove there are 683 disadvantaged pupils at the end of key stage 2 in 2023.
 - 10.2.2 In Brighton & Hove the percentage of disadvantaged pupils achieving the expected standard in reading, writing and mathematics combined is below the with national average for this group.
 - 10.2.3 The percentage of disadvantaged pupils achieving the expected standard in reading continues to be above and the average progress score continues to be in line with the national average for this group.
 - 10.2.4 The percentage of disadvantaged pupils achieving the expected standard in writing and the average progress score is below national.
 - 10.2.5 The percentage of disadvantaged pupils achieving the expected standard in maths, and average progress score is below the national average for this group.

10.3 Pupils with Special Educational Needs

10.4 In Brighton & Hove there are 113 pupils with an Education, Health and Care Plan (EHCP) at the end of key stage 2 in 2023. In Brighton & Hove the percentage of pupils with an EHCP achieving the expected standard in reading, writing and mathematics combined is above the national average for this group.

10.5 In Brighton & Hove there are 520 pupils with SEN Support at the end of key stage 2 in 2023. In Brighton & Hove the percentage of pupils with SEN Support achieving the expected standard in reading, writing and mathematics combined is above the national average for this group.

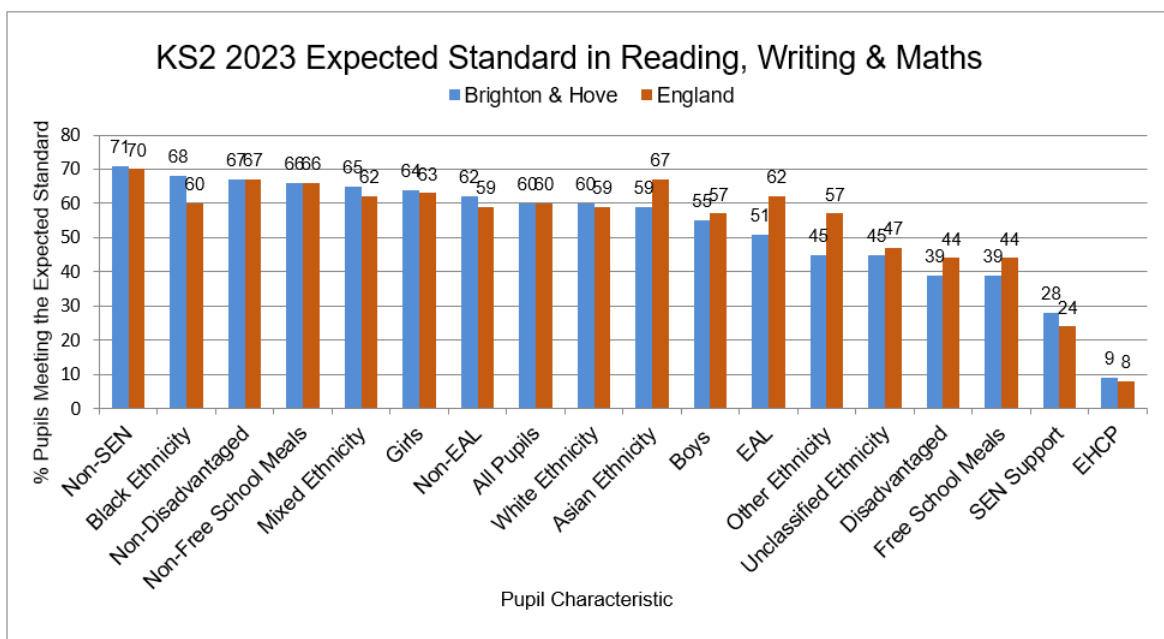
10.6 Other Groups

10.6.1 There are 144 Asian, 60 Black, 253 Mixed, 71 Other ethnicity, 38 Unclassified ethnicity, and 2,065 White pupils at the end of key stage 2 in 2023.

10.6.2 In the percentage achieving the expected standard in reading, writing and mathematics combined, pupils with ethnicities classified as Asian, Black, Mixed, and White are above the national average of the same group, whereas Other and Unclassified ethnicities are below their national group.

10.6.3 There are 399 pupils with English as an additional language (EAL) at the end of key stage 2 in 2023. The percentage of pupils with EAL achieving reading, writing, and maths combined is below national average for the same group.

10.6.4 Figure 13. Percentage achieving reading, writing and maths at the expected standard by pupil characteristic with national comparator.



10.6.6 Table 1 Percentage achieving reading, writing and maths combined trend for all, disadvantaged, and non-disadvantaged pupils with national and other comparators.

KS2 2023: Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2019	2022	2023
B&H All	67	60	60
England All	65	59	60
B&H Disadvantaged	50	41	39
B&H Other (non-disadvantaged)	74	67	67
England Disadvantaged	51	43	44
England Other (non-disadvantaged)	72	66	67
Statistical Neighbour Disadvantaged	48	38	39
South East Coastal Strip Disadvantaged	48	38	39

10.6.7 Table 2. Percentage achieving the expected standard in individual and combined subjects trend for all, disadvantaged and non-disadvantaged pupils with national comparator.

