Achievement for All Young People in Hillingdon (AfA)

Launch Event
20th November 2024
Brunel University

Programme

Start	Location	Event	Lead
09:00	*Newton Room*	*Registration open (pastries/tea/coffee provided)*	
09:30	Newton Room	Why an Achievement for All Programme in Hillingdon	Michael Hawkins, LA
10:00	Newton Room	Defining Disadvantage - what does it mean in education?	Ammal Gillani, Brunel
11:00	Newton Room	Understanding Disadvantage	Sarah Mullins, EEF
11:30		*Break*	
11:45	Newton Room	Who Can Support Inclusion & Nurture?	Jason Hughes, LA Caroline Ryder, LA
12:30	*Newton Room*	*Lunch (cold buffet provided)*	
13:15	Newton Room Mead Room	Sharing Good Practice for EYs & Primary Sharing Good Practice for Secondary & Post 16	Deansfield Primary School Barnhill Community High School
14:30	Newton Room	Student Experience	James, Claire & Jey
15:00	Newton Room	Taking the Programme Forward & Next Steps	Michael Hawkins, LA
15:30		*Close*	

Why an Achievement for All Programme in Hillingdon?

Michael Hawkins
Head of Education & Lifelong Learning

What is it like getting ready for school?

What is the journey to school like?

What is their identity in the school?

How do they know that they matter?

What are their hopes/ aspirations for the future?



Lessons – what do they hear?

Break and lunch – where do they belong?

What other opportunities do they access? (In school/ out of school)

What are they interested in?

What do they do after school or in the holidays?

Why

Number of months behind group and non-disadvantaged white British pupils at end of each Key Phase

Pupil group	EY		KS2		KS4	
	2019	2023	2019	2023	2019	2023
National - Non-disadvantaged white British	0	0	0	0	0	0
National - Disadvantaged	4.2	4.6	9.3	10.3	18.1	19.2
National - SEN (non EHCP)	11.8	12.5	18.4	17.1	24.4	22.1
National - SEND EHCP	19.7	19.9	28.1	27.5	41.1	39.9
National - Disadvantaged white British		6		11		23
National - Black Caribbean	1.1	1.9	5	5.2	7.5	10.9
National - Gypsy, Roma, Traveller	8.9	8.2	19.2	18.2	34	30.3
London - Disadvantaged	2.6	3.4	5.2	6.3	10.4	10.4
Hillingdon - Disadvantaged	2.9	4.2	8.9	8.9	13	12.9

This table sets out the attainment, gaps and progress for key groups in Hillingdon.

Progress score is a measure of whether an individual pupil has met expected progress based on their earliest baseline assessments.

Red indicates below expected progress. Blue exceeds expected progress.

Pupil Group	Attainment, gap and progress score: LBH group and LBH non-disadvantaged white British pupils							
	EY		KS2			KS4		
	2023	Gap %	2023	Gap %	Progress score	2023	Gap %	Progress score
National-all pupils	67.2	0	60.00	0.00		64	0	
London-all pupils	69.1	1.9	67	7		71.2	7.2	
Hillingdon-all pupils	68.7	1.5	62.00	2.00	0.8	70.1	6.1	0.25
LBH Non-Disadvantaged	73	0	68	0	1.4	76	0	0.42
LBH Disadvantaged	53.4	-19.6	46	-18	-0.7	54	-18	-0.2
LBH SEN Support	24.9	-48.1	26	-42	-0.4	34	-42	-0.26
LBH SEN EHCP	3.7	-69.3	10	-58	-3.5	11	-65	-0.98
LBH Black Caribbean	n/a	n/a	45	-23	-1.2	56	-20	-0.29
LBH White	67.9	-3.1	57	-11	0.2	63	-13	-0.17

SEN PROVISION (K/E)

DIFFERENCE -3.1%

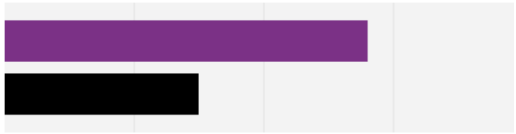


SEN Support: 18.5%, 21.2%
SEN EHC Plan: 7.9%, 8.3%

26.4% (2,930) of your disadvantaged pupils have a SEN provision, 3.1% lower than the national of 29.5%.

