

Subject:	Annual Standards Report
Date of Meeting:	March 2023
Report of:	Executive Director for Families, Children & Learning
Contact Officer:	Name: Mark Storey, Head of Education Standards & Achievement
	Email: mark.storey@brighton-hove.gov.uk
Ward(s) affected:	All

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2021 - 2022 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.
- 1.3 This report also explains some of the work that is happening as a result of the disadvantaged strategy and its impact. (note details on each specific key stage are held within Annexes)

2. RECOMMENDATIONS

- 2.1 To note the report and support the focus across the city on improving outcomes for all children and young people, particularly those from disadvantaged backgrounds.
- 2.2 To note that education of all children and young people has been negatively impacted because of the pandemic and this has impacted on outcomes as it has nationally

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 At the end of December 2022 91.2% of schools in Brighton & Hove were judged by Ofsted to be Good or Outstanding. This was above the national average of 90.1%. 90% of secondary schools are Good or Outstanding. 13.2% of schools are judged as outstanding compared to 16.4% nationally.
- 3.2 In August 2022 95% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding compared with 96% in England.

- 3.3 The percentage of pupils currently attending a school judged to be Good or Outstanding is 93.2% against a national average of 89.2%. There are four schools in the city that are judged to require improvement. There are two schools judged to be inadequate.
- 3.4 The Local Authority continues to focus on the schools which it believes may be vulnerable to losing their judgement of 'Good' as well as supporting and challenging schools which are currently judged as 'Requires Improvement' to get to 'Good'.
- 3.5 Overall, in Brighton and Hove Ofsted outcomes are strong and on key measures at the end of primary education (Key Stage 2) or at GCSE pupils as a whole in the City tend to achieve in line with or above pupils nationally. The challenge, that disadvantaged pupil do not achieve as well as those who are not disadvantaged remains. However, our schools are committed to addressing this supported by a 'Educational Disadvantage Strategy' and 'A Fairer Brighton and Hove Framework'. The impact of this work can be seen and outcomes for disadvantaged at the end of primary education (KS2) and GCSE are now broadly in line with national disadvantaged data.

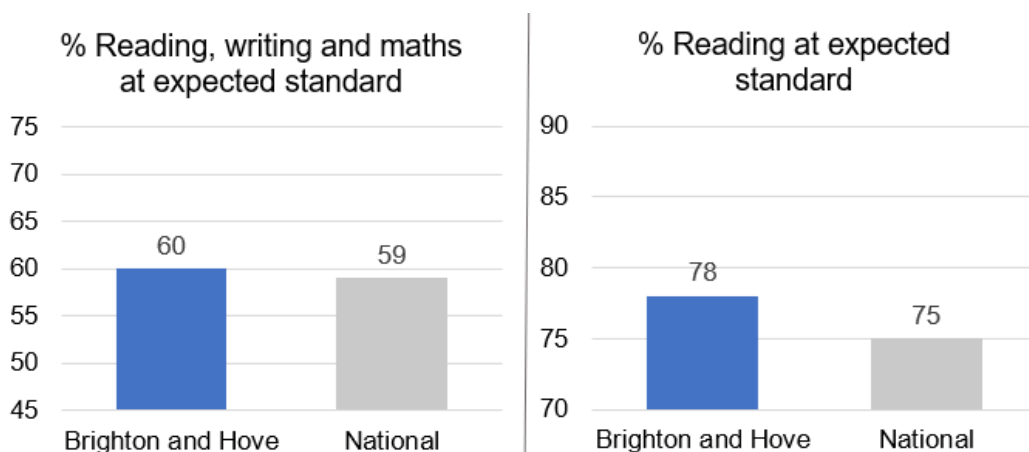
4. DATA HEADLINES:

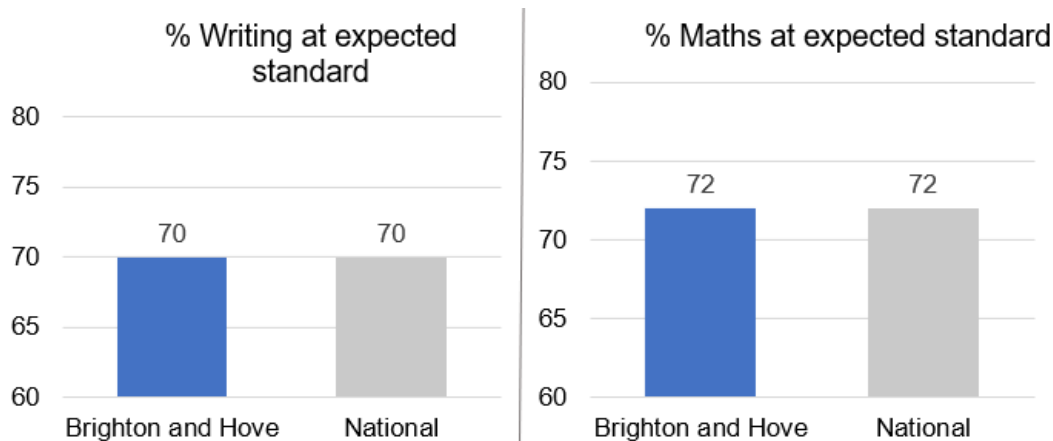
4.1 Early Years and Key Stage 1

- 4.1.1 The Brighton & Hove percentage of pupils achieving a good level of development in Early Years is above the national average. (See Appendix 1)
- 4.1.2 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was in-line with the national average. (See Appendix 2)
- 4.1.3 At KS1, assessments for the proportion of pupils at age related expectation in Reading, in Writing and in Maths were below the national average. (see Appendix 3)

4.2 Key Stage 2 (End of Primary Education): (See Appendix 4)

4.2.1 Key performance indicators of 2021/22 outcomes for all pupils

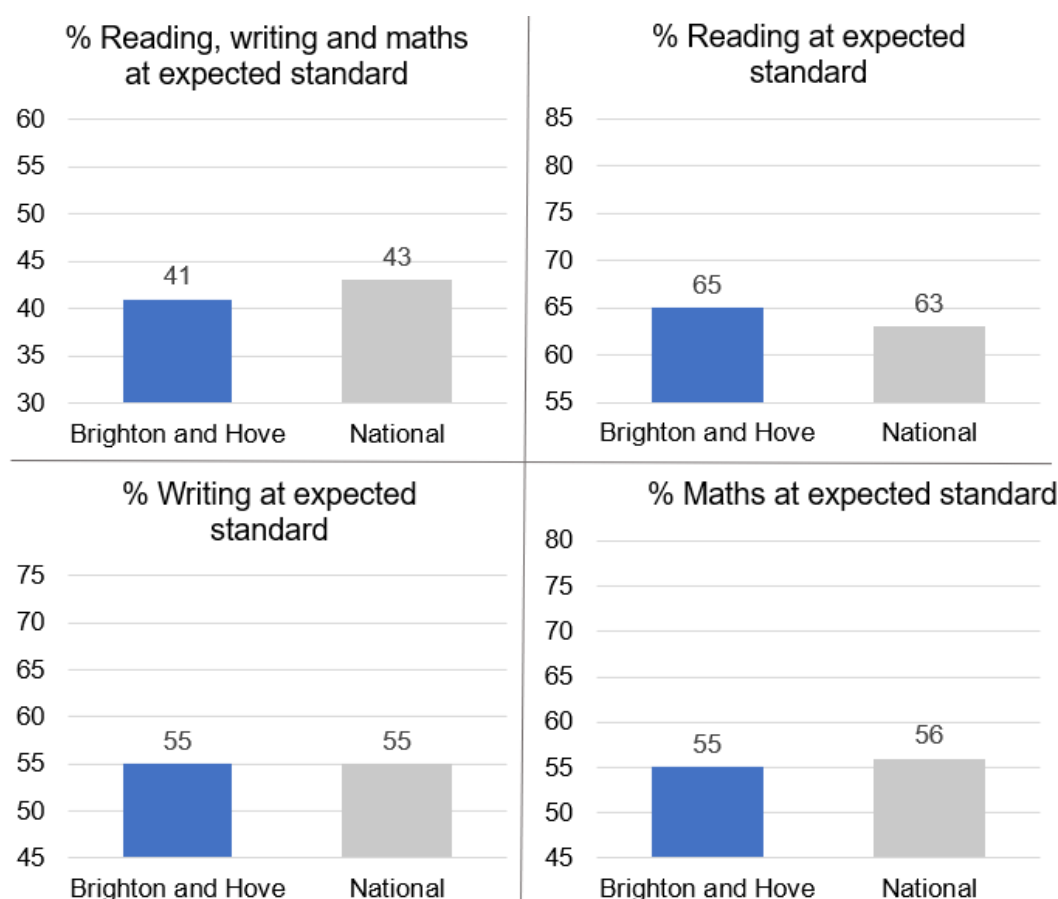




Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.2.2 At KS2, the percentage of all pupils achieving the expected standard in Reading, Writing and Mathematics combined was above the national average. Attainment in reading was above the national average. Maths and writing were in line with the national average.

