

People, Overview and Scrutiny Committee

Educational Equity

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Be connected



Be confident



Be innovative
and creative



Be diverse
and inclusive



Be healthy and
psychologically safe



**Brighton & Hove
City Council**

Supporting the Council Plan

Outcome 2: A Fair and Inclusive City

- Reducing educational inequalities and attainment gaps, including the impact of poverty and disadvantage.
- Improving inclusion, participation and life chances by targeting support towards communities facing the greatest barriers.

Outcome 3: A Healthy City that Helps People to Thrive

- Improving children's outcomes through stronger school readiness, educational achievement, attendance and inclusion.
- Supporting wellbeing, aspirations and progression through strengthened early years and multi-agency support.

Outcome 4: A Responsive and Learning Council with Well-Run Services

- Strengthening partnership governance, shared leadership and collective accountability across the system.
- Driving continuous improvement through performance monitoring, co-production, evaluation and evidence-informed decision-making.



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Purpose

To provide O&S Committee with the latest education performance data and trends, set out the actions already being taken to address educational disadvantage, and seek members' views on the priority issues that should inform future policy development and scrutiny.

That Overview & Scrutiny Committee should:

- Note the latest education performance and trend data.
- Note the activity currently underway to address educational disadvantage, including changes to school admission arrangements and wider inclusion initiatives.
- Consider the emerging themes identified through local data and intelligence.
- Provide views on the areas of educational disadvantage that should be prioritised for further analysis and future scrutiny reporting.

Key Evaluation Findings

Better Outcomes, Better Lives: Brighton & Hove's Strategy for Tackling Educational Disadvantage 2022-2026

- It maintained a strong focus on educational disadvantage with schools across the city.
- There were some successful initiatives and partnerships that strengthened practice and collaboration in some schools.
- There was limited evidence of a positive impact on attainment, attendance and exclusions.
- Educational inequalities and neighbourhood disparities remain significant.
- Much of the activity would have happened through existing programmes.
- The strategy united activity but was less effective in driving accountability and system-wide change.

Overall, whilst there was some strong delivery of some initiatives and partnership working, there is limited evidence of improved outcomes for disadvantaged children and young people.

Current activity

- Changes to secondary school admission arrangements – giving greater priority to children on free school meals with an accompanying research project
- Continuation of education projects to promote better teaching of language skills from an early stage and develop stronger strategies to support greater belonging for all children
- Transition work between nurseries, schools and colleges to support vulnerable children and young people with an accompanying research project
- Prioritising support to schools on attendance including the development of a citywide attendance strategy
- Delivering the Special Educational Needs and Disability reform plan with additional practitioners available to support schools
- Focussing delivery through Best Start Family Hubs
- Developing a revised alternative provision offer
- Delivering the anti-racist education strategy
- Maintaining a priority focus on this at headteacher meetings
- Improving the correlation of data sets and analysis across council teams

Trend over time – B&H gaps

BHCC Gap Trend	2022	2023	2024	2025	2026	Line
EYFSP Disadvantage Gap	30	23	26	30	30	
Y1 Phonics Disadvantage Gap	19	25	18	20	24	
KS2 RWM Disadvantage Gap	26	27	28	28	29	
Av. Attainment 8 Disadvantage Gap	19	20	18	19	TBA	

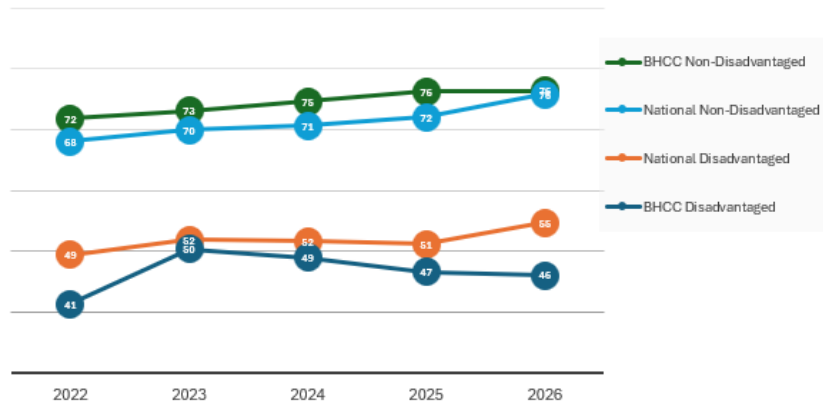
The table outlines the ‘gap’ between academic outcomes for “disadvantage” learners and “non-disadvantaged” learners in key academic measures across the various education phases.