MINORITY ETHNICITY

DIFFERENCE +32.6%

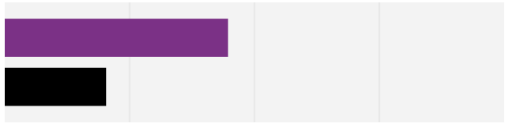


Minority Ethnicity: 70.0%, 37.4%

70.0% (7,772) of your disadvantaged pupils are minority ethnicity, 32.6% higher than the national of 37.4%.

EAL

DIFFERENCE +24.4%



EAL: 44.7%, 20.3%

44.7% (4,966) of your disadvantaged pupils have a first language other than English, +24.4% higher than the national of 20.3%.

DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Female	Male	Total	Finance
R	255	253	508	£763,440
1	373	350	723	£1,081,930
2	402	440	842	£1,256,590
3	444	433	877	£1,304,320
4	472	490	962	£1,430,090
5	467	535	1,002	£1,487,060
6	528	513	1,041	£1,554,630
7	522	536	1,058	£1,117,960
8	503	561	1,064	£1,128,060
9	452	542	994	£1,040,300
10	472	527	999	£1,055,850
11	506	534	1,040	£1,090,730
Other	0	0	0	£0
Unknown	139	142	281	£366,235
Total	**5,535**	**5,856**	**11,391**	**£14,677,195**

HILLINGDON LONDON

Brunel University of London

HLP Hillingdon Learning Partnership

Education Endowment Foundation

www.hillingdon.gov.uk

GOOD LEVEL OF DEVELOPMENT

52.9% of your LA's Disadvantaged cohort achieved a good level of development, **258 -** out of 488.

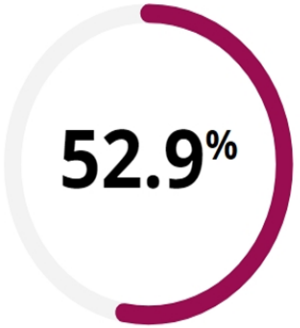
This is **17.5%** - the **national Non-Disadvantaged** cohort at **70.4%**.

The Disadvantaged pupil(s) in your LA are in **percentile 43** for **EYFS good level of development** when compared to other LAs.

GAP TO:

National: Non-Disadvantaged	-17.5%
National: Disadvantaged	+1.0%
LA: Non-Disadvantaged	-15.8%

LA: ALL SCHOOLS: VALUE



-2.0%
TREND

43rd
PERCENTILE RANK

EXPECTED STANDARD (YEAR 1)

68.5% of your LA's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **488 pupils** out of 712.

This is **14.9%** lower than the **national Non-Disadvantaged** cohort at **83.4%**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 1.5%** from -13.4% in 2022/23, to -14.9% in 2023/24.

Your Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **decreased by 0.3%** from 68.8% in 2022/23, to 68.5% in 2023/24.

The Disadvantaged Year 1 pupil(s) in your LA are in **percentile 53** for **Phonics Expected Standard** when compared to other LAs.

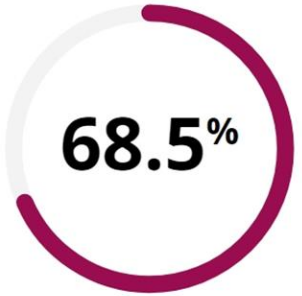
GAP TO:

National: Non-Disadvantaged	-14.9%
National: Disadvantaged	+0.2%
LA: Non-Disadvantaged	-16.1%

-0.3%
TREND

53rd
PERCENTILE RANK

LA: ALL SCHOOLS: VALUE



RWM EXPECTED STANDARD

45.4% of your LA's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **466 pupils** out of 1,027.

This is **21.6%** lower than the **national Non-Disadvantaged** cohort at **67.0%**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 2.6%** from -19.0% in 2022/23, to -21.6% in 2023/24.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 1.9%** from 47.3% in 2022/23, to 45.4% in 2023/24.

The Disadvantaged pupil(s) in your LA are in **percentile 51** for **Reading, Writing & Maths Expected Standard** when compared to other LAs.

