

# Achievement for All Young People in Hillingdon

Narrowing the attainment gap



HILLINGDON

LONDON

# Education strategy priorities in Hillingdon

## Priority 1.

- Every Hillingdon child and young person benefits from high quality learning in a good school or setting.

## Priority 2

- Preparation for adulthood: supporting all our children and young people to reach their potential and be ready for their future

# Priority 3

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**Addressing the issues of the decade:** Schools, settings and key partners collaborate to address the key issues that put some children and young people at risk of educational underachievement.

Currently for EY these are:

- Closing the achievement gap for disadvantage young people, specifically White British, Black Caribbean heritage and other under achieving groups.

What is it like getting ready for nursery?

What is the journey to nursery like?

What is their identity in the nursery?

What are their hopes/ aspirations for the future?

How do they know that they matter?

Lessons /activities– what do they hear/ understand?

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

What are they interested in?



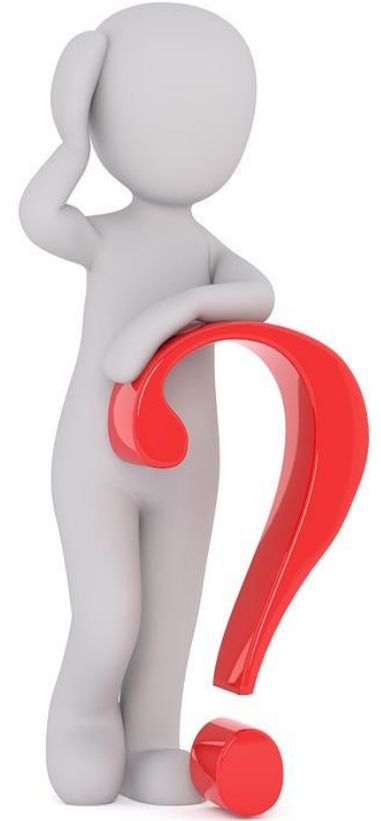
Break and lunch – where do they belong?

What do they do after nursery or in the holidays?

A day in life of.....

# Questions to consider

- Which groups of children are eligible for EY pupil premium
- Educational disadvantage: is that just pupil premium? Or is it more?
- Which groups of children are under achieving compared to their peers?