KS2 2023 Revised Results	Pupil group	Brighton & Hove			Trend	National			Trend
		2019	2022	2023		2019	2022	2023	
Reading Test	All pupils	77	78	76		74	75	73	
	Disadvantaged	65	65	60		62	63	61	
	Non-disadvantaged	82	84	82		79	80	79	
Writing Teacher Assessment	All pupils	81	70	72		79	70	72	
	Disadvantaged	68	55	51		68	55	58	
	Non-disadvantaged	87	77	79		84	76	78	
Maths Test	All pupils	79	72	72		79	72	73	
	Disadvantaged	65	55	55		67	56	59	
	Non-disadvantaged	84	79	79		84	78	80	
Reading, Writing and Maths combined	All pupils	67	60	60		65	59	60	
	Disadvantaged	50	41	39		51	43	44	
	Non-disadvantaged	74	67	67		72	66	67	

10.6.8 Table 3. Primary schools participating in “From Mitigation to Success” and follow up programmes achieve more highly than other schools in the city in terms of disadvantaged pupil outcomes. Each cohort represents approximately 12 schools.

Subject	National Disadvantaged	B&H Disadvantaged	Cohort 1	Cohort 2
KS2 RWM	44%	39%	42%	46%

KS2 reading	61%	60%	62%	61%
KS2 writing	58%	51%	58%	56%
KS2 maths	59%	55%	59%	59%

10.6.9 Table 4. Average reading, writing & maths progress scores for all, disadvantaged, and non-disadvantaged pupils with national and other comparators.

KS2 2023: Average Progress Scores	Reading	Writing	Maths
B&H All	0.87	-0.20	-0.22
England All	0.04	0.04	0.04
B&H Disadvantaged	-0.71	-1.44	-1.93
B&H Other (non-disadvantaged)	1.42	0.24	0.07
England Disadvantaged	-0.85	-0.69	-1.04
England Other (non-disadvantaged)	0.43	0.36	0.51
Statistical Neighbour Disadvantaged	-1.44	-1.42	-1.84
South East Coastal Strip Disadvantaged	-1.73	-1.69	-2.24

10.6.10 Table 5. Progress for disadvantaged pupils in schools participating in “From Mitigation to Success” and follow up programmes. These are above local and in many cases national averages.

Subject	National Disadvantaged	B&H Disadvantaged	Cohort 1	Cohort 2
Reading progress	-0.85	-0.71	-0.02	-0.57
writing progress	-0.69	-1.44	-0.21	-0.68
maths progress	-1.04	-1.93	-1.33	-2.37

10.6.11 Table 6. Average reading progress score with confidence interval for all and disadvantaged pupils.

KS2 2023	Reading progress			Interpretation
	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	
B&H All	0.62	0.87	1.12	The confidence interval is above national score of 0.04: above national
B&H Disadvantaged	-1.20	-0.71	-0.22	The confidence interval includes the national score of -0.85: in line with national

10.6.12 Table 7. Average writing progress score with confidence interval for all and disadvantaged pupils.

Writing progress				
KS2 2023	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	-0.43	-0.20	0.04	The confidence interval includes the national score of 0.04: in line with national
B&H Disadvantaged	-1.90	-1.44	-0.97	The confidence interval is below the national score of -0.69: below national

10.6.13 Table 8. Average maths progress score with confidence interval for all and disadvantaged pupils.

Maths progress				
KS2 2023	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	-0.68	-0.45	-0.22	The confidence interval is below the national score of 0.04: below national
B&H Disadvantaged	-2.39	-1.93	-1.47	The confidence interval is below the national score of -1.04: below national

10.6.14 Table 9. Disadvantaged pupils and special educational needs.

KS2 2023 Disadvantaged pupils	Number of pupils	Percentage of disadvantaged pupils		% achieving reading, writing and maths at the expected standard	
		Brighton and Hove	National (NCER)	Brighton and Hove	National (NCER)
EHCP	62	9.1%	7.8%	6.5%	6.1%
SEN Support	209	30.6%	23.1%	21.1%	17.8%
Non-SEN	412	60.3%	69.1%	53.6%	57.1%
Total	683	100%	100%	39.4%	44.0%

* National Consortium for Examination Results (NCER) provisional data

10.7 Actions that have taken place and will continue or happen as a result of data – focus on disadvantage

10.7.1 An Education Disadvantaged Strategy was coproduced with Headteachers and launched in 2022. Work continues to develop and embed in order to improved outcomes for disadvantaged pupils.

10.7.2 An important project has been 'From Mitigation to Success' This is a research-based leadership training and audit program jointly funded by Brighton & Hove City Council and the Education Endowment Foundation and led by a Research School. To date 30 schools have participated, with another 10 taking part this year. Schools completing the programme are also offered a further follow up programme aimed to support effective implementation of change. The outcomes for primary schools participating in the programme demonstrate positive impact, with these

schools outperforming B&H schools in all measures for disadvantage and either matching or bettering national averages in many.

