

Subject:	Reducing the Difference in Performance for Disadvantaged Children and Young People		
Date of Meeting:	21 November 2016		
Report of:	Jo Lyons		
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Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

1.1 This report provides information on the impact of the 'Closing the Gap' Strategy on the performance of disadvantaged pupils in the City.

1.2 This report briefs Members on the new Ofsted requirements with regard to disadvantaged pupils and the Education and Skills response in the form of a draft 'Reducing Differences in Performance for Disadvantaged Children and Young People Strategy'. (Appendix 1)

2. RECOMMENDATIONS:

2.1 To note the report and endorse the focus across the City on improving outcomes for disadvantaged children and young people.

3. NATIONAL CONTEXT AND LOCAL FOCUS

'Closing the Gap' in performance has been a focus of the Standards and Achievement Team in their work with schools. A strategy which outlines this work and identifies good practice was released in 2014 to run until July 2016 at which point it was determined that the impact of that strategy would be evaluated and a newly revised version released for September 2016.

In September 2016, Ofsted released a new inspection framework and indicated to LAs that there would be a refocus and change in their consideration of outcomes for disadvantaged pupils. This has resulted in significant changes from the last academic year.

In summary:

- References to "gaps" between disadvantaged and other pupils in the school are all changed to refer to "differences" between disadvantaged and non-disadvantaged pupils nationally, reflecting the fact that national data this year will no longer identify in-school gaps but the differences in performance between disadvantaged pupils in the school and non-disadvantaged pupils nationally with similar starting points;

- There is a 'shift of focus' for inspectors to forensically investigate the outcomes for disadvantaged pupils, especially the 'most able' disadvantaged. They will consider the progress made at each Key Stage compared nationally with those from comparable levels of prior attainment, as well as seeing how schools are able to respond in year to any fall in progress;
- The other key group for inspection will be the 'most able';
- Leadership judgements will be benchmarked against the outcomes for disadvantaged pupils as inspectors judge how much this is prioritised within the school;
- Ofsted have undertaken a 'retrieval exercise' to investigate whether schools which have previously been graded as 'good' or 'outstanding' have achieved positive outcomes with their disadvantaged cohorts. Ofsted may well undertake short inspections next term outside the normal timescales to investigate further where appropriate;
- A line of enquiry will be whether disadvantaged pupils underachieve over time and as they fall further behind are then inappropriately identified as having special needs, particularly for behavioural difficulties;
- The correlation between attendance, persistent absence and achievement for disadvantaged groups will be analysed more closely;
- There will be a closer inspection of the impact of pupil premium funded interventions for disadvantaged groups with the rationale for, reflection on and resulting revision forming a distinct line of enquiry;
- A greater focus will be on the role of the governing body in holding school leaders to account for the impact of the pupil premium funding spend and its impact on outcomes for disadvantaged groups;
- The school's strategy for improving outcomes for disadvantaged pupils should be published on the school's website;
- There will be a focus both on historic data and the current progress for disadvantaged pupils in the school.

In light of the above, our local strategy has been revised and revisited to ensure that it not only reflects the new language, benchmarks and expectations but also that it shows the cultural commitment in all schools and in the LA more widely that Ofsted require.

In the short term, a number of interventions have been implemented to respond to the new inspection focus:

1. A desk top exercise has been undertaken to identify those schools that are at risk of being downgraded from 'Good' and 'Outstanding' as a consequence of the above changes. Those schools have been visited by the Head of Standards and Achievement to ensure that there is a clear action plan for addressing the difference in performance;
2. All primary, secondary and special Heads have been briefed so that changes are reflected in their data analysis, self-evaluation documentation and school improvement plans and central to their Ofsted preparation;
3. Headteacher events are planned for this term which will highlight and distil the best practice from both nationally and across the City to challenge and support schools in their own practices;
4. There has been a briefing to Chairs of Governors and at the citywide governance event. It will also be the focus of the City's conference in January 2017;

5. All documentation and the structure of the School Improvement Strategy meetings have been adapted to reflect a greater focus on disadvantaged children and young people's outcomes.

4. Evaluating the Impact of the 'Closing the Gap' Strategy

The strategy has had some positive impact on the outcomes for disadvantaged children and young people. It is fair to say, however, that interventions appear to have had an equitable impact for all pupils which has meant that the difference between the outcomes for disadvantaged and non-disadvantaged pupils has not been significantly reduced.

It is important to note that apart from Early Years and Phonics, the curriculum and assessment arrangements across all Key Stages have all changed for 2016 which means that comparisons are not possible and trend data is not available. The DfE are positively discouraging any attempt to make comparisons which they see as 'incorrect and misleading'.

In order to provide some sense of the current situation and the impact of the strategy on performance, we have compared outcomes for 2014/15 and provided information on the current benchmark for 2016.

Key Stage 2

Percentage of pupils achieving level 4+ in reading, writing and mathematics

	Brighton & Hove			National		
Year	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils
2014	64%	88%	-20	68%	84%	-16
2015	68%	88%	-17	70%	85%	-15

Percentage of pupils achieving the expected standard in reading, writing and mathematics

	Brighton & Hove			National		
Year	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils
2016	37.4%	66.3%	-22.2	38.4%	59.6%	-21.2

% Pupils achieving 5+ A*-C GCSEs or equivalents including English and maths GCSE

Year	Brighton & Hove			National		
	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils
2014	31.4%	62.4%	-32.8	36.7%	64.2%	-27.5
2015	35.1%	70.8%	-30.0	36.8%	65.1%	-28.3

Attainment 8 (average grade)

Year	Brighton & Hove			National		
	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils	Dis advantaged pupils	Non-disadvantaged pupils	Dis advantaged pupils gap to national non-disadvantaged pupils
2016	3.96 (D)	5.42 (C+)	-1.35	4.09 (D)	5.31 (C+)	-1.22

It can be seen that there was a 'closing of the Gap' between 2014 and 2015 in Key Stage 2 and Key Stage 4 although this remained greater than for the national statistics.