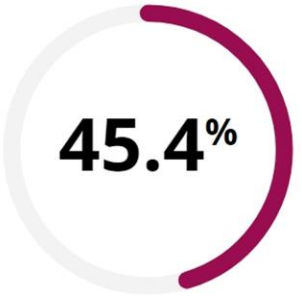
GAP TO:

National: Non-Disadvantaged	-21.6%
National: Disadvantaged	0.0%
LA: Non-Disadvantaged	-24.0%

-1.9%
TREND

51st
PERCENTILE RANK

LA: ALL SCHOOLS: VALUE



GPS EXPECTED STANDARD

63.8% of your LA's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **657 pupils** out of 1,030.

This is **14.0%** lower than the **national Non-Disadvantaged** cohort at **77.8%**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 4.1%** from -9.9% in 2022/23, to -14.0% in 2023/24.

Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **decreased by 4.6%** from 68.4% in 2022/23, to 63.8% in 2023/24.

The Disadvantaged pupil(s) in your LA are in **percentile 25** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other LAs.

GAP TO:

National: Non-Disadvantaged	-14.0%
National: Disadvantaged	+4.9%
LA: Non-Disadvantaged	-17.4%

-4.6%
TREND

25th
PERCENTILE RANK

LA: ALL SCHOOLS: VALUE



ATTAINMENT 8

Your LA's Disadvantaged cohort of 671 pupils have an average **Attainment 8 Score** of **30.3**.

This is **16.2** lower than the **national Non-Disadvantaged** cohort at **46.5**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 5.4** from -10.8 in 2022/23, to -16.2 in 2023/24.

Your Disadvantaged cohort's **Attainment 8 Score** has **decreased by 9.2** from 39.5 in 2022/23, to 30.3 in 2023/24.

The Disadvantaged pupil(s) in your LA are in **percentile 19** for **Attainment 8 Score** when compared to other LAs.

GAP TO:

National: Non-Disadvantaged	**-16.2**
National: Disadvantaged	**-3.2**
LA: Non-Disadvantaged	**-9.2**

-9.2
TREND

19th
PERCENTILE RANK

LA: ALL SCHOOLS: VALUE



ENGLISH & MATHS 5+

26.4% of your LA's Disadvantaged cohort achieved a grade of 5 or greater in English & Maths, **177 pupils** out of 671.

This is **21.7%** lower than the **national Non-Disadvantaged** cohort at **48.1%**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 3.7%** from -18.0% in 2022/23, to -21.7% in 2023/24.

Your Disadvantaged cohort's **English & Maths 5+** percentage has **decreased by 8.0%** from 34.4% in 2022/23, to 26.4% in 2023/24.

The Disadvantaged pupil(s) in your LA are in **percentile 18** for **English & Maths 5+** when compared to other LAs.

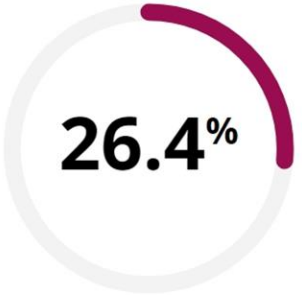
GAP TO:

National: Non-Disadvantaged	**-21.7%**
National: Disadvantaged	**+1.5%**
LA: Non-Disadvantaged	**-14.9%**

-8.0%
TREND

18th
PERCENTILE RANK

LA: ALL SCHOOLS: VALUE



PROGRESS 8

Your LA's Disadvantaged cohort of 474 pupils have an average **Progress 8 Score** of **-0.12**.

This is **0.30** lower than the **national Non-Disadvantaged** cohort at **+0.18**.

Your **LA's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 0.08** from -0.38 in 2022/23, to -0.30 in 2023/24.

Your Disadvantaged cohort's **Progress 8 Score** has **increased by 0.09** from -0.21 in 2022/23, to -0.12 in 2023/24.

The Disadvantaged pupil(s) in your LA are in **percentile 20** for **Progress 8 Score** when compared to other LAs.

