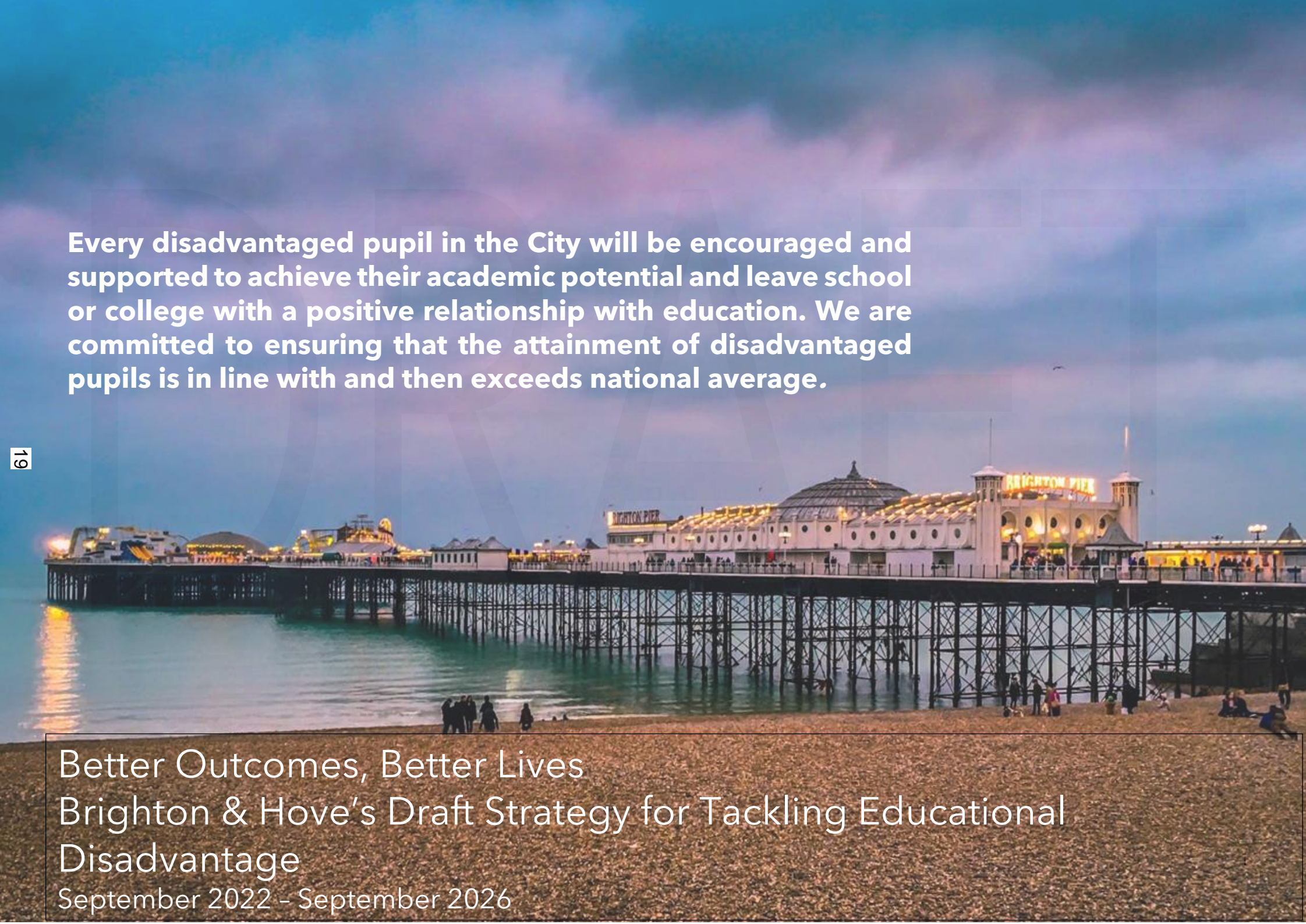


**Every disadvantaged pupil in the City will be encouraged and supported to achieve their academic potential and leave school or college with a positive relationship with education. We are committed to ensuring that the attainment of disadvantaged pupils is in line with and then exceeds national average.**

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Better Outcomes, Better Lives  
Brighton & Hove's Draft Strategy for Tackling Educational  
Disadvantage  
September 2022 – September 2026



## Introduction

Brighton and Hove Local Authority (LA) have high aspirations for every pupil in the City because this is directly linked to better life outcomes. We are proud that attainment is high and a large percentage of our schools have been judged good or better by Ofsted. However, we need to redouble our efforts to support and champion pupils who are disadvantaged, ensuring that we are listening to them.

These pupils are not achieving in line with the national average on most measures despite our long-term commitment and targeted support. This is a city-wide issue, however, there are particular communities where poverty consistently has a greater impact on educational outcomes. Research has confirmed the detrimental influence of Covid 19 on educational outcomes for those that are disadvantaged (see Appendix 2). In addition, the percentage of pupils who are classed as disadvantaged, has grown by 3.6% between 2020 and 2021 in our City.

Now is the time to rethink how our LA and schools address this issue ensuring that we build on our successes. We are determined that every pupil in our City who is disadvantaged is encouraged and supported to achieve their academic potential and will leave school or college with a positive relationship with education. We are committed to ensuring that the attainment of disadvantaged pupils is in line with and then exceeds national average.

Improving educational outcomes for disadvantaged pupils is complex because poverty is so multifaceted. This Education Strategy will form part of a broader Strategy addressing disadvantage which the LA is developing over the next year (See Appendix 4).

This plan runs from 2022 to 2026 and focusses on education from age 4-19. It builds on significant work that has been undertaken in the City including the development of a Toolkit and Pupil Premium reviews. The plan, informed by evidence based research, is centred around six themes each with an objective and associated actions. These themes are:

- Leadership and Governance
- Quality First Teaching
- Targeted Academic Support
- Pupil Voice & Pastoral Support
- Language and Literacy
- Attendance

The strategy will bring about the collective action of both the LA and all schools via the Brighton and Hove Education Partnership (B&HEP) to improve educational outcomes for our disadvantaged pupils. These themes will be used in all providers Development Plans. A subgroup of the Board for B&HEP will be set up to ensure leads are held accountable for the meeting of the objectives.

## Definition of Disadvantage

Pupils are defined as disadvantaged by the Department of Education if recorded as eligible for free school meals (FSM) or have been in the last six years, looked after children, or those who have been previously looked after by the state but are now adopted or are subject to a special guardianship order, a 'child arrangements' order or a 'residence order', and children with parents in the armed forces. State-funded schools receive Pupil Premium funding to raise the attainment of disadvantaged pupils.

To enable impact of the plan to be measured we will use this definition. However, we acknowledge that the Government's definition of disadvantage does not capture all pupils who may be classed as experiencing vulnerability and may be disadvantaged in another sense. This definition can therefore be broadened by individual schools to meet individual circumstances. These pupils will benefit from this plan.

## Linked Strategies and Plans

See linked strategies at Appendix 4.