4.2.3 Key performance indicators of 2021/22 outcomes for Disadvantaged pupils.

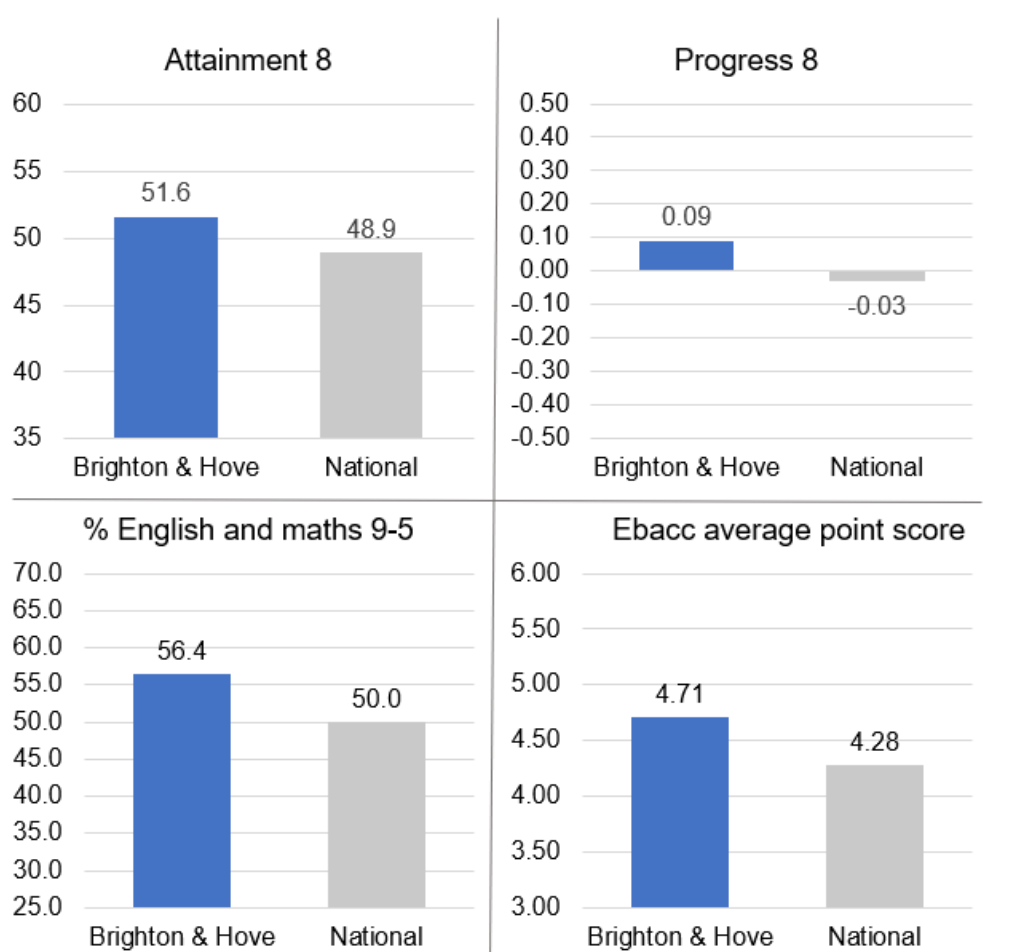


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.2.4 At KS2, the percentage of all pupils achieving the expected standard in Reading, Writing and Mathematics combined was just below the national average. Attainment in reading was above the national average, writing in line with the national average and maths just below the national average. Overall, we would consider these results to be broadly in line with national averages.

4.3 Key Stage 4 (GCSE Results) (See Appendix 5)

4.3.1 Key performance indicators of 2021/22 outcomes for all pupils

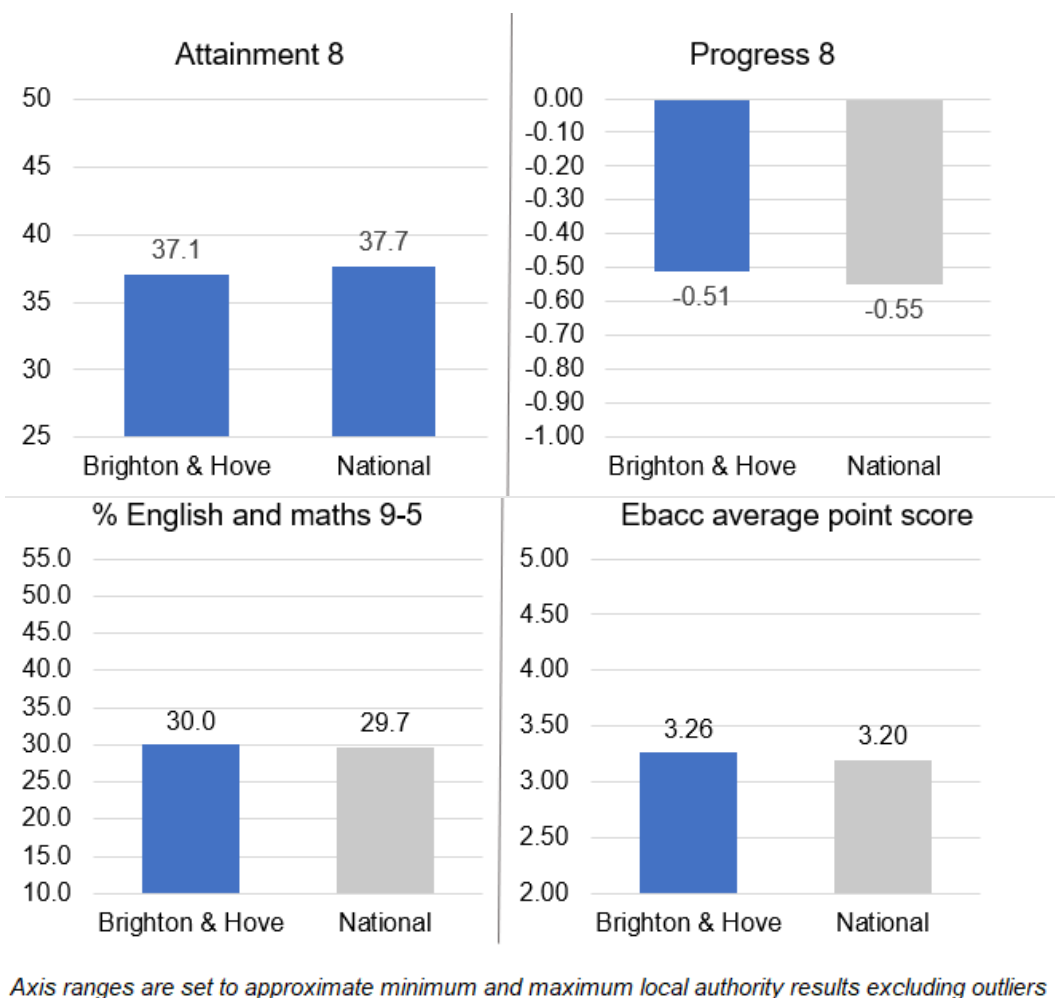


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.3.2 At KS4, key attainment measures for all students show Attainment 8; Grade 5 + in both English and Maths; EBAC are strong and above national averages. Progress 8 is also above National Average (provisional data).(see Appendix 5)

4.3.3 We should note that this still means that GCSE students have been significantly affected by the pandemic and that assessments were different in 2021.

4.4 Key performance indicators of 2021/22 outcomes for Disadvantaged pupils.



Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

4.4.1 At KS4, Progress and attainment of Disadvantaged pupils is now above SE averages and broadly 'in-line' with national averages for this group. When assessments were taking place before the pandemic disadvantaged outcomes tended to be below Nationals.

4.4 Other Measures

4.4.1 Brighton and Hove A- Level results remain above National Averages.

4.4.2 Geographical analysis shows that there is significant variance of outcomes when we look at certain areas. KS2 and KS4 outcomes are significantly lower in Moulsecoomb and Bevendean and East Brighton. This was also the case previous to the pandemic.

5. NEXT STEPS AND FOCUS ON DISADVANTAGE

5.1.1 There is some positive data both in terms of attainment and progress compared to National Average and this is a positive reflection on the School Improvement Strategy and partnership working across the city. There are, however, key priorities that remain particularly with regard to outcomes for Disadvantage and SEN. Significant work has been put in to support outcomes for disadvantaged pupils through the development and subsequent implementation of the Strategy for Educational Disadvantage found [here](#). The SEN strategy and fairer Brighton initiative will also continue to support the improvement of educational outcomes.

5.1.2 Specific work happening as a result of the Strategy for Educational Disadvantage includes:

5.1.2.1 Training for Governors and the Leadership Training program designed to support outcomes for disadvantaged. A School Leaders' Conference planned for the Spring Term which will focus on asking them whether children and young people feel like they belong in schools and how this is measured.

5.1.2.2 An extensive training programme in partnership with a Research School and the Education Endowment Foundation, which 26 schools have been involved in. The impact has been improved outcomes for disadvantaged pupils across all measures of achievement (when compared with DA outcomes within the city/nationally), for example in KS2, the percentage of pupils achieving the expected standard in reading, writing and maths is 1.4% higher than the national average for this group. 13 schools are taking part in a follow up programme focused on best practice in implementing change.

5.1.2.3 Schools prioritising disadvantaged pupils for the 'Every Child Counts' maths intervention. Pupils that have received 1st Class at Number made an average progress of 14 months during an intervention lasting up to 5 months.

5.1.2.4 A collaborative project with Sussex Maths Hub ("Close your eyes and you can see it") is targeting the city's primary schools with a larger than average population of disadvantaged pupils. The outcomes of the first cohort in 2021-22 have been strong and the project continues to be evaluated.

5.1.2.5 Young people continuing to co-ordinate, organise and deliver forums where their learning experiences are being collated and analysed and aligned with SAWSS and poverty proofing data. A report is being produced and will make recommendations that will be presented to the Belonging Conference.