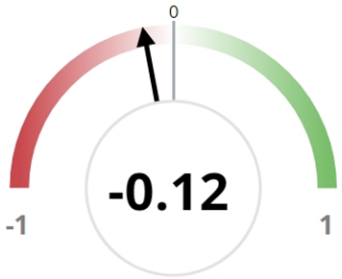
GAP TO:

National: Non-Disadvantaged	**-0.30**
National: Disadvantaged	**+0.41**
LA: Non-Disadvantaged	**-0.46**

+0.09
TREND

20th
PERCENTILE RANK

LA: ALL SCHOOLS: VALUE



Secondary and post-16 attainment

Hillingdon (February 2024) 6

			Hillingdon					London			England						
			2020^	2021^	2022	2023	Trend	Latest Avg.	LA vs London Rank	LA vs London Latest Diff.	2020^	2021^	2022	2023	LA vs England Rank	LA vs England Latest Diff.	LA vs England Trend
KS4	Headline	Attainment 8	52.1	52.8	51.8	**48.9**		**50.6**	20th	-1.4%	50.2	50.9	48.9	**46.4**	36th	+2.5%	
		Progress 8	-	-	+0.33	**+0.24**		**+0.27**	18th	-0.03	-	-	-0.03	**-0.03**	23rd	+0.27	
		9-4 English & maths	75%	74%	75%	**70%**		**71%**	18th	-1%	71%	72%	69%	**65%**	34th	-5%	
		9-5 English & maths	55%	54%	56%	**51%**		**54%**	21st	-3%	50%	52%	50%	**45%**	33rd	+6%	
	EBacc	English Baccalaureate APS	4.6	4.6	4.6	**4.3**		**4.6**	22nd	-0.2%	4.4	4.5	4.3	**4.1**	40th	+2%	
		English Baccalaureate Entries	44%	44%	42%	**44%**		**55%**	30th	-11%	40%	39%	39%	**39%**	44th	-5%	
		English Baccalaureate (9-4)	34%	34%	30%	**27%**		**34%**	25th	-7%	30%	30%	27%	**24%**	48th	-3%	
		English Baccalaureate (9-5)	24%	25%	23%	**19%**		**25%**	25th	-6%	21%	22%	20%	**17%**	45th	-2%	
Post-16	KS5	A level APS per Entry	37.4	39.5	36.6	**31.6**		**35.0**	26th	-3.6%	38.4	40.4	37.9	**34.2**	119th	-3.5%	
		Academic APS per Entry	37.5	39.6	36.6	**31.7**		**35.0**	26th	-3.5%	38.4	40.4	37.9	**34.3**	119th	-3.5%	
		Tech level APS per Entry	30.8	34.1	28.1	**27.4**		**29.0**	23rd	-1.5%	29.8	31.7	30.5	**28.5**	100th	-1.8%	
		Applied General APS per Entry	28.8	31.0	29.2	**28.1**		**28.6**	23rd	+0.8%	31.2	32.8	31.9	**29.5**	120th	-1.8%	
		AAB at A level, at least 2 are facilitating	19%	24%	16%	**10%**		**18%**	25th	-8%	21%	25%	21%	**16%**	117th	-6%	
		Three A*-A grades or better at A level	17%	23%	16%	**9%**		**15%**	26th	-6%	20%	25%	20%	**14%**	117th	-5%	
	By age 19	Qualified to Level 2 by 19 - All Pupils	84.2%	85.5%	**87.9%**	-		**86.3%**	9th	+1.6%	81.3%	81.6%	**81.7%**	-	13th	+0.2%	
		FSM Eligible	70.1%	71.1%	**78.2%**	-		**77.1%**	13th	+1.1%	62.2%	62.5%	**63.4%**	-	14th	+0.8%	
		Not FSM Eligible	86.3%	87.6%	**89.5%**	-		**88.4%**	13th	+1.1%	84.2%	84.4%	**84.7%**	-	18th	+0.3%	
		Level 2 including Eng & maths by 19 - All Pupils	70.4%	73.4%	**74.8%**	-		**76.1%**	21st	-1.3%	68.3%	70.4%	**71.9%**	-	43rd	+1.5%	
		FSM Eligible	51.3%	53.5%	**54.9%**	-		**62.6%**	24th	-7%	44.0%	46.8%	**49.1%**	-	30th	+2.3%	
		Not FSM Eligible	73.3%	76.2%	**78.1%**	-		**79.2%**	20th	-1.1%	72.0%	73.9%	**75.6%**	-	43rd	+1.7%	
		Qualified to Level 3 by 19 - All Pupils	62.2%	66.8%	**67.7%**	-		**70.9%**	21st	-3.2%	57.4%	59.8%	**60.7%**	-	30th	+1.0%	
		FSM Eligible	43.9%	46.8%	**49.0%**	-		**57.8%**	27th	-8.8%	35.9%	38.2%	**39.0%**	-	29th	+10.0%	
		Not FSM Eligible	64.9%	69.6%	**70.8%**	-		**73.8%**	22nd	-3.0%	60.7%	63.0%	**64.2%**	-	30th	+3.6%	