The numbers are the percentage or numerical ‘gap’ between each group.

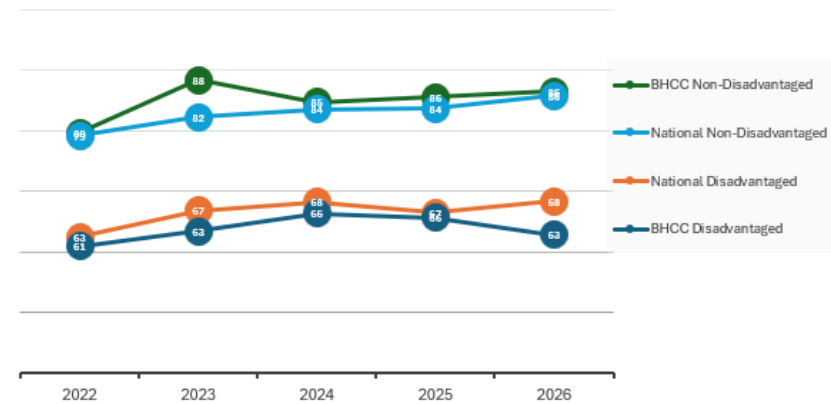
- Early Years Foundation Stage Profile (EYFSP)
- Year 1 phonics - Infant school/Primary school measure
- Key Stage 2 Reading, Writing and Mathematics – Junior school/primary school measure
- Average attainment 8 – average achievement of pupils across eight GCSE qualifications