5.1.2.6 In primary schools, Disadvantaged pupils being prioritised for Every Child a Reader and pupils who received inference interventions are making an average reading progress of 20 months after only 10 weeks. Schools have also been offered other projects to support reading outcomes.

5.2 The most recent newsletter sent to schools on the work to support outcomes for disadvantaged pupils can be found [here](#).

5.3 Each school is allocated a prioritisation level and any school at risk of not being Ofsted 'Good' has a specified action plan outlining the support for those schools. The use of Strategy Board Meetings and individual meetings with Heads and Chairs of Governors allows the LA to challenge outcomes appropriately.

5.4 The strategy for school improvement and intervention is about to be reviewed so that is more fully incorporates the partnership and schools supporting school.

6 COMMUNITY ENGAGEMENT & CONSULTATION

6.1 Hearing from and responding to what communities are telling us is a fundamental element of this work and for the wider Fairer Brighton & Hove Framework. That was informed by a wide discussion with communities and stakeholders, including

a 'call for assistance' with the Voluntary and Community sector undertaken in January and February 2022. That feedback directly informed and influenced the work we develop to support those at risk of disadvantage. Further community engagement work is planned in the city to develop the next years of the Framework.

7 FINANCIAL & OTHER IMPLICATIONS

7.1 Financial Implications

7.1.2 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

7.1.3 There are no direct financial implications for the LA as a result of the recommendations in this report. It is also key that the budgets are reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council during the financial year.

Finance Officer consulted: Steve Williams

Date 30/01/23

7.2 Legal Implications

7.2.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996, to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty.

Senior Lawyer consulted: Serena Kynaston

Date 30/01/23

7.3.1 Equalities Implications

There are SEN Strategy, Disadvantaged Strategy and Antiracist Schools referenced in this report aiming to improve outcomes for all. The focus of school improvement is to ensure all groups of pupils have equality in opportunity to do well in their education.

7.4.1 Sustainability Implications

Schools take account of the implications of Brighton and Hove's policies in relation to sustainability issues generally. [Our City, Our world](#) explains Brighton and Hove Climate Change, Sustainability and Environmental Education Programme.

APPENDIX 1

8.1.1 Early Years Foundation Stage Profile – (4- to 5-year-olds)

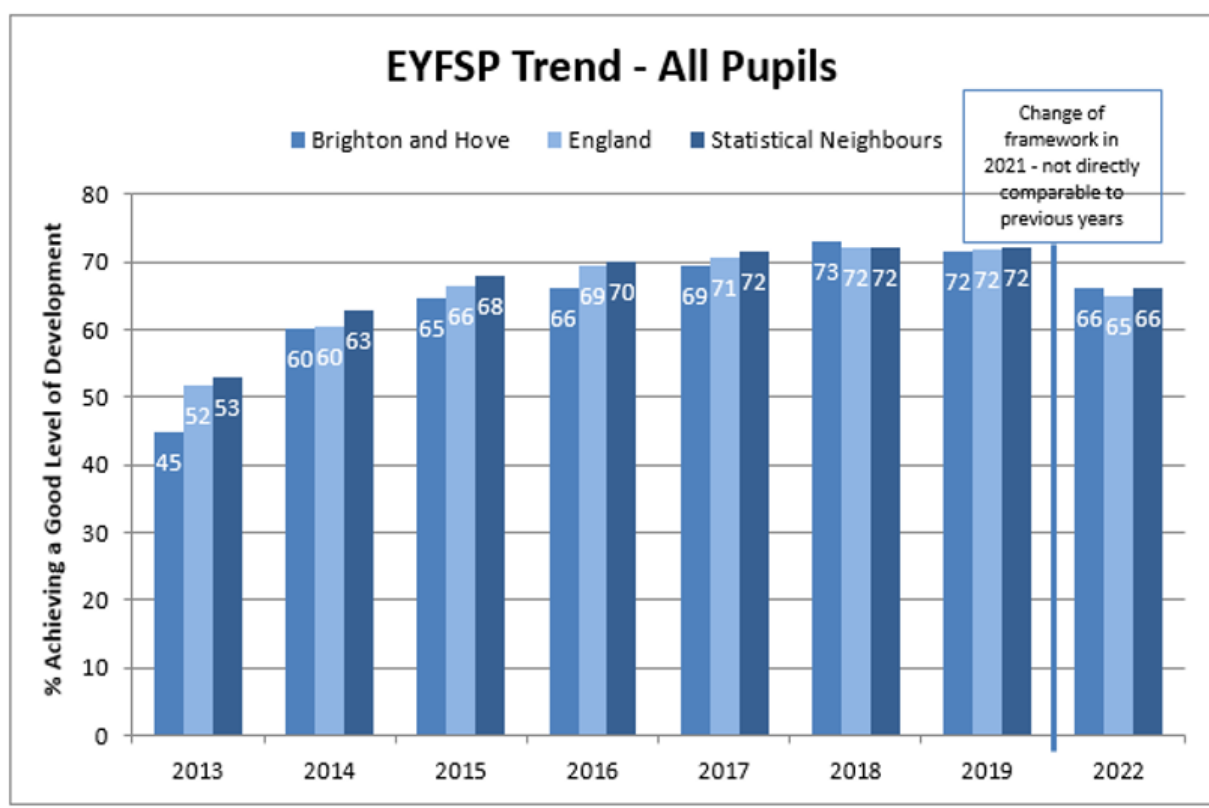
8.1.2 This is the first Early Years Foundation Stage Profile (EYFSP) data published since the 2021/22 EYFS reforms were introduced, in September 2021 EYFS framework

8.1.3 As part of those reforms, the EYFSP was significantly revised. It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years.

8.1.4 It is also the first release since the publication of the 2018/19 statistics, as the 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19).

8.1.5 To achieve a good level of development, a pupil must achieve the expected level in all the early learning goals within areas of communication and language, physical development, personal, social and emotional development, literacy, and numeracy.

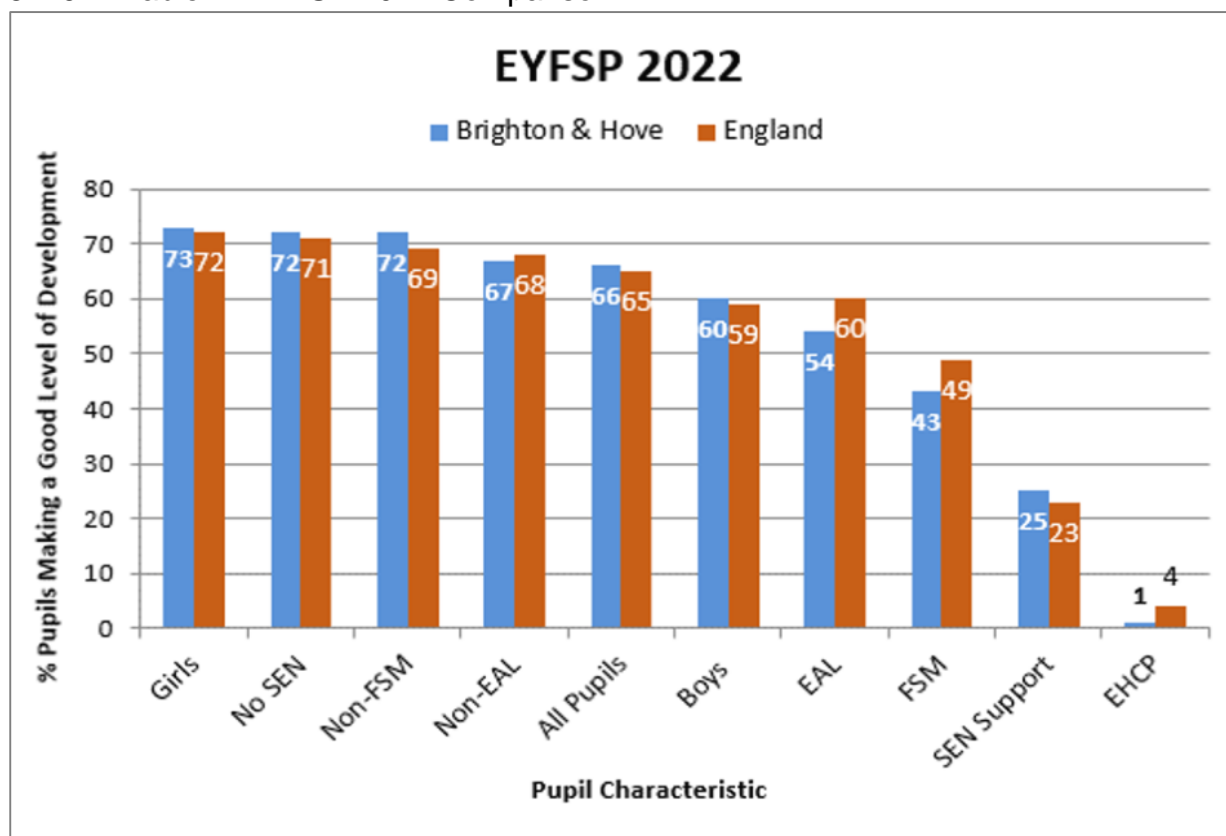
8.1.6 Table 1: EYFSP 2022 All Pupils



8.1.7 The Brighton & Hove percentage of all pupils achieving a good level of development is above the national and in line with the statistical neighbour average.

8.1.8 The following table provides further information on the performance of groups compared to the national benchmark.

8.1.9 Table 2: EYFSP 2022 Comparison



8.1.10 In 2022, there were 510 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,484 (20.5%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 43% which is 6 percentage points lower than the national figure of 49%.

