Improving Outcomes for Disadvantaged Briefing

December 2019

Brighton & Hove City Council

Background

- Educational achievement in the UK is related to parental education and income.

- Household income is important for children's cognitive development, physical health and social development.

- 16 Local Super Output Areas (4 in Whitehawk) in the 10% most deprived in the country (2019 IDACI)

- Challenge of School Funding

Brighton and Hove Attainment Summary

- Early years: 72% of all children get a good level of development but only 52% of Free School Meal children (compared to 57% national,)
- Key Stage 2 – 73% of all children achieve expectation in reading, writing, maths but only 50% for disadvantaged (compared to 51% nationally)
- Key Stage 4 – Average attainment 8 at GCSE is 47.7 but only 33.8 for disadvantage (compared to 37 nationally)
- Adults – 16% of households have no qualifications but 34% in inner Whitehawk

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KS2 2019 Disadvantaged Pupils

Areas with higher number of pupils not achieving the expected standard in reading, writing and maths
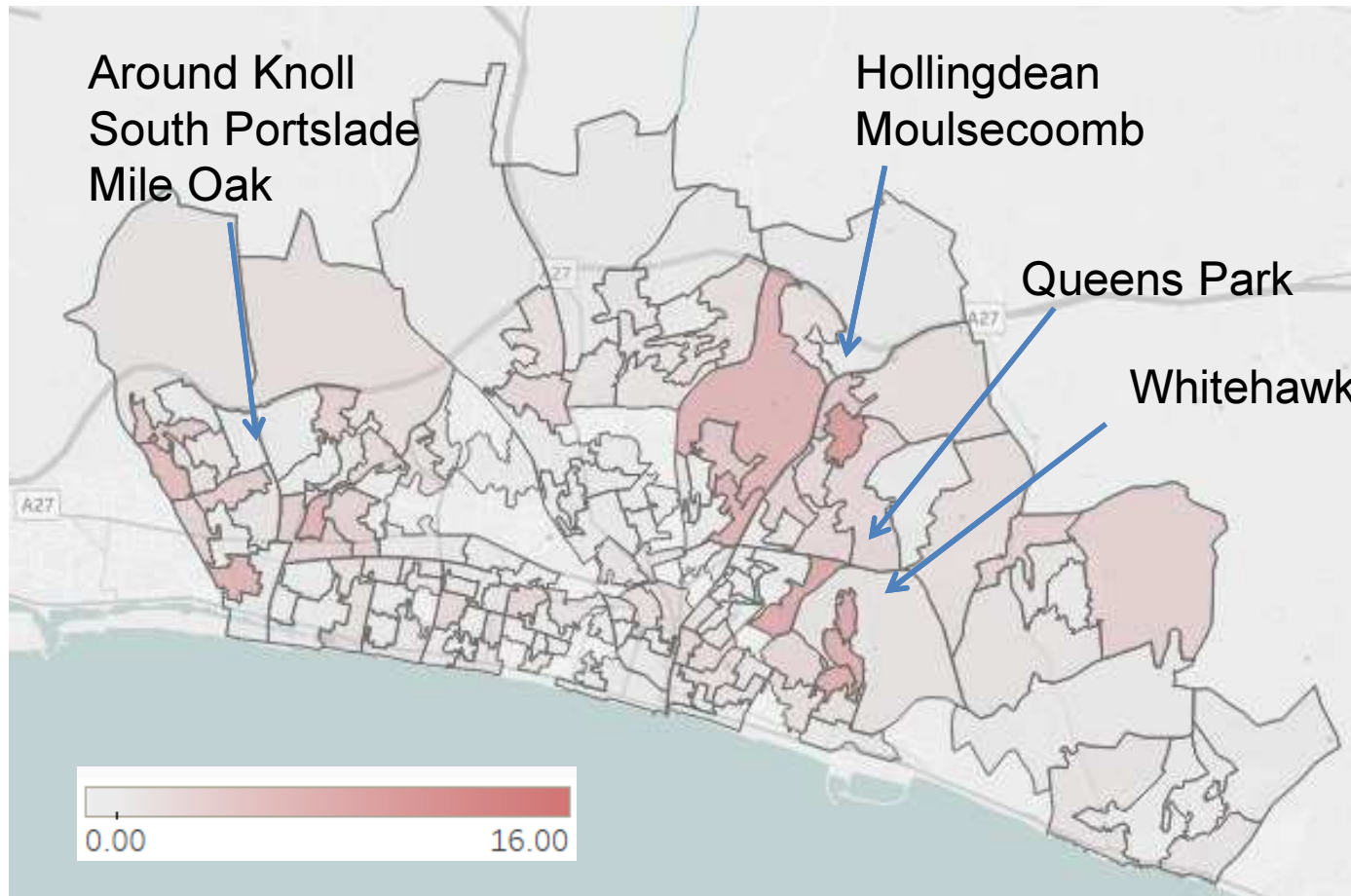
Programme to reduce the attainment gap for Disadvantaged Pupils – Early Years

- Early Years Strategy – focus on disadvantage
    - Early years improvement - 97% Ofsted good/outstanding
    - Childcare for low income 2 year olds (90% take up, 1.8m)
    - Early Years Pupil Premium for 3 and 4 year olds(128K)
    - Support for children with English as an additional language and special educational needs and disabilities (DSG/GF)

- New Early Years Professional Development Programme (DfE)

- Children's Centres including nurseries (£2m General Fund)
    - Collaboration with midwives and health visitors
    - Universal / targeted groups and home visiting
    - Raising Early Achievement in Literacy (REAL) – home learning

- Providing Access to Childcare and Employment Early Years – European funding ending in September (£80k)

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Programme to reduce the attainment gap for Disadvantaged Pupils

School Improvement Strategy – Challenge and support

Literacy – Every Child a Reader, extend and continue using High Needs Block (ECAR)

Maths – Promoting Every Child Counts; It All Adds up; Maths Mastery

Attendance – 'Miss School Miss out'

Leadership and Governance – Training; Support and Challenge

Teaching and Learning – Training; Pupil premium reviews, Toolkits, using research

Parental Engagement - Sharing practice; Crew Club

Support for Mental Health; SEND; SEMH, EAL, Youth Employment

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Next steps

- Campaign on the low level of early years DSG funding

- Reviewing early years strategy to create a system-wide approach to supporting early language and communication

- Headteachers working in partnership to address through Education Partnership

- Invest in school improvement (that challenges and supports), literacy and numeracy support

- Broaden the agenda so programme includes all Directorates.

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