Trend over time

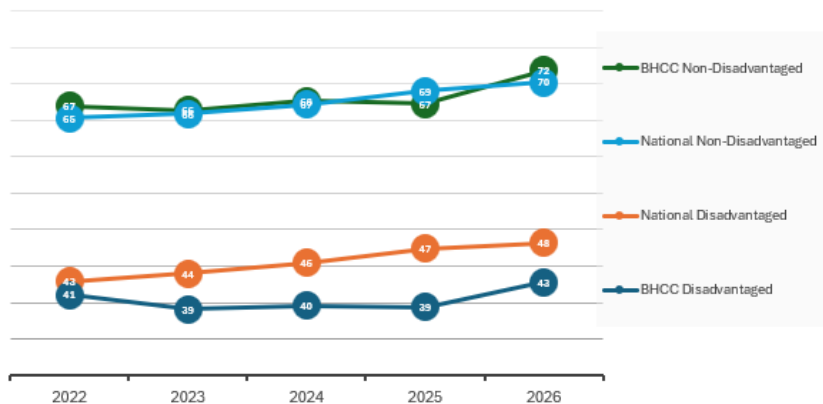
EYFSP Good Level of Development - Trend



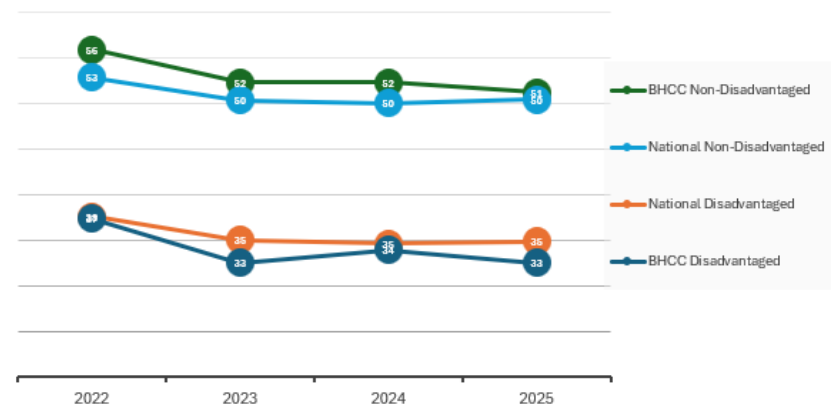
Y1 Phonics Working At Level - Trend



KS2 RWM Expected Level - Trend

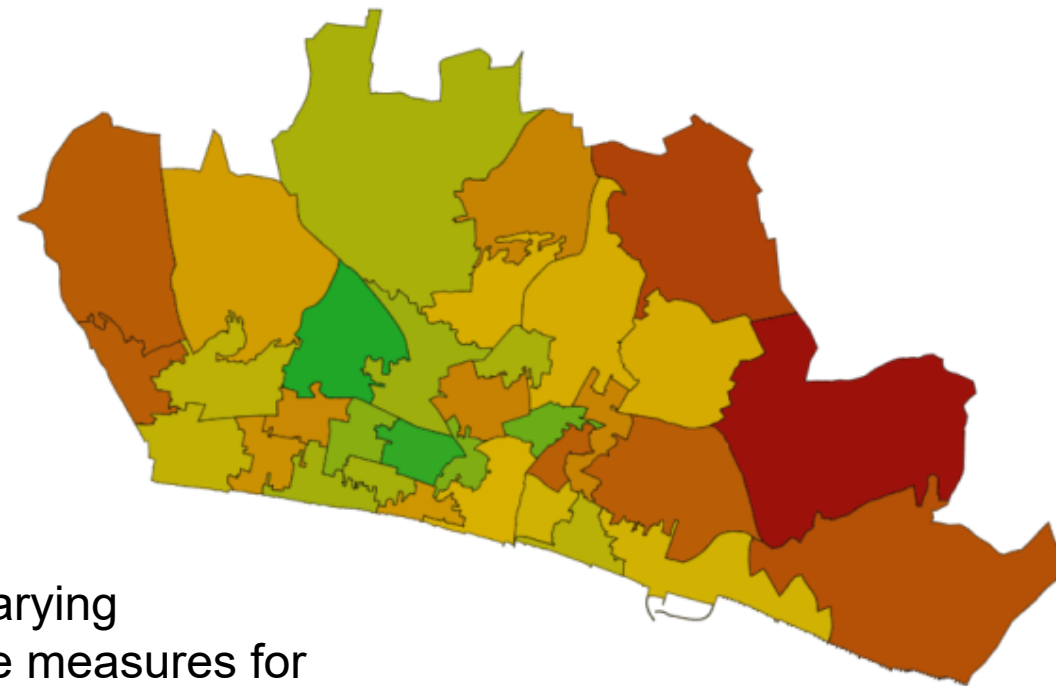


KS4 Average Attainment 8 - Trend

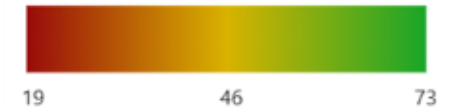


Geographical differences

Average Attainment 8 by MSOA - 24/25 Academic Year



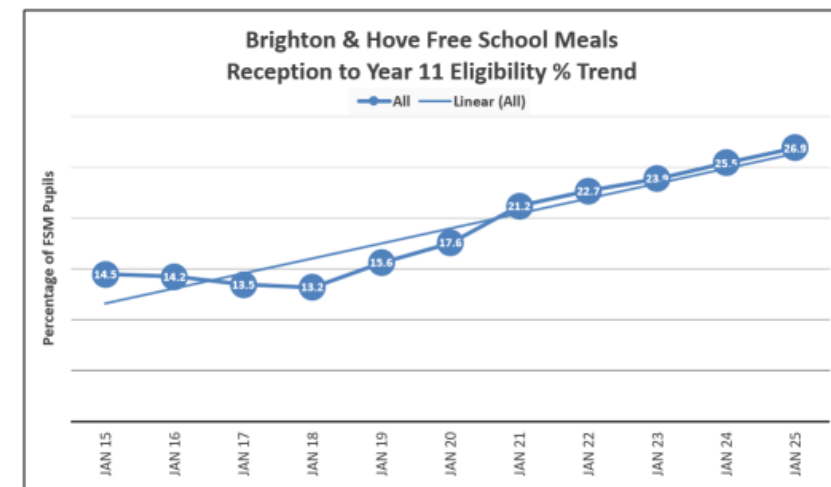
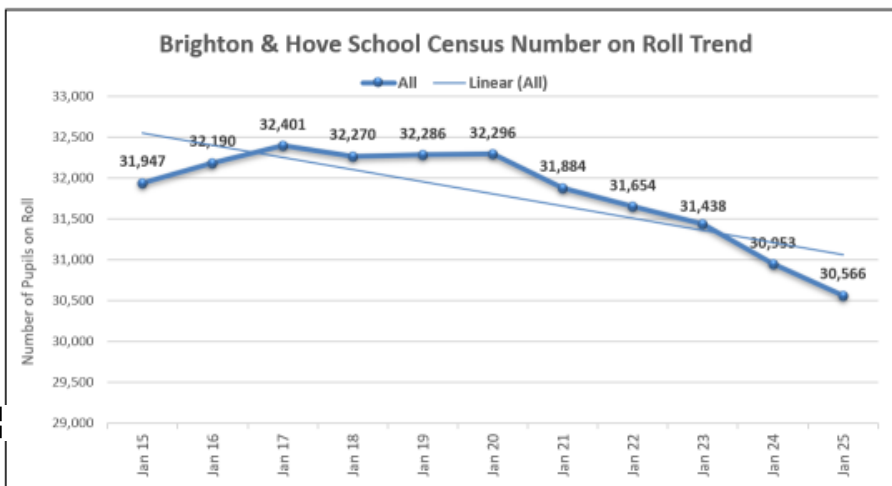
46 is the national average.



