

Brighton and Hove City Council - Learning and Partnership Team

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

1. Introduction

This strategy outlines Brighton and Hove's vision, priorities and expectations in relation to closing the gap in educational achievement for vulnerable children and young people in the city. It builds upon the success of schools in raising attainment and progress and is ambitious for the future.

Closing the Gap is a moral imperative. We believe that through educational success vulnerable children and young people will maximise their life chances and secure their future economic well being. We are committed to partnership working and believe that everyone has a part to play in addressing this most serious issue.

2. Links to the Corporate Plan and other strategies

This strategy links to the City's Corporate Plan 2011-2015; the key priority of this plan is to reduce inequality, ensuring that children and young people have the best start in life through access to personalised high quality education:

'We want to make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe'. This means making sure that all children and young people in the city have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. We will focus on raising overall attainment and narrowing the gap between the lowest and highest performing pupils.'

Brighton and Hove Corporate Plan 2011-2015

In Brighton and Hove we have recently launched our Special Education Needs Partnership Strategy, reviewed our School Improvement Strategy and are developing an Early Help Strategy. This Strategy comes from the highlighting, in these documents, of the importance of closing the achievement gap.

3. Vision for Education

Our vision was devised by the Learning Partnership 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.

A 21st Century Vision for Learning in Brighton & Hove

Our provision will ensure a coherent and inclusive experience that makes learning personalised, irresistible, engaging and enjoyable. To maximise the potential of every learner, each must thrive from relevant, motivating and exciting experiences that draw upon the uniqueness of our vibrant city by the sea.

We will encourage all to become confident, flexible, resilient and capable life-long learners and critical and reflective thinkers, empowered with essential knowledge, life skills, dispositions and technological capability necessary to participate as responsible citizens in the 21st century.

Together we:

- Are passionately committed to changing learners' lives and transforming their futures
- Believe that we have a collective responsibility for all learners in the City, not just those in our own organisations
- Believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every learner in Brighton and Hove
- Pledge to lead our organisations collaboratively to achieve outstanding outcomes for all

4. Rationale for "Closing the Gap"

Each year the Standards and Achievement Team carries out an extensive data analysis and examines the performance of the different groups of pupils in the City. The 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 or disability (SEND) and their peers and for those children who are looked after (LAC/ CiC). These gaps widen as the young people move through our school system (see appendices). 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.

5. Partnership working and the role of the LA

Brighton and Hove is committed to working in partnership to 'Close the Gap' in educational achievement for vulnerable groups. To achieve this we will work collaboratively with school and all partners in the city.

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 its work to ensure schools are effectively addressing the needs of their vulnerable groups of pupils, and that good progress is made towards 'Closing the Gap' in educational achievement in all schools.

The Ofsted Chief Inspector, Sir Michael Wilshaw, has recently made it clear that Local Authorities still retain a direct responsibility for the standards achieved in all of the schools in their area, including academies; this responsibility is particularly in relation to the progress made by vulnerable groups. He has also told Headteachers, that increasing attention will be given, during the course of school inspections, to the impact schools are making through the use of the Pupil Premium on the issue of 'Closing the Gap' for the disadvantaged. It has also been indicated by senior Her Majesty's Inspectors (HMI) that there will be an increasing focus on this issue, not just at a school level, but when considering the relative performance of local authorities in addressing the issue of the progress of disadvantaged pupils in their area.

It has been calculated that there is a 'cross-over' of around 32% of pupils with Special Educational Needs or Disabilities (SEND) who are also entitled to free school meals. This is the case in Brighton and Hove (see appendices). Ofsted are intending to give increased attention to the monitoring of a school's impact these pupils' progress, and particularly those who belong to the 'school action' category.

In its role as champion of children and families, the LA can facilitate, broker and commission support. We have a small intervention team with a focus on closing the achievement gap and they offer support and challenge for schools in this area.

7. The Provision of Pupil Premium

Pupil Premium is intended to assist schools with addressing the gap in achievement between disadvantaged pupils and their peers; for the purposes of identification, disadvantage is identified with registration for Free School Meals (FSM). Although an imprecise indicator, FSM registration remains the most accessible way to identify disadvantage in schools.