- 10.7.3 We have successfully been chosen for a Evidence Exploration Partnership with the Education Endowment Foundation (EEF). This approach enables a group of school leaders and council officers to work with a Research School and experts from the EEF to look in detail at the data from Brighton and Hove with the aim of identifying an evidence-based intervention or approach that will have positive impact on outcomes within the city. We are currently looking at a wide range of data including academic outcomes data, but also information on staff attitudes, context and information on exclusions and attendance. The action plan will support our next steps, and we will be able to bid for funding from the EEF to support this work moving forward.
- 10.7.4 A wide ranging professional development offer has been implemented for school leaders with a number of conferences for headteachers, senior leaders and governors focused on this issue. We have an annual conference to focus on this issue. Maths: To improve Maths Every Child Counts is a range of maths interventions offered to all schools. New schools adopting the interventions are offered training for a lead teacher and for teaching assistants to deliver the different programmes available. Disadvantaged pupils are prioritised when selecting pupils. The impact of these interventions is significant, for example, pupils who received 1st Class at Number made an average progress of 14 months during an intervention lasting up to 5 months. Close your Eyes and you Can See It' is a collaborative project between Brighton & Hove City Council and the Sussex Maths Hub targeting the city's primary schools with a larger than average population of disadvantaged pupils. This project develops the practice and pedagogy of teachers in developing number sense using 'rekenreks' (small abacus-like pieces of equipment which are provided to participating schools). Outcomes from this project are strong.
- 10.7.5 Reading: Support is put into school through a universal Every Child a Reader offer that has been provided for schools since academic year 2019-2020. This involves training up to two Teaching Assistants and a lead teacher in every school allowing them to deliver high quality interventions to pupils who are working below their expected reading age. This model is fully funded and does not require employing a specialist Reading Recovery teacher. Disadvantaged pupils are prioritised when schools select pupils for these interventions.
- 10.7.6 A **Poverty Proofing Network has been established**, which meets termly, and we will also be commissioning a new round of poverty proofing audits in schools. Through the network, we have explored how schools are supporting children and young people and their families with access to free and cheap food, supporting with the cost of uniform through different schemes, supporting access to curriculum days and special events such as end of year proms and parties and best practice

in the classroom. We are currently working with Brighton and Sussex Medical School on an evaluative research programme which aims to objectively look at the impact of this work over the past 7 years. The outcomes of this project will help us to target future programmes more effectively.

- 10.7.7 A summary of all extra curricular opportunities in primary schools has been collated, with best practice being shared through network meetings. Opportunities for further development are being targeted at those schools not currently taking up the full offer of the various programmes on offer (for example the Holiday Activities and Food Programme).
- 10.7.8 Opportunities to listen to and learn from young people's experiences of education with our city are central to the Strategy for Educational Disadvantage. A Number of events have been held to bring together young people from across the city. The school and college leaders conference this term focused on belonging is being led by young people and will feature direct feedback from young people.

APPENDIX 5

- 11.1 Key Stage 4 GCSE Results (16 year olds revised results)
 - 11.1.1 All pupils
 - 11.1.2 In Brighton & Hove there are 2,402 pupils at the end of key stage 4 in 2023.
 - 11.1.3 In Brighton & Hove the average Attainment 8 of all pupils and the percentage achieving expected standards in English and maths continues to be above the national average. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.
 - 11.1.4 Average Progress 8 for all pupils with prior attainment is in line with the national average. However, progress in Maths and 'English Baccalaureate' qualification components of Progress 8 are above the national average, English is in line with national, with the 'other qualifications' components below national for this group.
- 11.2 Disadvantaged Pupils
 - 11.2.1 In Brighton & Hove there are 537 disadvantaged pupils at the end of key stage 4 in 2023.
 - 11.2.2 The average Attainment 8 score and the percentage of disadvantaged pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is below the national average for this group.
 - 11.2.3 Average Progress 8 for disadvantaged pupils with prior attainment is below the national average for this group.
- 11.3 Pupils with Special Educational Needs
 - 11.3.1 In Brighton & Hove there are 117 pupils with an Education, Health and Care Plan (EHCP).
 - 11.3.2 In Brighton & Hove the average Attainment 8 of pupils with an EHCP is below the national average for this group. The percentage of these pupils achieving standard passes (grades 4-9) are in line with the national average for this group. The percentage achieving strong passes (grades 9-5) in English and maths combined are above the national average for this group.
 - 11.3.3 Average Progress 8 for pupils with an EHCP and prior attainment is in line with the national average for this group.
 - 11.3.4 In Brighton & Hove there are 336 pupils with SEN Support at the end of key stage 4 in 2023.

- 11.3.5 In Brighton & Hove the average Attainment 8 of pupils with SEN Support is above the national average for this group. The percentage of these pupils achieving standard passes (grades 4-9), and strong passes (grades 9-5) in English and maths combined is above the national averages for this group.
- 11.3.6 Progress 8 for pupils with pupils with SEN support and prior attainment is in line with the national average for this group.
- 11.4 Other Groups
- 11.4.1 There are 95 Asian, 56 Black, 267 Mixed, 74 Other ethnicity, 32 Unclassified ethnicity, and 1,878 White pupils at the end of key stage 4 in 2023.
- 11.4.2 Average Attainment 8 for Asian, Mixed, Unclassified, and White groups are above their group national averages. Black and Other ethnicities are below their group national average. Average Progress 8 for Asian, Black, Mixed, Other and White groups are above their national averages, with Unclassified below their group national average.
- 11.4.3 In Brighton and Hove there are 323 pupils with English as an additional language (EAL) at the end of key stage 4 in 2023.
- 11.4.4 Average Attainment 8 for pupils with EAL is below their national average. Average Progress 8 for pupils with EAL and prior attainment is in line with their group national average.
- 11.4.5 Table 10. Attainment 8 for all, disadvantaged and non-disadvantaged pupils with national and other comparators.

