

# Achievement for All Young People in Hillingdon

Narrowing the attainment gap



HILLINGDON

LONDON

# Overview of the Morning

Context - Why

Communication – building from the beginning

PPG – strategy pro-forma and its use

Pedagogy – professional development

Attendance

Accountability reforms

Transitions and joined up communication



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



HILLINGDON  
LONDON

# Priority 3

**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.

Accountability- School inspection toolkit links very closely with the LA priorities outlined in the LA's Education Strategy 2024-2029.



HILLINGDON  
LONDON

# Overview of the Morning

## **Context - Why**

Communication – building from the beginning

PPG – strategy pro-forma and its use

Pedagogy – professional development

Attendance

Accountability Reforms

Transitions and joined up communication



HILLINGDON

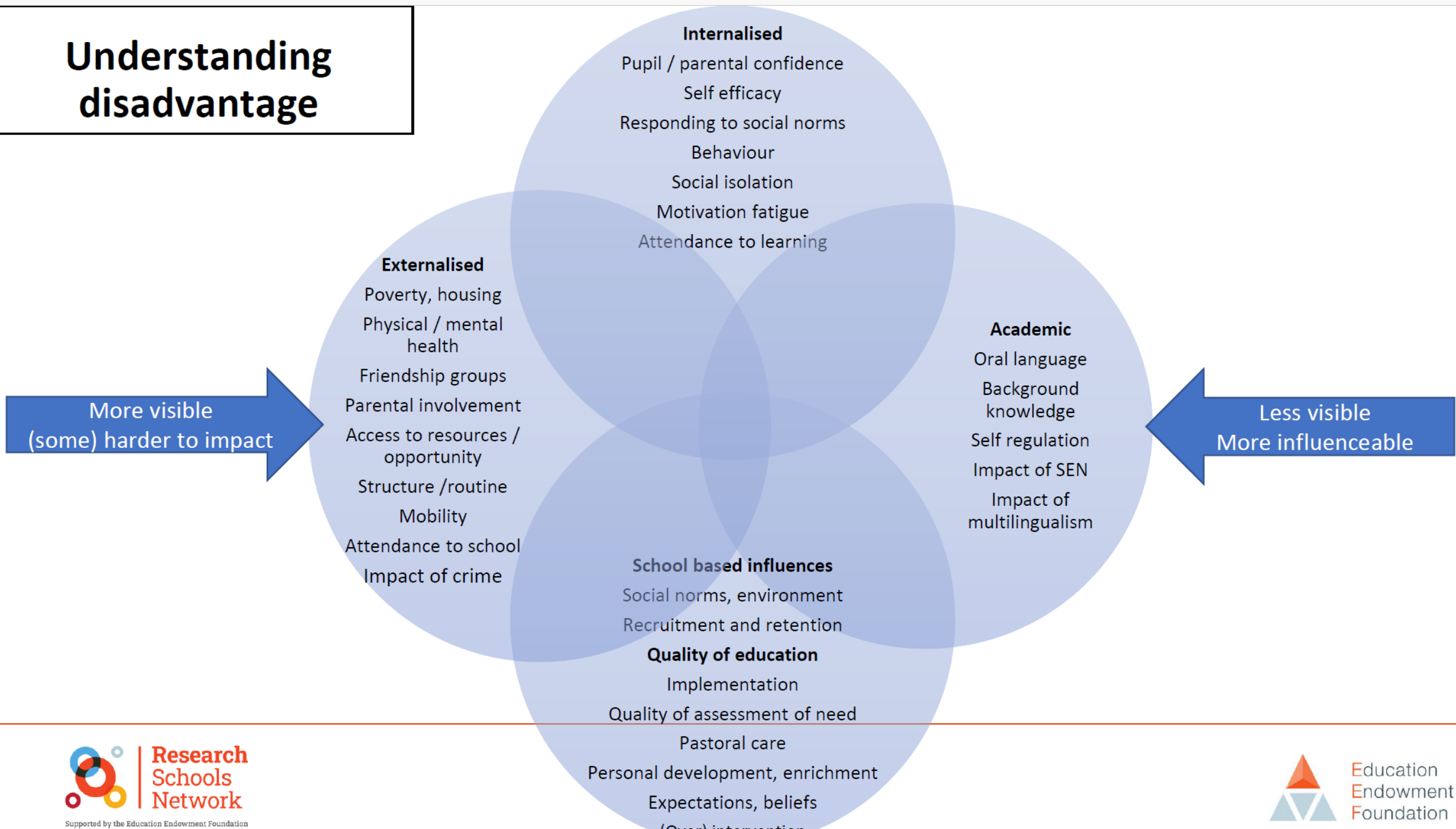
LONDON

# Understanding disadvantage

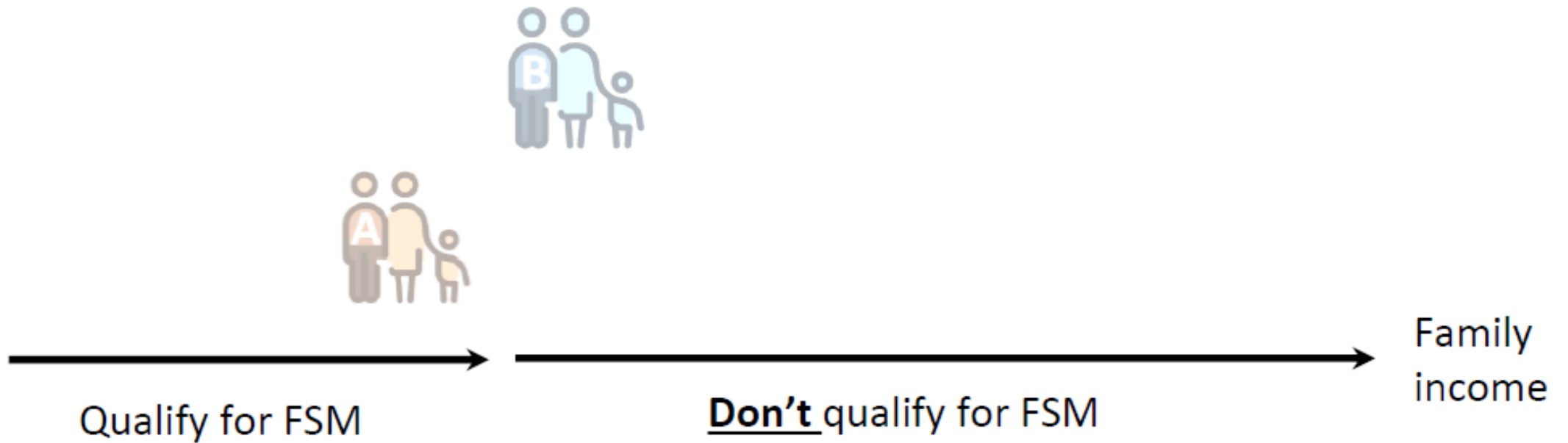