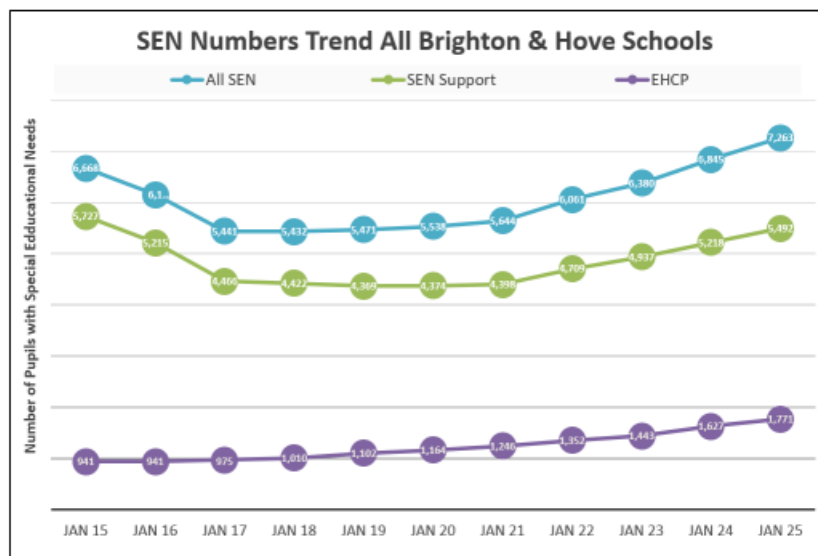
A 'heatmap' to show the varying secondary school outcome measures for Middle Layer Super Output Areas in the city with red areas achieving less well than green areas.

Context

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Over time, pupil numbers are falling whilst the proportion of pupils receiving Free School Meals has risen alongside a rise in pupils with Education, Health and Care Plans or identified by schools as having Special Educational Needs.