From April 2013 the premium stands at £900 for each FSM pupil, registered during the last six school years, and this is likely to rise to, at least, £1000 by the final year of this parliament. Additionally, there is funding available of £500 for each FSM pupil to support Year 6/7 Summer School Transition Programmes, and a further £500 'catch-up' payment, paid for Year 7 pupils who did not achieve Level 4 at the end of the Primary phase; this produces a potential £1900 for each underachieving FSM pupil at the key point of the Primary / Secondary school transition.

Best Practice

Where schools have been most effective in raising the progress of vulnerable pupils, and have closed the gap, there are eight factors which are frequently observed:

- the deliberate and systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning;
- 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;
- suitable assessment processes that fully and adequately inform intervention, enabling progress to be monitored across a range of learning need;
- appropriate management structures, quality assurance and data collection;
- the fullest integration of intervention staff into the work of the whole school - particularly that of the class/subject teacher;
- First Quality 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;

These are all key elements in the 'EveryChild' intervention programmes (Every Child a Reader (ECaR) and Every Child Counts (ECC), which have been highly successful when introduced into the work of the city's schools. Without any one of these elements the intervention provided is likely to be less than effective.

6. Action planning

The Steering Group will produce a full action plan. Actions will include:

- Formation of a group of school leaders and LA officers to develop and review the strategy
- Evaluation and dissemination of national research: (e.g. Sutton Trust).
- Evaluation and dissemination of the national evidence into most effective interventions.
- Evaluation and dissemination 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 be the right support for 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.
- Promote virtual learning opportunities where these have been shown to make a successful contribution

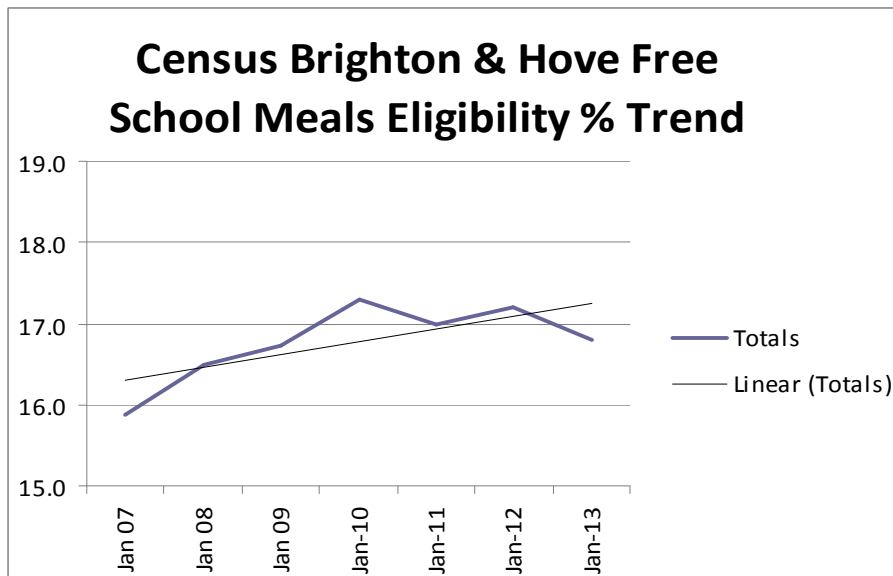
7. Expected Outcomes

Schools and other educational settings will increasingly be held to account for the achievement of their most vulnerable groups through the DfE and Ofsted inspections. In addition, schools have to report to governors on the use and impact of the Pupil Premium funding.

We will identify key milestone targets to support and challenge schools to accelerate achievement of the most vulnerable, the milestones seek to raise aspiration and ensure that the gaps in educational achievement are in line and then below the national average at all key assessment points.