The current difference in performance is greater in Brighton and Hove than for national.

Summary of Outcomes

Early Years Foundation Stage Profile 2016

1. The measure for this stage remains free school meals (FSM).
2. Over a four year period, the gap for pupils with FSM has narrowed from 24% to 16% achieving Good Levels of Development (GLD).
3. The numbers of pupils registered as qualifying for FSM fell for 2015/16.

Phonics

1. All pupils in Brighton and Hove perform less well in Year 1 but have 'caught up' by the end of Year 2.
2. Brighton and Hove disadvantaged pupils are 2% below the scores for the non-disadvantaged pupils nationally.
3. By the end of Year 2 85% of disadvantaged pupils have met the expected standard. This compares to 86% for similar pupils nationally and 91% for all pupils both locally and nationally.

Key Stage 1

1. Progress is gauged by comparing the elements of the early years profile relating to literacy and numeracy to the outcomes in reading, writing and Maths at the end of Year 2 tests.
2. The benchmark for measuring progress has changed from comparing disadvantaged pupils to similar pupils nationally, to now comparing disadvantaged pupils to national non-disadvantaged pupil (Other). This has resulted in greater differences than previously recorded.
3. For 2016 the difference in performance is: 14% for reading; 19% for writing and 17% for Maths.
4. Because this is the first year of this measure it is not possible to compare with previous years.
5. Work is being undertaken to determine Brighton & Hove's performance ranked against the other 151 LAs.
6. The complex process of analysing data to make meaningful judgements is ongoing.

Key Stage 2

1. In Brighton and Hove the combined attainment for disadvantaged pupils in reading, writing and maths was below the national average for disadvantaged pupils, so the Brighton and Hove difference between disadvantaged pupils and national non-disadvantaged pupils was greater than the national difference. In Brighton and Hove combined attainment for non-disadvantaged pupils was above the national average for non-disadvantaged pupils.
2. In Brighton and Hove, average progress in reading for disadvantaged pupils was above the national average for disadvantaged pupils, so the Brighton and Hove difference to national non-disadvantaged pupils was less than the national difference. Out of the three subjects this was the lowest difference. On average the progress in reading for disadvantaged pupils in Brighton and Hove was also above the national average for all pupils of zero (in mainstream schools).
3. Average progress in writing for disadvantaged pupils was close to the national average for disadvantaged pupils, so the Brighton and Hove difference to national non-disadvantaged pupils was similar to the national difference.
4. In Brighton and Hove, average progress in mathematics for disadvantaged pupils was below the national average for disadvantaged pupils, so the Brighton and Hove difference to national non-disadvantaged pupils was greater than the national difference. Out of the three subjects this was greatest difference. Brighton and Hove was also below national in the average progress in mathematics for non-disadvantaged pupils.

Key Stage 4

1. In 2016 attainment 8 and progress 8 for disadvantaged improved, and on average to a greater extent in mainstream schools. However, the Brighton and Hove total for disadvantaged pupils was below national, so there was a greater difference to national non-disadvantaged pupils. Brighton and Hove total progress and attainment for non-disadvantaged pupils remained above national non-disadvantaged pupils.
2. On average English progress and attainment for disadvantaged pupils did not improve in 2016. The Brighton and Hove totals for English attainment and progress for disadvantaged pupils was below national, so there was a greater difference to national

non-disadvantaged pupils. Although non-disadvantaged pupils on average also did not improve in 2016, English progress and attainment remained above national non-disadvantaged pupils.

3. Although maths attainment for disadvantaged pupils on average did not improve in 2016, progress in maths did improve - and to a greater extent in mainstream schools. However, the Brighton and Hove total in maths progress for disadvantaged pupil remained below national, so there was a greater difference to national non-disadvantaged pupils. The Brighton and Hove total maths attainment for non-disadvantaged pupils also did not improve, but math progress did, and maths progress and attainment remained above national non-disadvantaged pupils.
4. No national comparative information on disadvantaged pupils in mainstream schools is available. This makes it problematic to compare average disadvantaged pupils' attainment and progress in the Brighton and Hove mainstream sector. Comparison using totals that include special and mainstream schools are potentially misleading as compared to the national average.

CONCLUSION

The Strategy presented as Appendix 1 is a draft and the starting point for discussion. The strategy will be the focus of work with headteachers through the next term with meetings with individual Heads and Chairs of Governors, partnership, phase and citywide events. These will all concentrate on this area of work to ensure that the strategy is sufficiently robust to secure the required impact on outcomes. It is also essential to discuss whether the current draft strategy sufficiently captures the complexity of the issues and whether this focus should be more on 'Achievement for All'.

This is clearly a larger priority beyond just school improvement given the impact that wider social issues of domestic violence, mental health, substance misuse, housing, benefits will have on disadvantaged children and young people's lives. It may be that this strategy is seen in the context of wider social and political priorities within the City.

COMMUNITY ENGAGEMENT and CONSULTATION

Community engagement options will be considered as an integral part of the release of the citywide strategy.

FINANCIAL and OTHER IMPLICATIONS:

Financial Implications:

Funding information relating to pupil premium and delegated SEN funding to schools is detailed in section 6 of appendix 1.

Finance Officer Consulted: Steve Williams Date: 9/11/16

Legal Implications:

There are no legal implications arising from this report.

Legal Officer Consulted: Serena Kynaston Date 10/11/16

SUPPORTING DOCUMENTATION

Appendix 1:

1. Draft 'Reducing Differences in Performance for Disadvantaged Children and Young People Strategy'.

Appendix 1

Reducing the Differences in Educational Achievement for Disadvantaged Children and Young People in Brighton and Hove 2016 - 2020

1. Introduction

This strategy outlines Brighton & Hove's vision, priorities and expectations in relation to raising the educational achievement of disadvantaged children and young people in the City. It builds upon the success of schools in raising attainment and progress for all and for the improvements achieved through the previous 'Closing the Gap' Strategy. It is ambitious and aspirational for the future.