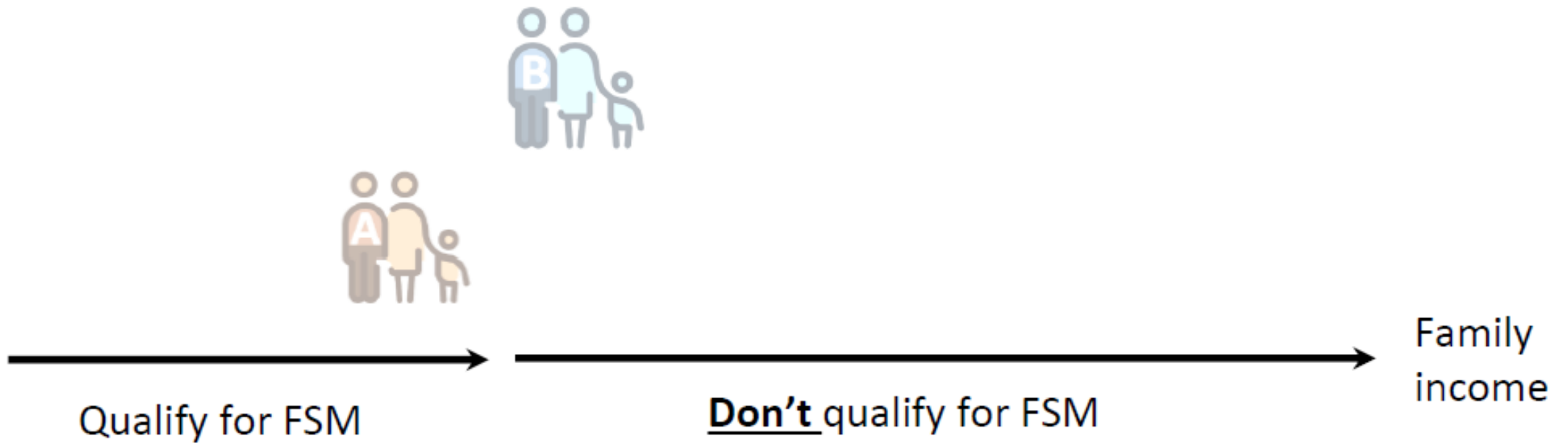


# Understanding disadvantage

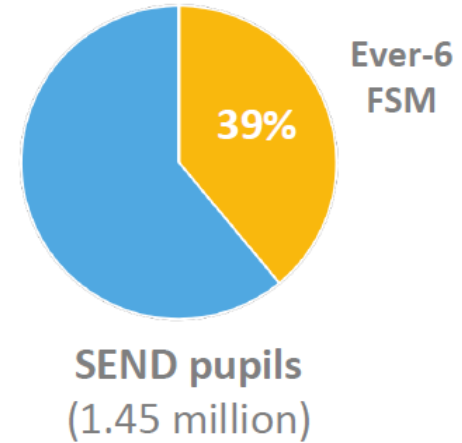
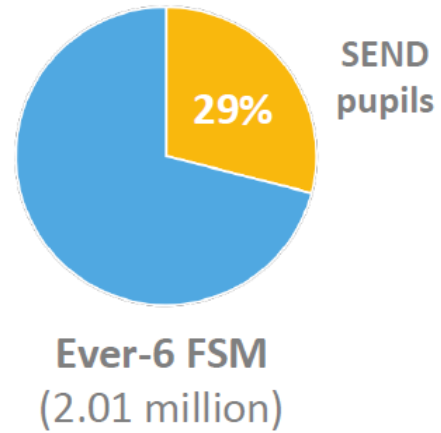