APPENDIX 1

Free School Meal Eligibility

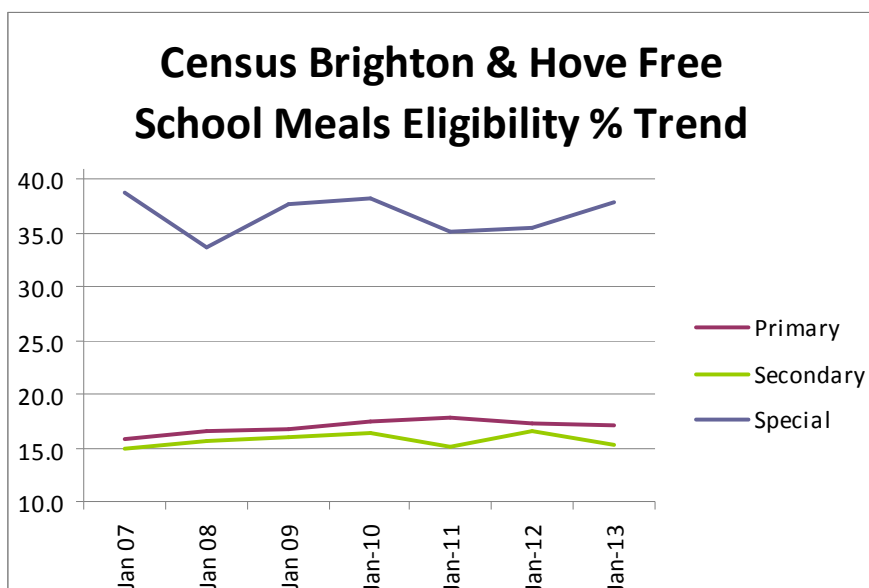


16.8%* of Brighton and Hove pupils from years R to 11 (aged 4 to 16) have applied for and have been deemed eligible for free school meals. The numbers of FSM eligible pupils has increased since 2012 but due to an increase in pupils from year R to 11 in 2013 (1158) the percentage of FSM eligible has decreased.

There is a wide variation across settings, the lowest % of FSM at 2.8% and the highest at 65.1%.

Across the school types, the breakdown of Brighton and Hove FSM is made up as follows:

§ Primary***	17.1% (National** 19.3%)
§ Secondary*	15.2% (National* 16.0%)
§ Special	37.9% (National 37.5%)
§ PRU	31.0% (National 36.7%)

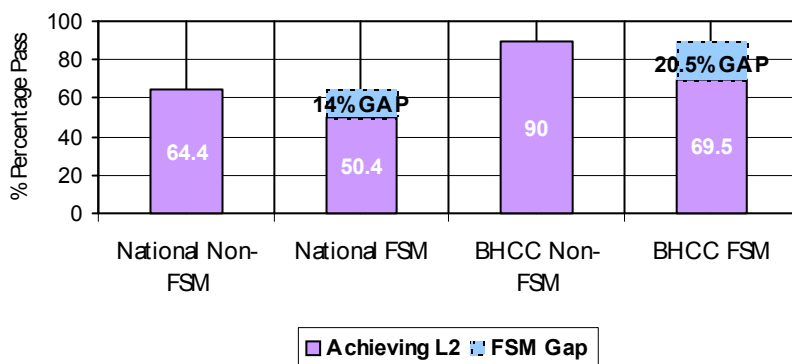


APPENDIX 2

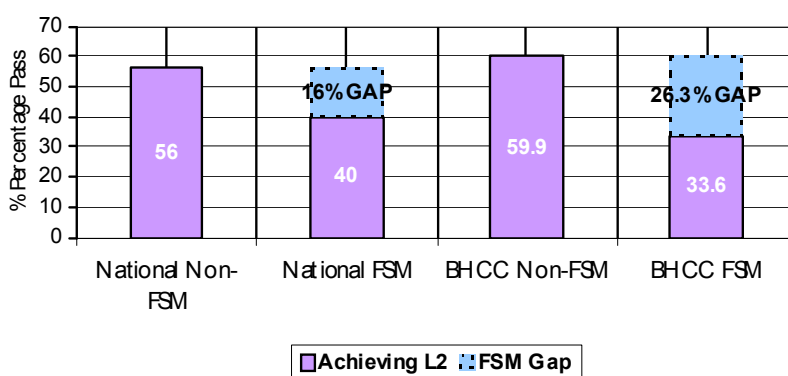
Brighton & Hove LA

Comparative Graphs of Achievement Data: Free School Meals/Non Free School Meals Pupils 2011 – 2012:

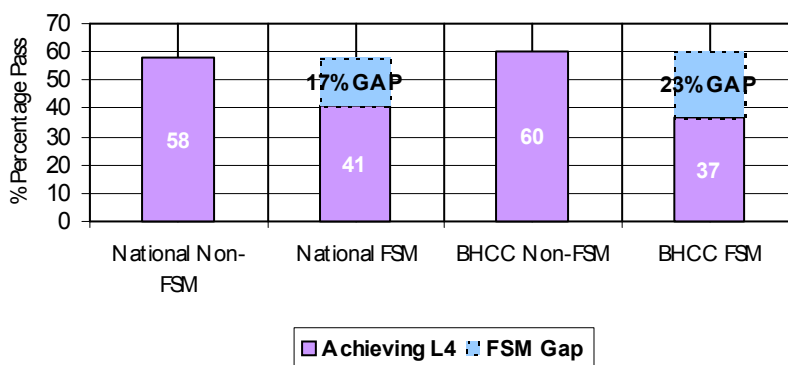
End of Key Stage 1 (Infant) National Benchmark Level 2
READING



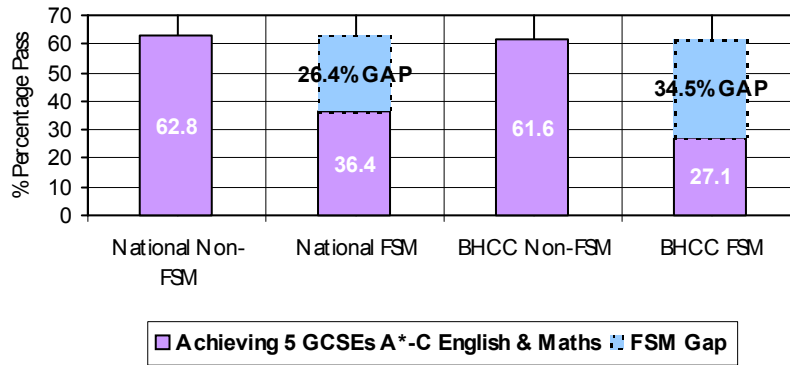
End of Key Stage 1 (Infant) National Benchmark Level 2
WRITING



End of Key Stage 2 (Junior) National Benchmark: Level 4
English & Maths



**End of Key Stage 4 (Year 11) National Benchmark: 5
GCSEs A*-C English & Maths**



APPENDIX 3

Brighton & Hove LA: Summary of the Comparative Achievement Data: Free School Meals/Non Free School Meals Pupils, 2011 – 2012:

Key Stage 1

At the end of Key Stage 1 (Infant) the city's children out perform their peers nationally in Reading, Writing and Mathematics. There is, however, a significant gap in all three subject areas between the city's disadvantaged pupils (FSM) and their peers.

While the city's FSM pupils out perform their peers (FSM) nationally in Reading and Maths there is a troubling gap that has opened up in writing. It is worth noting, in this context, that the city has effective intervention programmes in reading and mathematics, at Key Stage 1 (ECaR and ECC), but nothing which addresses underachievement in writing at this stage.

The FSM gap at the end of key Stage 1 (Infant, achieving Level 2) was:

Reading	B&H	20.5%	National	14%
Writing	B&H	26.3%	National	16%
Maths	B&H	14.9%	National	11%

-there were six schools where the FSM pupils did as well, or better than the non Free school meals pupils in all three areas of the curriculum and had, therefore, closed the gap;

-there were many schools where the FSM pupils had done as well or better than non FSM pupils in one or more of these areas of the curriculum;

69.5% of FSM pupils reach the benchmark in reading. National 64%

59.9% of FSM pupils reach the benchmark in writing. National 56%

79.6% of FSM pupils reach the benchmark in mathematics. National 68%

16% of pupils at the end of Key Stage 1 were eligible for free school meals;

Key Stage 2

There is an overall fall in the achievement of the city's disadvantaged pupils (FSM) from the end of Key Stage 1 (Infant) to the end of Key Stage 2 (Junior)

60% of Brighton and Hove Non FSM pupils reached the Level 4 benchmark at the end of KS2 compared to 58% nationally