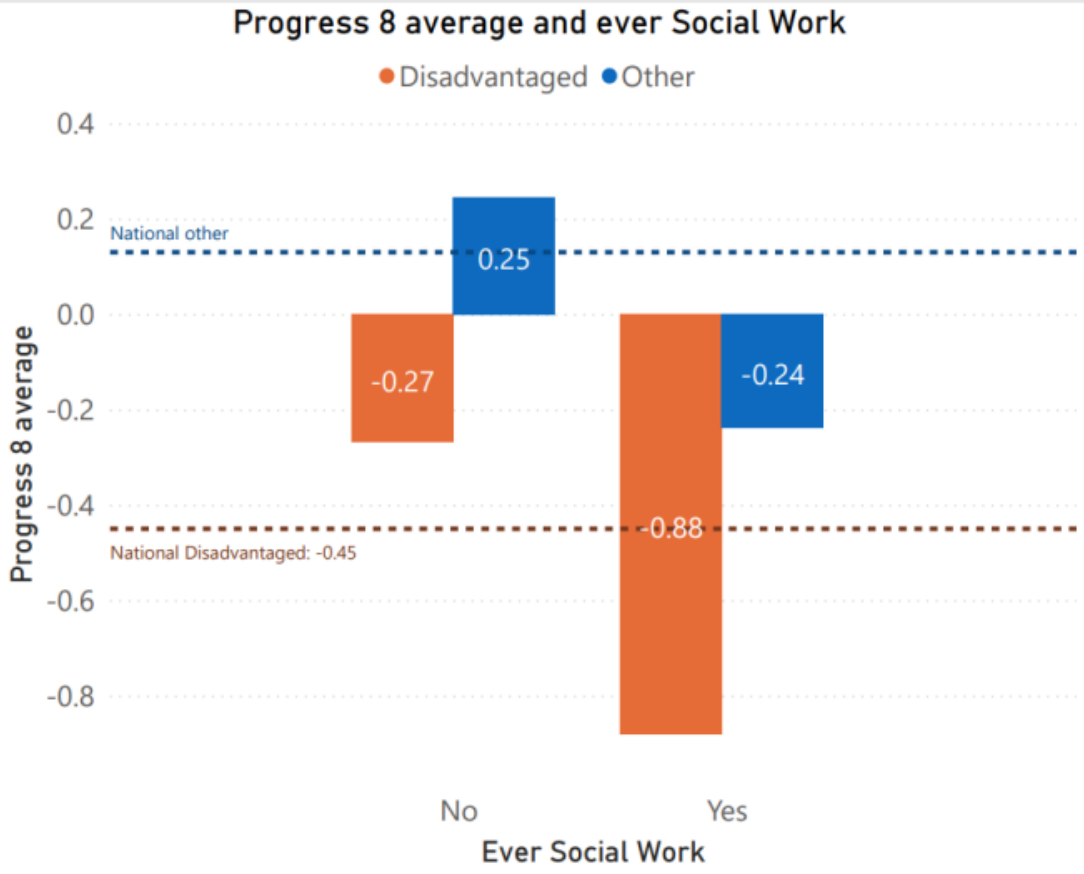
Overall attendance (annual 24/25)

- In Brighton & Hove disadvantaged pupils had an absence rate of 12.8%, an increase of 0.2% on the previous year.
- The absence rate of disadvantaged pupils is 7.5% higher than the national rate of attendance of non-disadvantaged pupils. This grew wider when compared to the previous year.
- Brighton & Hove is at the 93rd percentile for overall absence of disadvantaged pupils (the 1st percentile would be the highest performing Local Authority).
- Disadvantaged pupils attend significantly less than non-disadvantaged pupils.
- The impact of absence on academic outcomes is significantly higher for disadvantaged pupils.
- Even relatively small rates of absence significantly impact on academic outcomes for disadvantaged pupils.

Social Care

Is there a relationship between involvement of social care services and progress of Disadvantaged pupils?

- 71% of Disadvantaged pupils have at some point been known to social services compared to 23% of other pupils.
- Disadvantaged pupils known to social care services show lower average progress than other pupils known to social services.



Number of pupils

Ever Social Work	No	Yes
Disadvantaged	158	382
Other	1207	360

% Pupils

Ever Social Work	No	Yes	Total
Disadvantaged	29%	71%	100%
Other	77%	23%	100%

Data: KS4 2019; 557 Disadvantaged pupils, but only 540 pupils had key stage 2 data to allow progress to be measured.