### [Special Educational Needs](#)

Anti-Racist Schools Strategy - under development

### [Attachment Aware Brighton](#)

Hidden Children

### [Early Years Strategy](#)

### [City Employment and Skills Plan](#)

### [School Improvement Strategy](#)

Whole Children Service Disadvantaged Strategy (under development)

This plan sits within a wider disadvantaged strategy under development (see Appendix 4 diagram). It should be noted that this Plan dovetails with and enriches work already undertaken by the LA run Virtual School for Children in Care and Previously Looked After Children, Ethnic Minority Achievement Service, Early Years' Service. Their work addresses disadvantage in specific cohorts alongside Brighton and Hove Inclusion Support Service who lead on a variety of work including Attachment Awareness Training. The Virtual School in particular has a specific education process; directly supports with pupils and holds pupil premium funding. The work of the Virtual School will not therefore be replicated in this document.

We acknowledge that various School Partnerships; parts of the LA; or phases of education such as post 16 or post 18 may need to develop plans in a response to this strategy.



## Local Context: Brighton and Hove

There were 31,884 pupils on roll at state-funded schools within Brighton and Hove in January 2021. Of these, 6,434 school age children were registered for free school meals (FSM). This is an increase of 1,062 pupils since January 2020 and is due to a significant number of first time FSM claims and eligibility, as a result of Covid-19. This represents 21.2% of school age children registered from FSM in January 2021 compared to 17.6% in January 2020.

Table 1 shows that in 2019 on most educational measures disadvantaged pupils do not do as well as non-disadvantaged pupils except for KS2 writing. When compared to other LAs we are mainly above average on measures for non-disadvantaged pupils but below average for disadvantaged pupils. We performed poorly on measures such as the foundation stage profile (EYFSP) and phonics completed by 5 and 6 year old pupils who are just starting their educational journey.

**Table 1. Tier 1 Local Authority results in 2018/19 for Disadvantaged pupils (bars) and non-disadvantaged pupils (▲)**

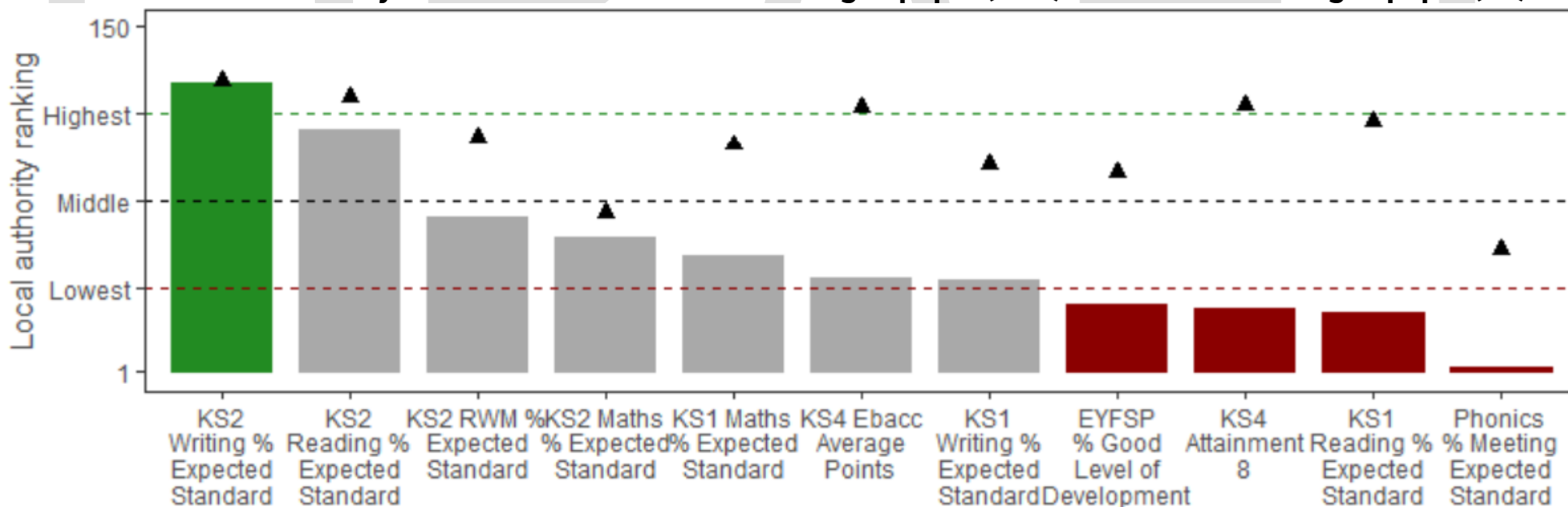
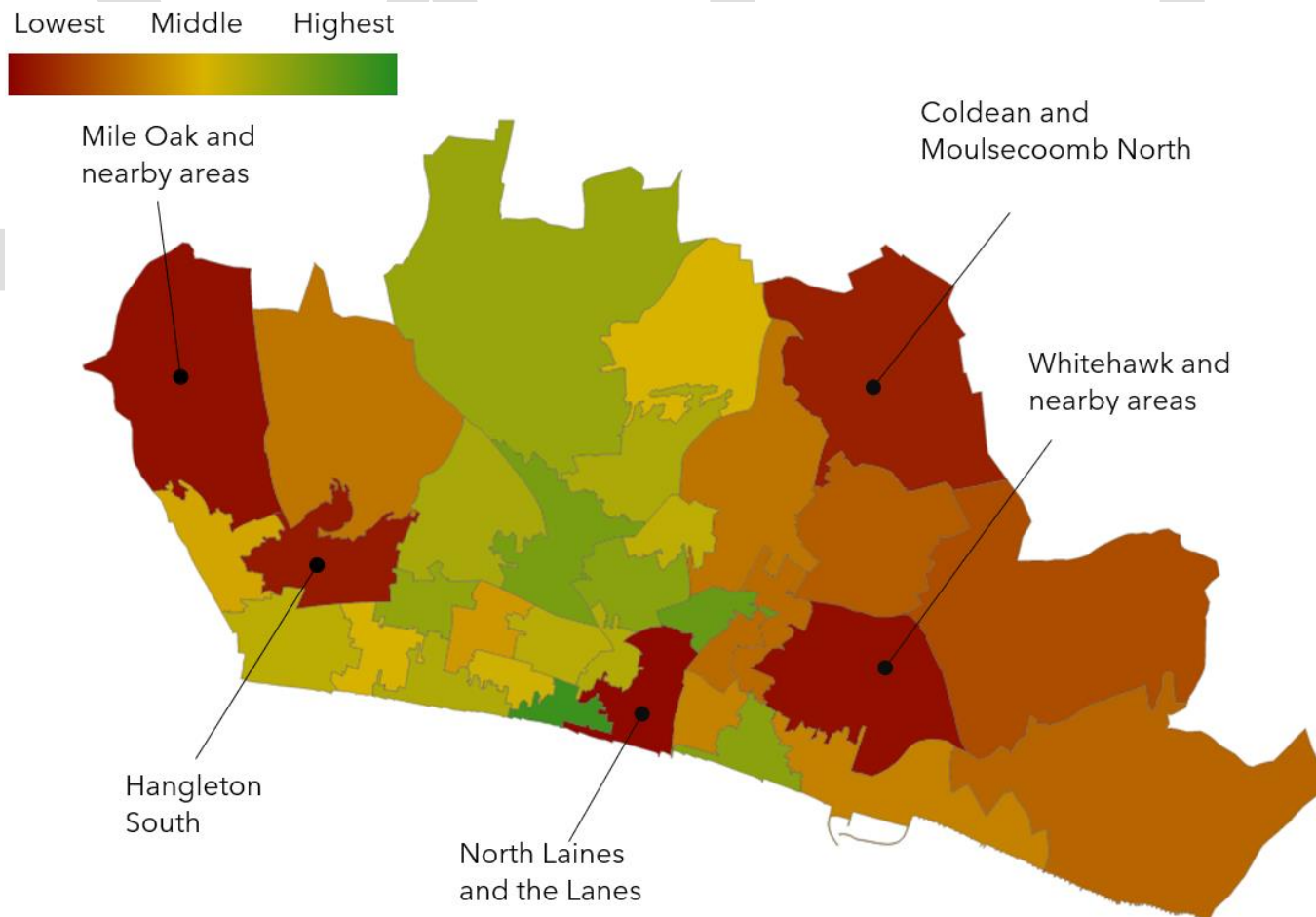