^Due to the cancellation of exams in response to COVID-19 and the change to using teacher assessments, 2020 and 2021 exam results and qualification levels by age 19 are not directly comparable with other years. London rank is generally out of 32. England rank is generally out of ~151 (varies if some LA data is suppressed). '-' means data is unavailable. '*' means no data or that data is suppressed for data protection reasons.

How

Review – identify – address

Collaborate

Share practice
Explore what works
Apply and review impact

Manageable
Practical
Evidence based
Supportive

Understanding Disadvantage

Sarah Mullins
EEF

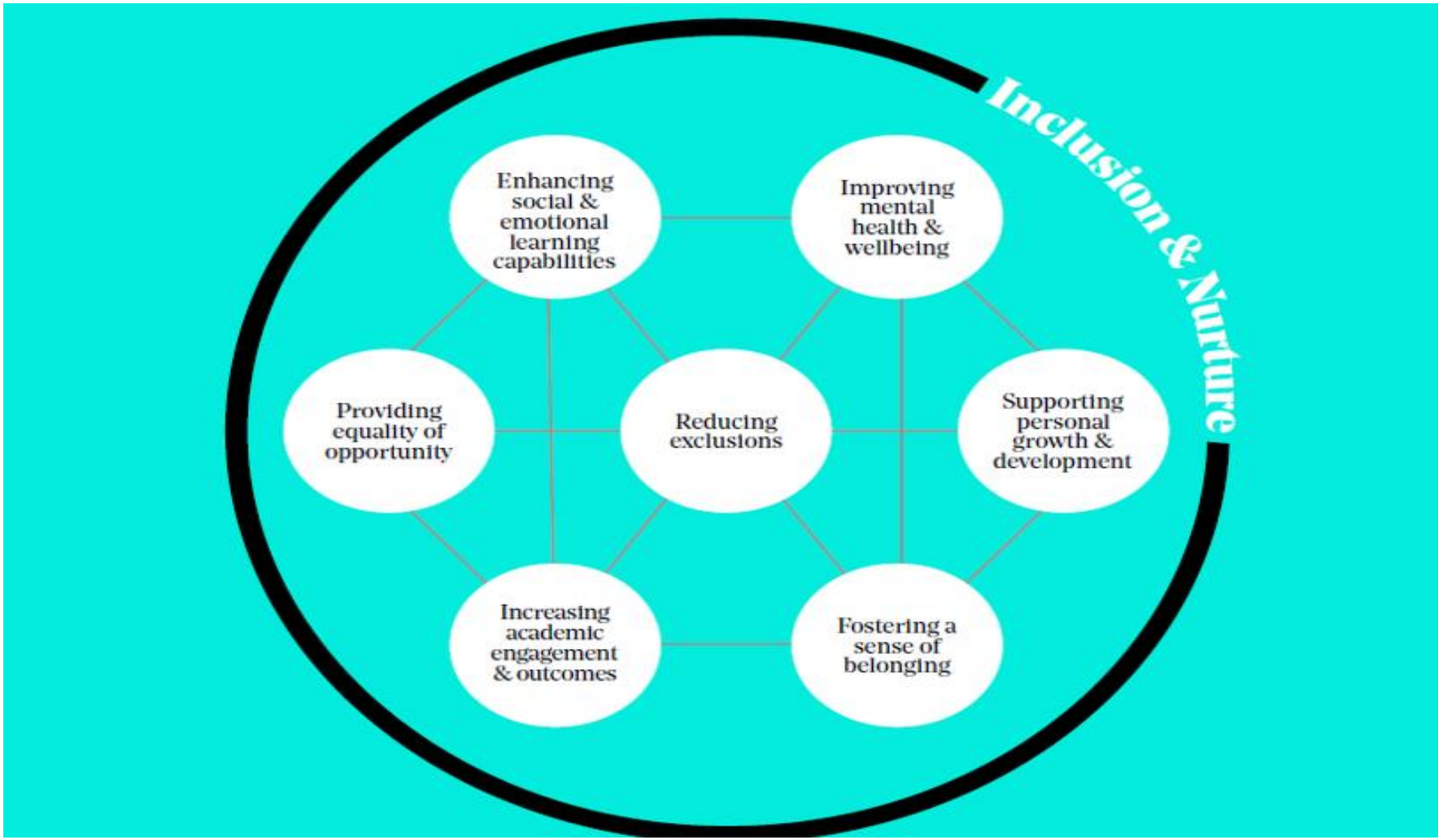
‘Understanding socio-economic disadvantage: An Intersectional Perspective’