8.1.11 In Brighton & Hove the percentage of pupils with SEN (Special Educational Needs) Support achieving a good level of development was above the national figure. 1% of Brighton & Hove reception children with an Education Health and Care Plan achieved a good level of development.

8.1.12 The percentage of pupils with English as an additional language (EAL) achieving a good level of development continues to be below the national figure.

8.2 Actions taking place or planned – focus on disadvantage:

8.2.1 In Brighton & Hove, we have high take up rates of the early years free entitlement by eligible two year olds. From the 2022 census the take-up in Brighton & Hove was 90%, significantly above the national figure of 72% and our statistical neighbours of 69%. This early provision will support the children of disadvantaged families and provide that early support that can make such a difference.

8.2.2 Early education from age two has long-lasting benefits for children, and helps to promote a child’s physical, emotional, cognitive, and social development. Joint work between the early years team, Family Information Service, Children’s Centres, health visitors and nurseries across the city continues to ensure high take up of free childcare places for low income two-year-olds in the city.

- 8.2.3 Work is continuing to roll out the National Children's Bureau Making it REAL (Raising Early Achievement in in Literacy) programme with children's centres and nurseries attended by disadvantaged children. The programme aims to improve children's early literacy by working with parents to increase opportunities to learn in the home environment. A successful expression of interest to the DfE in 2022 has enabled staff from BHISS, Jean Saunders Centre and Children's Centres to work with families with children with SEND. This has also included three parent workshops run by the National Children's Bureau with more planned in February 2023. REAL groups and 1-1 work continues across the city as part of the core Children's Centre offer and will continue as part of the transformation into Family Hubs.
- 8.2.4 Brighton & Hove took part in Phase 1 of the national Early Years Professional Development Programme (EYPDP). This supported pre-reception early years Practitioners (EYPs) to improve their practice in working with children between the ages of 2 and 4, to improve outcomes in language, literacy, and numeracy for the most disadvantaged children. Fourteen early years practitioners in Brighton & Hove gained a level 4 qualification in Creating Communication Friendly Settings for 2s to 4s, and ten settings in the private and voluntary sectors as well as our children's centre nurseries gained Communication Friendly Status for 2s to 4s. Brighton & Hove will take part in Phase 3 of the updated EYPDP national programme from spring 2023.
- 8.2.5 The Ethnic Minority Achievement Service (EMAS) has targeted bilingual support for the language groups most at risk of not achieving a Good Level of Development. EMAS delivered specific training for parents of children receiving EMAS bilingual and TA support in reception. This comprised 3 sessions around how to help your child at home. This was delivered over zoom and in community languages. EMAS supported early years settings with network meetings focussing on how children progress through steps of learning English and how to identify SEND for an EAL child. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant.
- 8.2.6 The Brighton and Hove Inclusion Support Service support nurseries with training and support to identify and support individual children with SEND. In schools SEN is prioritised throughout school improvement and as well as being examined during know your school visits there is now an annual Headteacher conference dedicated to SEN.
- 8.2.7 A new early years strategic action plan was presented to and agreed by the Children Young People and Skills Committee in November 2022. The Early Years Strategic Action Plan will be replaced by a start for life strategy in March 2024 as part of the family hubs transformation. The Early Years Strategic action plan has 4 priority areas:
1. To ensure sufficient and appropriate support for early years children identified with SEND.
 2. To ensure clear and consistent assessments and pathways for early years children.

3. To ensure there are sufficient early years childcare places in the city so that all children can take up their early years free entitlement and parents can work.
4. To ensure early years provision is good quality and supports outcomes for disadvantaged children with the aim of closing the gap between them and their peers.

APPENDIX 2

9.1 Year 1 Phonics Check (age 6)

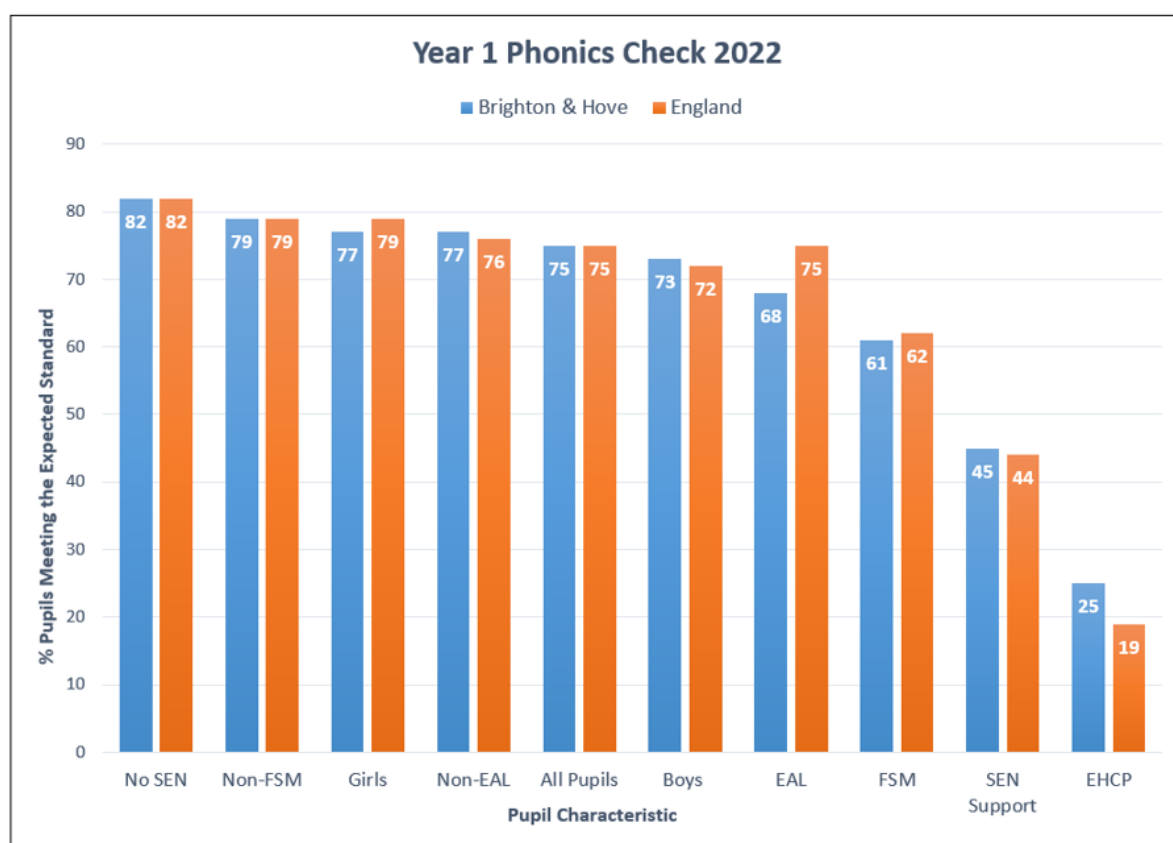
9.1.1 These are the first published Phonics screening check statistics since 2019, due to the pandemic.

9.1.2 These statistics cover the attainment of year 1 and year 2 pupils who took these assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic.

9.1.3 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was in line with national and 1 percentage point above statistical neighbours.

9.1.4 The following table provides further information on the performance of groups compared to the national benchmark.

9.1.5 Table 3: Year 1 Phonics 2022



9.1.6 The percentages of Year 1 pupils eligible for FSM meeting the required standard for Phonics was 1% below the national figure.

9.1.7 The percentages of Year 1 pupils with SEN Support or an Education, Health and Care Plan, EAL meeting the required standard for Phonics were above the national figures.

9.2 Actions (taken place or) happening as a result of data:

9.2.1 Support is available for all schools for phonics in the form of a phonics audit, CPD (Continuing Professional Development) and resources, some of which are provided by the Southampton English Hub working in partnership with the Local Authority. A small number of schools have had and continue to have further challenge and support. This is being done mainly by School Partnership Advisers.