Table 2 indicates that there is significant difference in Attainment by the end of secondary school depending on where pupils live in the City. Pupils do less well in the parts of the city centre such as North Laine and The Lanes, areas in the north west of the city such as Mile Oak and Hangleton, and eastern areas of the city such as Coldean, Moulsecomb, Bevendean, Woodingdean and Whitehawk.

**Table 2 - Geographical variation in the KS4 Attainment 8 of Disadvantaged pupils (three-year average to 2018/19)**

This uses Middle Super Output Area (MSOA) which are used for reporting statistics nationally and are designed to have a minimum population of 5,000 and the average of 7,200. There are 33 MSOA in the city and show geographical variation at an appropriate level of detail for this strategy.



The minimum score for these areas in Brighton & Hove was 28. This was used as the lowest score of the colour scale (red). The national score for Disadvantaged pupils of 37 was used as the middle score of the colour scale (amber). The national non-disadvantaged pupils score of 51 was used as the highest score of the colour scale (green).

Names for areas with the lowest average attainment in the city have been indicated.

## Our Existing Approach

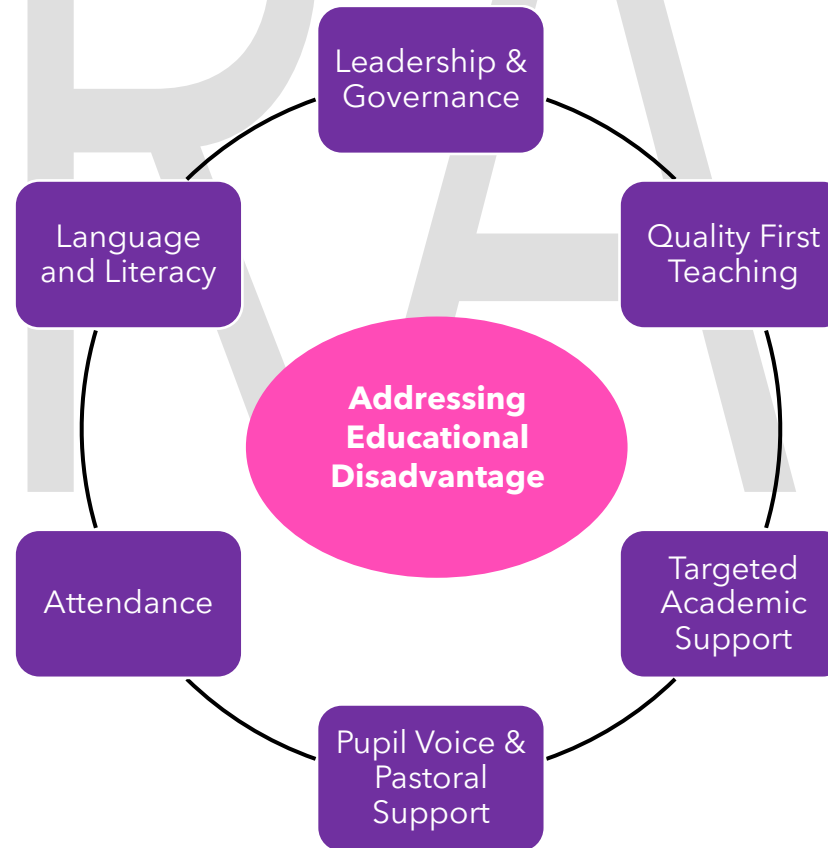
Our existing approach has centred around a variety of initiatives listed below with impact information. This approach pre pandemic led to some successes but there is clearly much more to do.

- Focus on leadership and governance: delivered focussed leadership and governance training on disadvantaged pupils; LA support for all Headteacher recruitment; LA challenge through robust monitoring  
■ Outcomes including 100% of secondary schools becoming Ofsted Good in 2019 which directly impacts supporting educational outcomes for disadvantaged pupils.
- Supported literacy programs including Every Child a Reader program.  
■ 180 children improved reading age by an average of 18 months in 2017/18.
- Commissioned and supported training on Maths Mastery Approach.  
■ Schools involved in Maths Mastery project improved progress for disadvantaged from -3.73 (2017) to -1.57 (2019).
- Delivered campaigns on attendance as well as targeting individual schools for support and challenge around this issue. 65 less pupils in the City were persistently absent in 2019 than the year before.
- Delivered 8 pupil premium reviews within the City. Although there is insufficient data to show an impact on Y6 outcomes we can see practice used within the City e.g. research from it shared to inform practice in Portslade Partnership.
- In conjunction with the Pupil Premium review in specific primary schools, producing and rolling out an evidence based 'toolkit' developed in 2019 for schools to support pupils and governors who are disadvantaged. The pandemic has affected uptake and measurement of the efficacy of this.
- Delivered Poverty proofing the school day to over 80% of schools so allowing pupil voice of disadvantaged to be heard in those schools
- Delivered the REAL (Raising Early Achievement) to support language and literacy
  
- Covid-19 response: addressing digital poverty by delivering devices and supporting internet access; robust guidance for schools developed for home learning, health and safety and logistical issues; supportive visits to schools led by our School Partnership Advisors as all pupils returned.

## Our Approach Moving Forward

We have used evidence-based research to identify six key themes which affect the attainment and progress gap. These are not stand-alone, but provide a framework for holistically addressing the outcomes of pupils who are disadvantaged. Nor are they new themes; there has already been much work undertaken by schools in our City in relation to each of them. These themes allow for our LA and schools to address both existing inequalities and issues caused by the pandemic. Rationale and research informing choice of themes can be found at Appendix 3. There will be an LA lead for each theme who collaborates with primary and secondary school Heads, other partners and seeks out pupil voice. These Leads will be accountable to the Board of the B&HEP.

These themes are:



We acknowledge that as circumstances, particularly around Covid, are evolving our approach will need to be flexible. We also recognise the need for school leaders and teachers to collaborate within and across schools and to allow time for reflection on the learning from the pandemic. Therefore, we have set a clear objective under each theme which will remain constant. The actions connected to each objective will be reviewed and updated by the Theme Leads in consultation with schools and informed by current research, in order to meet the objective. The Initial Plan with objectives and actions can be found below. In addition, geographical data on disadvantage will be considered to prioritise resource.