#1 Disadvantage means  
*more than money*

# Understanding disadvantage

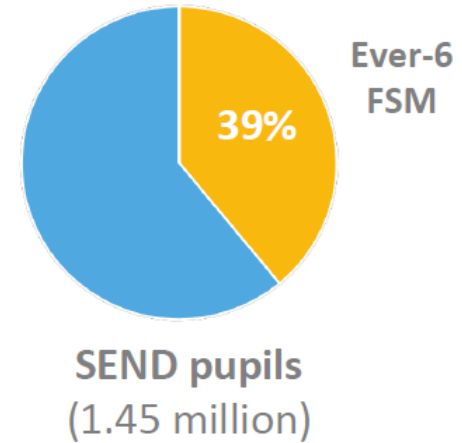
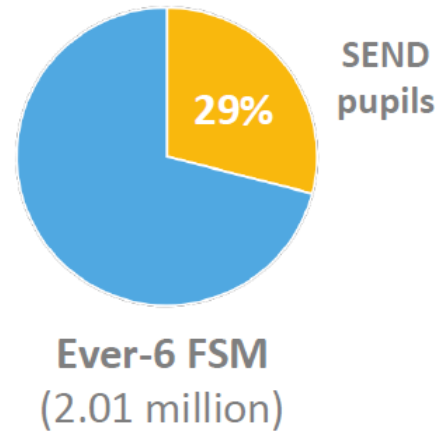


## The problem with the Pupil Premium





### 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.

# 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

# DISADVANTAGED: PERFORMANCE

Area

Group

## RWM EXPECTED STANDARD

**46.2%** of your LA' Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **467 pupils** out of 1,011.

This is **21.7%** lower than the **national Non-Disadvantaged** cohort at **67.9%**.

Your **LA' gap to Non-Disadvantaged** pupils **nationally** has **decreased by 2.7%** from -19.0% in 2022/23, to -21.7% in 2023/24.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 1.1%** from 47.3% in 2022/23, to 46.2% in 2023/24.

The Disadvantaged pupil(s) in your LA are in **percentile 47** for **Reading, Writing & Maths Expected Standard** when compared to other LA.

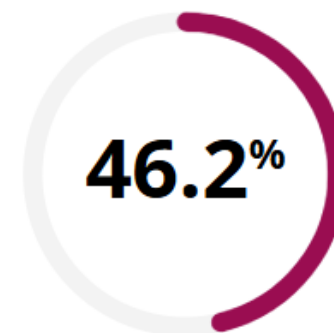
### GAP TO:

National: Non-Disadvantaged **-21.7%**

National: Disadvantaged **+0.1%**

LA Primary Schools: Non-Disadvantaged **-24.6%**

### LA: PRIMARY SCHOOLS: VALUE



**-1.1%**

TREND



**47th**

PERCENTILE RANK

# Data scoping

LA	Sub Region	Ever6FSM Students		Regional Ranking for Ever6FSM Attainment						Ranking for Ever6FSM GAP						Trends in Attainment						RSN Activity						
		Number	Percentage	Rank	EY Percentage	Rank	KS2 Percentage	Rank	KS4 Percentage	Rank	Rank	EY Percentage	Rank	KS2 Percentage	Rank	KS4 Percentage	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank
Havering	London	9012	21%	32	60.2%	32	47.4%	30	37%	29	30	14.0%	31	22.0%	27	23%	30	2%	86%	12%	0%	100%	0%	23%	7%	2%	67%	
Bromley	London	9210	19%	29	64.2%	26	48.7%	27	41%	24	31	13.5%	30	23.9%	29	23%	31	5%	93%	1%	5%	95%	0%	26%	15%	8%	51%	
Richmond upon Thames	London	4109	15%	28	67.6%	8	45.0%	32	37%	31	32	16.6%	32	30.9%	32	36%	32	7%	78%	16%	0%	91%	9%	15%	0%	2%	83%	
Kingston upon Thames	London	4066	16%	11	69.4%	4	47.5%	29	53%	5	27	11.6%	20	24.2%	30	19%	24	3%	89%	9%	0%	100%	0%	22%	8%	2%	69%	
Hillingdon	London	12825	24%	31	62.8%	28	47.3%	31	42%	23	17	10.5%	18	21.6%	26	14%	8	3%	76%	21%	0%	86%	14%	16%	8%	4%	72%	
Enfield	London	19212	32%	29	62.2%	30	52.4%	20	39%	27	10	10.1%	16	13.5%	7	16%	14	4%	79%	17%	5%	81%	14%	7%	12%	31%	51%	
Bexley	London	8752	23%	20	66.4%	11	48.6%	28	43%	19	26	11.9%	24	22.7%	28	17%	16	3%	92%	5%	0%	94%	6%	10%	14%	22%	54%	
Croydon	London	20349	32%	23	66.3%	12	53.8%	18	36%	32	14	9.1%	12	16.3%	16	17%	15	9%	79%	11%	0%	87%	13%	15%	6%	10%	69%	
Sutton	London	7143	20%	5	68.4%	5	49.7%	25	61%	1	18	8.8%	11	26.6%	31	15%	11	7%	83%	10%	0%	93%	7%	13%	16%	24%	47%	
Lambeth	London	15965	40%	25	64.5%	23	56.8%	14	37%	28	19	10.9%	19	14.7%	12	19%	23	2%	82%	16%	6%	71%	24%	20%	8%	12%	60%	
Camden	London	10237	41%	6	65.0%	19	61.7%	7	51%	8	23	12.0%	25	16.8%	17	17%	18	11%	82%	8%	0%	50%	50%	12%	14%	6%	68%	
Barking and Dagenham	London	14839	28%	26	64.5%	24	53.3%	19	40%	25	9	7.0%	6	15.1%	13	17%	17	4%	83%	13%	8%	62%	31%	10%	5%	7%	78%	
Islington	London	11563	45%	21	63.1%	27	56.7%	15	46%	17	13	11.7%	23	18.1%	18	11%	1	7%	68%	25%	10%	80%	10%	20%	7%	0%	74%	
Brent	London	11987	24%	16	65.4%	18	56.4%	16	49%	12	2	6.4%	3	12.7%	4	13%	3	2%	74%	24%	0%	94%	6%	14%	6%	7%	73%	
Wandsworth	London	11114	31%	17	65.6%	16	51.3%	22	50%	11	29	12.6%	29	21.0%	24	20%	26	11%	72%	16%	0%	91%	9%	14%	12%	4%	70%	
Merton	London	8196	27%	27	64.4%	25	51.0%	23	43%	21	27	12.2%	27	18.7%	19	22%	28	9%	73%	18%	11%	78%	11%	11%	6%	4%	79%	
Lewisham	London	10329	27%	23	68.3%	6	49.2%	26	37%	30	22	8.3%	9	19.8%	23	21%	27	7%	76%	16%	7%	64%	29%	16%	3%	24%	58%	
Waltham Forest	London	11657	26%	6	71.2%	2	59.1%	10	42%	22	4	7.2%	7	15.3%	14	13%	4	6%	79%	15%	12%	59%	29%	18%	19%	9%	54%	
Haringey	London	10328	26%	17	66.7%	10	56.8%	13	40%	26	16	11.6%	21	12.7%	5	18%	19	5%	89%	6%	0%	83%	17%	11%	16%	8%	65%	
Kensington and Chelsea	London	5003	34%	8	62.6%	29	66.8%	1	51%	7	21	12.1%	26	10.8%	2	22%	29	7%	85%	7%	0%	67%	33%	18%	3%	0%	79%	
Greenwich	London	13467	29%	8	68.1%	7	57.3%	12	45%	18	7	8.4%	10	16.2%	15	14%	9	5%	73%	22%	0%	94%	6%	12%	8%	11%	69%	
Hounslow	London	11010	25%	19	64.6%	22	51.8%	21	49%	14	12	6.6%	5	18.9%	20	15%	13	10%	81%	10%	0%	90%	10%	23%	3%	1%	73%	
Harrow	London	7430	18%	22	65.5%	17	50.5%	24	43%	20	23	9.7%	14	21.2%	25	18%	21	2%	78%	20%	8%	92%	0%	20%	16%	0%	64%	
Ealing	London	16040	28%	12	66.1%	13	57.7%	11	49%	15	15	9.1%	13	14.6%	11	18%	20	6%	80%	14%	6%	76%	18%	7%	3%	1%	88%	
Hammersmith and Fulham	London	6287	32%	14	62.1%	31	61.7%	6	58%	3	20	12.4%	28	19.2%	21	14%	6	11%	81%	8%	0%	92%	8%	9%	7%	0%	84%	
Barnet	London	13303	20%	15	65.6%	15	54.1%	17	50%	10	25	9.9%	15	19.3%	22	20%	25	8%	78%	14%	0%	93%	7%	15%	8%	8%	69%	
Hackney	London	14779	40%	3	72.8%	1	64.3%	3	47%	16	7	4.5%	2	14.2%	10	19%	22	15%	72%	13%	13%	69%	19%	26%	7%	8%	59%	
Tower Hamlets	London	19191	37%	8	64.6%	20	62.8%	4	49%	13	3	6.4%	4	13.0%	6	13%	2	6%	82%	12%	12%	59%	29%	9%	13%	13%	64%	
Southwark	London	17431	38%	12	64.6%	21	59.2%	9	50%	9	10	11.7%	22	11.9%	3	15%	12	8%	77%	14%	5%	80%	15%	31%	11%	27%	32%	
Westminster	London	9396	37%	2	67.3%	9	62.8%	5	59%	2	5	8.1%	8	13.7%	9	15%	10	13%	68%	18%	0%	82%	18%	13%	9%	7%	70%	
Redbridge	London	10654	17%	4	65.9%	14	59.9%	8	56%	4	6	10.5%	17	13.6%	8	14%	7	5%	71%	23%	5%	79%	16%	26%	27%	3%	45%	
Newham	London		33%	1	70.7%	3	65.7%	2	52%	6	1	4.3%	1	9.2%	1	13%	5	7%	79%	14%	5%	57%	38%	20%	22%	26%	32%	
National Average	-		25%		60.9%		45.8%		33%			13.9%		20.2%		22%			4%	80%	16%	1%	86%	12%	20%	12%	15%	53%
Regional Average		354884	28%		65.8%		55.2%		46%			10.0%		17.6%		17%			7%	79%	14%	4%	81%	16%	16%	10%	9%	65%