APPENDIX 3

10.1 Key Stage 1 Outcomes (7-year-olds)

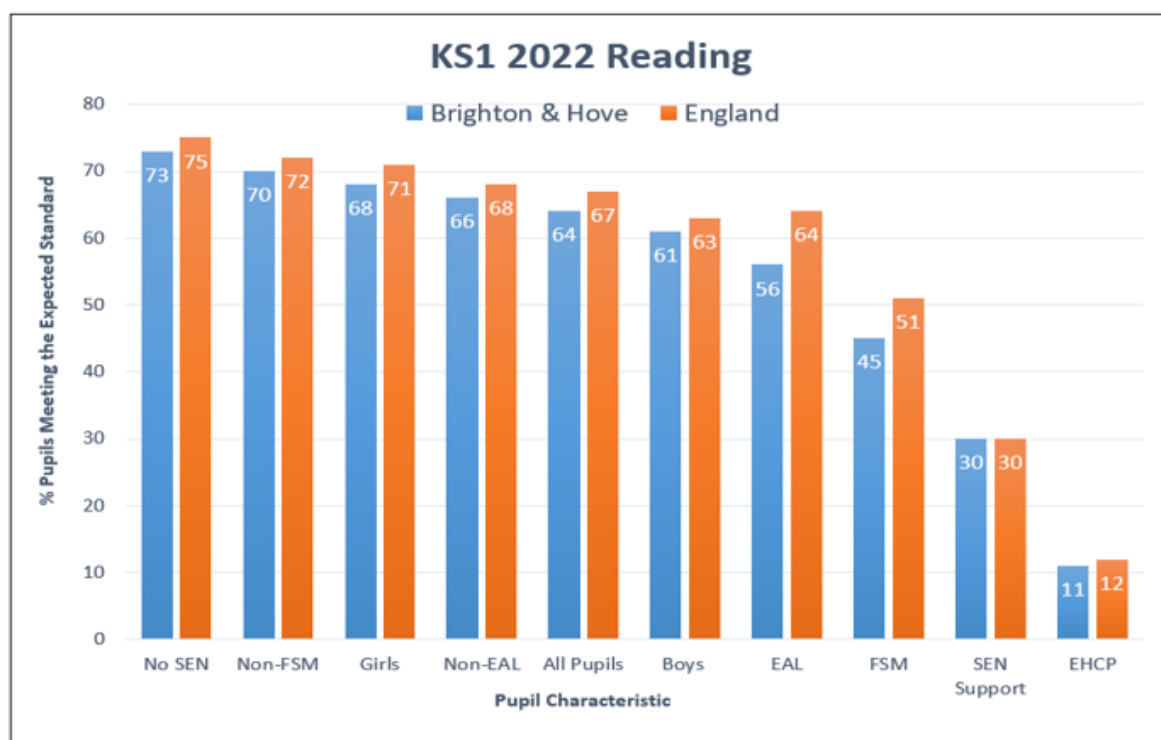
10.1.2 These are the first Key Stage 1 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic.

Note this is teacher assessment that will be done for the final time in 2023

10.1.3 The percentage of Brighton & Hove pupils achieving the expected standard in Reading was 64% which was 3 percentage points below national.

10.1.4 In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in Reading was 45% which was 6 percentage points below national.

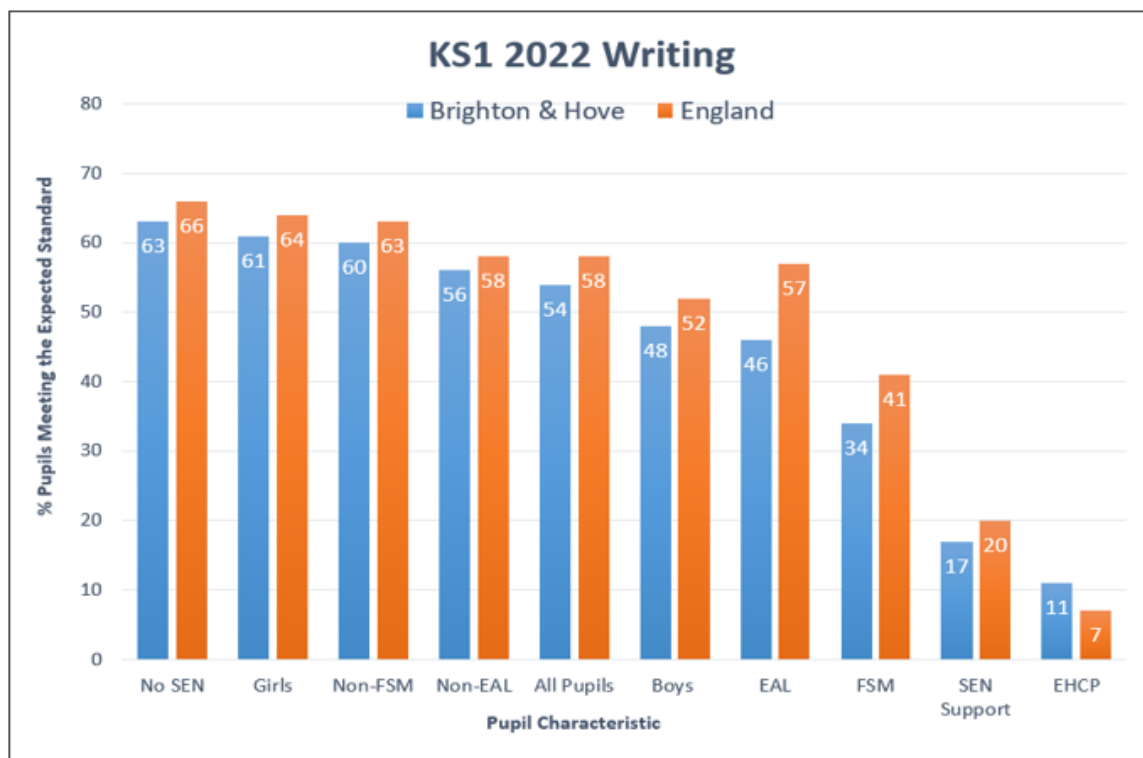
10.1.5 Table 4: Key Stage 1 Reading 2022



10.1.6 The percentage of Brighton & Hove pupils achieving the expected standard in Writing was 54% which was 4 percentage points below national.

10.1.7 The percentage of pupils eligible for Free School Meals achieving the expected standard in Writing was 34% which was 7 percentage points below national.

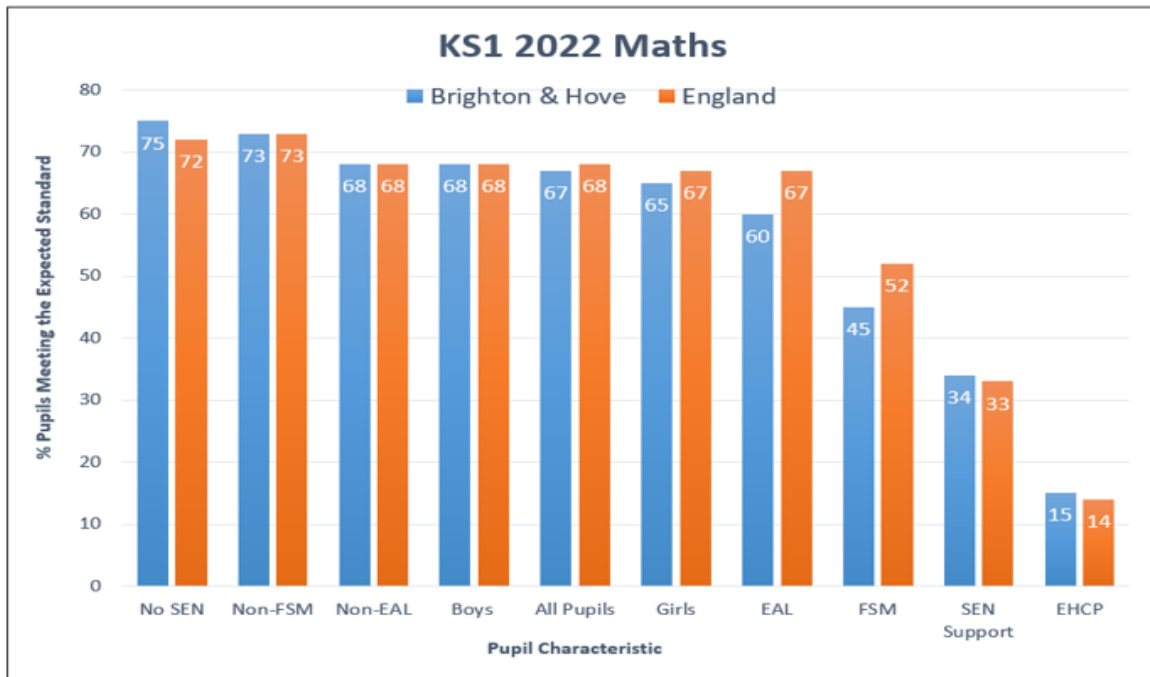
10.1.8 Table 5: Key Stage 1 Writing 2022



10.1.9 The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics was 67% which was lower than national. The percentage of pupils working at greater depth in Mathematics was 21% which was 1 percentage point below national.

10.1.10 The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics was 45% which was 7 percentage points below national.

10.1.11 Table 6: Key Stage 1 Mathematics 2022



10.1.12 In Brighton & Hove the percentage of pupils receiving SEN Support achieving the expected standard, was in line with national in Reading, below national in Writing, and above nation in Mathematics.

10.1.13 In Brighton & Hove the percentage of pupils with an Education, Health and Care Plan achieving the expected standard, was below national in Reading and above national in Writing and Mathematics.

10.1.14 In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard, remained significantly below the national in all three subjects (Reading, Writing and Mathematics).

10.2 Actions as a result of data – focus on disadvantage:

10.2.1 The Know Your School visit and data passed on to school is designed to focus challenge and support schools in KS1 development but focus particularly on outcomes for Disadvantaged and SEN pupils. Further Improvement Visits; Conferences; networks and training all complement this.

10.2.2 The council’s Strategy for Educational Disadvantage focuses efforts to support disadvantaged pupils through a number of projects and approaches which will benefit children in Key Stage 1. For example, nearly half of the city’s primary schools will have participated in the “From Mitigation to Success” EEF funded program. There have also been a conference, networks and training to compliment this.

10.3 KS1 mathematics

10.3.1 The national maths hub offers a funded initiative called Mastering Number. Within B&H an increasing number of schools are engaging with this programme

and have reported positive outcomes. Within B&H, we are developing our training input to support Year 2 teachers to make accurate teacher assessments.

- 10.3.2 Other interventions such as “Close Your Eyes” which B&H have funded, working with the Maths Hub, support the development of early numeracy skills in KS1 and into lower KS2. This cohort will continue to benefit from this work as they enter Year 3.