Ammal Gillani
Brunel University

Who Can Support Inclusion & Nurture?

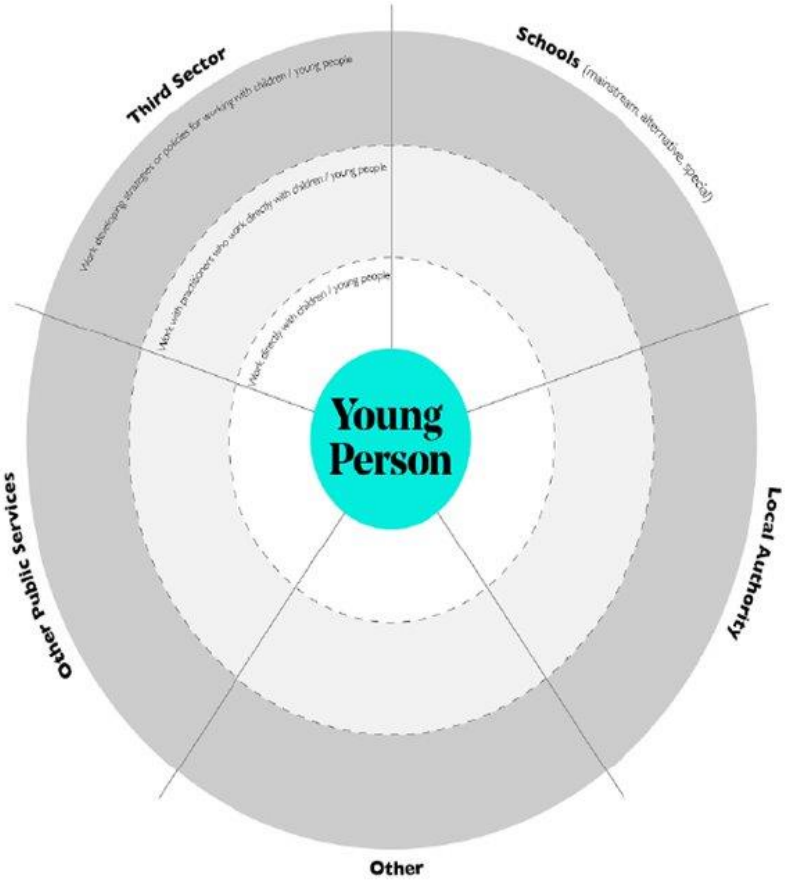
Jason Hughes, LA
Caroline Ryder, LA

Define in own words what you understand to be the purpose of the local education system and how you define *'inclusive and nurturing education'*?



Taken from Inclusion Toolkit, GLA

Who Can Support Inclusion & Nurture?



- Who are some of the key players in our local system?
- What is their proximity to the young person?
- Who do they depend on to be able to support young people effectively?
- How well are they working together with others?
- Do we work collaboratively?
- What could be improved in how key players work with one another to support achievement for all in education?