Attainment 8	2017	2018	2019	2023
B&H All	46.8	48.0	47.6	47.8
England All	46.4	46.6	46.8	46.4
B&H Disadvantaged	33.1	34.9	33.7	32.5
B&H Other (non-disadvantaged)	51.4	52.3	52.3	52.3
England Disadvantaged	37.1	36.8	36.8	35.1
England Other (non-disadvantaged)	49.9	50.3	50.5	50.4
Statistical Neighbour Disadvantaged	36.0	34.6	34.9	33.1
South East Coastal Strip	33.9	33.5	33.6	31.3

- 11.4.6 Table 11. Average Progress 8 scores for all, disadvantaged and non-disadvantaged pupils with national and other comparators.

Progress 8	2017	2018	2019	2023
B&H All	-0.15	-0.02	-0.08	0.00
England All	-0.03	-0.02	-0.03	-0.03
B&H Disadvantaged	-0.79	-0.57	-0.70	-0.74
B&H Other (non-disadvantaged)	0.07	0.17	0.13	0.21
England Disadvantaged	-0.40	-0.44	-0.45	-0.57
England Other (non-disadvantaged)	0.11	0.13	0.13	0.17
Statistical Neighbour Disadvantaged	-0.44	-0.55	-0.55	-0.65
South East Coastal Strip	-0.59	-0.63	-0.68	-0.83

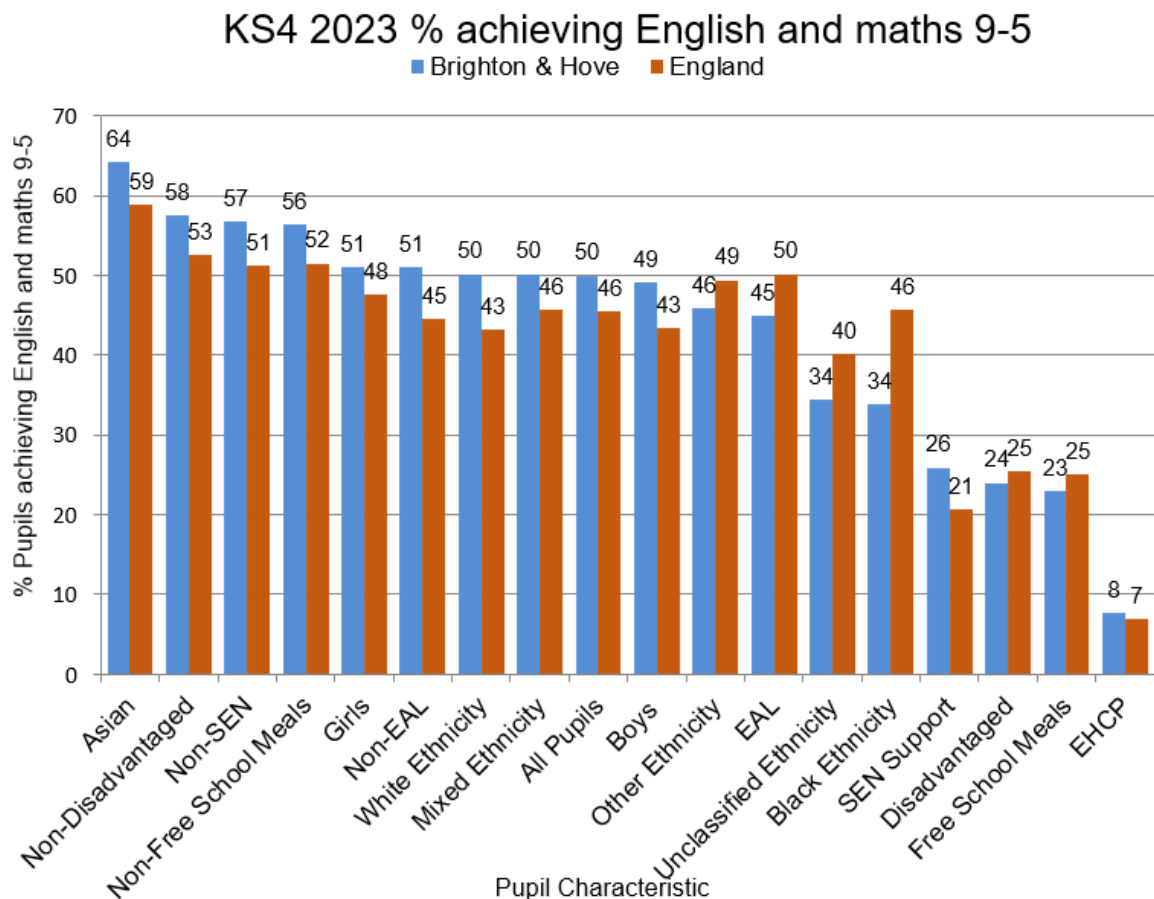
11.4.7 Table 12. Average Progress 8 score with confidence interval for all and disadvantaged pupils

KS4 2023	Progress 8			Interpretation
	Lower 95% confidence interval	Average score	Upper 95% confidence interval	
All pupils	-0.06	0.00	0.06	Confidence interval includes national score of minus -0.03: In line with national
Disadvantaged Pupils	-0.87	-0.74	-0.62	Confidence interval is lower than national score of minus -0.57: Below national.