We believe that through educational success disadvantaged children and young people will maximise their life chances and secure their future economic wellbeing. We are committed to partnership working and believe that everyone has a part to play in addressing this most serious issue.

The following is taken from the research by the Centre for Excellence and Outcomes in Children and Young People's Services (C4EO): Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty - January 2010:

- *One in four children in the UK grows up in poverty, and for these children the impact on their chances of education and life success is profound.*
- *The attainment gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system, for example children from the lowest-income homes are half as likely to get five good GCSEs (General Certificates in Secondary Education) and go on to higher education.*
- *White working-class pupils (particularly boys) are among the lowest performers in academic achievement.*
- *Nevertheless, the link between poverty and attainment is a multi-racial phenomenon, with socio-economic gaps much greater than ethnic group differences.*

It is with this in mind that raising the attainment and increasing progress for disadvantaged children and young people is not just an educational goal but also a moral imperative.

This is reflected in the new Ofsted Framework September 2016 which was presented to LAs by the lead HMI for the Southeast region.

He expressed a belief that disadvantaged pupils are 'failed' in the south east, particularly in coastal strip areas, which therefore required a more rigorous and focused approach from Ofsted in inspections in the region on disadvantaged pupil outcomes. This has resulted in significant changes from the last academic year:

In summary:

- References to "gaps" between disadvantaged and other pupils in the school are all changed to refer to "differences" between disadvantaged and non-disadvantaged pupils nationally, reflecting the fact that national data this year will no longer identify in-school gaps but the differences in performance between disadvantaged pupils in the school and non-disadvantaged pupils nationally with similar starting points;
- There will be a 'shift of focus' for inspectors to forensically investigate the outcomes for disadvantaged pupils, especially the 'most able'. They will consider the progress made at each Key Stage compared nationally with those from comparable levels of prior attainment, as well as seeing how schools are able to respond in year to any fall in progress;
- The other key group for inspection will be the 'most able';
- Leadership judgements will be benchmarked against the outcomes for disadvantaged pupils as inspectors judge how much this is prioritised within the school;
- Ofsted have undertaken a 'retrieval exercise' to investigate whether schools which have previously been graded as 'good' or 'outstanding' have achieved positive outcomes with their disadvantaged cohorts. Ofsted may well undertake short inspections next term outside the normal timescales to investigate further where appropriate;
- A line of enquiry will be whether disadvantaged pupils underachieve over time and as they fall further behind are then inappropriately identified as having special needs, particularly for behavioural difficulties;
- The correlation between attendance, persistent absence and achievement for disadvantaged groups will be analysed more closely;
- There will be a closer inspection of the impact of pupil premium funded interventions for disadvantaged groups with the rationale for, reflection on and resulting revision forming a distinct line of enquiry;
- A greater focus will be on the role of the governing body in holding school leaders to account for the impact of the pupil premium funding spend and its impact on outcomes for disadvantaged groups;
- The school's strategy for improving outcomes for disadvantaged pupils should be published on the school's website;
- There will be a focus both on historic data and the current progress for disadvantaged pupils in the school.

In light of the above, it is proposed that we undertake a review of those elements of the 'Closing the Gap' Strategy which had most impact and look to disseminate that practice more widely in the City. We are also determined to look more widely at best practice nationally and to devise a new strategy which relentlessly focuses on the performance of disadvantaged groups and to make that a citywide priority.

There are events planned with primary and secondary Heads to forensically analyse performance and to challenge and support schools to ensure that each one has:

- *A clearly expressed commitment to improving outcomes for disadvantaged pupils;*
- *A system for tracking performance and reflecting on and revising interventions as required;*
- *An action plan outlining the interventions to improve progress and raise attainment;*
- *A strategy for governors to support the work and to scrutinise the impact of the pupil premium funding;*
- *A positive and dynamic approach to careers and skills training which can raise the aspirations of disadvantaged pupils;*

It is important that all council services and all agencies contribute to this as a council and community responsibility and equally see this as a priority area of work. We must all collectively create a culture within our schools and our City where our disadvantaged children and young people can thrive.

2. A Vision for Education

Our vision was developed through consultation with the Learning Skills and Employment Partnership, Headteachers, governors and other with contributions from learning organisations across the City. It is shared by all and interpreted by each phase and school to meet the needs of the learners. It underpins everything we do.

Brighton & Hove: Achieving Excellence Together

1. Encourage all children, young people and adults to have ambition: be confident, flexible, resourceful and resilient
2. Support all children, young people and adults to overcome any barriers to success in learning
3. Celebrate diversity and promote equality
4. Promote a dynamic, exciting, creative and relevant curriculum in successful settings
5. Enable children, young people and adults to have the skills, knowledge and understanding in order to be able to make choices about their futures
6. Prepare children, young people and adults to be economically active in the world of work

3. The Rationale for Reducing Differences in Performance

The following is taken from an Ofsted report - the pupil premium: an update July 2014:

It cannot be right that the likelihood of a child receiving a good education should depend on their postcode or economic circumstance. Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not.

Schools that are committed to ‘closing the gap’ and that have robust tracking systems are showing most improvement Weak leadership and governance remain obstacles to narrowing the attainment gap.

In schools judged to be inadequate, inspectors commonly report that leaders and governors do not ensure that pupil premium funding is used effectively. In these schools, the attainment of pupils eligible for funding is poor and attainment gaps are too wide.