Sharing Practice

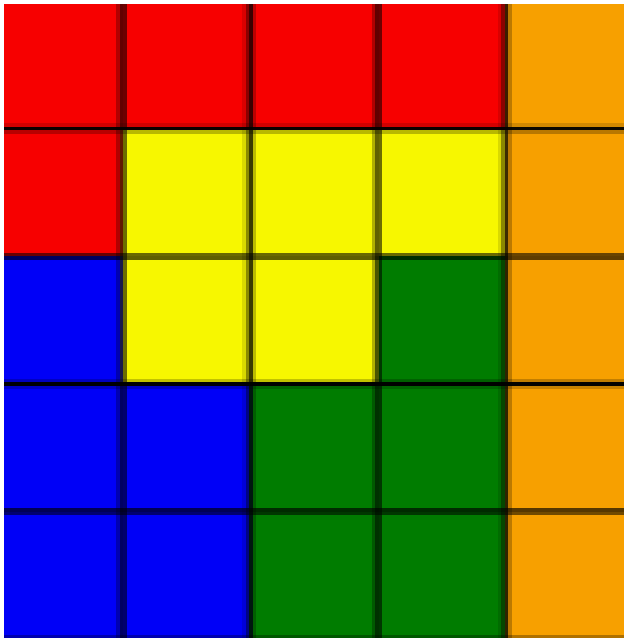
Deansfield Primary School, Main Hall
Barnhill Community High School, Mead Room

Achievement for All

Getting the Best Outcomes



Pupil Premium-What does that Mean?



How Well Do We Know Our Children?

- What is the key to unlock their potential?



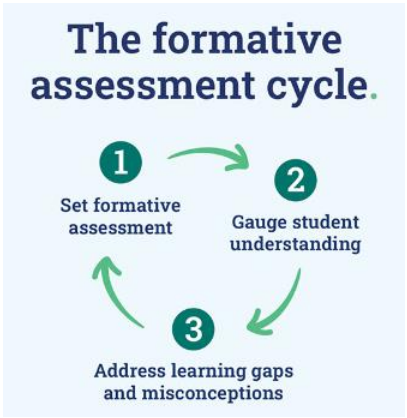
What are the Barriers?

Is it:

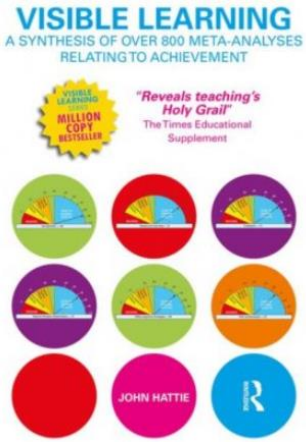
- Attendance
- Social & Environmental
- Emotional
- Resource based (IT, Books)
- Interests and Engagement
- Aspirations
- Language culture
- Starting points