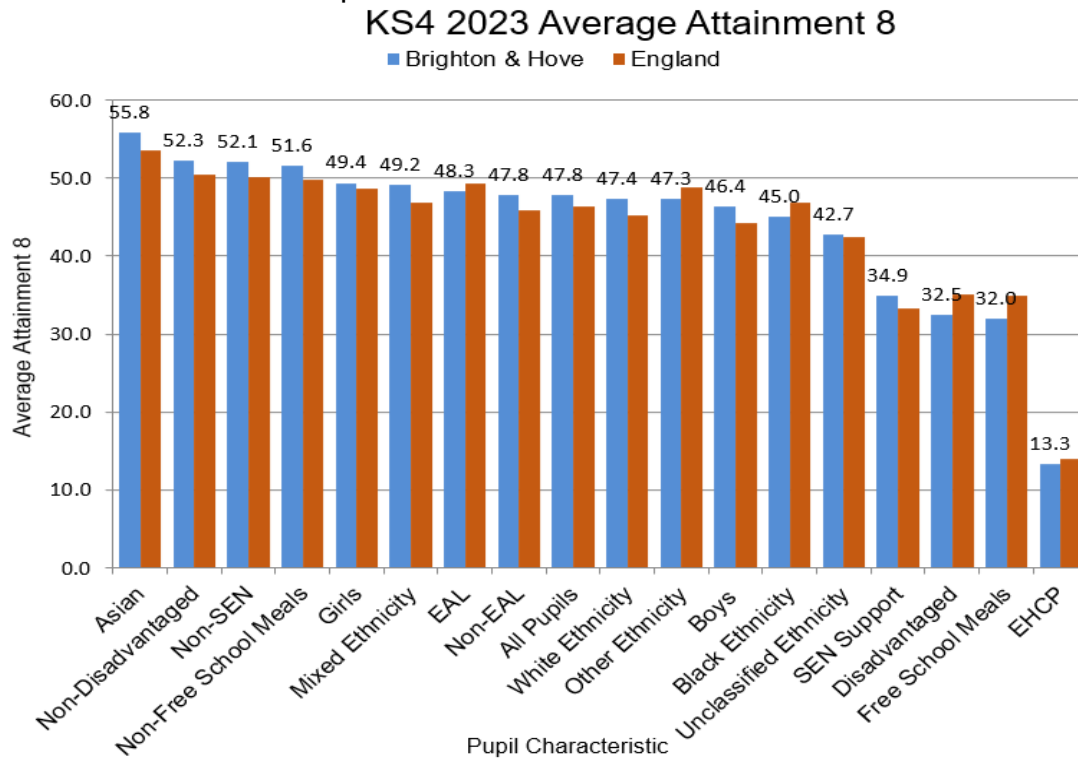
11.4.8 Table 13. Disadvantaged pupils results trend with national comparator.

Year	% English and Maths 9-4		% English and Maths 9-5		Attainment 8		Progress 8		Ebac average point score	
	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat
2017	41.1	44.5	21.2	24.5	33.1	37.0	-0.79	-0.40	-	-
2018	43.2	44.6	21.1	24.9	34.9	36.8	-0.57	-0.44	2.93	3.07
2019	41.1	44.9	21.9	24.8	33.7	36.8	-0.70	-0.45	2.84	3.09
2023	42.5	43.7	24.0	25.4	32.5	35.1	-0.74	-0.57	2.89	2.99

