



Addressing educational disadvantage in Surrey - Report for the Surrey Civilian Military Partnership Board

Last year SAfE (Schools Alliance for Excellence) ran a project for secondary schools - addressing educational disadvantage in Surrey Secondary Schools. We were delighted to secure the partnership of Marc Rowland, UK expert and DfE advisor on addressing educational disadvantage. The programme involved three strands:

- A series of eight virtual webinars led by Marc Rowland which included learning from Marc and his expert associates.
- Schools working in Action Learning Sets every half term to support and challenge each other.
- An opportunity to benefit from a visit and subsequent feedback from Marc Rowland to individual schools.

21 schools invited Marc to visit them.

Findings from the project

The impact of disadvantage on learning is a process, not an event. Neither is it static. Of course, families may not be significantly economically disadvantaged but may be exceptionally stretched / time poor... or be impacted by factors outside of their control.

Key questions for school leaders to consider:

- 1) How does disadvantage impact on pupils' learning (in the individual school context)?
- 2) What are the *controllable * factors impacting on disadvantaged pupils' learning?
- 3) What factors are MOST preventing disadvantaged pupils from thriving in the classroom and in wider school life?

If you would like to read the full report - please read full report: appendix 1

We believe that there are three fundamental elements to get right in schools to ensure that there is equity for all pupils in the classroom.

- **Assume nothing**, especially prior knowledge. This means checking prior knowledge and addressing gaps to give all learners the best bet of developing a depth of understanding, whatever their experiences out of school.
- **Build resilience** by raising challenge in the classroom and expectations of our students. Students are not going to develop and improve resilience unless we expose them to high level thinking. It is not an unkindness to put students under 'positive pressure'. In fact, this is the gift of facilitating



- their learning. Such pressure should always exist in a warm, trusting, and supportive classroom, where we accept that when we are learning something new, it is unlikely that 'our first will be our best', that struggle is good, and we celebrate effort over the 'right' answer.
- Focus on getting in right for every learner in every classroom, every day, and steer away from the narrative that success in tackling the impact of disadvantage lies outside of the classroom. We do know our children, and we do everything in our reach (and often beyond) to support them. But in our classrooms, if we chose not to focus on why learning is hard for these students, and see how far we could push them instead, how much more could they achieve?

FUNDAMENTALS FOR EDUCATIONAL EQUITY IN THE CLASSROOM

Ensuring all children and young people are provided with with a Developing oracy, rich, challenging, ambitious, improving reading ability beautiful curriculum. and comprehension and Implementation: disciplinary literacy are an evidence pivotal for the success of informed all children. approach Evidence-informed, high-quality Ensuring all staff are supported in delivering high-quality challenging teaching that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies



This year we are running a number of projects to continue to address the recommendations and focus on Oracy and the language gap at EYFS and KS1 and improving literacy across the curriculum in secondary schools.

- Voice 21 Oracy Project: SAfE is subsidising 12 primary schools to work with oracy charity Voice 21 for one year. Oracy leads from participating schools will be trained in using the Voice 21 oracy framework and cascading and embedding it into school-wide practice. The schools will join national communities of practice with the charity but will also work together in a Surrey network facilitated by SAfE. Creating an oracy-rich environment supports literacy.
- Embedding Disciplinary Literacy into Secondary Schools: Disciplinary Literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support. SAfE is working with Durrington and Greenshaw Research schools to support 25 secondary schools to begin work to embed good disciplinary literacy practice in their school.
- Educational Equity Programme with Marc Rowland: SAfE continues its work with educational equity expert Marc Rowland this academic year, supporting 21 secondary schools to work in action learning sets, with input from Marc and SAfE to explore how schools can ensure educational equity for all, regardless of economic background.