Wise spending of the Pupil and Catch Up Premium as determined by school leaders across these themes on a small number of evidence-based programmes and interventions will help disadvantaged pupils reach their full academic potential. The City will have opportunities such as National Programmes addressing educational disadvantage which we will utilise to complement our approach. In addition, schools will be able to access the Government funded Catch-Up Premium. It may also be the case that funding will need to be identified to lead and coordinate this strategy and fund specific projects and initiatives.

### **Monitoring - Measuring the success of the strategy**

A Disadvantaged Strategy Steering Group will meet termly. This steering group will consist of LA Leads for each theme and 3 Headteachers who will meet twice yearly to monitor the progress of the Plan. This group's chair will report annually to B&HEP in the Autumn Term and will include an updated Score Card (see Appendix 1). A similar paper that includes data will be presented each March alongside the standards report.

We will use data as detailed on the Score Card to monitor e.g.

- from 2022 nationally available assessment data (attainment and progress) at all key stages as available
- nationally and locally calculated attendance and exclusions data

We will use reports from groups

- annual reports back from leads on each section
- annual reports back from partnership chairs linked to disadvantage



## **Initial Plan: September 2022 to September 2026**

All themes will have a partner headteacher to co-lead each theme.

### **Leadership and Governance**

**Lead: Head of Education Standards and Achievement**

**Objective: To ensure a rigorous and unstinting focus on disadvantage so that 95% of schools are good and better in Ofsted and all schools and providers are committed to supporting the whole City to improve outcomes for disadvantage.**

#### **Actions:**

- Ensure LA and school leaders including governors, have a strong understanding of their comparative data re: the attainment and progress of disadvantaged pupils and set appropriately challenging targets for themselves to address inequalities. Then target the schools with lowest performance with additional challenge and support visit (School Partnership Advisers/All schools)
- To identify 'pathfinder' schools within and beyond the City where data indicates successful strategies to address disadvantage; to work with these schools to disseminate effective practice across the City. This can mean pathfinder schools for specific themes (Senior Adviser, School Partnerships; Chairs of Partnerships)
- Evaluate current SPA visits and improve school improvement challenge and support for renewed clarity in the visit on the link to improving outcomes for disadvantage during recovery phase. (Head of Education Standards and Achievement)
- Through training and conference ensure school leaders, including governors, and all services working with schools know how to use evidence-based strategies in action plans to tackle disadvantage and how to make effective use of the pupil premium. This will showcase the best of practice in the City and country and learning from national research (Head of Education Standards and Achievement)
- Further develop training and leadership support for school governors focussing on disadvantaged through recovery phase training and support including wellbeing, performance management and recruitment of headteachers. (Governor services)
- Provide a programme of training and support for all education staff to understand the role of unconscious bias to support the raising of aspirations for disadvantaged groups (Partnership Adviser Health and Wellbeing/ All Schools)
- Develop universal support for schools on race equality for disadvantaged BAME and Traveller pupils that supports a wider city action plan for anti-racist schools (Partnership Adviser Health and Wellbeing/All schools)

- Work with Brighton and Sussex University to ensure that student teachers have a better grounding in the challenges faced by disadvantaged pupil and strategies for supporting them in the classroom (Senior Adviser, Partnerships and University leads)

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## Quality First Teaching

Lead: Senior Adviser - School Partnerships

**Objective: Ensure training and practice encourages a relentless focus on Quality First Teaching so that 95% of schools are Good or better and we are in the top 50% of rankings for all progress measures when compared to other LAs on disadvantaged measures.**

### Actions:

- Set up a 'High challenge model' peer challenge model that involves all schools specifically on disadvantage so that they share practice and challenge each other on classroom practice and its impact on disadvantaged pupils (Senior Adviser Partnerships/Partnership Chairs)
- Pilot and then commission one additional SPA or NLE Disadvantaged Deep Dive days focusing on specific areas and analysis of practice. Key focus is to include ensuring Governors and Leaders prioritised disadvantage, fully understand full range of data and are using evidence based strategies in action plans that can be seen happening within the classroom. (Teaching and Learning Consultant)
- Build on new assessment practices developed to support children's return from lockdown and further develop so that disadvantaged pupils benefit from a consistent city wide approach across all phases (Teaching and Learning Consultant)
- Ensure training and development commissioned or provided by the LA prioritises Quality First Teaching and is co-produced with schools and is research based (Senior Adviser/ All schools)
- Ensure training and development in schools prioritises Quality First Teaching both in the classroom and digital environment (All Schools)

## Targeted Academic Support

Lead: Senior Adviser - School Partnerships

**Objective: Ensure appropriate interventions are in place across the City so that we are in the top 25% of rankings for all progress measures when compared to other LAs on disadvantaged measures.**

### Actions:

- Commission new research based Maths training targeting schools with highest number of disadvantage so as to have maximum impact (Primary Consultant, Assessment)
- Working in partnership with schools develop a revised and updated offer to support quality first teaching and catch up for disadvantaged pupils in Maths across the City. This will be extended into secondary schools (Primary Consultant, Assessment)
- Commission further research based training, produce additional guidance, share good practice on using intervention funding effectively and how research is informing us. This must include primary and secondary schools (Teaching and Learning Consultant/All school)
- Commission further new interventions for disadvantage making full use of DfE funding however only when evidence supports this is the most appropriate course of actions (All schools)

## **Pupil Voice and Pastoral Support**

**Lead: Principal Educational Psychologist and Head of Inclusion Support Services (Pastoral);**

**Head of Service - Integrated Team for Families, Youth & Parenting, Families, Children and Learning (Pupil Voice)**

**Objective: Work to ensure children and their families are well supported at school and feel that they can engage in their education so that we see overall SAWS data averages at pre Covid levels**

### **Actions:**

- To promote the pupil voice in creating a better understanding of the learning experience of disadvantaged children and young people, and to learn strategies that work for them. Utilise pupil voice information already gained from SAWS and poverty proofing (Head of Service, Integrated Families)
- To engage fully with families of disadvantaged children as partners in their children's learning and to support them to improve home learning support (Head of Service, Integrated Families)
- Revise pupil wellbeing guidance in such a way that better supports Headteachers within recovery phase. (Senior Adviser, School Partnerships; Chairs of Partnerships)
- Maintain, develop and disseminate resources to support children and young people wellbeing as they return to school and to support post Covid with a focus on the disadvantaged (Principal Educational Psychologist and Head of Inclusion Support Services)
- Ensure sport, enrichment activities and outdoor education are made accessible to children, all of which have been shown to improve academic attainment, attendance and support with Covid recovery, besides increasing motivation, appetite for learning and developing a range of people skills (all schools)
- Encourage and develop advice on outdoor learning. Encourage access to the broad curriculum via value for money, local trips and alternative learning opportunities outdoors (Adviser for outdoor learning)
- Deliver follow up project to continue poverty proofing the school day (Senior Adviser, Partnerships)
- Develop in partnership with the music and arts service, the role of arts, music, theatre and cultural learning in a broad and balanced curriculum for disadvantaged pupils. (Senior Adviser, Partnerships)
- Further explore and ensure best practice so that pupil, parents and carers feel the sense of truly belonging within school (All schools)