# Overview of the Morning

Context - Why

**Communication – building from the beginning**

PPG – strategy pro-forma and its use

Pedagogy – professional development

Attendance

Accountability Reforms

Transitions and joined up communication



HILLINGDON

LONDON

# Communication

‘Promoting quality talk and turn taking conversations in classrooms’

## New insights (Speech and Language UK)



80% of teachers<sup>3</sup> surveyed think children in their classroom are behind with their talking and/or understanding of words.



An increasing number of teachers believe they don't have sufficient training to support pupils' speech and language in the classroom, at 53%<sup>5</sup>.



# All eyes on Early Years Pupil Premium

**Mission:** 'Break Down Barriers to Opportunity'

**Milestone:** 'Give children the best start in life'

**Measure:** 75% of 5 year olds assessed as Good Level of Development (GLD) in the Early Years Foundation Stage Profile by 2028

**“The Early Years has been by priority since Day One”** *Bridget Phillipson, MP, Dec 2024*



# Challenge

## System

There is both a lack of collaboration between schools and limited sharing of effective practice. This is exacerbated by an ongoing narrative of a divide between the north and south of the borough resulting in schools working in silos. Existing expertise is not utilised effectively and there is currently no coherent strategy to support the development of children's communication and language. Leaders report that transition is an issue at every educational phase.

# Challenge

## School

The development of children's communication and language skills in the early years has been identified as a significant concern for school leaders. Surveys highlight varied and inconsistent understanding of children's communication language development and what constitutes high quality interactions. Furthermore, there is a lack of a coherent approach to effective, evidence-informed professional development. Findings from Pupil Premium strategy reviews draw attention to a disproportionate emphasis on interventions and wider strategies as opposed to prioritising/ensuring high quality teaching for all children.



# Aim

## System

Across Hillingdon there is a clear, consistent shared understanding of the importance of high-quality back and forth interactions and the need to prioritise the development of young children's communication and language as the foundation for all learning. There is a coherent strategy to provide all schools and settings with effective professional development focused centred on the evidence-informed approach of Interactive Reading to support communication, language and literacy. Schools and settings work in collaboration in established communities of practice to ensure children (and families) experience smooth transitions.

# Aim

## School

There is increased understanding and knowledge of the importance of how socially meaningful interactions support the development of children's communication and language across leadership and educators. Interactive Reading is developed as a key approach to improving the quality and quantity of sustained multi-turn conversations that take children's language beyond the 'here and now'. There is a shared understanding and knowledge of the effective evidence-informed pedagogical strategies; educators feel confident and can analyse and refine their practice to improve interactions. There are systems and structures in place in each school to sustain and embed practice.

# Pause and reflect - Your thoughts



# Prioritise the development of communication and language

- Early language ability is one of the strongest predictors of later development through school and in life.
- The role of the adult is crucial. Socially meaningful interactions '*optimise early development*' (Law et al, 2017)

**'One theme that is clear from the research to date is that children learn more when they are engaged in conversations than when they are merely exposed to words—the social-interaction is key.'**

(Rowe 2022)



HEM BRAY, SANDRA HARTLEY, JEAN BRIDY & GARET SHERIDAN  
PROFESSOR OF CHILD EDUCATION & EDUCATIONAL PSYCHOLOGY FOR EDUCATION,  
UNIVERSITY OF DUNDEE & SENIOR RESEARCHER, INSTITUTE FOR SENIORS, IRELAND  
RESEARCHER, JEREMY HARTLEY, SENIOR RESEARCHER, INSTITUTE FOR SENIORS, IRELAND  
RESEARCHER, JEREMY HARTLEY, SENIOR RESEARCHER, INSTITUTE FOR SENIORS, IRELAND

# Communication Champions Programme

## Outline of Course 2023 - 2024

***Supporting Children to be Communication Champions; getting children off to a flying start in their language development in the early years***

Your school is taking part in an exciting new course running over the next academic year (2023 – 2024) which aims to improve communication & language outcomes for the children in your early years phase.