10.4 KS1 reading and writing

- 10.4.1 School Leaders and LA advisers have recognised and identified the need to support early oracy as a result of the continued disruptions suffered by pupils in this cohort. As a result, partnerships have engaged in projects to address this using the additional LA funding for Literacy. These have included parent workshops, Talk Through Stories, reading fluency and whole school approaches to the teaching of reading and writing such as the Power of Reading.
- 10.4.2 Schools are also invited to engage in Every Child a Reader intervention training to support pupils to make accelerated progress and catch up with peers.
- 10.4.3 In addition to city-wide writing moderation sessions, this year the LA have also offered the course Making Assessments in Writing. This aims to support teachers when planning their writing curriculum to ensure pupils’ writing shows the breadth of experience needed to meet the standards in the statutory assessment framework. The course has been designed in response to the writing seen during 2022 statutory moderation visits.
- 10.4.4 The LA has led moderation workshops for Year 2 teachers to raise standards in writing and ensure assessments are robust. Schools’ partnerships were also involved in school to school moderation of reading, writing and maths.
- 10.4.5 EMAS continues to provide termly training that is well attended: Strategies to Support EAL Pupils in School; SEND or EAL; Supporting Refugees in School. EMAS provides specialist teaching support in schools (that purchase EMAS teaching) for EAL pupils

APPENDIX 4

11.1 Key Stage 2 Outcomes (11-year-olds)

- 11.1.1 Outcomes for all groups went down in 2022 when compared to 2019 in Brighton and Hove as they did nationally. This is a result of the pandemic. It is worth noting the assessment at the end of KS2 was not adjusted to take account of the pandemic.
- 11.1.2 The Brighton & Hove percentage of pupils achieving the expected standard for Reading, Writing and Mathematics combined is above national average
- 11.1.3 The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in Reading continues to be above national average. The progress score in Reading continues to be above national.
- 11.1.4 The percentage of pupils achieving the expected standard in Writing based on teacher assessment is 'in-line' with the national average. The percentage of pupils writing at a greater depth within the expected standard is below national. The progress score in Writing is 'in-line' with national.
- 11.1.5 The percentage of pupils achieving the expected standard in Mathematics 'in-line' with the national average but achieving the higher standard continues to be below national. The progress score in Mathematics is 'in-line' with national.

11.2 Disadvantaged Pupils

- 11.2.1 In Brighton & Hove the percentage of Disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics combined is broadly in line with national average for this group.
- 11.2.2 The percentage of Disadvantaged pupils achieving the expected standard in Reading continues to be above and the progress score is 'in-line' with the national average for this group.
- 11.2.3 The percentage of Disadvantaged pupils achieving the expected standard in writing and progress is 'in-line' with national.
- 11.2.4 Maths results and progress is slightly below the national average for this group, however, this gap has narrowed significantly since 2018 from 5 percentage points to 1.

11.3 Pupils with Special Educational Needs

- 11.3.1 In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in Reading, Writing and Mathematics is 'in-line' with national average for this group.

11.4 Other Groups

11.4.1 Pupils with ethnicities classified as White, Mixed, Chinese, and Unclassified are above national average of the same group, whereas Black, Asian and 'all other ethnicities' groups are below their national group for the percentage achieving the expected standard in Reading, Writing and Mathematics combined. Compared to the national average for all pupils of 59 percent, Brighton and Hove pupils in White, Mixed, Asian, Chinese and unclassified groups are above, whereas Black and 'all other ethnicities' groups are below.

11.4.2 Table 5 - Reading, Writing and Maths

KS2 2022 Revised Results	Disadvantaged	Brighton & Hove			Trend	National			Trend
		2018	2019	2022		2018	2019	2022	
Reading Test	Yes	65	65	65		64	62	62	
	No	85	82	94		80	79	80	
Writing Teacher Assessment	Yes	65	68	55		67	68	55	
	No	86	86	78		83	84	75	
Maths Test	Yes	59	65	55		64	67	56	
	No	84	84	89		81	84	78	
Reading, Writing and Maths combined	Yes	47	50	41		51	51	43	
	No	75	74	75		70	72	65	

KS2 2022: Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2018	2019	2022
B&H All	67	67	60
England All	65	65	59
B&H Disadvantaged	47	50	41
B&H Other (non-disadvantaged)	75	74	75
England Disadvantaged	51	51	43
England Other (non-disadvantaged)	71	72	65
Statistical Neighbour Disadvantaged	48	48	80
South East Coastal Strip Disadvantaged	47	48	38

11.4.3 Table 6 – Reading, Writing & Maths Progress

KS2 2022: Average Progress Scores	Reading	Writing	Maths
B&H All	0.72	0.01	-0.18
England All	0.04	0.05	0.04
B&H Disadvantaged	-0.65	-0.90	-1.66
B&H Other (non-disadvantaged)	1.28	0.39	0.43
England Disadvantaged	-0.83	-0.76	-1.15
England Other (non-disadvantaged)	0.41	0.39	0.54
Statistical Neighbour Disadvantaged	-1.39	-1.48	-1.84
South East Coastal Strip Disadvantaged	-1.60	-1.60	-2.15

Reading progress				
KS2 2022	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	0.47	0.72	0.96	The confidence interval is above national score of 0.04: above national
B&H Disadvantaged	-1.10	-0.65	-0.19	The confidence interval includes the national score of -0.83: in line with national

Writing progress				
KS2 2022	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	-0.22	0.01	0.25	The confidence interval includes the national score of 0.05: in line with national
B&H Disadvantaged	-1.33	-0.90	-0.46	The confidence interval includes the national score of -0.76: in line with national

Maths progress				
KS2 2022	Lower 95% confidence interval	Average progress score	Upper 95% confidence interval	Interpretation
B&H All	-0.41	-0.18	0.05	The confidence interval includes the national score of 0.04: in line with national
B&H Disadvantaged	-2.08	-1.66	-1.23	The confidence interval is below the national score of -1.15: below national

11.5 Actions that have taken place and will continue or happen as a result of data – focus on disadvantage

- 11.5.1 An Education Disadvantaged Strategy was coproduced with Headteachers and launched in 2022. It outlines the commitment to ensuring that the attainment of disadvantaged pupils is in line with and then exceeds national averages.
- 11.5.2 An important project has been ‘From Mitigation to Success’ This is a research-based leadership training and audit program jointly funded by Brighton & Hove City Council and the Education Endowment Foundation and led by a Research School. Last academic year, thirteen Brighton & Hove schools benefited. Thirteen more schools are taking part this year. Led by national expert, Marc Rowlands, the programme focuses on developing a more precise model for identifying pupil need. Outcomes for the schools taking part in this development have been positive. 2,454 disadvantaged pupils have benefitted from the project; Schools on the programme on average have 27.4% disadvantaged pupils, 3.9% higher than national averages. On average, schools participating achieved higher relative outcomes in every attainment and progress measure compared to all local and many national averages.
- 11.5.3 The School and College Leaders Conference in the spring term 2021 focused on supporting disadvantaged pupils and was led by Marc Rowlands (speaker and national adviser on improving outcomes for disadvantaged learners). He also was the keynote speaker for the inaugural Aspiring Leaders’ Conference 2022, along with Education Adviser, Anti-Racism. Feedback from both events was strong with delegates citing clear actions and ideas to take back to their

own schools. A further conference will take place in Spring 2022 focusing on 'Belonging'

- 11.5.4 Maths: To improve Maths Every Child Counts is a range of maths interventions offered to all schools. New schools adopting the interventions are offered training for a lead teacher and for teaching assistants to deliver the different programmes available. Disadvantaged pupils are prioritised when selecting pupils. The impact of these interventions is significant, for example, pupils who received 1st Class at Number made an average progress of 14 months during an intervention lasting up to 5 months. 'Close your Eyes and you Can See It' is a collaborative project between Brighton & Hove City Council and the Sussex Maths Hub targeting the city's primary schools with a larger than average population of disadvantaged pupils. This new project develops the practice and pedagogy of teachers in developing number sense using 'rekenreks' (small abacus-like pieces of equipment which are provided to participating schools). Outcomes from the first cohort in the academic year 2021-22 have been strong.
- 11.5.5 Reading: Support is put into school through a universal Every Child a Reader offer that has been provided for schools since academic year 2019-2020. This involves training up to two Teaching Assistants and a lead teacher in every school allowing them to deliver high quality interventions to pupils who are working below their expected reading age. This model is fully funded and does not require employing a specialist Reading Recovery teacher. Disadvantaged pupils are prioritised when schools select pupils for these interventions.
- 11.5.6 A **Poverty Proofing Network has been established**, which meets termly, and we will also be commissioning a new round of poverty proofing audits in schools. Through the network, we have explored how schools are supporting children and young people and their families with access to free and cheap food, supporting with the cost of uniform through different schemes, supporting access to curriculum days and special events such as end of year proms and parties and best practice in the classroom. This year we will be developing a directory to connect schools with the many community projects available to support families and continue to provide opportunities for sharing best practice and ideas.
- 11.5.7 Opportunities to listen to and learn from young people's experiences of education with our city are central to the Strategy for Educational Disadvantage. A Number of events have been held to bring together young people from across the city. The school and college leaders conference this term focused on belonging is being led by young people and will feature direct feedback from young people.
- 11.6 Key Stage 4 GCSE Results (16 year olds revised results)
- 11.6.1 In Brighton & Hove Attainment 8 and the percentage achieving expected standards in English and maths continues to be above the national average. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.