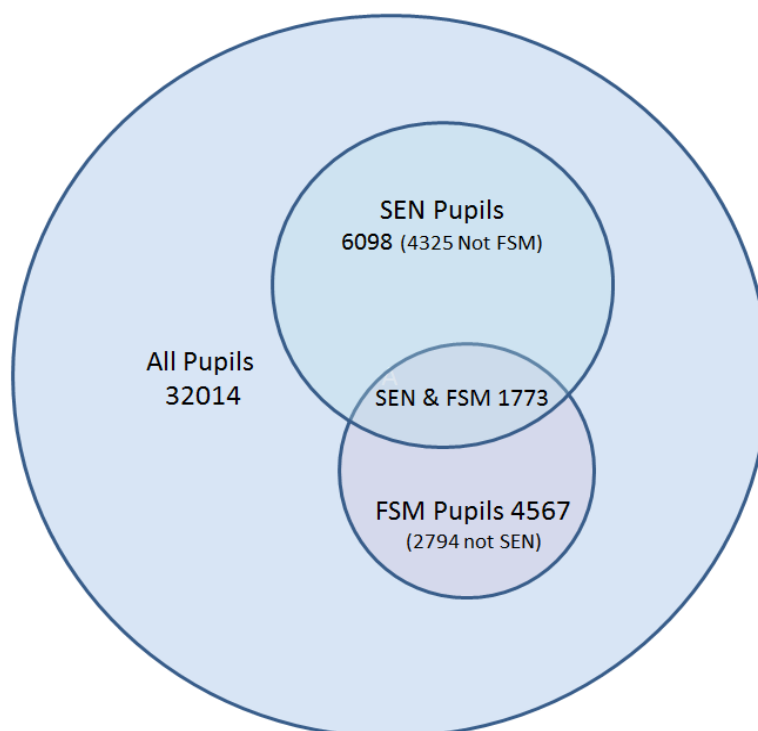
The Standards and Achievement Team carries out regular data analysis and examines the performance of the different groups of pupils in the City. Data analysis shows that the most significant gaps in performance are those between the performance of children and young people eligible for Free School Meals (FSM) and their more advantaged peers, between those children and young people identified as having Special Educational Needs (SEN) and their peers and for looked after children (children in care). These gaps currently widen as the young people move through our school system. The impact of large numbers of pupils, particularly pupils with FSM not achieving 5 GCSE’s A* to C with English and Maths at the end of Key Stage 4, not only has implications for the economy of the City, but also has an impact on the quality of opportunity for young people in the City. However, there are overlaps in these groups.

There is a correlation with SEN and deprivation. This diagram (using data from the January 2015 School Census) illustrates the numbers and the overlap.

The overall

was 14%,
of SEN
eligible
school
double the

5.5% of
City were
of FSM
as having
39% of
registered
also
having



FSM
percentage
however 29%
pupils are
from free
meals. This is
proportion.

pupils in the
both in receipt
and identified
SEN.
pupils
for FSM were
identified as
SEN.

An Ofsted publication from March 2015 (The most able students: an update on progress since June 2013) highlights the importance of ensuring that the distinct needs of students who are most able and disadvantaged were being met, as well as for those who have special education needs. It reports that in the schools visited (none were from Brighton and Hove) ‘not enough was being done to widen the experience of these students and develop their broader knowledge or social and cultural awareness early on in Key Stage 3. The gap at Key Stage 4 between the progress made by the most able disadvantaged students and their better off peers is still too large and is not closing quickly enough’.

An Ofsted survey “Unknown children – destined for disadvantage?” from July 2016 evaluated the effectiveness of local authorities and early years providers in tackling issues facing disadvantaged families and their young children. The report stated that “A child’s earliest years, from their birth to the time they reach statutory school age, are crucial. All the research shows that this stage of learning and development matters more than any other. The report concluded that nationally “although early education is better than it has ever been, it is still not benefitting our poorest children as much as their peers”.

4. Partnership working and the role of the Local Authority (LA)

Brighton and Hove is committed to working in partnership to ‘Reduce the Difference’ in educational achievement for disadvantaged groups.

Although schools are being given increased levels of autonomy, it is still the responsibility of the LA to ensure that there is robust self-evaluation by the management of the school, particularly in relation to pupil progress. A key task for this LA is to further develop our work to ensure schools are effectively addressing the needs of their disadvantaged groups of pupils, and that good progress is made towards ‘Closing the Gap’ in educational achievement in all schools. We would want to support schools to find their own solutions that will work effectively in the different contexts of the schools.

In its role as champion of children and families, the LA can facilitate, broker and commission support. Every team in Education and Inclusion has ‘Closing the Educational Achievement Gap’ as the main priority and will offer guidance, information, support and challenge for schools in this area.

The Early Help Hub (EHH)

The Early Help Hub works to find the best support for children and families. Agencies including schools refer cases to the EHH when they are below the threshold for social work involvement but still require support above or different to that which the school can provide. This could include family work, youth work, counselling or mediation. Referrals with parental consent are discussed each week by a panel of professionals including School Nurses, Health visiting, ITF, Adult Social Care, Educational Psychology, and Voluntary Sector organisations and a ‘best fit’ allocation is made. The Early Help Hub also has a role in providing a small number of Early Help Coordinators to support professionals, delivering early help training and also triaging and providing brief interventions to cases that have been referred to the MASH but fall below the threshold for Social Work.

Piloting family work with primary school pupils

The Stronger Families Stronger Communities programme funded by the national Troubled Families initiative is working with Safety Net and the Brighton City Partnership for Education to support primary school pupils and their families on a broad range of issues that may be affecting their child's progress in school. This pilot piece of work will be evaluated in the autumn.

Attendance and Exclusions

We know that good school attendance is a priority for all schools. Pupils who attend school are more likely to develop both academically and socially, improving their life chances. We also know that there is a direct link between poor attendance and poor attainment for a child and young person. Added to this, many issues related to non-attendance will highlight pupils with particular health, welfare or social needs.

In Brighton and Hove, we aim to ensure that all pupils attend school all of the time and our commitment is to promote good school attendance. We have been using data more effectively to identify absence in schools by pupil group and the impact this is having, especially in free school meals and SEN pupils.

Intensive support is offered to schools that have specific needs on addressing persistent absence by adopting an action plan and provide assistance by brokering external agencies or advice. This provides a 'team around the school' approach for schools with high levels of need.

Health and wellbeing

We recognise that pupils' sense of belonging and their health and wellbeing contribute significantly to their ability to learn. Therefore we work in partnership with Public Health and the community and voluntary sector to support and challenge schools to improve their approaches to anti-bullying, equality and health and wellbeing.