#1 Disadvantage means  
*more than money*

## The problem with the Pupil Premium



### 3. Most disadvantaged pupils do not have SEND

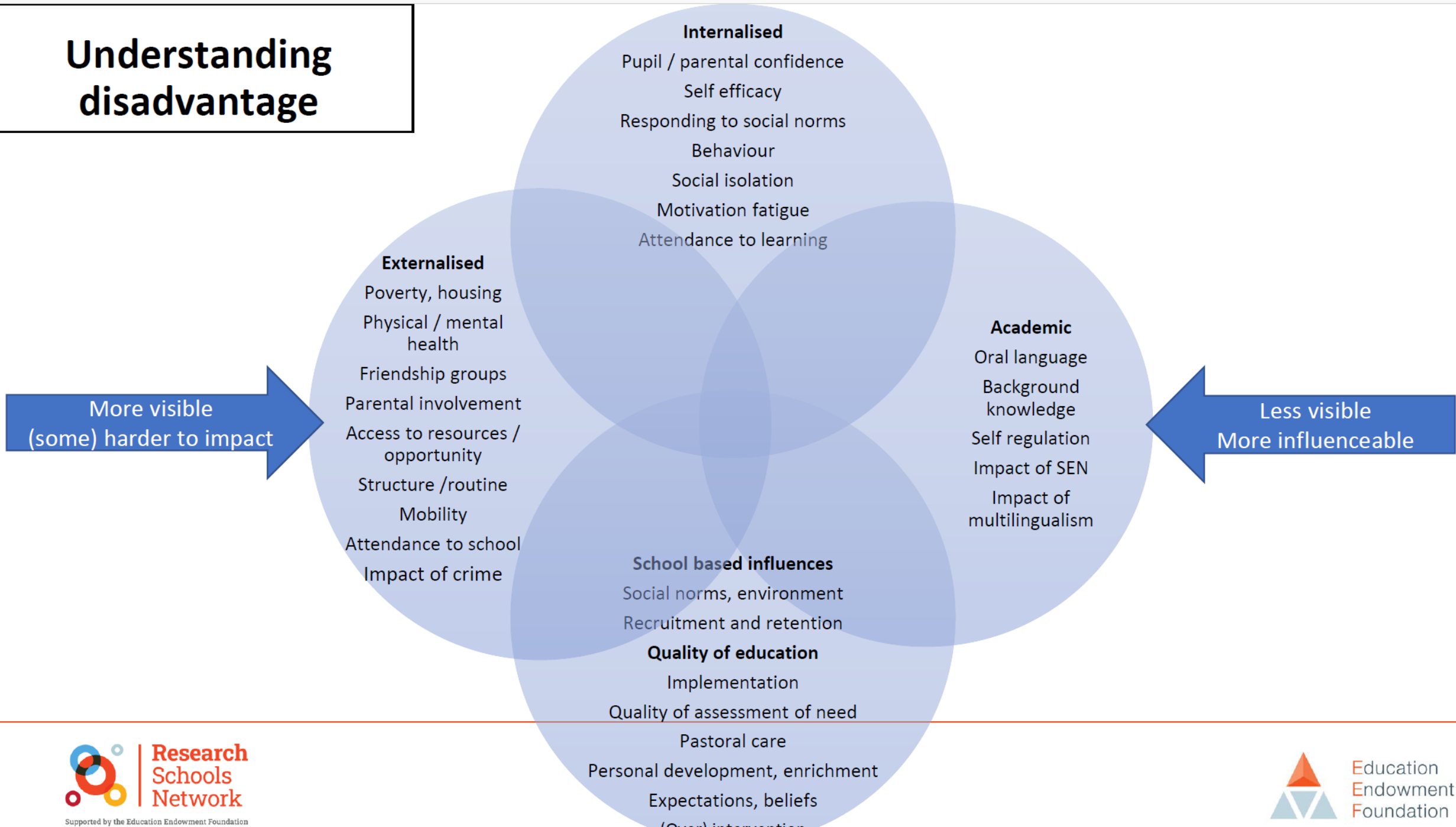




# Data scoping

- Hillingdon has an average number of disadvantaged pupils across the borough-24% with 12,825 disadvantaged pupils (National Average 24.6%),
- Hillingdon ranked **31st out of 32** London Boroughs for Ever6FSM attainment (28 for EY, 31 for KS2 and 23 for KS4)
- These attainment trends have been flatlining showing persistent underachievement for disadvantaged pupils.

# Understanding disadvantage



## Educational Disadvantage

**Educational Disadvantage** refers to those pupils whose achievement is at risk because of the impact of their social and economic circumstances.

These disadvantages *might* include, but are not limited, to the following:

**Low aspirations**

**Lack of parental support**

**Difficulty in paying attention**

**Few loving relationships**

**Lack of positive role models**

**Low self esteem**

**Slow processing**

**Limited language skills**

**Little powerful knowledge**

**Poor or unbalanced diet**

**Weak resilience**

**Cramped living conditions**

**Poor self-regulation**

**Anxiety issues**

# Why

Number of months <b>behind</b> 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

# 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.

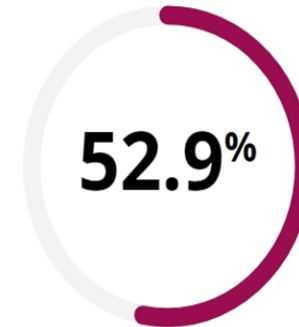
## GAP TO:

National: Non-Disadvantaged -17.5%

National: Disadvantaged +1.0%

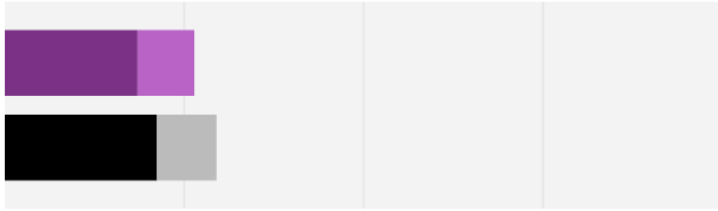
LA: Non-Disadvantaged -15.8%

## LA: ALL SCHOOLS: VALUE



## SEN PROVISION (K/E)

DIFFERENCE  
-3.1%



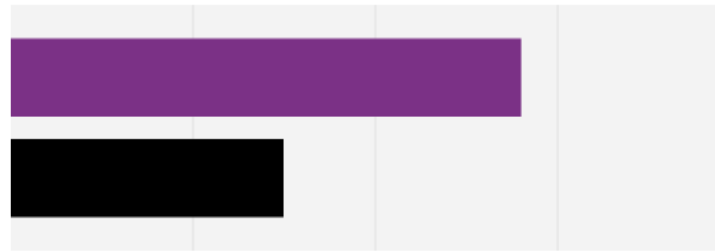
SEN Support: ■ 18.5%, ■ 21.2%

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%.