- 11.6.2 Progress 8 is above the national average. Progress in Maths and EBacc qualification slots of this measure are above the national average, with progress in English, and other qualification slots 'in-line' with the national average.
- 11.7 Disadvantaged Pupils
- 11.7.1 The percentage of disadvantaged pupils achieving expected standards in English and maths is 'in-line' the national average and above the SE regional average for this group. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is 'in-line' with the national average for this group.
- 11.7.2 Progress 8 is 'in-line' with the national average, and above the SE regional average for this group.
- 11.8 Pupils with Special Educational Needs
- 11.8.1 In Brighton & Hove Attainment 8 of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is 'in-line' with the national average for this group. The percentage of these pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined are 'in-line' the national averages.
- 11.8.2 Progress 8 for pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is 'in-line' with the national average.
- 11.8.3 In Brighton & Hove Attainment 8 of pupils with SEN Support is above the national average. The percentage of these pupils achieving standard passes (grades 4-9), and strong passes (grades 9-5) in English and maths combined is above the national averages.
- 11.8.4 Progress 8 for pupils with SEN support is 'in-line' with the national average.
- 11.9 Other Groups
- 11.9.1 Attainment 8 for ethnicity groups of White, Mixed, and Unclassified groups are above their national averages, with the Asian group 'in-line' with their national average, and Chinese, Black and all Other groups are below their national averages. Progress 8 for White, Mixed, Asian, Black, Other, and Unclassified groups are above their national averages, with Chinese 'in-line' with their national averages.
- 11.9.2 Attainment 8 for pupils with English as an additional language (EAL) is 'in-line' with their national average, with Progress 8 significantly above.
- 11.9.3 Table 7: Attainment 8

Attainment 8	2018	2019	2022
B&H All	48.0	47.6	51.6
England All	46.5	46.8	48.9
B&H Disadvantaged	34.9	33.7	37.1
B&H Other (non-disadvantaged)	52.3	52.3	55.9
England Disadvantaged	36.8	36.7	37.7
England Other (non-disadvantaged)	50.3	50.5	52.9
Statistical Neighbour Disadvantaged	34.6	34.9	35.7
South East Coastal Strip Disadvantaged	33.5	33.6	34.4

11.9.4 Table 8: Progress 8

Progress 8	2018	2019	2022
B&H All	-0.02	-0.08	0.09
England All	-0.02	-0.03	-0.03
B&H Disadvantaged	-0.57	-0.7	-0.51
B&H Other (non-disadvantaged)	0.17	0.13	0.27
England Disadvantaged	-0.44	-0.45	-0.55
England Other (non-disadvantaged)	0.13	0.13	0.15
Statistical Neighbour Disadvantaged	-0.55	-0.55	-0.62
South East Coastal Strip Disadvantaged	-0.63	-0.68	-0.77

KS4 2022	Progress 8			Interpretation
	Lower 95% confidence interval	Average score	Upper 95% confidence interval	
All pupils	0.03	0.09	0.15	Confidence interval is above national of -0.03*: above national
Disadvantaged Pupils	-0.64	-0.51	-0.39	Confidence interval includes national of -0.55: in line with national

11.9.5 Table: Disadvantaged Pupils Results Trend

Year	% English and Maths 9-4		% English and Maths 9-5		Attainment 8		Progress 8		Ebacc average point score (APS)	
	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat
2018	44.6	43.2	21.1	24.9	34.9	36.8	-0.57	-0.44	2.93	3.07
2019	41.1	44.9	21.9	24.8	33.7	36.8	-0.70	-0.45	2.84	3.08
2022	49.1	48.6	30.0	29.7	37.1	37.7	-0.51	-0.55	3.26	3.20

11.10 Actions as a result of data – focus on disadvantage

- 11.10.1 As explained previously in the report there is a strategy in place to improve outcomes for disadvantaged which includes all secondary schools in the City. All 10 schools are member of the secondary partnership and are committed to working together to improve outcomes for disadvantaged pupils. This includes commitment to a joint performance indicator linked to outcomes of disadvantaged pupils across the city.
- 11.10.2 Work has happened to improve the transition from KS2 to KS3. The template for sharing information has been developed, so that clear information can be transferred quickly and easily between settings. During Year 6, all pupils in the city engaged with an English project, which was concluded when they arrived in Year 7. This year we are further refining the process and exploring the introduction of a maths unit of work.
- 11.10.3 We are implementing a secondary maths project in partnership with the Sussex Maths Hub that will help support secondary schools plan for and accurately assess pupils working below the programmes of study. Through looking at best primary practice and working alongside primary teacher colleagues, this professional development programme will support children moving into Year 7, 8 and 9 with maths attainment below the expected standard.
- 11.10.4 Every Child a Reader interventions support children with their reading inference skills and developing more confidence in 4 secondary schools.
- 11.10.5 Bespoke reading support projects are being developed this year in B&H secondary schools with a specific focus on supporting disadvantaged learners who are not yet fluent readers.
- 11.10.6 Subject networks are supported by the LA, allowing subject leaders from schools to meet, share resources, planning and pedagogy. Leads for each of these subgroups meet with the LA and all subject areas are focusing on what can be done to support disadvantaged learners this year.
- 11.10.7 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits (lead by practicing Ofsted inspectors);
- 11.10.8 Secondary chairs of governors meet each term with the local authority to support and challenge each other and to share best practice. Their Autumn meeting examined data relating to disadvantage
- 11.10.9 The schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.
- 11.10.10 Services such as Virtual School, TESU (Traveller Education Service Unit) and EMAS (Ethnic Minority Achievement Service) are working alongside schools and Governors to raise awareness in schools and support these children and will further support many disadvantaged pupils.

APPENDIX 6

12.1 Key Stage Five - A level results (age 18)

12.1.1 Table 6:

Provisional A level results 2022		Brighton & Hove	National (JCQ* benchmark)
Entries		6023	-
% of entries graded	A*-A	43.9%	35.9%
	A*-B	72.0%	62.2%
	A*-C	87.6%	82.1%
	A*-E	98.8%	98.4%

* Joint Council for Qualifications.

12.2 National Results

12.2.1 This year's pattern is a decrease from 2021 (when teacher assessments were used instead of examinations), but an increase from the last pre-Covid year in 2019.

12.2.2 Nationally, the A level pass rate (A*-E) was at 98.4%, compared to 97.5% in 2019 and 99.5% in 2021. The proportion of A* and A grades was 35.9%, compared to 25.2% in 2019 and 44.3% in 2021.

12.2.3 The number of A Level entries increased by 3.2% on the previous year.

12.2.4 After continual decreases in the number of AS levels sat since being "decoupled" from A Levels to become standalone qualifications, there was a slight increase in entries this year compared to the previous year.

12.3 Brighton & Hove

12.3.1 Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A*-B grades. The overall pass rate is also above national.

12.3.2 In 2022, provisional results show 43.9% of A Level entries achieved grade A* or A, compared to 31.2% in 2019 and 45.6% in 2021.

12.3.3 Around 88% of A-Level students in the city study at the two sixth form colleges, around 64% at BHASVIC and around 24% at Varndean College. Approx. 12% of A-level students study in the sixth forms at Newman College (CNCS), Hove Park and BACA, with 85% of these attending Newman College. There has been an increase in number of learners since the previous year, with Cardinal Newman, BHASVIC and BACA all having increases. Kings School sixth form is due to open 2023.

APPENDIX 7

GEOGRAPHICAL AREA ANALYSIS OF OUTCOMES

13.1 Results have been analysed by ward and certain postcodes based on pupil's main domicile address. Overall attainment measures in KS2 and KS4 show geographical variation. What is clear is that certain postcodes outcomes for those pupils is significantly lower than for City average. KS2 and KS4 outcomes are significantly lower in Moulsecoomb and Bevendean and East Brighton. This was the case in 2019. The reasons to this will be likely linked to low income and the disproportionately negative affect of the pandemic in these areas.