Intersectionality: Ethnicity

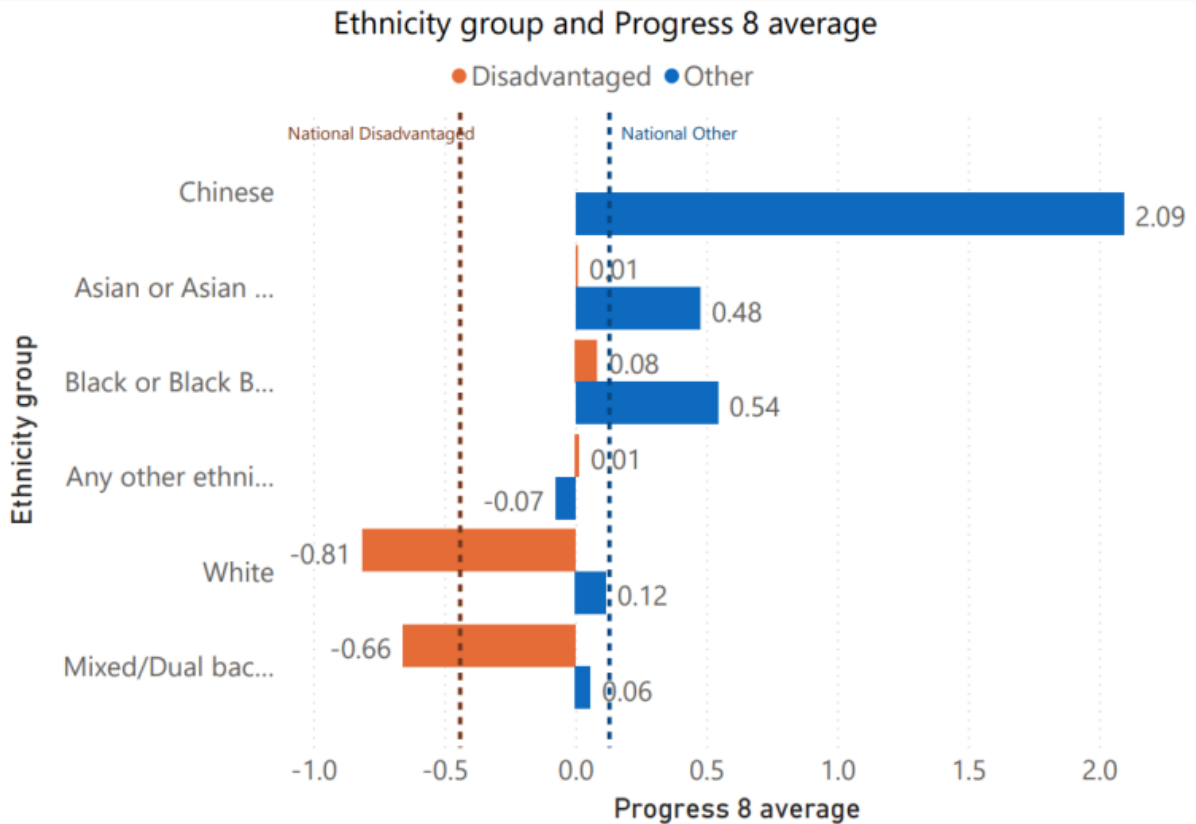
Is there a relationship between ethnicity and progress of Disadvantaged pupils at the end of secondary school?

- Disadvantaged pupils in mixed ethnic groups and white ethnic groups show lower progress.

Number and % of pupils

Ethnicity group	Pupils	Pupils %
Any other ethnic group	14	3%
Asian or Asian British	20	4%
Black or Black British	23	4%
Chinese	0	0%
Mixed/Dual background	63	12%
White	413	77%

White ethnicity group	Pupils
White -British	396
White Eastern European	2
White -Irish	5
White other	7
White Western European	3



Progress 8:

progress pupils make between the end of primary school (Key Stage 2) and the end of secondary school (Key Stage 4).

Emerging Themes

- Educational disadvantage remains the strongest predictor of educational outcomes.
- Gaps are evident from Early Years and persist through school.
- Attendance is a critical driver of outcomes.
- Children known to social care experience significantly poorer outcomes.
- Place matters, with substantial variation between neighbourhoods.
- Multiple disadvantages compound risk, particularly where poverty intersects with ethnicity, SEND or social care experience.

Developing a new framework

Understanding evaluation, defining the issue and agreeing next steps:

- DLT, People Overview and Scrutiny Committee, Poverty reduction steering group and headteacher meetings (September)
- Stakeholder consultation (October and November)

Designing, engagement and coproducing new framework:

- Call for Evidence (ends November)
- Education and Learning Strategic Board (19th November)
- Headteacher meetings (October and November)
- Define accountability and dashboard measures (by December)

Writing and developing new approach

- Finalise Theory of Change (January 2027)
- Finalise framework (January 2027)
- Ensure this includes recommendations from Call for Evidence

Review

- People, Overview and Scrutiny (February 2027)
- Cabinet sign off (March 2027)

Further considerations

Understanding the issue

What aspects of educational disadvantage require deeper analysis?

What evidence is currently missing?

Using data

What additional data would help us better understand educational inequality in Brighton & Hove?

How should we strengthen our use of data to identify priority groups and communities?

Future scrutiny

Which themes should be examined in greater depth through future scrutiny reports?

How should progress be monitored and assessed?