5. Free Early Learning for Two Year Olds in Brighton & Hove

Eligible two year olds are entitled to 570 hours a year of free early learning from the term after their second birthday. To be eligible children must be from a family in receipt of out of work benefits, or on a low income (not more than £16,190) and in receipt of working tax credit. Children who are disabled or have SEN are also eligible, along with looked after children, those adopted from care, or who have left care under a special guardianship or residence order. Latest figures from the Department for Education show that in February 2015 Brighton & Hove had a take-up rate of 88 per cent.¹ This puts our performance top of 19 south east authorities, and ninth of 152 local authorities nationally. The average take-up in the south east was 69 per cent and nationally 68 per cent.

More than 90 per cent of private, independent and voluntary sector childcare providers in the city offer places under the scheme, as well as 27 per cent of childminders. Places are also offered by Tarnerland and Royal Spa nursery schools and Rudyard Kipling primary school. Maintained schools with nursery classes can now claim for any eligible "rising threes". To offer places providers must generally have a good or outstanding Ofsted and this is the case for the vast majority of childcare providers in the city. At 25/3/15 89 per cent of funded two year olds were in a good or outstanding setting, compared with 75 per cent nationally. Children take up their places in settings across the city. However, the largest providers are our children's centre nurseries in Moulsecomb and Roundabout. These, and our other children's centre nurseries, are very influential in encouraging parents to take up their entitlement, as well as offering the highest quality provision to the most disadvantaged children.

¹ The percentage is based on the Department for Work and Pensions' estimated number of eligible families

6. The Provision of Pupil Premium and Special Educational Needs funding Pupil Premium (information as at December 2015)

There are several types of premium and funding:

- **Disadvantaged Pupil Premium** - Ever 6 Free School Meals - £1,320 per pupil of primary-school age and £935 per pupil of secondary-school age registered in the School Census as eligible for free school meals at any point in the last 6 years.
- **Children Adopted from Care or Who Have Left Care/Follow on from Care** - £1,900 per eligible pupil who:
 - has been adopted from care (under the Adoption and Children Act 2002);
 - has left care under a special guardianship order (under the Children Act 1989);
 - has left care under a residence order (under the Children Act 1989);
 - has left care under a child arrangement order (under the Children Act 1989);
- **LAC Pupil Premium** - £1900 per eligible pupil who has been in local authority care for at least one day in the previous year.
- **Service Premium (Ever 5 Service Child)** - £300 per pupil if they meet the following criteria:
 - one of their parents is serving in the regular armed forces
 - one of their parents served in the regular armed forces in the last 3 years
 - one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- **Early Years Pupil Premium** - £300 per 'disadvantaged' nursery pupil aged 3 or 4, eligible if their parent/guardian receives one of the following benefits:
 - Income Support
 - Income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - Universal Credit
 - Support from the National Asylum Support Service under part 6 of the Immigration and Asylum Act 1999
 - The guarantee element of State Pension Credit
 - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
 - Working Tax Credit run-on

Elm Grove Primary School

Follow on from (adopted from) Care Case Study:

Initially, Elm Grove's Special Educational Needs Co-ordinator (SENCo) set up a forum for parents and carers of children who have been adopted or who are under Special Guardianship/Residency/Child Arrangement Orders. The forum came about following a conversation with an adopter parent, who attends a similar group at a local secondary school.

Eligible parents and carers were invited to an initial meeting, in which they talked about whether they would be interested in a forum, and what they might get out of it. All were very enthusiastic about the potential of a forum, and a lively discussion took place around how the issues particular to this group are communicated, especially during times of transition

between one year and another.

Following this, the SENCo set up meetings in the summer term with each parent/carer, the current teacher and the next year group teacher, and all worked collaboratively to create a 'communication passport' to move with the child from one teacher to the next. This proved really significant in allowing teachers a better understanding of the attachment issues for these pupils.

The discussion currently underway within the forum, at the parents' and carers' request, is investigating the possibility of pooling the 'adopted from care' pupil premium funding, to employ a Learning Mentor, whose focus would be specifically around supporting this group with attachment difficulties and related issues. The SENCo is visiting other settings who have a similar model in place, and it is hoped that the recruitment process will start soon.

As a result of the group discussion and feedback, several staff (including the SENCo, class teachers and support staff) have attended Attachment training and further training is due to take place later in the academic year.

Woodingdean Primary School

Pupil Premium Case Study:

The delegation of any pupil premium funding we have received at Woodingdean has been solely driven by a collegiate understanding and core belief around what we are continuously aiming to do; raise the aspirations, expectations and achievements of our most disadvantaged children.

We believe the main factor in the perceived 'detriment by disadvantage' is around self-perception and more importantly, self-esteem. The main aim therefore was to ensure resources and opportunities were in place that cemented a real sense of equality.

Not only have we invested heavily in staffing, training and resources but we have also put a major stake in getting the nurture bits right. We offer all of our children in receipt of pupil premium funding the following:

- a free school uniform fleece
- a discount voucher if they return their old fleece in a reusable condition
- free book bag
- free water bottle
- free swimming hat
- free reading book
- free morning snack for Key Stage 2 pupils (usually only for Infant age pupils)

As part of our whole-school policy we also ensure that we prioritise academic achievement. We ensure that all children in receipt of pupil premium funding have their recorded learning 'feedback marked' in more detail and more regularly than others, the published outcomes are always displayed and celebrated and they are given the first places in extra-curricular activities.

The final prong in our approach has been the development of the Pupil Premium Profile. Every child in receipt of pupil premium funding has their own individualised profile and action plan that is updated termly by teachers and senior leaders with specific targets and aims for their academic improvement.

The impact of this approach has been considerable; as the number of disadvantaged children has grown, the gaps have narrowed. In 2015 all disadvantaged Key Stage 1 pupils met the age

related expectation in reading, writing and in maths.

Special Educational Needs Funding

Children with SEND in private, voluntary and independent early years settings are assessed by the Pre School SEN Service and additional funding is provided if children need extra support (eg. staffing or equipment) to access their early education place.