- The 16-19 Standards and Curriculum group will continue to share best practice in developing and disseminating resources and activities designed to support children and young people wellbeing as they return to school and to support post Covid with a focus on the disadvantaged (Head of Employment and Skills)

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## Language and Literacy

### Lead: Teaching and Learning Consultants

**Objective: Further improve and extend a city-wide language and literacy strategy to improve language skills amongst disadvantaged groups and encourage avid reading for pupils so that we are consistently within top 25% for Phonics, KS2 reading progress and KS4 English on disadvantaged measures.**

#### Actions:

- Review and update the Early Years Strategy to focus on improving language and communication outcomes for children under five starting from pregnancy. Note this is a key link as we know good early years foundations particularly benefit the most disadvantaged. (Head of Early Years and Strategic Lead for Whole Family Working)
- Implement new Nuffield Early Language Intervention (NELI) across the City in reception classes (see Appendix 7) (Primary Teaching and Learning Consultants)
- Commission, coproduce with schools and deliver new CPD (such as Power of Reading 2 program) and seek collaboration with partners such as the English Hub to support schools (Primary Teaching and Learning Consultants)
- Schools will build upon their strong track record of literacy by ensuring staff are well trained and disadvantaged pupils are prioritised for reading interventions (All schools)
- Work with all schools to develop a reading culture in the city, where pupils learn to love reading and value books and literature (All schools, Primary Teaching and Learning Consultants)
- Further Develop Every Child a Reader in partnership with all schools so that teachers and TAs receive high quality training to further develop teaching strategies that will support pupils to improve their reading skills and encourage a love of reading. Programmes on offer will engage with schools where data shows disadvantaged pupils underperform in reading and writing. Consultation with school leaders will help identify strategies to support schools in a model that can be developed and sustained. Collaboration between schools to offer specialist teacher support will be organised to ensure high quality provision is offered to pupils. (Teaching and Learning Consultants)
- Develop a new writing intervention that targets the 12 schools and includes and then builds upon 'The power of Reading' using schools where practice is proven to be strong (Teaching and Learning Consultant)
- Seek out and take full advantage of funded opportunities from the English hub, Maths hub, research and teaching school hubs targeting schools with most need (Teaching and Learning Consultant)

## Attendance

**Lead: Head of School Organisation**

**Objective: Revise the council's practice in providing challenge and support to schools, Trusts and Dioceses regarding the attendance and exclusions of disadvantaged pupils. Seek to ensure the city's attendance and exclusion statistics are within the top 50% of Local Authorities on disadvantaged measures. Ensuring that pupils have the opportunity to engage in learning.**

### Actions:

- Develop and support a city-wide campaign that promotes better attendance at school.
- Having listened to communities, create specific actions relevant to the city-wide campaign with a particular focus on identified geographical areas of the city and targeted to specific groups of children and Young People. (Head of School Organisation/ All Schools)
- Develop a revised approach to formally monitor and challenge schools on a regular basis and co-produce an attendance strategy/plan in partnership with schools from September 2021 in response to Covid-19 to maximise attendance for disadvantaged pupils (Head of School Organisation/ All Schools)
- Reduce the use of part-time timetables for disadvantaged pupils across primary and secondary schools. (Head of School Organisation)
- Develop new ways of working so that permanent exclusions for disadvantaged pupils remains low. (Head of School Organisation/ All Schools)
- Develop new ways of working so that suspensions for disadvantaged pupils reduces (Head of School Organisation/ All Schools)
- Provide better access to ICT equipment and digital connectivity for disadvantaged children in the City to ensure access to the curriculum and teacher led content whilst also seeking out and disseminating information on best practice on remote learning for disadvantaged pupils (Teaching and Learning Consultant/All schools)
- Review the Vulnerability Index and other transition mechanisms to consider relevance and suitability for all disadvantaged pupils including data and information transfer as well as specific activities (Teaching and Learning Consultant/ All Schools)

- In line with objective 8 of the City Employment Skills Recovery Plan, ensure there is a varied career education and experience of the world of work offer is available to all young people in the city with a focus on disadvantaged (Head of Employment and Skills)
- In line with objective 1 of the City Employment Skills Recovery Plan, ensure delivery of new high-quality traineeship opportunities in the city aligned to occupational standards - to support progression into apprenticeships and sector specific jobs (Head of Employment and Skills).
- Ensure universities support with aspiration raising activity and support students once they attend University (Head of Widening Participation, Sussex University)

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## Appendix 1 - Score Card

This card is based on data produced in Autumn 2019 for disadvantaged pupils only. Red indicates we are currently in the lowest quartile of Local Authorities; amber shows we are in the middle two quartiles; green means we are ranked in the top quartile (25%). Grey means the data for other LAs does not exist.

Theme	Measure	Result	Comments
<ul style="list-style-type: none"> <li>Leadership and governance</li> </ul>	% Schools good or better	90%	
<ul style="list-style-type: none"> <li>Quality first teaching and</li> <li>Targeted academic support</li> </ul>	KS4 Attainment 8	3.7	
	KS4 Progress 8	-0.70	
	KS2 Reading, writing and maths	50%	
	KS2 Maths progress	-1.50	
<ul style="list-style-type: none"> <li>Pupil voice and pastoral support</li> </ul>	SAWS		
<ul style="list-style-type: none"> <li>Language and Literacy</li> </ul>	KS4 English Progress	-0.59	
	KS2 Reading Progress	1.10	
	Year 1 Phonics	61%	
<ul style="list-style-type: none"> <li>Attendance</li> </ul>	% Pupils with Persistent Absence	24%	
	% Absence	8%	
	% Fixed term exclusions	◆ 13%	



## Appendix 2 - Learning and the pandemic

National data shows that the closing of this 'disadvantaged gap' had stalled even before the event of Covid 19 (Education Policy Institute, 2020). A briefing published by the Office of the Children's Commissioner (2020) identifies some key characteristics which pupils from disadvantaged backgrounds may be subject to more acutely as a result of the pandemic. They include insufficient, inadequate or insecure space for children to learn and lack of access to the internet and / or devices needed for remote learning. In addition, the disproportionate impact of COVID-19 upon BAME people and communities has and will continue to have significant negative impact on BAME pupils (National Foundation for Educational Research, 2020). The NFER report also highlights other issues such as the ongoing attendance issues of disadvantaged pupils, lack of engagement with home learning and the lower quality of teaching due to issues such as social distancing and lack of usual resources.

The impact on learning of the Covid 19 Pandemic which has led to the suspension of most formal assessment has yet to be fully understood. However, early reports conducted in primary phase suggest that attainment has fallen across all subjects and year groups and this is a trend which is mirrored globally (Educational Endowment Fund, 2020). For example, the DfE Interim Report (2021) found that there had been a learning loss in reading in primary schools from the first lockdown alone of in the region of 1.7-2.0 months. It also noted that schools which have higher levels of pupils who are disadvantaged suffered higher levels of learning loss especially in secondary phase.