# Data: Impact of the Communication Champions Programme

	% of children On Track		% of children On Track		Progress %	
	Pre-Course Data Nursery	Post-Course Data Nursery	Pre-Course Data Reception	Post-Course Data Reception	Nursery	Reception
	56%	76%	47%	90%	+ 20%	+ 43%
	46%	87%	64%	75%	+ 41%	+ 11%
	53%	70%	54%	79%	+ 17%	+ 25%
	37%	63%	63%	83%	+ 26%	+ 20%
	53%	60%	68%	72%	+ 7%	+ 4%
	31%	54%	55%	77%	+ 23%	+ 22%
	0%	76%	2%	80%	+ 76%	+ 78%
	No data collected		78%	88%		+ 10%
	No data collected		55%	87%		+ 32%

# Your thoughts

- Communication and promoting language development across the school.
- Is there coherence , consistency and continuity?
- 



# Overview of the Morning

Context - Why

Communication – building from the beginning

**PPG – strategy pro-forma and its use**

Pedagogy – professional development

Attendance

Transitions and joined up communication



HILLINGDON

LONDON

# PPG Strategy

- EEF will be running a series of sessions for schools to help them focus and target the use of resources in the most effective way for each specific setting.
- The following slide gives an overview of the general areas that will be covered in developing more effective use of resources.



HILLINGDON  
LONDON

# Pupil Premium Analysis

- 13 primaries
- 5 secondaries
- 3 Infant and Nursery Schools

Pupil Premium Checklist:

- Part A: Pupil premium strategy plan(statement of intent, challenges, intended outcomes, activity in this academic year)**
- Part B: Review of the previous year?(outcomes for disadvantaged pupils and pupil premium funding)**

Thematic analysis to support identification of challenges (categorised them into broad themes)



HILLINGDON  
LONDON

## Top 3 themes (Primary and Secondary)

### Top 3 themes Nursery/Infant schools:

Theme	% schools
Attendance	100%
Social and Emotional Wellbeing	66%
Low starting points on entry to EYFS	66%

### Top 3 themes primary:

Theme	% schools
Attendance	69%
Maths	54%
=Literacy =Parental Engagement	46%

### Top 3 themes secondary:

Theme	% schools
Attendance	80%
Low aspirations	80%
Entry to Y7 below age related expectations	60%

## Pupil Premium Strategy analysis: *key findings*



In general, schools articulate the intention to be inclusive and to prioritise high quality teaching.

Overall, the number and scale of challenges articulated was broadly appropriate - fits with the principle of doing fewer things well

# Pupil Premium Strategy analysis: *key findings*

- Expenditure doesn't always mirror the tiered approach.
- It is crucial to ensure that the largest amount of money is spent on high quality teaching.