Creating a Learning Culture for ALL

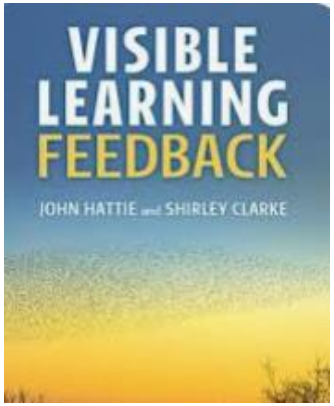






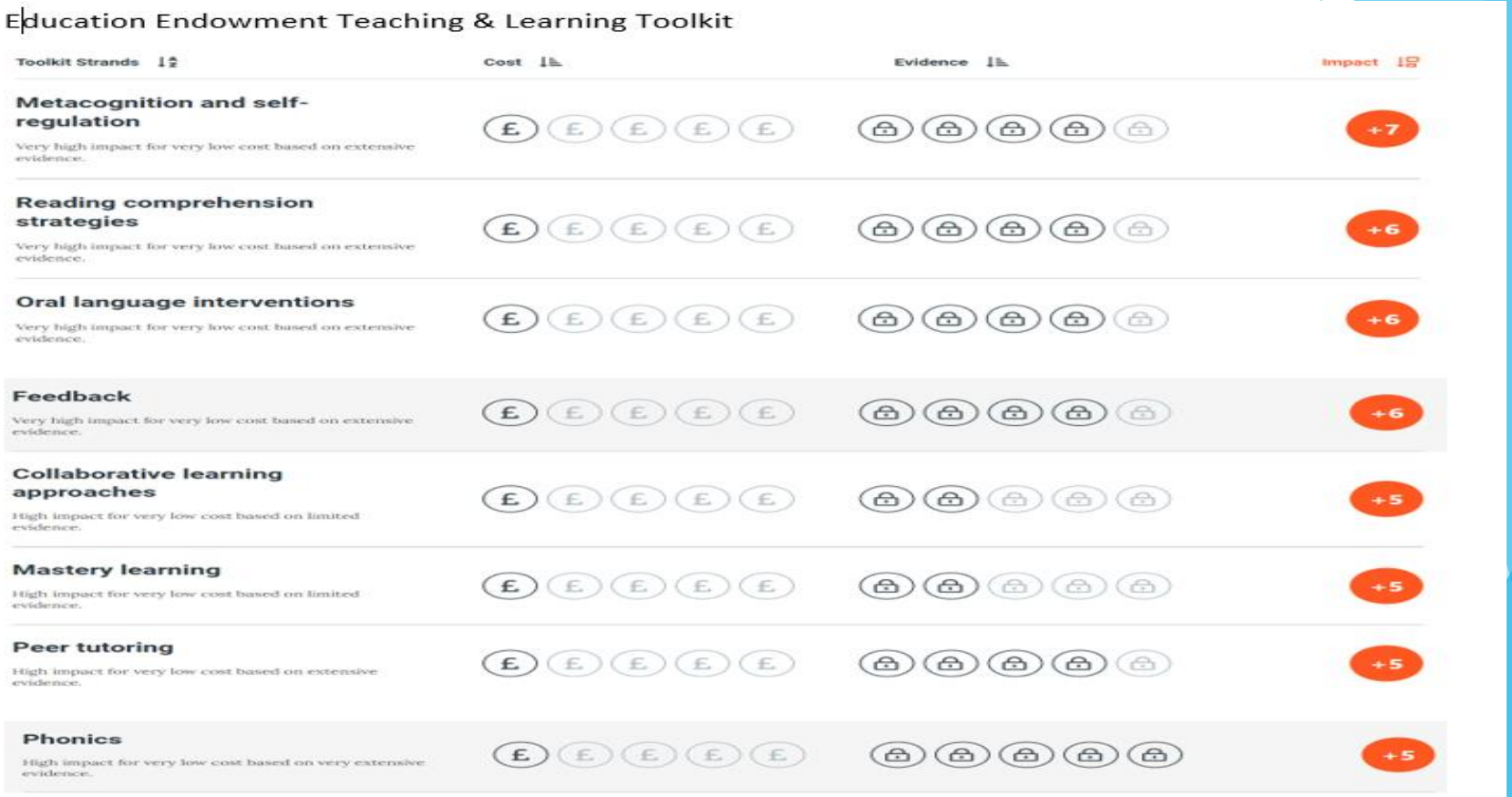








Education Endowment Foundation-Live research!



https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

T&L Toolkit-Key Areas

phonics















How Well Do We Know Our Staff?





What are the solutions?

















Attitudes to Learning & Relationships





"There is a Chinese proverb, which says that a single candle can light 20,000 other candles without diminishing itself."

unicef UNITED KINGDOM | RIGHTS RESPECTING SCHOOLS

Broad, Balanced, Engaging and Ambitious Curriculum









Personalised & Tailored learning



Funding

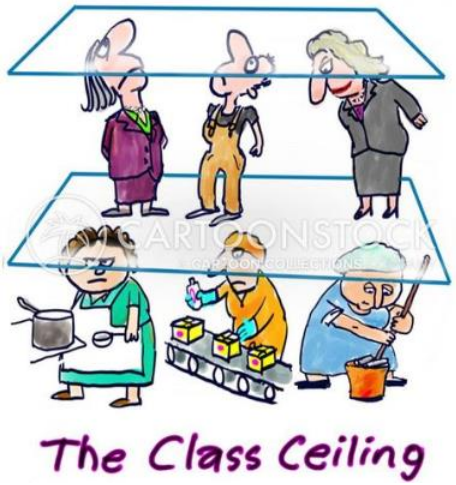


- Trips & Experiences
- Curriculum Enrichment
- Cultural Capital
- Tailored and Personalised Learning

How are we helping children fly?

Where are your pupils , where do they need to go next?

Are the possibilities limited or limitless?









https://www.youtube.com/watch?v=TmhoSj3wkDM

Student Experience

James & Jey

Taking the Programme Forward & Next Steps

Michael Hawkins
Head of Education & Lifelong Learning

Thank You!