The LA has worked alongside schools to address the issues within the remit where we can affect change during the pandemic. For instance, 6566 laptops were delivered to disadvantaged pupils across the Authority. Further examples can be found in the Authority's Children, Young People and Skills [Committee Report, dated 8 March 2021](#). In addition, this reactive response was complemented by the proactive measures addressing disadvantage we already have in place across our schools such as Every Child a Reader.

The EEF's (2020) review of remote learning emphasises the importance of teaching quality and strong partnership working. CPD and shared practice from the South Coast Teaching Alliance with LA schools has shown the quality of online teaching has improved over the pandemic. The use of digital technology in professional learning conversations is evident as is increased engagement of parents/carers of disadvantaged pupils with access to laptops. Many multi-agency meetings focusing on individual children and families have been easier to organise and often better attended. Schools report that both parents and teachers welcome the many advantages of virtual learning and meetings.

## **Appendix 3 - Evidence base for choice of themes impacting on disadvantaged pupils' outcomes**

### **Leadership and Governance**

The link between leadership in schools and outcomes for disadvantaged pupils is well established (National College for Leadership of Schools and Colleges (2010), DfE 2015). Research by the DfE in association with Centre for Education & Youth (2018), states that high performing schools are more likely to have a culture where pupils are encouraged to be ambitious and aspirations are high for all and well communicated to staff, pupils and parents alike; where staff share a common purpose in supporting their disadvantaged pupils; where success is celebrated. These factors feed into Brighton and Hove's vision for disadvantaged pupils and are directly linked to how leaders create the culture of their schools.

### **Quality First Teaching**

High Quality teaching, whether it be in class or remote, is of essential importance to improving outcomes for disadvantaged pupils especially for those pupils with fewer external opportunities for quality instruction or experiences. This is corroborated by the EEF (2020) who endorse a range of strategies including explicit teaching, high quality instruction, scaffolding, cognitive and metacognitive strategies and flexible AFL grouping most relevant to helping children during 2021 and beyond and ensuring sustained impact. Quality First Teaching also incorporates effective assessment for learning which should be a top priority in order to ascertain gaps and map where pupils currently are following school closure and periods of absence. This then links into the ability to prescribe targeted academic support.

This theme links directly into leadership and governance given that teachers can only provide quality teaching if they are properly trained and prepared. Training and CPD in schools which is focused on QFT improves the quality of teaching overall for all pupils and underpins an ethos of progress and current research. It also links to the implementation of wider pastoral strategies because teachers can incorporate social and emotional learning within their delivery and are often best able to assess a pupil's wellbeing and need within the classroom environment.

## **Targeted Academic Support**

Pupils who are disadvantaged are less likely to have access to targeted academic support despite the fact that carefully selected interventions such as small group work which is structured, short and consistent can help support academic achievement (EEF, 2020). It is recognised that access to tutoring is often limited to the schools and parents that can most afford it further highlighting the inequality arising from Covid 19 disruption for disadvantaged pupils. Whilst Quality First Teaching is of the utmost importance, supplementing this with targeted academic support for some pupils has been shown to be effective. In addition, the realities of the loss in learning resultant from the pandemic will also require greater targeted academic interventions in some situations.

The Government has funded a National Tutoring Programme delivered by EEF which has been specifically designed to reach England's most disadvantaged children for additional, targeted support. We are keen that children and young people in the City can access significant support from this programme. EEF (2020) highlight that schools should ensure that they direct the tutoring process so that it is relevant to the pupils needs and curriculum. The need for effective communication and feedback between tutor, teacher and pupil is of great importance to effectiveness. In addition, the EEF (2020) suggest that the use of teaching assistants to complement and supplement the teacher in order to provide academic support can be effective when well managed and defined.

## **Pupil Voice and Pastoral Support**

The Education Policy Institute (2018) state that '...given that the 'hard' and 'soft' skills necessary to succeed at school are primarily a result of parental cultivation and investment from birth onward, facilitated by the resources to which families have access, assessment scores in large part reflect family socio-economic position.'

The pandemic has heightened the inequalities experienced due to school closures and remote learning due to issues in connectivity, access to devices, physical and learning appropriate space and differing parental participation in remote learning, for example (Office of the Children's Commissioner, 2020). In addition, the effect on physical and mental health and wellbeing has had a greater impact on those who were already disadvantaged (Mental Health Foundation, 2020).

Evidence shows that wider strategies to support attainment can have impact, for example, the link between providing breakfast and academic achievement (Adolphus, Lawton, Dye, 2013). EEF (2020) also highlight the importance of interweaving social and emotional learning into the curriculum as a way of supporting wellbeing and finding ways to develop and enhance parental engagement. However, it is recognised that '[...] factors beyond the school gates and in the communities where pupils live can have a detrimental impact on their achievement. Schools can do much to improve outcomes for disadvantaged pupils but only so much' (Ofsted, 2014).

## **Attendance**

Pre-pandemic evidence from the NFER (2019) showed that 'On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.'

School closures, burst bubbles, shielding, mental health issues and isolation as a result of the pandemic have impacted upon the attendance of and therefore the attainment of disadvantaged pupils significantly. The current instability of the situation means that a standardised approach to absenteeism is not appropriate. Research by NFER on behalf of the DfE (2015) suggests '...that disadvantaged pupils are a diverse group of young people who are likely to benefit from personalised and targeted intervention rather than purely universal approaches to support.'

## **Language and Literacy**

Literacy skills are interwoven into outcomes across all subjects and aspects of life. Language influences a child's ability to express feelings and emotions and develop relationships (Public Health England, 2020) which directly links into the theme of pastoral support and pupil voice. An EEF report (2017) stated that '...researchers found that the strongest factor affecting pupils' science scores is how well they understand written texts' which influences the theme of quality first teaching and targeted academic support. In our own Authority, 65% of pupils who defined by the DfE as disadvantaged achieved age related expectation in KS2 in reading as opposed to 85% of their peers in 2019. The pandemic will further impact literacy skills. The DfE Interim Report (2021) found that there had been a learning loss in reading in primary schools from the first lockdown alone of in the region of 1.7-2.0 months. It also noted that schools which have higher levels of pupils who are disadvantaged suffered higher levels of learning loss especially in secondary phase.

Evidence Summaries compiled by the Education Endowment Fund (2021) show that strategies connected to low cost literacy interventions such as phonics, reading comprehension and oral language interventions have moderate to high impact. Nuffield Early Language Intervention (NELI) is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF (2020) trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.

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## Appendix 4 - Linked Strategies and Services

**Early Years** - The impact of disadvantage starts early. "Disparities in early language and communication development relating to social deprivation are recognisable in the second year of life; they have a negative impact on children's development by the time they start school, in terms of literacy development, as well as social, emotional and behavioural development". The [Early Years Strategy](#) covers pre-birth up to age four when children start their reception year in school. The aim of the Strategy is to improve outcomes for disadvantaged children in child development and school readiness. The strategy is being updated to further develop an integrated approach to speech, language and communication in the early years starting in pregnancy.