**School A: 41% pupil premium**

*Teaching: 9%*

*Targeted academic support: 27%*

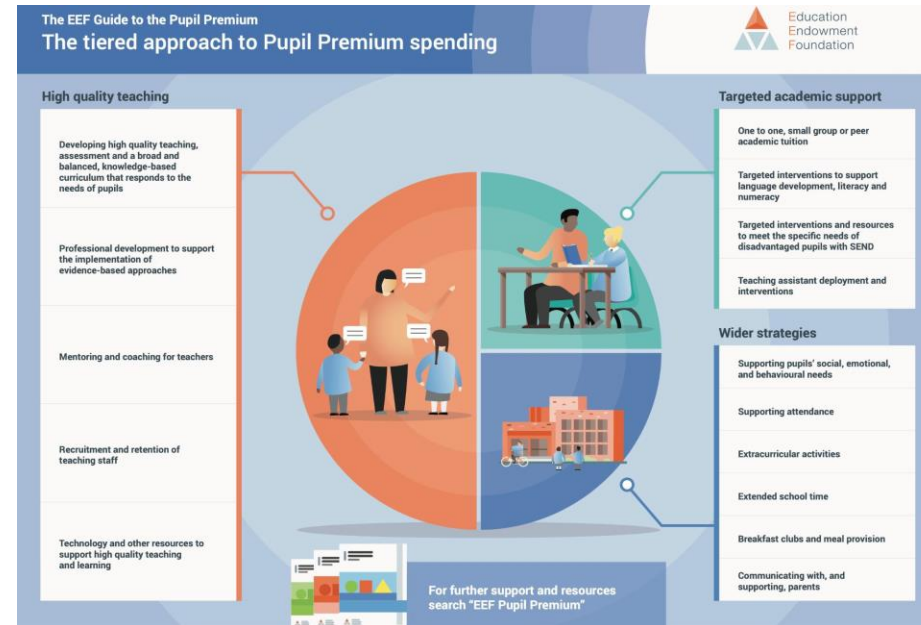
*Wider strategies: 61%*

**School B: 24% pupil premium**

*Teaching: 20%*

*Targeted academic support 63%*

*Wider strategies 17%*

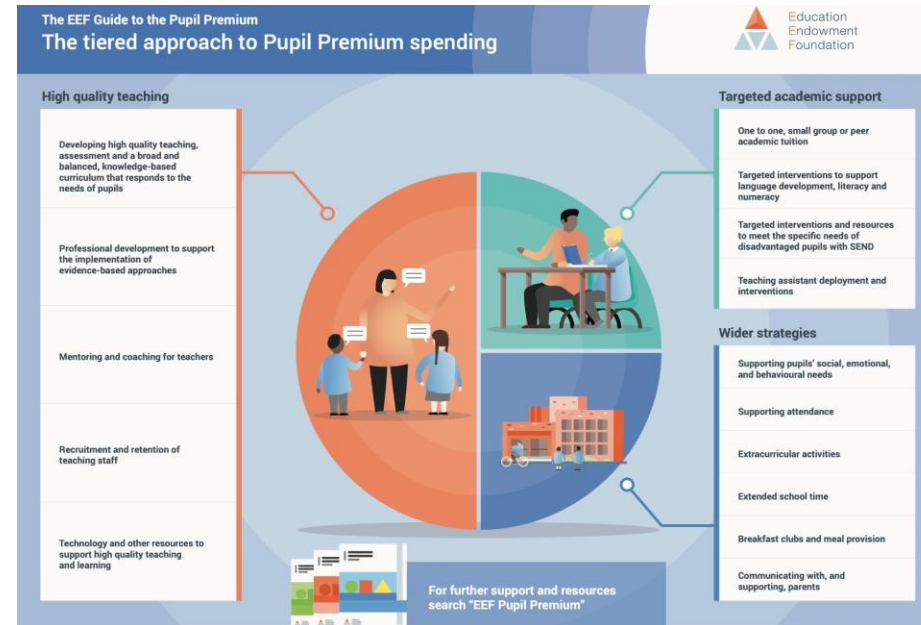




# Pupil Premium Strategy analysis: *key findings*

In addition, money allocated to Quality First Teaching is often not for activities that will improve Quality First Teaching e.g

- specialist teacher for an intervention,
- funding the music programme
- additional support staff
- smaller class sizes.

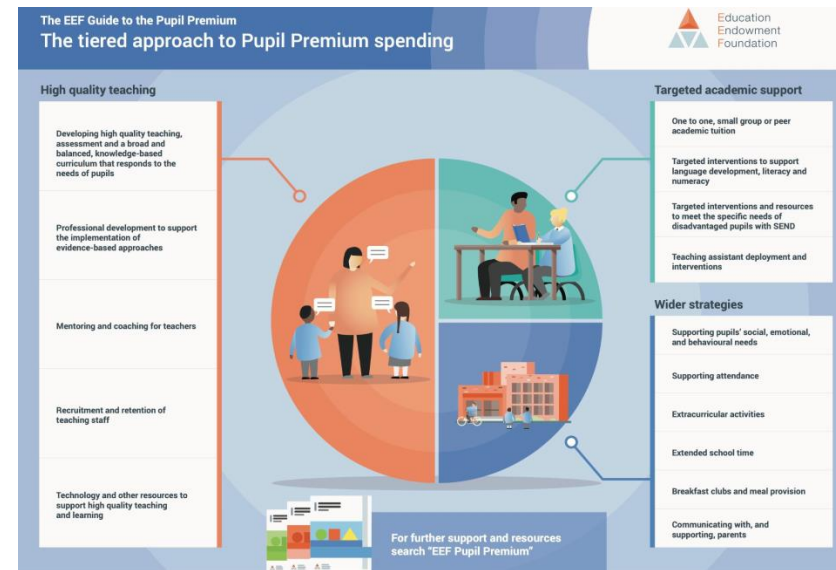


# Pupil Premium Strategy analysis: *key findings*

Whilst schools articulate the intention to be inclusive and to prioritise high quality teaching, few of the associated activities are specific to where the evidence tells we have a strong impact