37% of all FSM pupils achieved Level 4 SATS at the end of Key Stage 2

The gap at the end of Key Stage 2 (Primary, achieving Level 4 SATS) was widened to 23%; nationally the gap was -17% giving a -5% difference between the city's FSM pupils and their FSM peers nationally

17.4% of pupils in Brighton and Hove at the end of Key Stage 2 were eligible for Free School Meals nationally;

- there were twenty four schools where the FSM pupils reached or exceeded the national end of Key Stage floor standard (60% of pupils achieving Level 4 in English and Mathematics);
- There were eight schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving Level 4;

Key Stage 4

The gap at the end of Key Stage 4 (Secondary 2011/12, achieving 5 GCSEs A* - C with English and mathematics) had widened to -34.5% from -23% at the end of Key Stage 2 (Year 6).

Nationally the gap at the end of Key Stage 4 was 36.4% giving a gap of – 8.1% between Brighton and Hove's FSM pupils and their FSM peers nationally.

27.1% of FSM pupils reach the GCSE benchmark at the end of Key Stage 4 36.4% nationally

61.6 % of all non FSM pupils achieved the benchmark in Brighton and Hove compared to 62.8 nationally

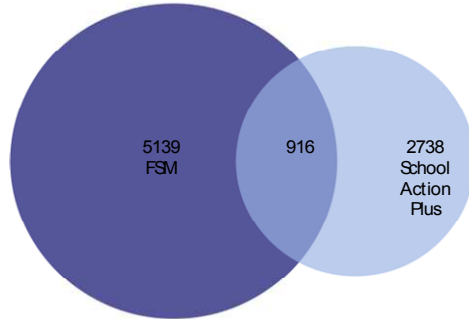
14.7% of pupils at the end of Key Stage 4 were eligible for Free School Meals;

-there were two schools where the FSM pupils reached or exceeded the national end of Key Stage 4 benchmark (40% of pupils achieving 5 GCSEs A* - C with English and mathematics);

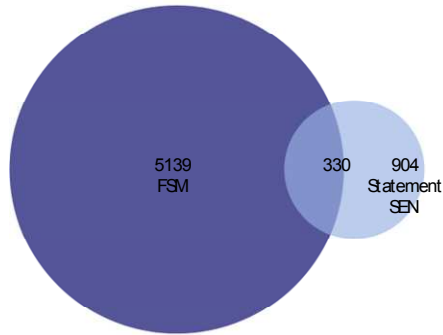
-there were no schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving 5 GCSEs A* - C with English and mathematics;

APPENDIX 4

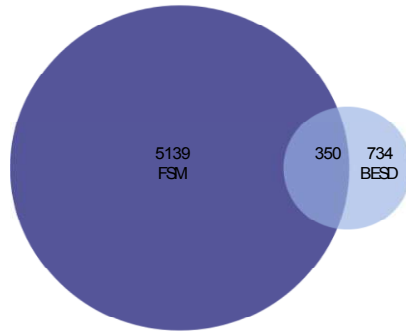
Free School Meal and School Action Plus (33.5%)



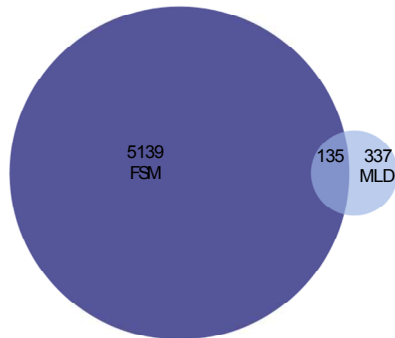
Free School Meal and Statement of Special Educational Need (36.5%)



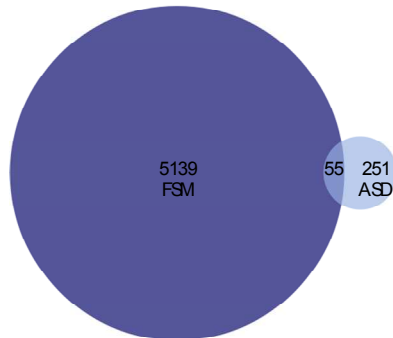
Free School Meals and Behaviour, Emotional and Social Difficulties (47.7%)