Funding for deprivation and SEN is delegated to mainstream schools through the funding formula operated by the LA. The weightings applied to the deprivation and low attainment (used as a proxy indicator for SEN) factors are significantly higher than the national average. The table below shows the position for Brighton and Hove in comparison to the national position:

	Percentage of budget allocated through deprivation factor 2015	Percentage of budget allocated through low attainment factor 2015
Brighton and Hove	9.43%	6.82%
National median	7.79%	4.21%

The notional SEN budgets for mainstream schools in 2015/16 total £12.8m. This is before top-up funding for high needs pupils and additional resources for pupil premium. Top-up funding is additional funding given for pupils who have high needs and comes from the High Needs Block. High needs top-up funding for 2015/16 is estimated at £2m.

6. Groups of pupils

We recognise our duties under the Equality Act 2010 to show due regard to the need to advance equality of opportunity for the pupils in the following protected groups:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

We understand that advancing equality of opportunity involves, in particular:-

- a) removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (for example disabled pupils, or gay pupils who are being subjected to homophobic, biphobic or transphobic bullying)
- b) taking steps to meet the needs of pupils who have a particular characteristic (for example enabling Muslim pupils to pray at prescribed times (and)
- c) encouraging pupils who have a particular characteristic to participate fully in any activities (for example encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in afterschool clubs).

Attainment data which shows how pupils with different characteristics (eg boys or girls) are performing will be used helping to identify whether there are areas of inequality which may need to be addressed and this strategy will prioritise groups where there are the most significant gaps and implement actions to redress these.

For some protected characteristics – religion, disability (where there is no SEN), gender identity and sexual orientation statistical achievement data is not collected nationally or locally.

However, we do have other sources of data nationally (for example from Stonewall) and locally in the Safe and Well at School Survey about the vulnerability of for example LGBT young people to bullying and under-achievement and so we provide support and challenge to schools to develop their whole school approaches to inclusion and anti-bullying for all groups.

Black and Minority Ethnic (BME) Pupils

As of January 2015, there were 7375 BME pupils. This represented 23.7% of pupils in Brighton and Hove schools and has increased from 15.2% in 2007.

The Ethnic Minority Achievement Service (EMAS) is a school improvement service that will continue to assist and challenge schools to close the gap in Schools and Early Years settings to ensure that learners with English as an additional language (EAL), BME and mixed heritage groups have access to the education opportunities they require to achieve and close the gap.

The focus of the EMAS conference March 2015 was on Mixed Race Achievement and strategies for closing the gap. The impact of these strategies and raising awareness of the gaps can be seen in the improved end of Key Stage results. It is significant that at KS2 in 2015 most BME groups improved by several percentage points on 2014's results. *White and Black Caribbean* have increased by 14 percentage points and *Any other Asian background* by 16 percentage points.

The barriers to achievement for BME groups also in receipt of free school meals will need to be identified by schools with the support of EMAS, so the individual pupil is supported in the way most suited to their circumstances. This may include locally run 'Triple P' parenting training in mother tongue; home school liaison; specialist EAL support. There is data on BME groups with free school meal eligibility, in Appendix 1.

BME Behaviour and Attendance

There does continue to be a higher proportion, than demographically expected (under 5%), of pupils who have been excluded from school for pupils in mixed ethnicity groups. This group accounts for 3.7% of total fixed period exclusions in primary school (which is a small drop since 2014); 12.1% in secondary schools (which is a 3.4 percentage point increase since 2014) and 9.3 % (2014 -11.6%) of the whole cohort.

Traveller pupils (specifically the two ethnic groups of Gypsy/Roma and Traveller of Irish Heritage) have consistently been identified as the most disadvantaged and lowest attaining of any identified group. Within the City, most Traveller pupils accessing schools are highly mobile; however a new permanent and short stay site provision is scheduled for completion in July 2016. Children's Services has a designated Traveller Education and Support Unit who will work closely with schools and families to raise attendance and attainment of all Traveller pupils in the City.

We recognise that a 'one size fits all' approach does not work and that understanding the learning styles, abilities and needs of our pupils and encourage school leaders to ensure there is a flexible teaching approach in our schools.

7. Best Practice: What makes the difference?

National research ('What works in raising attainment and closing the gap': research evidence from the UK and abroad - **Education Endowment Fund and Steve Higgins - Durham University**) has identified a range of actions that have helped to raise the attainment and progress of disadvantaged pupils:

Education Endowment Fund Best Practice

School Level Actions:

- Effective leadership
- A clear focus on improving learning
- Agreed structures and processes in school
- The importance of staff skills and professional development
- Making learning challenging
- Ensuring effective relationships for teaching and learning
- Building partnerships around the school

Promising classroom strategies to 'close the gap':

- Focus on improving teaching and learning processes and methods
- Collaborative and co-operative learning
- Peer involvement in learning (peer tutoring, team approaches)
- Meta-cognitive strategies, making learning explicit
- Specific subject strategies (e.g. phonics instruction in reading, computer assisted instruction in maths)
- Effective scaffolding practices by teachers

In the early years we have been successful in ensuring that most low income two year olds take up their free childcare places. Ofsted have identified that providing a joined up service is crucial in tackling disadvantage including taking a coordinated, strategy approach to tackling the issues faced by disadvantaged children. This includes:

- ensuring that early assessments of children's health, learning and development are benefiting families that are in most need or support;
- ensuring that additional early years premium funding has sufficient impact by identifying children early and focussing support on area of development that will help a child to catch up.