2022 | No Service Children

Primary Data 2022

EYFS - 66 pupils from 28 schools

EYFSP Benchmark (AOLs) ACHIEVED EXPECTED URN/ Avg. Total Prime Specific Estab. Setting Name Eligible GLD 12 Pts.Score2 Goals EXP Goals Goals 64.8% 63.4% 557,910 **NCER National** 79.6% 66.3% 67.5% 31.6 68.1% DfE Region - South East 92,380 79.1% 84.0% 88.3% 73.1% 73.8% 71.8% 12,907 **Local Authority** 83.7%

EYFSP Benchmark (AOLs)

2022 | Service Children

					ACHIEVED EXPECTED												
URN/ Estab.	Setting Name	Eligible		Avg. Total Pts.Score ²	COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals			
	NCER National	4,450	71.6%	32.1	85.3%	86.2%	89.7%	79.8%	75.2%	83.5%	88.0%	91.5%	73.1%	70.6%			
-	DfE Region - South East	1,230	71.2%	32.1	85.5%	85.9%	89.2%	79.1%	75.7%	84.8%	87.9%	91.9%	72.9%	69.8%			
-	Local Authority	66	62.1%	30.5	75.8%	75.8%	81.8%	69.7%	65.2%	69.7%	71.2%	80.3%	56.1%	54.5%			

<u>GLD (Good Level of Development)</u> – Service children in Surrey achieving GLD **62.1**% are achieving **11**% **lower** scores than Non-Service children achieving GLD **73.1**%. Service children in Surrey achieving GLD are achieving **9.5**% **lower** than Service children nationally and **3**% **lower** than Non-Service children nationally.



Phonics - 66 pupils from 39 schools

Phonics Benchmark

2022 | No Service Children

						Ma		Outcome						
Estab. No.	Estab. Name	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	• Q	A		• WT	WA
	NCER National	571,210	2.8%	9.7%	5.1%	6.9%	30.5%	44.9%	32.2	0.0%	0.4%	2.4%	21.8%	75.4%
-	DfE Region - South East	94,350	2.7%	9.4%	5.3%	7.6%	31.9%	43.1%	32.2	0.0%	0.3%	2.3%	22.3%	75.0%
	Local Authority	12,983	2.1%	7.3%	4.7%	7.3%	33.4%	45.2%	33.0	0.0%	0.2%	1.8%	19.3%	78.6%



Phonics Benchmark

2022 | Service Children

						Ma	rk		Outcome						
Estab. No.	Estab. Name	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	• Q	A		• WT	WA	
	NCER National	5,300	1.5%	6.5%	4.6%	7.8%	33.0%	46.5%	33.3	0.0%	0.2%	1.3%	19.0%	79.5%	
	DfE Region - South East	1,390	2.0%	7.5%	4.3%	7.8%	30.8%	47.6%	33.1	0.0%	-	1.9%	19.6%	78.3%	
-	Local Authority	66	3.0%	7.6%	4.5%	9.1%	31.8%	43.9%	32.9	0.0%	0.0%	3.0%	21.2%	75.8%	

Phonics Year 1- Service children in Surrey achieving the expected standard 75.8% are achieving 2.8% lower scores than Non-Service children achieving GLD 78.6%. Service children in Surrey achieving the expected standard are achieving 3.7% lower than Service children nationally and in line with the achievement of Non-Service children nationally.



KS1 Summary List

		READING				WRITING	i		MATHS		RW	RWMS*	
Estab. Establishment No.	Cohort **	<exs< td=""><td>● ● ≥EXS</td><td>GDS</td><td><exs< td=""><td>● ● ≥EXS</td><td>GDS</td><td><exs< td=""><td>● ● ≥EXS</td><td>GDS</td><td>● ● ≥EXS</td><td>GDS</td><td>● ● ≥EXS</td></exs<></td></exs<></td></exs<>	● ● ≥EXS	GDS	<exs< td=""><td>● ● ≥EXS</td><td>GDS</td><td><exs< td=""><td>● ● ≥EXS</td><td>GDS</td><td>● ● ≥EXS</td><td>GDS</td><td>● ● ≥EXS</td></exs<></td></exs<>	● ● ≥EXS	GDS	<exs< td=""><td>● ● ≥EXS</td><td>GDS</td><td>● ● ≥EXS</td><td>GDS</td><td>● ● ≥EXS</td></exs<>	● ● ≥EXS	GDS	● ● ≥EXS	GDS	● ● ≥EXS
- NCER National	572,780	32.9%	66.8%	17.8%	42.2%	57.5%	7.9%	32.1%	67.6%	15.0%	53.2%	5.8%	52.9%
- DfE Region - South East	94,240	31.2%	68.5%	19.4%	41.8%	57.9%	8.0%	31.4%	68.3%	15.0%	53.6%	5.9%	53.3%
- Local Authority	12,734	26.7%	72.9%	24.7%	36.7%	63.0%	10.6%	26.5%	73.2%	19.3%	58.8%	7.8%	58.6%