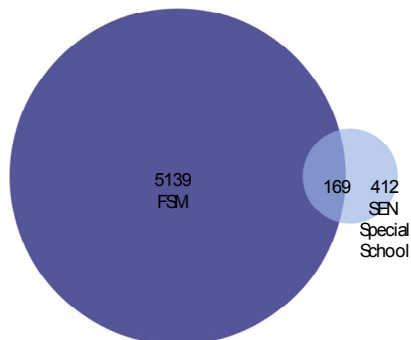
Free School Meals and Moderate Learning Difficulties (40.1%)



Free School Meal and Autistic Spectrum Disorder (21.9%)



Free School and Special Educational Need at Special School (41.0%)*



* refers to main or sole registration at a special school

APPENDIX 5

1. Data on the performance of children and young people with SEN

Early Years

Results	2007	2008	2009	2010	2011	2012
B&H	35.0%	35.9%	32.2%	27.7%	27.9%	27.8%
Target	30.9%	28.4%	28.3%	27.9%	N/A	N/A
Stat Neighbours	35.0%	34.0%	32.0%	30.7%	30.8%	30.0%
England	37.3%	35.6%	33.9%	32.7%	31.3%	30.1%

There is a positive and improving trend at KS1 in Reading and maths. In writing, outcomes for pupils with SEN were more mixed.

KS1

Key Stage 1 Reading Level 2+ (SEN gap)

Results	2008	2009	2010	2011	2012
B&H Gap	42.4%	43.4%	43.3%	40.6%	35.5%
SN Gap	47.5%	42.9%	41.8%	42.4%	40.2%
England Gap	44.2%	43.1%	42.8%	43.0%	40.1%

Key Stage 1 Writing Level 2+ (SEN gap)

Results	2008	2009	2010	2011	2012
B&H Gap	42.4%	44.7%	46.6%	44.7%	45.5%
SN Gap	51.4%	47.9%	48.3%	48.3%	47.7%
England Gap	49.6%	48.6%	48.6%	49.0%	46.9%

Key Stage 1 Maths Level 2+ (SEN Gap)

Results	2008	2009	2010	2011	2012
B&H Gap	27.4%	27.5%	29.1%	24.7%	23.4%
SN Gap	31.8%	31.1%	32.9%	31.9%	31%
England Gap	32.2%	32.5%	32.8%	33%	31%

Key Stage 2 Level 4+ (Gap in attainment for SEN pupils)

Current Performance

Results	2007	2008	2009	2010*	2011	2012
B&H SEN	41%	42%	43%	43%	37%	43%
B&H Non SEN	86%	90%	88%	93%	87%	92%
B&H Gap	45%	48%	45%	50%	50%	49%

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012
B&H Gap	45%	48%	45%	50%	50%	49%
SN Gap	49%	48%	50%	52%	55%	51%
England Gap	52%	54%	53%	53%	50%	49%

There is a positive and improving trend at Key Stage 2

Key Stage 4 % 5+ A*-C GCSE (Including Maths and English) and SEN gaps

Current Performance

Results	2006	2007	2008	2009	2010	2011	2012
B&H SEN	5%	8%	15%	12%	13%	22%	19%
B&H non SEN	51%	52%	55%	56%	62%	66%	69%
B&H SEN cohort		454	560	572	649	690	585
B&H Non SEN cohort		1850	1778	1717	1718	1632	1628

Published Trend Data

Results	2006	2007	2008	2009	2010	2011	2012
B&H Gap	46%	44%	42%	44%	49%	44%	51%
SN Gap	41%	45%	47%	47%	49%	50%	50%
England Gap	43%	44%	45%	45%	46%	48%	47%

After a number of years of continuous improvement in terms of the number of pupils with SEN gaining 5+A*-C grades including English and maths, there was a fall of 3 percentage points from 2011 to 2012 and a widening of the achievement gap by 7 percentage points to a level above both the national and statistical neighbour averages. A key LA priority is to work with secondary schools to improve outcomes for pupils with SEND and narrow achievement gaps.