In Brighton and Hove schools that have been most effective in raising the progress of disadvantaged pupils, and have closed the gap are likely to have the following in place:

- The deliberate and systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning;
- Appropriate management structures, quality assurance and data collection;
- Quality First Teaching in the classroom, setting intervention into a context in which the progress secured can be developed and sustained;
- Effective leadership on the issue of intervention from the school's senior management team;
- The identification of strategies that are right for the particular setting and needs of the pupils - all of the selected interventions being subject to a rigorous process of cost/benefit analysis;
- The careful selection, training and support of intervention staff, recognising that intervention requires a different range of skills to that of class teaching;
- Integration of intervention staff into the work of the whole school - particularly that of the class/subject teacher;
- Suitable assessment processes that fully and accurately inform intervention, enabling progress to be monitored across a range of learning needs.
- Effective data collection, management and analysis, using the tools available to identify, track and measure the performance of pupils and groups.

Traveller Pupils

- Ofsted inspection reports consistently identify the same essential criteria for raising the attendance and attainment of Traveller children. Pivotal to any success is the school investing time in establishing and building, good and trusting relationships with the families (in line with the Fairlight best practice case study below). In addition:
 - A key worker is identified to act as home/school liaison with family and site and gets to know the family and possibly extended family
 - Teachers are proactive in speaking to Traveller parents at the end of the school day and reporting on positive behaviour and learning and engaging them in school events
 - Incentives are given for good attendance and parents are contacted by known member of staff immediately child is late/absent
 - School curriculum, books and resources reflect Traveller history and culture around the school and school is aware and celebrates culturally specific events e.g. GRT History Month in June.
 - Strategies are employed to lessen the fear and reluctance towards transfer to secondary school and these should start in Years 4 and 5.

We have also seen the gap narrow in a number of schools across the City. Discussion with leaders of those schools and also with students (from Blatchington Mill Secondary School) identified the following key points:

What do schools think makes the difference?

Student Voice

- 'I feel that I learn well at school. I think I am on target for most things but I need to improve in maths. To help me improve I like teachers to answer my questions and give me comments on my work'.
- 'I feel I am doing well, I enjoy school. To improve I need to concentrate more. I would like to have more extra opportunities such as trips to show the subject outside of school'.
- 'I enjoy school; I take part in extra things such as the school play. To help me improve I like to get lots of comments on my work, like in English'.

School Leaders

- 'We have high expectations from the top down and the bottom up'
- 'We really focus on getting to know our pupils and their families, as soon as we know they are coming to join us'
- 'We make sure we do it well for every child – and there are no excuses'
- 'We make sure that teachers are aware of their responsibility and accountability for every pupil'
- 'There is a focus on tracking and assessment – making sure no one veers off track'
- 'We ensure high quality teaching and learning for all'
- 'ECAR (Every Child a Reader) and ECC (Every Child Counts) are very valuable and have a positive impact'
- 'Some special initiatives and projects local and national had lifted aspirations for all and accelerated progress'

Fairlight Primary School 'Know Your Pupils' case study Everyone's Responsibility

One area which underpins our approach, links to the fact that for **all** staff and children (and the all is key) knowing and understanding our pupils and families well is a daily, weekly and termly reality. Our supporting practise and what we are able to offer, is directly linked to the

circumstances of our school and those who attend it. We have had to develop effective processes as a direct result of the high proportion of new arrivals at our setting. This may not always be the case in other schools, but wider research evidences that really understanding the demographic and tailoring the approach accordingly, works in all settings.

Clear Induction for Child and Parents

The Headteacher shows all children and families around the school and chats to parents, not only about the school and school-related issues, but also about specific questions and worries about moving or changing countries or areas. They also discuss information and background about the Brighton and the local area. Once the child starts at school, we meet with parents. Our Family Support Worker leads on this, supported by office colleagues. We meet with parents (if they want to) and:

- We find out all about their back story- where they are from and why they moved, but also about the whole family, as many children and families are moving either closer to their wider family or away from all family and may have other siblings or family members living in the home.
- We get their most up to date academic data from the parents, reports and from the previous school and if the child has additional learning/special needs, the Assistant Headteacher responsible for Inclusions has a comprehensive conversation with colleagues to agree strategies and support
- We find out about the child's likes/dislikes and interests
- We identify an established pupil who is 'like them' i.e. who has got something in common - this may be language, social background, interests etc. This is done for both children **and** parents.

All staff are made aware of new pupils

As part of all meetings we discuss pastoral issues and 'new children' is a set item to be included, hence **all** staff (teachers, TAs, office, lunch colleagues etc) know when there is a new child in the school. All staff then make positive efforts to be friendly and welcoming and 'say hi'. We also like to talk to the child about their previous school, country, home etc. This is at times quite a feat with over 70 staff and 450 children, but is essential. You sometimes find links e.g. teachers who have visited the country the child comes from or who have family members by marriage, who are from the same regions.

Our pupils treat new peers kindly and help to look after them

Many of our children have first-hand experience of being new to a school and in many cases, new to the country or to another language. The other children also then have experiences of having a new child in class who maybe doesn't speak English. The children are encouraged to be kind and supportive of each other and particularly to new children. We take this approach for other areas, such as with Supply Teachers. They are inducted clearer, all staff made aware of who they are and treated respectfully. Many comment on how welcoming the school is.

We have included our procedure/checklist for admissions of all new arrivals to the school – we also have a detailed 'EMAS induction pack' to enable appropriate support for all new pupils identified as having English as an additional language.

Blatchington Mill School and Sixth Form (BMS)

Secondary School Case Study:

BMS has made significant progress in closing the gaps between disadvantaged and non-disadvantaged students. Indeed students eligible for the pupil premium at BMS have better value added scores than both disadvantaged and non-disadvantaged students nationally. This has been achieved through ensuring strong leadership structures at both senior and

middle leadership levels, quality first teaching and timely, focused interventions as required. **Quality first teaching** has been the core factor in closing the achievement gaps. Accurate identification of the needs of disadvantaged students and tailoring of provision to meet these needs has led to improved progress in the classroom. Where a student is not making sustained or expected progress teachers take timely action to help them move forward. It is particularly important to focus on **feedback**; research showing this has a significant impact on student progress.

To support quality first teaching, **action research projects** have been carried out across all departments in the school, focused on supporting disadvantaged students in making good progress. Studies included supporting students developing their metacognition skills, supporting students in developing resilience, use of report cards to improve work ethic, use of feedback and mastery learning. These studies have improved the teaching of individual students and classes and the outcomes have also been shared across departments.