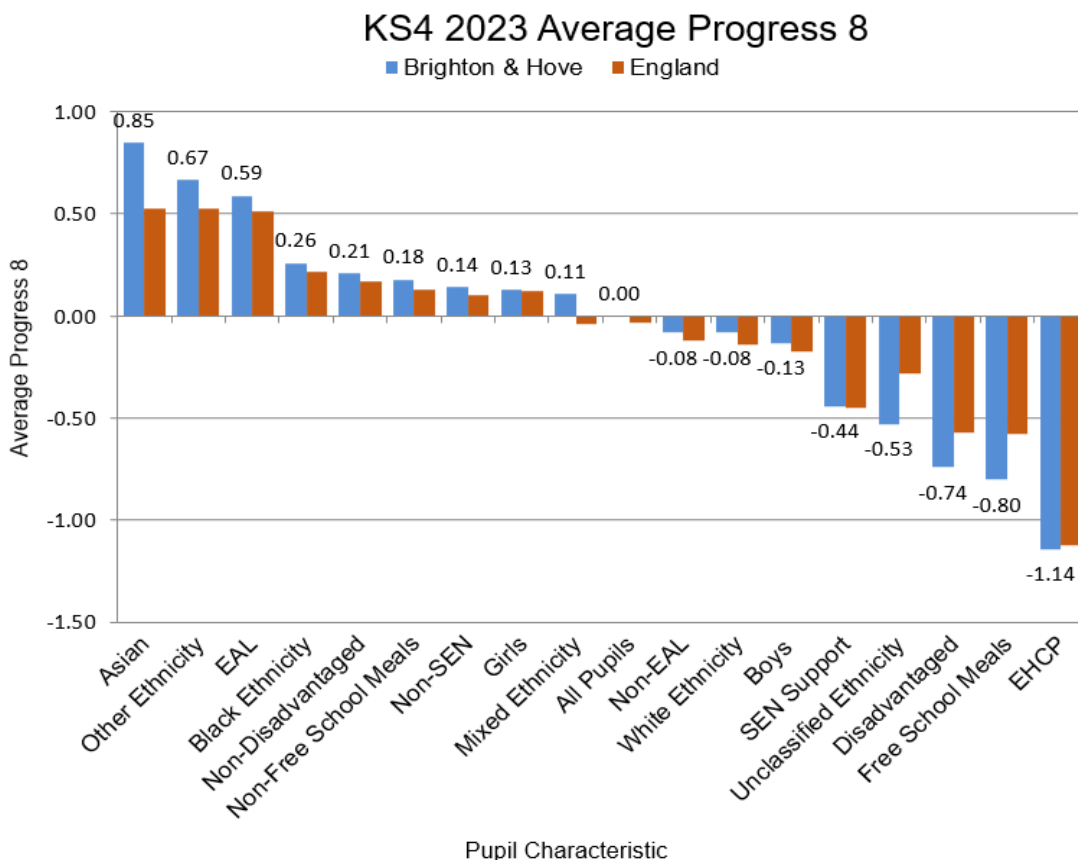
11.4.9 Figure 14. Percentage achieving English and maths grade 9 to 5 by pupil characteristics with national comparator.



11.4.10 Figure 15. Average Attainment 8 score by pupil characteristics with national comparator.



11.4.11 Figure 16. Average Progress 8 score by pupil characteristics with national comparator.



- 11.5 Actions as a result of data – focus on disadvantage
- 11.5.1 As explained previously in the report there is a strategy in place to improve outcomes for disadvantaged which includes all secondary schools in the City. All 10 schools are member of the secondary partnership and are committed to working together to improve outcomes for disadvantaged pupils. This includes commitment to a joint performance indicator linked to outcomes of disadvantaged pupils across the city.
- 11.5.2 Work has happened to improve the transition from KS2 to KS3. The template for sharing information has been developed, so that clear information can be transferred quickly and easily between settings. During Year 6, all pupils in the city engaged with an English project, which was concluded when they arrived in Year 7. This year we are further refining the process and exploring the introduction of a maths unit of work.
- 11.5.3 We are implementing a secondary maths project in partnership with the Sussex Maths Hub that will help support secondary schools plan for and accurately assess pupils working below the programmes of study. Through looking at best primary practice and working alongside primary teacher colleagues, this professional development programme will support children moving into Year 7, 8 and 9 with maths attainment below the expected standard.
- 11.5.4 Every Child a Reader interventions support children with their reading inference skills and developing more confidence in 4 secondary schools.
- 11.5.5 Bespoke reading support projects are being developed this year in B&H secondary schools with a specific focus on supporting disadvantaged learners who are not yet fluent readers.
- 11.5.6 Subject networks are supported by the LA, allowing subject leaders from schools to meet, share resources, planning and pedagogy. Leads for each of these sub groups meet with the LA and all subject areas are focusing on what can be done to support disadvantaged learners this year.
- 11.5.7 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits (lead by practicing Ofsted inspectors);
- 11.5.8 Secondary chairs of governors meet each term with the local authority to support and challenge each other and to share best practice. Their Autumn meeting examined data relating to disadvantage
- 11.5.9 The schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.

- 11.5.10 Services such as Virtual School, TESU (Traveller Education Service Unit) and EMAS (Ethnic Minority Achievement Service) are working alongside schools and Governors to raise awareness in schools and support these children and will further support many disadvantaged pupils.

Appendix 6

12.1 Key Stage Five - A level results (age 18)

12.1.1 Table 14.

Provisional A level results 2023		Brighton & Hove	National (JCQ* benchmark)
Entries		6023	-
% of entries graded	A*-A	33.7%	26.5%
	A*-B	62.6%	52.7%
	A*-C	82.7%	75.4%
	A*-E	98.9%	97.2%

* Joint Council for Qualifications.

12.2 National Results

12.2.1 This year's pattern is a decrease from 2022, and more in line with the last pre-Covid year in 2019.

12.2.2 Nationally, the A level pass rate (A*-E) was at 97.2%, compared to 97.5% in 2019 and 98.4% in 2022. The proportion of A* and A grades was 26.5%, compared to 25.2% in 2019 and 35.9% in 2022.