13.1.2 Table. KS2 and KS4 attainment measures for areas of interest in Brighton and Hove

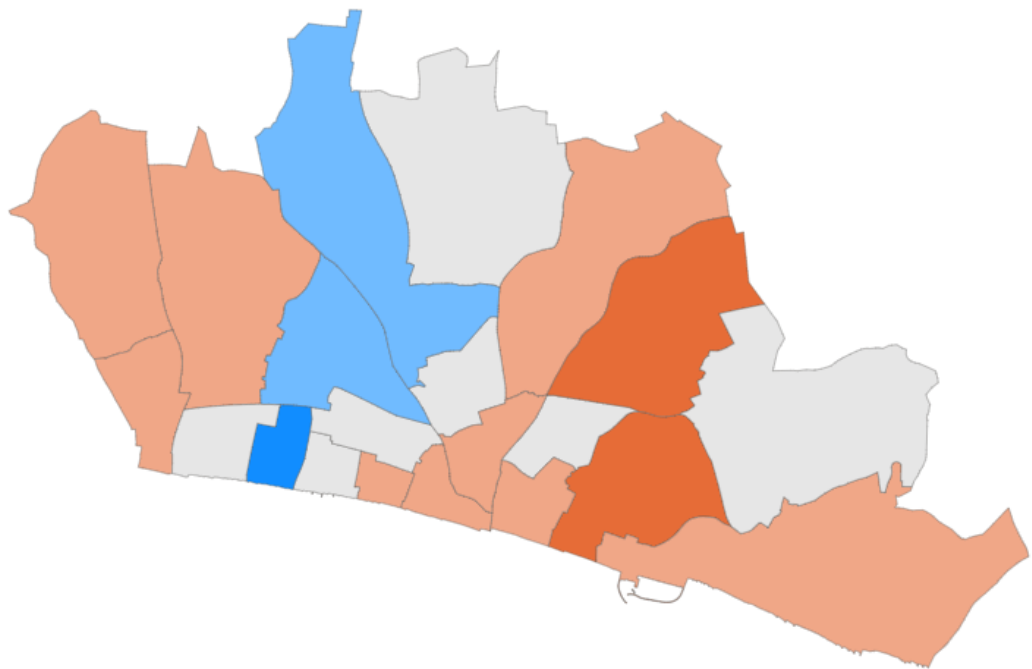
Area in Brighton and Hove	KS2 Pupil	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
Brighton and Hove average	2,647	60%	2,289	56%
National average	-	59%	-	50%
<i>Ward 2022 definition</i>				
Brunswick and Adelaide	34	59%	35	54%
Central Hove	47	66%	31	55%
East Brighton	154	44%	137	37%
Goldsmid	121	64%	74	73%
Handleton and Knoll	197	54%	186	53%
Hanover and Elm Grove	140	62%	108	54%
Hollingdean and Stanmer	170	58%	146	56%
Hove Park	112	76%	114	69%
Moulsecoomb and Bevendean	137	45%	125	26%
North Portslade	120	59%	105	49%
Patcham	179	61%	180	61%
Preston Park	158	69%	139	73%
Queen's Park	97	56%	89	67%
Regency	24	58%	19	53%
Rottingdean Coastal	95	59%	47	51%
South Portslade	118	54%	92	51%
St. Peter's and North Laine	84	54%	77	61%
Westbourne	73	81%	71	62%
Wish	148	67%	119	63%
Withdean	149	71%	153	75%
Woodingdean	112	61%	98	50%
<i>Lower Super Output Area</i>				

<i>2011 definition</i>				
Brighton and Hove 025B	35	31%	21	38%
Brighton and Hove 025C	17	35%	20	20%
Brighton and Hove 025E	21	38%	31	32%
Brighton and Hove 032A	15	40%	8	63%
Inner Whitehawk (total of above)	88	35%	80	34%
<i>Postcode</i>				
<i>January 2022 School Census</i>				
BN2 5 total	142	42%	126	35%

* this data does not include pupils with sole registration in pupil referral units, residents in schools of other local authority areas, and independent, non-maintained special school provision or educated other than at school.

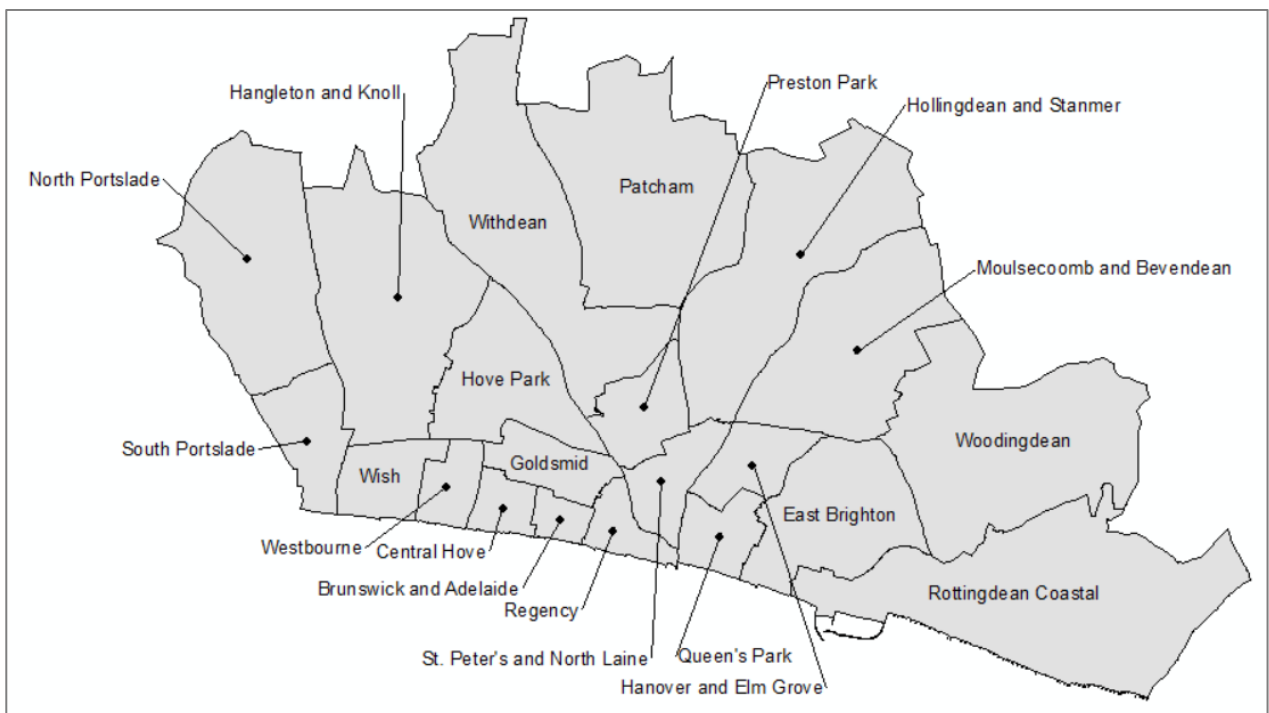
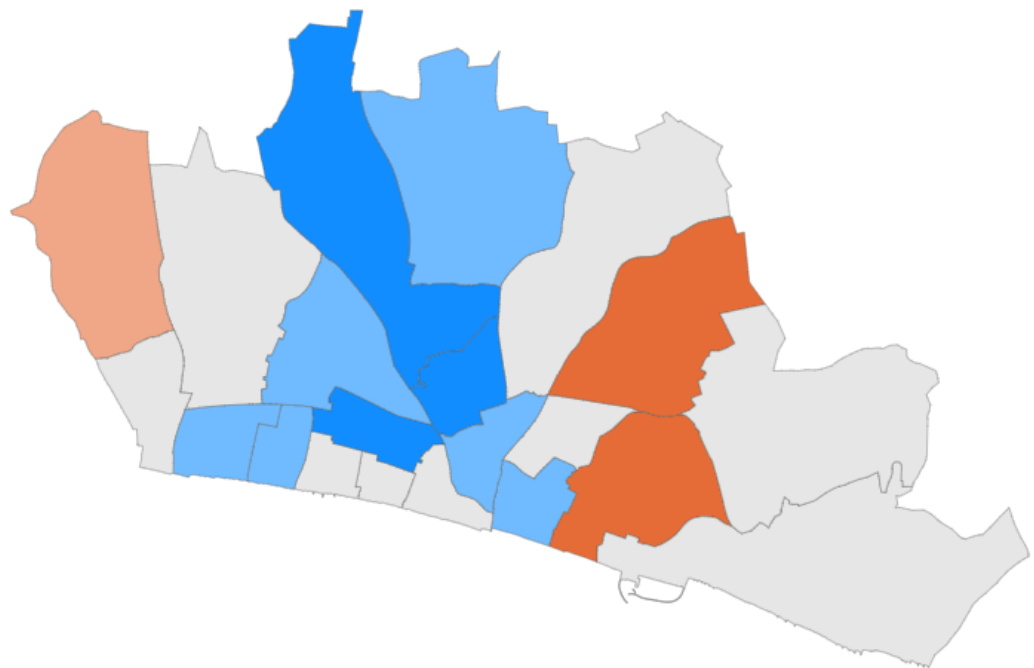
End of Key Stage 2 % Pupils achieving reading, writing maths at the expected standard by ward

● 40-49% ● 50-59% ● 60-69% ● 70-79% ● 80-89%



End of Key Stage 4 % Pupils achieving English and maths GCSEs with 9-5 grades

● 20-39% ● 40-49% ● 50-59% ● 60-69% ● 70-79%



13.2 Actions as a result of data

13.2.1 Any Requires Improvement Schools within most deprived wards will be prioritised for school improvement support. At this stage we are expecting schools to reach an agreement with partnerships to an increased spend to support these schools. We are also looking to our school partnerships and working to develop support for schools in this area requiring intervention and support.

- 13.2.2 Funded audits of provision for disadvantaged pupils are being developed. Once tested, we will invite all schools serving children and young people from Whitehawk and other deprived wards to be the first to benefit.
- 13.2.3 Maths and Reading projects will continue to target all schools within the most deprived wards and where they are not already engaged, work will be undertaken to understand why. Likewise, wider training and professional development offers will target these schools to ensure they benefit.
- 13.2.4 The Local Authority will continue to work with the Multi-Academy Trusts to develop strong relationships and look at shared approaches to supporting the pupils in these wards.
- 13.2.5 We are reviewing the current partnership cluster model to ensure that schools in Whitehawk are active participants in strong partnerships that focus on school improvement.
- 13.2.6 We will continue to work with community partners such as Class Divide to look at practical steps that can be taken to improve the educational experience of children and young people in these wards.
- 13.2.7 We have consulted with a community group and as a result are planning a conference with a focus on 'belonging'. This conference will be an opportunity to highlight the challenges children and young people living in poverty face on a day-to-day basis in addition to exploring and sharing best practice.
- 13.2.8 For Early Years children, the Whitehawk area is included in a targeted pilot organised by the library service and Children's Centres throughout 2023 to promote the value of stories and reading with young children. This includes working with schools and local nurseries to deliver parent and child sessions; story sessions and giving useful resources to those who attend.

