

<b>Subject:</b>	Closing the Gap in Educational Achievement for Vulnerable Groups in the City		
<b>Date of Meeting:</b>	Children & Young People's Committee Meeting 3 June 2013		
<b>Report of:</b>	Interim Director, Children's Services		
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<b>Ward(s) affected:</b>	<b>All</b>		

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

1.1 A full analysis of the gaps in achievement for all groups of pupils can be found in the Standards Report. The data shows that the achievement gap between pupils living in disadvantage widens from KS1 to KS2 and again from KS2 to KS4. This report provides information on the gaps in achievement between those pupils who have been registered for free school meals (FSM) at any point in the last six years: known as 'Ever 6 FSM') with FSM and those who have not been registered for FSM in 2011/12, from Key Stage 1 – 4, those pupils who have been identified as having special educational needs or disability (SEND) and Children who are Looked After (CLA) and outlines the LA Strategy to address this.

1.2 Her Majesty's Chief Inspector, Sir Michael Wilshaw, has recently made it clear that, although schools are being given increased levels of autonomy, Local Authorities have a direct responsibility for the standards achieved in all of the schools in their area, including academies. This is also in relation to the progress made by vulnerable groups. He has written to headteachers to inform them that Ofsted will be making judgements about the impact schools are making through the use of the Pupil Premium on 'Closing the Gap in educational achievement' for vulnerable groups.

1.3 Ofsted are also placing an increased emphasis on Governor's involvement in the monitoring of the progress of pupils, particularly those from vulnerable groups. There is a clear expectation of Governors being seen to influence the decision making surrounding the use of the Pupil Premium.

#### 2. RECOMMENDATIONS:

2.1 That the Committee considers and comments upon the Closing the Gap in educational achievement Strategy. This will be launched and discussed in July 2013, alongside the School Improvement Strategy. The Strategy for Closing the Gap in educational achievement includes:

- Evaluation of national research: (e.g. Sutton Trust).

- Evaluation the national evidence into most effective interventions.
- Evaluation of the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- The identification, through the data analysis of schools where practice is strong and schools where the gap is particularly wide.
- Universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training).
- Supporting partnership / Cluster data analysis – so that every school knows its pupils.
- Linking schools with similar profiles together to share practice.
- Investigation of different evidence based programmes such as: ‘Achievement for All’ or ‘Success for All’ and Working with Others to see if they would support schools in the city.
- 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.

### **3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:**

- 3.1 The Annual Report – ‘How are we Doing? Standards and Achievement in Brighton and Hove Schools, How are we doing - shows that closing the gap in educational achievement for vulnerable groups in the city is one of our key priorities. This has also been identified by Ofsted as a regional and a national issue.

### **4. COMMUNITY ENGAGEMENT AND CONSULTATION**

- 4.1 This report is being consulted on with school leaders and school staff and a launch is planned for July 2013. It reflects the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

### **5. FINANCIAL & OTHER IMPLICATIONS:**

#### Financial Implications:

- 5.1 Schools are funded within the Dedicated Schools Grant (DSG) and any resource implications from the drive to raise standards and close the attainment gap will have to be met from within each school’s individual budget. Support may be available from central DSG funds to aid the action plan of any school, or group of schools, but any support given will be from within existing budgets.

Schools also receive Pupil Premium funding which for 2012/13 was £623 per eligible pupil and totalled £4.4m and for 2013/14 will be £900 per eligible pupil and is estimated to be £6.8m and this funding must use to close the attainment gap

Legal Implications:

- 5.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty via the launch of the Closing the Gap in educational achievement strategy.

Equalities Implications:

- 5.3 There has been no Equality Impact Assessment made in relation to this report. The report highlights some of the differences in achievement between children and young people who are disadvantaged or in vulnerable groups, the improvements that have been made in narrowing the gaps in achievement for these groups and the continuing priority that should be given to raising the achievement of these children and young people, for example through the use of the Pupil Premium.

Sustainability Implications:

- 5.4 None

Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken, described in this report, to secure improvement represent a strong commitment to addressing these risks.

Public Health Implications:

- 5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority.

Corporate / Citywide Implications:

- 5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

**6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 This report does not require the consideration of alternative options.

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Closing the Gap in educational achievement - the Strategy for Brighton and Hove

**7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty, and invites the Committee to comment.

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Closing the Gap in Educational Achievement for Vulnerable Groups in the City – draft for consultation - May 2013

2. How are we Doing? Standards and Achievement in Brighton and Hove Schools  
**Documents in Members' Rooms**

None

**Background Documents**

None