- Feedback
- Metacognition
- Adaptive Teaching strategies

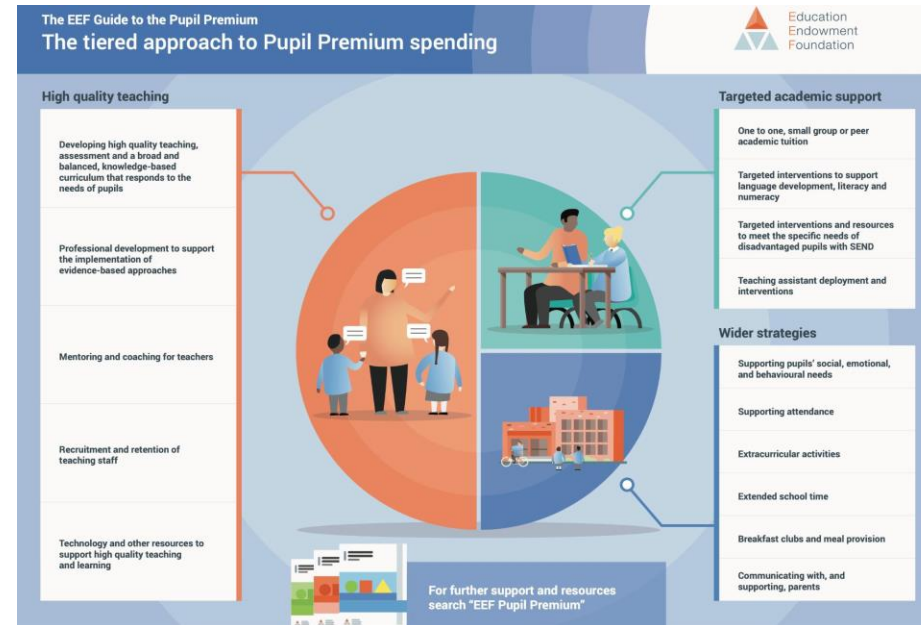
*(each featured in 2 activities out of 31 sampled statements)*



# Pupil Premium Strategy analysis: *key findings*

- Statements could demonstrate much more specificity in defining the challenges unique to the communities they serve. Our average rating on this was between red and amber
- In our sample, challenges were rarely framed positively to support community and school relationships

"Our data and lesson observations suggest many lower attaining/SEND disadvantaged pupils find it challenging to access certain components of the curriculum. The disadvantaged/SEND students receive a higher number of consequences for not completing homework in relation to their non-disadvantaged peers. Data analysis would suggest a lack of motivation and understanding were the reasons for the completion of homework or tasks"



## A five point plan to sustain an effective Pupil Premium strategy

The delivery of your Pupil Premium strategy should be a carefully staged cyclical process—not a one-off event. An impactful, sustained Pupil Premium strategy forms an integral part of wider school development planning and practice. Setting longer-term objectives will give you the time and space to implement a well-evidenced strategy based on careful diagnosis of the challenges facing your socio-economically disadvantaged pupils. These objectives might include ongoing whole-school change through elements such as recruitment, teaching practice, and staff development.



**Our five-point plan can help you plan, deliver, monitor, and sustain an effective Pupil Premium strategy**

<b>Step 1</b>	Diagnose your pupils' needs
<b>Step 2</b>	Use strong evidence to support your strategy
<b>Step 3</b>	Develop your strategy
<b>Step 4</b>	Deliver and monitor your strategy
<b>Step 5</b>	Evaluate and sustain your strategy

# The EEF Guide to the Pupil Premium

## The tiered approach to Pupil Premium spending

### High quality teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches

Mentoring and coaching for teachers

Recruitment and retention of teaching staff

Technology and other resources to support high quality teaching and learning



### Targeted academic support

One to one, small group or peer academic tuition

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

Extended school time, including summer schools

### Wider strategies

Supporting pupils' social, emotional, and behavioural needs

Supporting attendance

Extracurricular activities

Breakfast clubs and meal provision

Communicating with, and supporting, parents



For further support and resources search "EEF Pupil Premium"

# Pause and reflect

How do you structure your PPG strategy?

What drives your thinking around development of pedagogy in terms of disadvantaged groups?







# Overview of the Morning

Context - Why

Communication – building from the beginning

PPG – Strategy pro-forma and its use

**Pedagogy – professional development**

Attendance

Accountability Reforms

Transitions and joined up communication



HILLINGDON

LONDON



# Pedagogy

‘Know your pupils’

‘Does your curriculum work for everyone?’

# 1

## Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*



# 2

## Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*



# 3

## Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*



# 4

## Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*

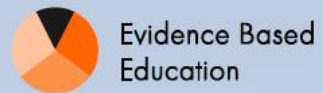


# 5

## Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*





Great Teaching Toolkit

# Evidence Review

June 2020



Rob Coe

# Hillingdon OAP

**Hillingdon  
Ordinarily Available  
Provision (OAP)  
2025**



Hillingdon SEND  
and AP Partnership

# ESSAYS

ESSAYS IN SOCIAL PSYCHOLOGY

## SELF-THEORIES

**Their Role in Motivation,  
Personality, and Development**

# Phonics and Early Reading

Reading Champions Project x12 trained colleagues in schools to help develop reading and phonics

Dialogic book talk and comprehension

KS 2/3 - Phonics programme to ensure children leave KS2 being able to access the curriculum in KS3 more effectively

---

## Phonics

High impact for very low cost based on very extensive evidence.



---

## **Pedagogy checklist 2024-2025 (Primary)**

### **Clarify Learning Intentions**

**Big picture**

**Success criteria**

**Setting learning goals**

### **Activate and consolidate prior knowledge (Retrieval)**

**Attention is gained**

**Discussion (Talk – Turn taking – access to use good vocab)**

**Whiteboards**

**Cold calling**

**Diagnostic questions**

**Accurate**

**Inclusive – everyone same learning with adaptations present / relationships – know the children.**

**Flexible and responsive approach – range of roles**

**Show you know in some form**

### **Explain and Model – Moving New Learning Forward**

**Summarising**

**Demonstrating**

**Checking understanding – hinge questioning – movement back?**



# The power of your curriculum



## THE DIGNITY OF THE THING

Christine Counsell's blog

[HOME](#) / [ABOUT](#)

# Your thoughts

- What would you like as PD to develop effective pedagogy. HLP will be able to support with this as specific resources have been delegated to develop this project.