**Special Educational Needs** - There is a significant link with this strategy as many disadvantaged pupils are SEN, for instance, 59% of children in the City's Special Schools are disadvantaged. The [Special Educational Needs Strategy 2021-2026](#) is being adapted in light of the impacts of the pandemic. It has already started to improve outcomes for SEND.

**Anti-Racist Schools Strategy** - We are developing the Anti Racist School's Strategy and have secured funding of £100, 000 per year for five years to support it.

**City Employment and Skills Plan** - Priorities in the [City Employment and Skills Recovery Plan](#) have core values including 'no-one left behind' and supporting 'learn to earn' transition and contain specific actions to support disadvantaged students and young people.

**English as an Additional Language**- The [Ethnic Minority Achievement Service](#) can support schools to understand the impact of Covid-19 on their EAL cohort of pupils' individual acquisition of English and adapt teaching and learning methods to provide relevant intervention for progress with this via training, teaching and bilingual assistant support.

## City-wide strategy to support children, young people, and families at risk of disadvantage

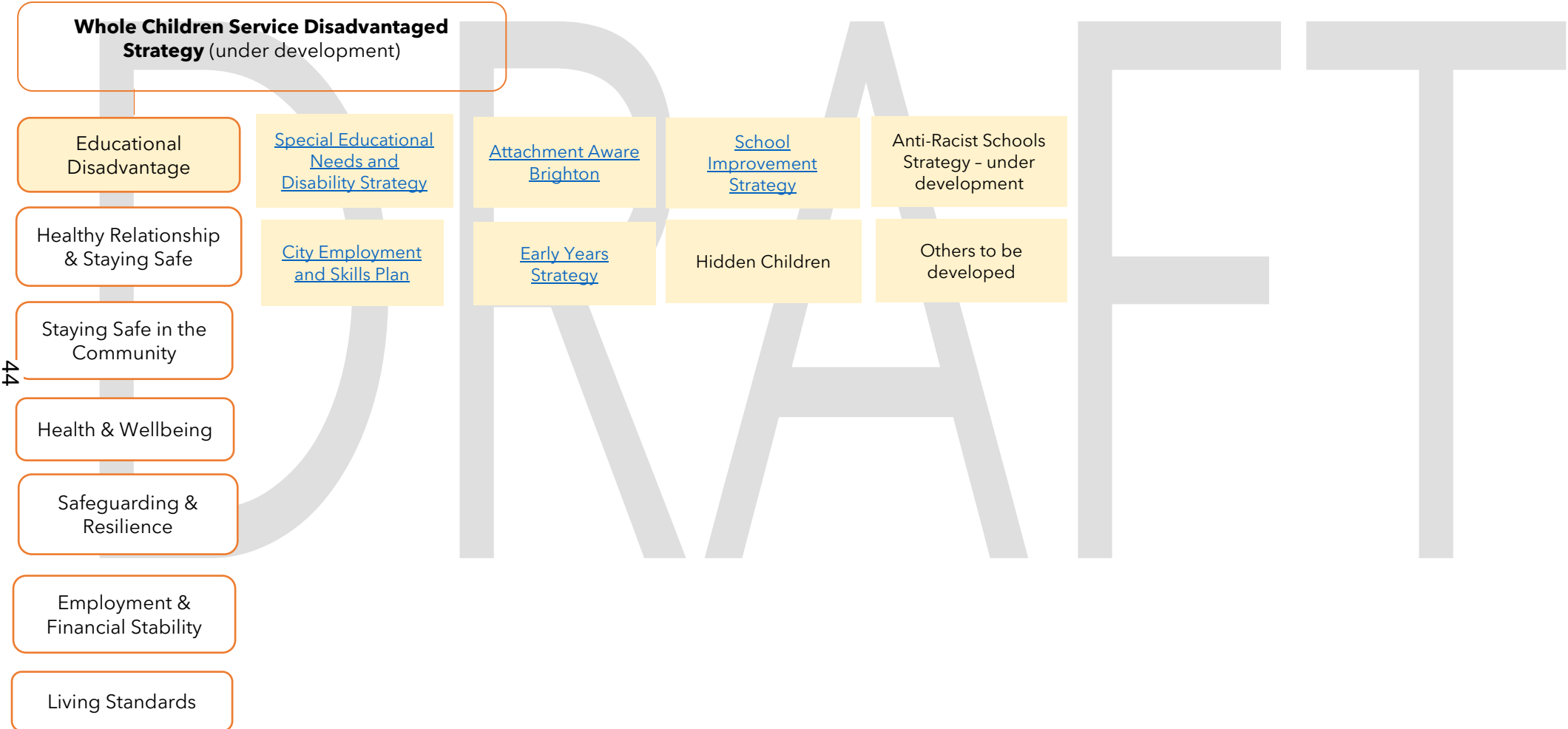
There is a city wide commitment to improving outcomes for the most disadvantaged families and children which will be addressed in an overarching disadvantaged strategy. Funding of £25,000 has been allocated to support the development of this strategy. It is anticipated there will be a draft strategy available for full consultation in Spring 2022. This strategy will support the LA's overarching Strategy addressing disadvantage.

There are multiple factors creating and compounding issues of disadvantage for children, young people, and families. These often result in poorer educational, health and skills outcomes. There is national evidence that helping families as early as possible and providing the right support at the right time can stop problems getting worse and help families lead happier and healthier lives. The longer-term impact of Covid for families and communities is likely to be significant, particularly in relation to factors known to increase disadvantage. The LA is leading a multi-agency development programme on early help with the aim of improving the coordination of services to improve the outcomes of disadvantaged families. The early help development programme and the overarching disadvantage strategy are closely linked and will be developed simultaneously. There will also be clear links to the work of social care for some disadvantaged families.

The list below demonstrates the range of areas the citywide overarching strategy will likely cover, including educational disadvantage:

- Living standards
- Healthy relationships & Staying Safe
- Staying Safe in the Community
- Health & Wellbeing
- Safeguarding & Resilience
- Educational Disadvantage
- Employment & Financial Stability

The diagram demonstrates that the LA are also developing a much wider strategy that the Education Disadvantaged Strategy will fit within. The wider strategy currently consists of 7 parts. Education Disadvantage Strategy links to a range of strategies and plans in place or under development.