12.2.3 The number of A Level entries increased by 2.7% on the previous year, whilst there was a 1.3% decrease in AS Level entries.

12.3 Brighton & Hove

12.3.1 Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A*-B grades. The overall pass rate is also above national.

12.3.2 In 2023, provisional results show 33.7% of A Level entries achieved grade A* or A, compared to 31.2% in 2019 and 43.9% in 2022.

12.3.3 Around 87% of A-Level students in the city study at the two sixth form colleges, around 64% at BHASVIC and around 23% at Varndean College. Approx. 13% of A-level students study in the sixth forms at Newman College (CNCS), Hove Park and BACA, with 91% of these attending Newman College. There has been an increase in number of learners since the previous year, with BHASVIC, Varndean College and Newman College all having increases. Kings School sixth form is due to open September 2023.

Appendix 7 GEOGRAPHICAL AREA ANALYSIS OF OUTCOMES

13.1 Results have been analysed by Wards, Lower Super Output Areas representing 'inner' Whitehawk, and the 'BN2 5' postcode sector. Pupils are assigned to areas based on the postcode centre of their main domicile address in the January school census 2023.

13.1.1 Overall attainment measures in KS2 and KS4 show geographical variation. KS2 and KS4 outcomes are significantly lower in areas of Moulsecoomb, Bevendean, East Brighton and some areas of Hove. This was the case in 2019. The reasons to this will be likely linked to low income and the disproportionately negative affect of the pandemic in these areas.

13.1.2 Table 15. Key stage 2 and key stage 4 attainment measures for wards in Brighton and Hove

All areas in Brighton and Hove	KS2 Pupils	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
Brighton and Hove average	2,631	60%	2,402	50%
National average	-	60%	-	46%
<i>Wards 2023 definition</i>				
Brunswick & Adelaide	37	54%	34	50%
Central Hove	66	48%	48	38%
Coldean & Stanmer	67	49%	63	22%
Goldsmid	102	52%	83	51%
Hangleton & Knoll	221	59%	204	46%
Hanover & Elm Grove	116	54%	128	52%
Hollingdean & Fiveways	190	63%	203	68%
Kemptown	30	50%	36	50%
Moulsecoomb & Bevendean	120	48%	133	29%
North Portslade	132	64%	113	43%
Patcham & Hollingbury	175	70%	183	61%
Preston Park	129	71%	132	69%
Queen's Park	87	68%	65	62%
Regency	36	50%	30	57%
Rottingdean & West Saltdean	93	67%	56	45%
Round Hill	69	68%	51	57%
South Portslade	127	55%	97	44%
West Hill & North Laine	41	49%	29	52%
Westbourne & Poets' Corner	103	76%	75	55%

Westdene & Hove Park	163	61%	165	59%
Whitehawk & Marina	149	40%	117	21%
Wish	110	70%	122	63%
Woodingdean	103	64%	95	36%

13.1.3 Table 16. Key stage 2 and key stage 4 attainment measures for areas associated with Whitehawk in Brighton and Hove

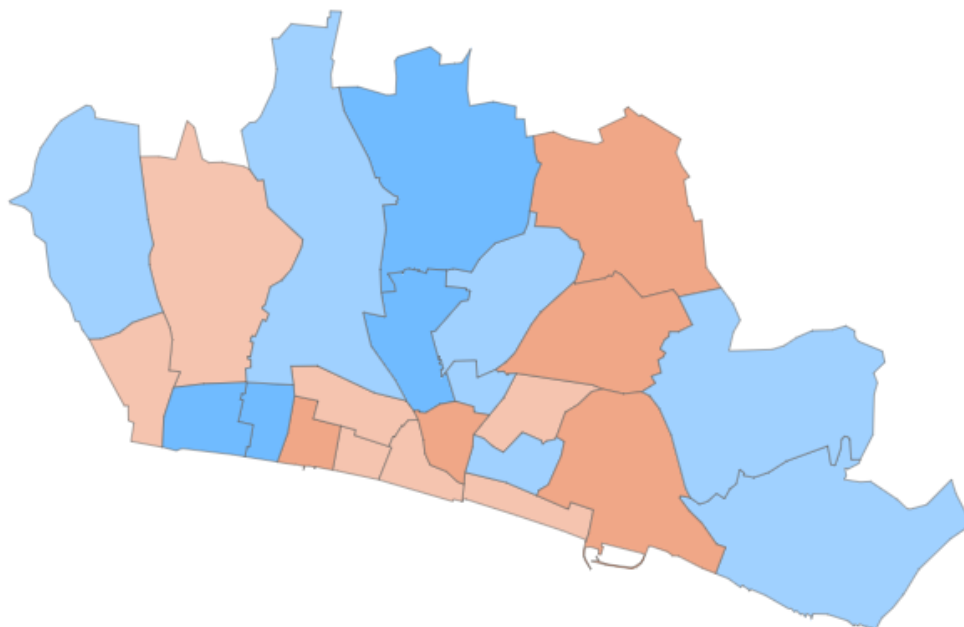
Specific Areas in Brighton and Hove	KS2 Pupils	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
<i>Lower Super Output Area 2021 definition (Locality)</i>				
Brighton and Hove 025B	30	33%	21	10%
Brighton and Hove 025C	29	48%	29	10%
Brighton and Hove 025E	27	22%	19	11%
Brighton and Hove 032A	13	54%	8	25%
'Inner' Whitehawk (total of above)	99	37%	77	12%
<i>Postcode sector</i>				
BN2 5 total	153	40%	120	23%

* This includes pupils in Brighton and Hove schools except for those with sole registration in pupil referral units. It does not include residents in schools of other local authority areas, independent schools, non-maintained special schools, and those educated other than at school.