# How

Review – identify – address

Collaborate

Share practice  
Explore what works  
Apply and review impact

Manageable  
Practical  
Evidence based  
Supportive



# What are the Barriers?





























Is it:

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



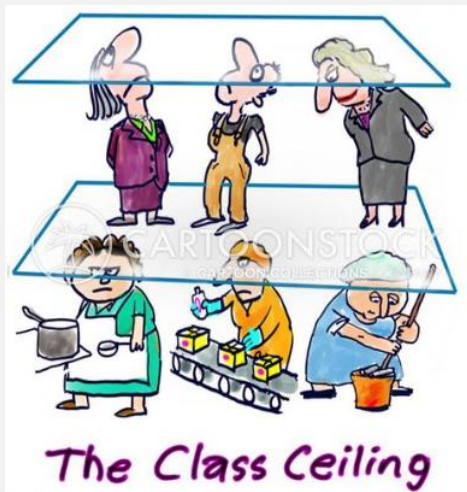
# Education Endowment Foundation-Live research!

## Education Endowment Teaching & Learning Toolkit

Toolkit Strands 	Cost 	Evidence 	Impact 
<b>Metacognition and self-regulation</b> Very high impact for very low cost based on extensive evidence.			
<b>Reading comprehension strategies</b> Very high impact for very low cost based on extensive evidence.			
<b>Oral language interventions</b> Very high impact for very low cost based on extensive evidence.			
<b>Feedback</b> Very high impact for very low cost based on extensive evidence.			
<b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence.			
<b>Mastery learning</b> High impact for very low cost based on limited evidence.			
<b>Peer tutoring</b> High impact for very low cost based on extensive evidence.			
<b>Phonics</b> High impact for very low cost based on very extensive evidence.			

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

Are the possibilities limited or limitless?



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

# Engaging parents in their children's learning and development

## Home Learning Ideas



# Key Research

Research carried out for the DfES by Professor Charles Desforges (2003) points to the powerful link between good parenting and children's achievement:

*'...parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping achievement have been taken out of the equation.'*



## EPPE- Effective Provision of Pre-School Education

- Good outcomes for children are linked to shared educational aims with parents.
- The most effective settings shared child-related information between parents and staff, and parents were often involved in decision making about their child's learning programme.



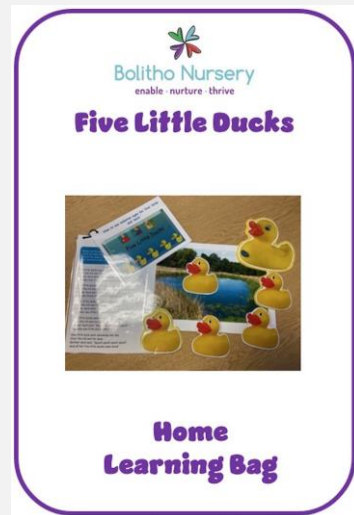
# Key Research Findings

- Children of parents who take an active interest in their schooling make greater progress than other children.
- Gains in pupil achievement that stem from parental involvement programmes and activities tend to be **permanent**.



## EPPE (cont.)

- In more disadvantaged areas staff in effective schools had to be proactive in influencing and supporting the home education environment in order to support children's learning.





# What stops involvement?

- Work commitments
- Time and pressures in busy life
- Childcare needs
- Pressures due to lack of money, illness, disability, single-parent status
- Own educational level
- Negative feelings about school from own experience
- Own literacy and numeracy levels poor
- English not first language
- Attitudes – “it’s the school’s job”, “intelligence is innate”
- Feeling unwelcome, not trusting teachers/staff
- Poor experience of other professionals – suspicion of motives
- Past and ongoing experience of discrimination – including race, gender, class, disability, sexual orientation
- Practitioner attitudes – not valuing or listening to parents’ view of the child
- Practitioners lacking confidence in talking to parents

- [BBC Tiny Happy People](#)

## TINY HAPPY PEOPLE

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### Activities

#### Activities

Simple, fun and free activities to try with your baby. Just select the age of your child.



### Advice

#### [Tips and advice](#)

Experts and parents give their advice on language learning and child development.



### Science

#### Child development and milestones

Learn about your child's brain and how they understand the world.

### Free online festival for families and parents

BBC Tiny Happy People are taking part in 'Home is where the start is: a world of possibilities' festival run by the Early Years Alliance.

[Find out more](#)



3 THINGS WE LOVE

## How to stay comfortable and sleep better while

# AfA Session for Early Years Leads

March 2025