# Overview of the Morning

Context - Why

Communication – building from the beginning

PPG – strategy pro-forma and its use

Pedagogy – professional development

**Attendance**

Accountability Reforms

Transitions and joined up communication



HILLINGDON

LONDON

# Attendance

- There will be a specific session(s) around attendance and outcomes for disadvantaged groups. For now, please do let us have any specific thoughts about effective ways to support.
- DfE report on attendance and attainment highlights pupils' attendance impacting on attainment at the end of KS 2.

# DISADVANTAGED: PERFORMANCE

Area

Absence - Full Year

Group

Absence

## OVERALL ABSENCE

Your LA Primary schools' Disadvantaged cohort of 5,832 enrolments have an **Overall Absence** of **8.1%**.

This is **2.4%** higher than the **national Non-Disadvantaged** cohort at **5.7%**.

Your **LA Primary schools' gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.8%** from +3.2% in 2022/23, to +2.4% in 2023/24.

Your Disadvantaged cohort's **Overall Absence** has **decreased by 1.1%** from 9.2% in 2022/23, to 8.1% in 2023/24.

The Disadvantaged pupil(s) in your LA Primary schools are in **percentile 59** for **Overall Absence** when compared to other LA Primary schools.

### GAP TO:

National: Non-Disadvantaged

+3.5%

National: Disadvantaged

+0.2%

LA Primary Schools: Non-Disadvantaged

+3.3%

### LA: PRIMARY SCHOOLS: VALUE

8.1%



-1.1%

TREND



59th

PERCENTILE RANK

## Pause and reflect

- What is attendance like at your school?
- How does this compare to national averages?
- What is the impact on attainment?
- What strategies are in place to improve attendance, especially for pupils with SEND and disadvantaged? And what is the impact?



# Overview of the Morning

Context - Why

Communication – building from the beginning

PPG – strategy pro-forma and its use

Pedagogy – professional development

Attendance

## **Accountability Reforms**

Transitions and joined up communication



HILLINGDON

LONDON



# Accountability Reforms – Draft School Report Cards

- Report cards will judge schools on eight areas, plus safeguarding. Early years and sixth forms will also have their own categories – meaning a school could have 11 ratings in total.
- 240 trials are taking place to evaluate the effectiveness of the Report Card system

More information, from School Week, here:

<https://schoolswweek.co.uk/ofsted-school-report-cards-the-11-key-proposals/>

# Accountability Reforms – Draft School inspection toolkit

- Nine areas with the theme of inclusion threaded through each of the evaluation areas.
- Inclusion is an area on its own and outlines expectations for inclusive practices, identifying and meeting needs, removing barriers, supporting disadvantaged pupils and those with SEND.
- Inspections under new framework to commence 3<sup>rd</sup> November.
- Strong links between the local authority's priorities and the accountability reforms.
- Sessions on setting up an Instructional Coaching culture – Summer Term

# Pause and reflect

Any thoughts around the new accountability measures and how they may impact on disadvantaged groups in your school?



# Overview of the Morning

Context - Why

Communication – building from the beginning

PPG – strategy pro-forma and its use

Pedagogy – professional development

Attendance

Accountability Reforms

**Transitions and joined up communication**



HILLINGDON

LONDON

# Transition

‘Developing a consistent framework to ensure the necessary information is passed on to continue the effective learning’

Transition points to are:

- Pre school setting – EYFS in school
- EYFS – KS1
- KS1 – KS2
- KS2 – KS3

# Draft Framework

**Skeleton framework for transitions across all phases drafted by Raj Mehta**

**Used EEF 'Successful school transitions' as a guide to draft this framework. We will need to look at their other documents on metacognition and improving social and emotional learning in primary schools.**

<b>Non-negotiables across all phases</b>				
<p><b>Information sharing:</b> Suggestions as to what should be shared. Assessment information – KS 2 SATs results and other qualitative data. Portfolio of work setting standards of expectations in the core and foundation subjects. Used as a point of reference for Year 7 leaders and teachers to set ambitious and realistic targets for pupils in Year 7. Pupils' work portfolios. SEND- sharing information about pupils with SEND, multiagency work. Safeguarding information where relevant. Attendance information.</p> <p>Six into Seven tool for sharing information?</p> <p><b>Time scales: To add</b></p>				
<b>Pre-school setting Into Reception EYFS in school</b>	<b>Reception into Year 1</b>	<b>Year 2 into Year 3</b>	<b>Year 6 into Year 7</b>	<b>Year 9 into Year</b>
<b>Curriculum continuity</b>				

# Transitions – Your Thoughts

Two things to consider:

1. What are your initial thoughts around what is the crucial information to be transferred at each point, how would this be done most effectively. ‘Spin too many plates and you break half of them’
2. Please express your interest to us if you would like to be part of a working group to develop a transition framework for Hillingdon. Vital information isn’t passed on and as such consistency of provision is lost. Consistency is key for all children, particularly our children in vulnerable groups.