13.1.4 Figure 17. End of key stage 2 results by ward.

End of key stage 2: Percentage of pupils achieving reading, writing and maths combined at the expected standard

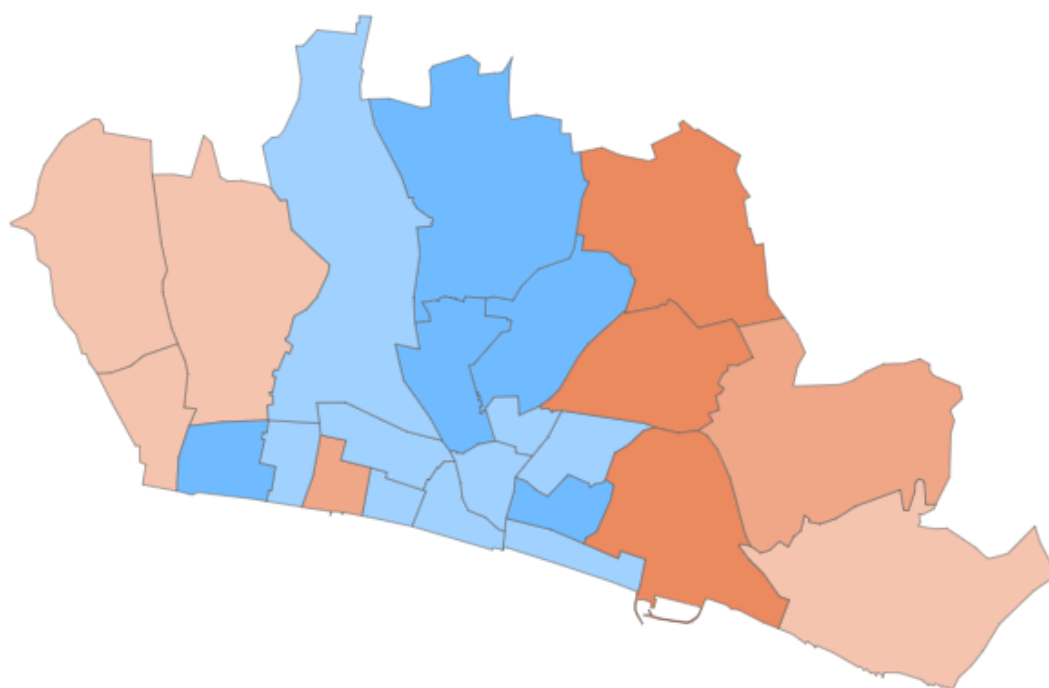
Legend ● 40-49% ● 50-59% ● 60-69% ● 70-76%



13.1.4 Figure 18. End of key stage 4 results by ward.

End of key stage 4: Percentage of pupils achieving English and maths GCSEs combined at grades 9 to 5

Legend ● 20-29% ● 30-39% ● 40-49% ● 50-59% ● 60-69%



- 13.2 Actions as a result of data
- 13.2.1 Any Requires Improvement Schools within most deprived wards will be prioritised for school improvement support. At this stage we are expecting schools to reach an agreement with partnerships to an increased spend to support these schools. We are also looking to our school partnerships and working to develop support for schools in this area requiring intervention and support.
- 13.2.2 Funded audits of provision for disadvantaged pupils are being developed. Once tested, we will invite all schools serving children and young people from Whitehawk and other deprived wards to be the first to benefit.
- 13.2.3 Maths and Reading projects will continue to target all schools within the most deprived wards and where they are not already engaged, work will be undertaken to understand why. Likewise, wider training and professional development offers will target these schools to ensure they benefit.
- 13.2.4 The Local Authority will continue to work with the Multi-Academy Trusts to develop strong relationships and look at shared approaches to supporting the pupils in these wards.
- 13.2.5 We are reviewing the current partnership cluster model to ensure that schools in Whitehawk are active participants in strong partnerships that focus on school improvement.
- 13.2.6 We will continue to work with community partners such as Class Divide to look at practical steps that can be taken to improve the educational experience of children and young people in these wards.
- 13.2.7 We have consulted with a community group and as a result are planning a conference with a focus on 'belonging'. This conference will be an opportunity to highlight the challenges children and young people living in poverty face on a day to day basis in addition to exploring and sharing best practice.
- 13.2.8 For Early Years children, the Whitehawk area is included in a targeted pilot organised by the library service and Children's Centres throughout 2023 to promote the value of stories and reading with young children. This includes working with schools and local nurseries to deliver parent and child sessions; story sessions and giving useful resources to those who attend.