

Education Advisory Panel June 2018

Outcomes for Pupils with Disadvantaged Backgrounds in Hampshire



Disadvantaged Category

The 'Disadvantaged' category includes:

- pupils who are eligible for free school meals, or have been eligible in the last six years
- pupils who are in local authority care
- pupils adopted from local authority care

For the Spring 2017 census, 19% of Hampshire pupils were in the Disadvantaged category; this is broadly similar to previous years and less than the national figure of 23%



Typical Characteristics / Challenges for Disadvantaged Learners

- Vocabulary deficit / weaker language skills from an early age
- Less 'cultural capital' and breadth of experiences to draw on when making sense of learning
- Increasing gaps in learning which make access to further learning more difficult
- Less 'self-belief' and positive behaviours in relation to learning and aspiration
- Increasingly less likely to engage in learning as a result of all the above; attendance and exclusion issues
- Greater prevalence of low prior attainment
- Parents who find engaging with school difficult for a variety of reasons



Overall Picture of Educational Outcomes in Hampshire

- Educational outcomes in Hampshire are strong overall; it's a successful system
- Outcomes for Disadvantaged pupils is a national issue which is mirrored in Hampshire
- Hampshire is securing year on year improvement for Disadvantaged pupils broadly in line with that nationally
- Non Disadvantaged pupils in Hampshire outperform their peers nationally by a good margin across age phases and indicators
- Disadvantaged primary pupils in Hampshire perform broadly in line with Disadvantaged peers nationally
- Disadvantaged secondary pupils in Hampshire perform generally below Disadvantaged peers nationally



Early Years Foundation Stage (age 5)

GLD 2017	Hampshire	National
All	76%	71%
Disadvantaged	56%	56%
Non Disadvantaged	77%	73%



Key Stage One (age 7)

RWM EXP+ 2017	Hampshire	National
All	70%	64%
Disadvantaged	51%	47%
Non Disadvantaged	73%	68%



Key Stage Two (age 11)

RWM EXP+ 2017	Hampshire	National
All	66%	62%
Disadvantaged	47%	48%
Non Disadvantaged	71%	65%



Key Stage Four (age 16): Basics

Basics 4 2017	Hampshire	National
All	68%	64%
Disadvantaged	39%	45%
Non Disadvantaged	75%	72%



Key Stage Four (age 16): Attainment 8

A8 2017	Hampshire	National
All	47.0	46.4
Disadvantaged	33.4	37.1
Non Disadvantaged	49.9	49.9



LA actions

- The LLPR process lies at the heart of our work to help schools improve the performance of disadvantaged children.



Impact

	All %L4+ RWM	No FSM %L4+ RWM	FSM %L4+ RWM
Supported schools	76.7	79.7	66.4
Baseline	67.2	72.2	46.1
Non supported schools	78.0	82.7	57.8
Baseline	72.2	76.3	50.4



What can schools do?

- Inclusive culture, strong leadership, shared and lived values
- High expectations of ALL
- Understanding and addressing barriers to learning for different cohorts and individuals; need to be flexible and responsive
- Intelligent, informed targeting of need (social, emotional, learning)
- Strong, effective, honest internal monitoring and evaluating
- Accountability to the pupil as well as accountability of the institution to outside bodies and league tables

HIGH QUALITY TEACHING AND LEARNING FOR ALL



LA Actions

- Promoting better inclusion across the system; presentation and dialogue with a range of audiences led by Brian Pope
- HIAS/Rosendale research project with 13 secondary schools
- District level training opportunities; school to school collaborative support facilitated by HIAS
- Tackling Educational Disadvantage (TED) materials, supporting effective teaching and learning across a range of subjects



LA Actions

- Supporting schools in building capacity to meet the needs of those in vulnerable groups
- A key focus of professional learning events: newly qualified teachers; middle leaders; new headteachers; governors; and headteacher conferences
- A key focus for HIAS annual visits to all schools
- HIAS offers a bespoke review package (Pupil Premium Review)