Curriculum access groups have been established, focused predominantly on year 7, to support disadvantaged students who need to improve their literacy and/ or numeracy.

Literacy support lessons are part of students timetables for a fixed period to support students in overcoming any difficulties. **Maths mastery** sessions are also carried out in curriculum access groups to further support students who need support with their numeracy. Disadvantaged students are closely monitored during Key Stage four and support quickly put in place if needed. A particular focus has been in Maths and English where interventions such as **1:1 tuition**, adapting class groupings, and tailored revisions sessions have all been utilised to support students in making good progress.

The next phase of support is to ensure that disadvantaged students have excellent **attendance and punctuality** so that they have access to all the learning and opportunities available in school. We will be making this a priority for year teams and improving the attendance monitoring and intervention systems to ensure intervention is timely if attendance issues arise.

8. How our strategy will work

What we will do

- Continue to promote the high take up of free childcare places for low income two year olds
- Further develop and publish a strategy for meeting the needs of disadvantaged children in the early years
- To continue to support and challenge schools on the analysis of their EYFSP data with a focus on the gaps in attainment between the vulnerable groups.
- To continue to support and challenge teachers and practitioners in the private and voluntary sector to track the pupil's progress effectively and plan for effective intervention programmes to support children who are at risk of under achievement.
- To share and celebrate best practice of schools and settings who have successfully closed the gap in achievement through the Early Years coordinator network meetings, Network meetings and on the BHCC web site.
- Work with the Early Years Communication Partnership (Speech and Language Therapy team, EMAS and PRESENS) to embed effective approaches to practice and a new early intervention initiative for EYFS settings and schools
- Work to embed smooth transitions between pre-school and schools, continuing work developed with the Social, Emotional and Mental Health Early Years group
- To offer a training to all early years settings which raises the quality of the provision

and supports individual pupil progress

- Increasingly challenge school leaders to reduce the difference in attainment of disadvantaged pupils and their peers, including the more able
- Provide training for governors to enable them to stringently hold their school to account for the attainment of disadvantaged pupils
- Consider the voice of pupils and parents/carers in all our activities including hearing the voice of those from protected and disadvantaged groups
- Continue to guide, support and challenge schools, so that their pupil data and understanding is of good quality and that we can identify disadvantaged pupils and those who need support and how they are achieving compared to their peers.
- Encourage schools to build strong cluster partnerships so that they can challenge and support one another
- Evaluate and disseminate the national evidence into the most effective interventions, including learnings and evidence from attending National conferences
- Provide individualised support and challenge for school leaders with the highest differences in Brighton and Hove for different groups of disadvantaged pupils
- Evaluate and disseminate the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- Provide a universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training)
- Identify, through the data analysis and Local Authority monitoring, schools where practice is strong and schools where the difference is particularly wide, in order to share best practice and challenge and explore underachievement
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives
- Extend the 'Every Child a Reader' programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing
- Continue to support work on improving attendance and reducing exclusions, especially for disadvantaged pupil groups
- Continue to support work on reducing bullying, promoting equality and positive health and wellbeing
- Continue to work with secondary settings, the Youth Employability Service and local partners on providing quality Information, Advice and Guidance, raising aspirations and ambition for young people and providing good understanding of why achievement is important for life.
- Raise awareness of this strategy and work with partners outside the Education and Inclusion team and wherever possible in interactions with colleagues and teams.

A new initiative that is being explored in the City is '**Poverty Proofing the School Day**'.

The project started in 2011 when Children North East sought to better understand what child poverty looks and feels like from a child and young person's perspective. They distributed 1,348 disposable cameras across the North East and asked children and young people to tell them what poverty looks like where they live. 11,000 images were returned which powerfully conveyed strong themes and confirmed that child poverty is definitely not a thing of the past. The feedback from young people showed that discrimination in schools was found to be one of the biggest issues they faced. Children North East then started to develop a way to 'Poverty Proof the School Day'. They developed a toolkit that has as its main aims to reduce the stigma and discrimination children and young people experiencing poverty face in schools; as well as to remove barriers to learning to support schools to reduce their attainment gap. The Toolkit can also be helpful to schools in helping to decide and plan the most effective way to spend their pupil premium allocation. The process involves talking with all children and young people in the school, an online survey for governors and staff and they the team work with the school leadership to develop an action plan individually tailored to each school; to identify and remove barriers to learning, reducing the stigma and discrimination faced by pupils.

The process is challenging but highly effective, delivering to the school a rare opportunity to give voice to its most disadvantaged pupils and their families and see their practices through the eyes of all pupils, parents and staff.

There are numerous benefits for the school as a result of going through this process, including a shift in whole school ethos and culture and the opportunity to make changes in response to the action plan, with maximum impact on pupils. There is early evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning.

9. What success will look like?

Our overriding aim is that:

Year-on-year, pupil achievement for all groups in the City will improve and the differences in performance of pupils in disadvantaged groups and their peers will diminish.

In order to deliver this objective, the LA and settings will agree milestones and seek to raise aspiration and ensure that the aim is achieved.

The LA will be able to clearly evidence that it has:

- identified where the most support is required
- effectively supported and challenged school leaders, including Governors
- shared appropriate guidance, support and/or resources where they are most needed
- robust processes in place so it can take swift and appropriate support action where things are not improving
- captured best practice and successes and shared this with all settings
- kept up to date with legal changes, educational and inspection frameworks and changes in statutory collection and monitoring

Settings should be able to clearly evidence that they have:

- a good understanding of their data to know their pupils well, to prioritise disadvantaged pupils' performances and used established practices which we know work to address differences
- robust and safe processes in place around pupil enrolment, pupil data transfer and use for management information systems
- taken action which make a measurable difference to outcomes for pupils.
- identified key milestones and targets to support to accelerate achievement of the most disadvantaged
- worked effectively with other settings, colleagues and the LA to build excellent support networks