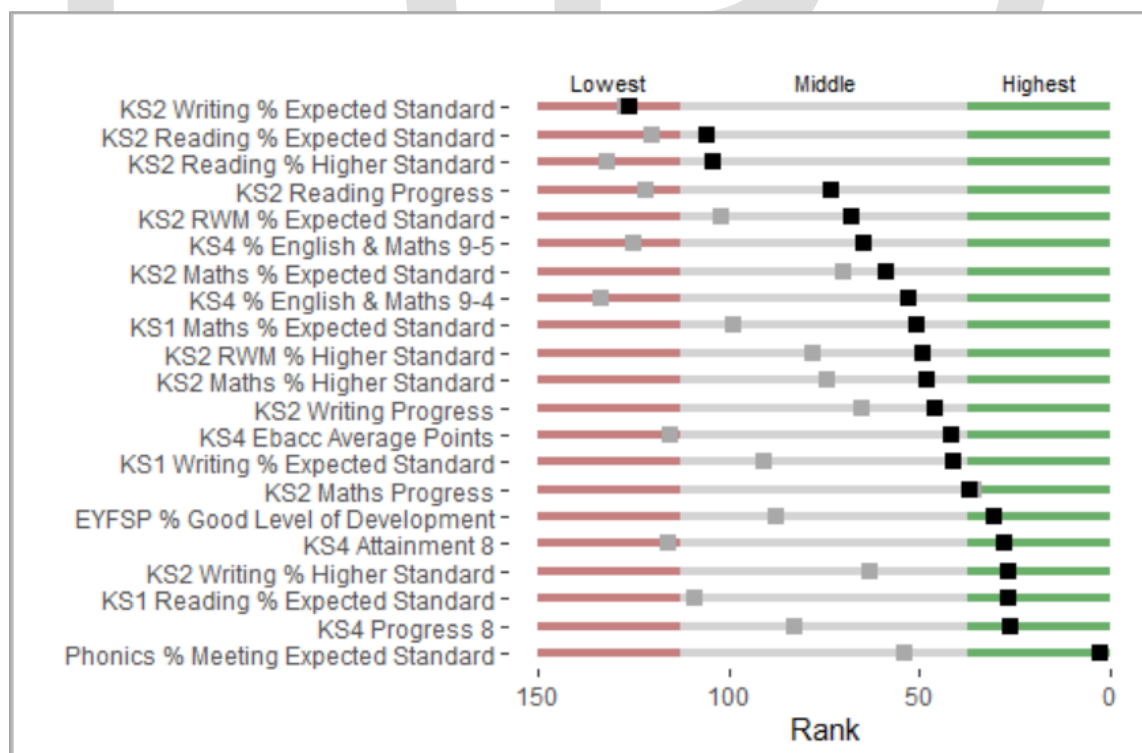
## APPENDIX 5

### ADDITIONAL DATA ANALYSIS

This shows that in 2019 on most educational measures disadvantaged pupils do not do as well as non disadvantaged pupils with the exception of KS2 writing. When compared to other LAs we are mainly above average on measures for non disadvantaged pupils but below average for disadvantaged pupils. We performed poorly on measures such as the foundation stage profile (FSP) and phonics (PHO) completed by 5 and 6 year old pupils who are just starting their educational journey.

#### Brighton and Hove compared to all LA's in England for a range of educational measures (2019)

■ Disadvantaged pupils ■ Other (non-disadvantaged) pupils

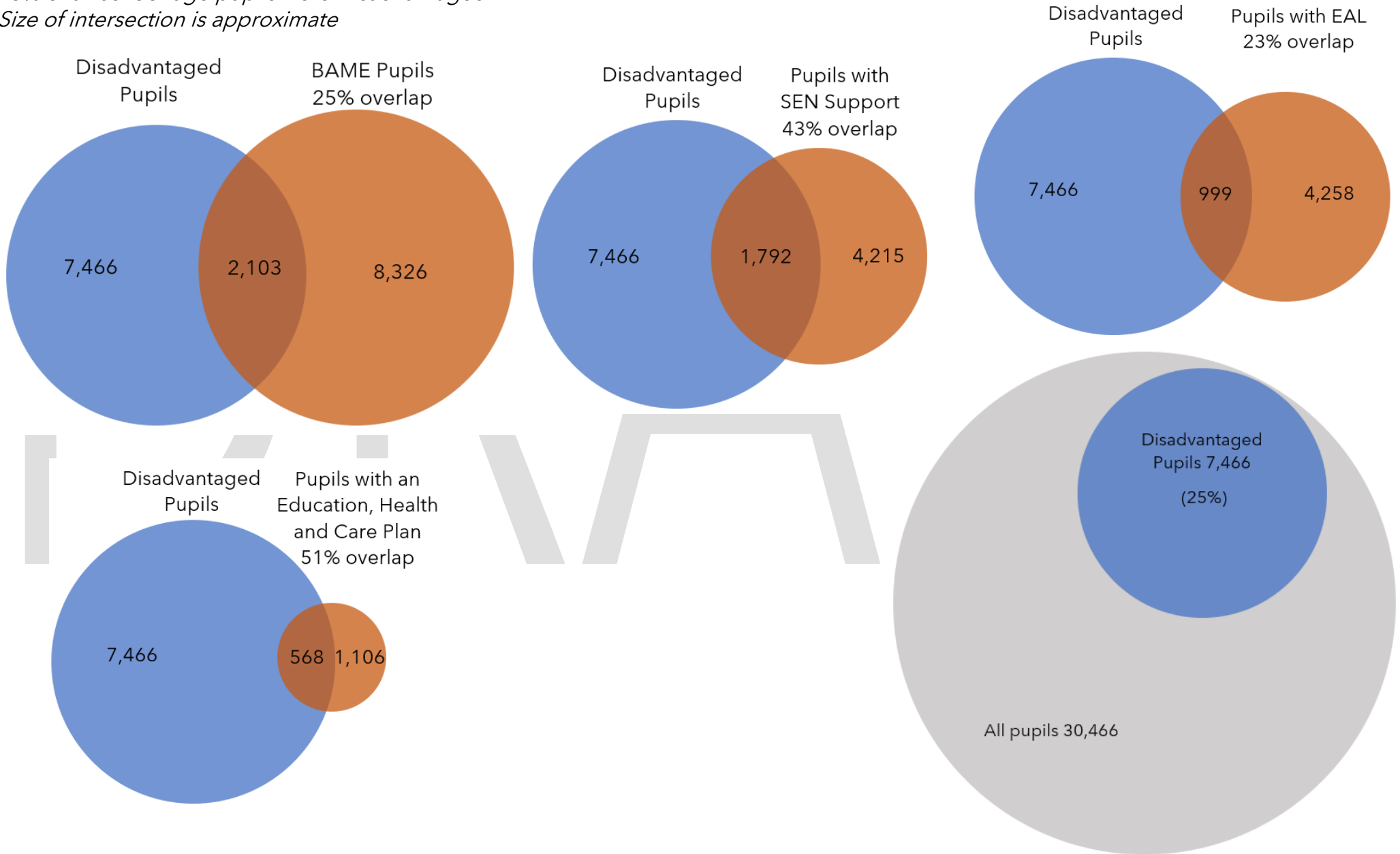


*EYFSP is Early Year Foundation Stage Profile (Reception). Phonics (National Curriculum Year 1), KS1 is Key Stage 1 (National Curriculum Year 2), KS2 is Key Stage 2 (National Curriculum Year 6), KS4 is Key Stage 4 (National Curriculum Year 11).*

*There typically 150 Local Authorities with data, occasionally this is 149. Ranks are reversed so 1 refers to the highest scoring local authority and 150 the lowest scoring. When ranking is occasionally tied then the middle rank between the preceding and following rank(s) is used.*

*Lowest refers to the bottom quarter of local authorities, highest refers to the top quarter of local authorities. In the middle half of local authorities scores are often close to each other and so ranking has less meaning here.*

January 2020 School Census matched to DfE Pupil Premium Allocation 2020/21.  
 25% of all school-age pupils were Disadvantaged  
 Size of intersection is approximate



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