KS1 Summary List

2022 | Service Children

			READING	i		WRITING	i		MATHS		RW	RWMS*	
Estab. Establishment No.	Cohort **	<exs< th=""><th>• • ≥EXS</th><th>GDS</th><th><exs< th=""><th>● ● ≥EXS</th><th>GDS</th><th>< EXS</th><th>● ● ≥EXS</th><th>GDS</th><th>● ● ≥EXS</th><th>GDS</th><th>● ● ≥EXS</th></exs<></th></exs<>	• • ≥EXS	GDS	<exs< th=""><th>● ● ≥EXS</th><th>GDS</th><th>< EXS</th><th>● ● ≥EXS</th><th>GDS</th><th>● ● ≥EXS</th><th>GDS</th><th>● ● ≥EXS</th></exs<>	● ● ≥EXS	GDS	< EXS	● ● ≥EXS	GDS	● ● ≥EXS	GDS	● ● ≥EXS
- NCER National	5,750	28.6%	71.2%	21.4%	37.9%	61.8%	8.9%	27.7%	72.1%	16.7%	57.3%	6.3%	57.0%
- DfE Region - South East	1,480	25.6%	74.2%	24.6%	35.8%	63.9%	9.9%	25.4%	74.4%	18.9%	60.2%	7.5%	59.7%
- Local Authority	74	27.0%	73.0%	21.6%	33.8%	66.2%	10.8%	23.0%	77.0%	23.0%	60.8%	9.5%	60.8%

KS1 – 74 pupils from 39 schools

<u>Reading</u> - Service children in Surrey achieving the expected standard are in line with Non-Service children achieving the expected standard **73%.** Service children in Surrey achieving the expected standard are achieving **1.8% higher** than Service children nationally and **6.2% higher** than Non-Service children nationally.



Writing – Service children in Surrey achieving the expected standard 66.2% are achieving 3.2% higher scores than Non-Service children achieving the expected standard 63%. Service children in Surrey achieving the expected standard are achieving 4.4% higher than Service children nationally and 8.7% higher than Non-Service children nationally.

<u>Maths</u> - Service children in Surrey achieving the expected standard **77%** are achieving **3.8% higher** scores than Non-Service children achieving the expected standard **73.2%.** Service children in Surrey achieving the expected standard are achieving **4.9% higher** than Service children nationally and **9.4% higher** than Non-Service children nationally.

<u>RWM - Service children in Surrey achieving the expected standard</u> **60.8%** are achieving **2% higher** scores than Non-Service children achieving the expected standard **58.8%.** Service children in Surrey achieving the expected standard are achieving **3.5% higher** than Service children nationally and **7.6% higher** than Non-Service children nationally.



KS2 Test Summary List (AAT)

AAT 2022 | Service Children

			RWM	*		READING			WRITIN	MATHS					GPS			
Estab. No.	School	Cohort	● ● ≥Exp	High	Avg. SS	• <exp< td=""><td>● ● ≥Exp</td><td>High</td><td>● ● ≥Exp</td><td>GDS</td><td>Avg. SS</td><td>• <exp< td=""><td>● ● ≥Exp</td><td>High</td><td>Avg. SS</td><td>• <exp< td=""><td>● ● ≥Exp</td><td>High</td></exp<></td></exp<></td></exp<>	● ● ≥Exp	High	● ● ≥Exp	GDS	Avg. SS	• <exp< td=""><td>● ● ≥Exp</td><td>High</td><td>Avg. SS</td><td>• <exp< td=""><td>● ● ≥Exp</td><td>High</td></exp<></td></exp<>	● ● ≥Exp	High	Avg. SS	• <exp< td=""><td>● ● ≥Exp</td><td>High</td></exp<>	● ● ≥Exp	High
-	NCER National	5,300	59.8%	6.6%	105.3	21.0%	78.4%	28.7%	71.5%	12.7%	103.8	25.8%	73.6%	20.9%	104.9	25.1%	74.3%	26.4%
-	DfE Region - South East	1,210	59.0%	7.7%	105.4	20.4%	78.8%	28.7%	69.4%	14.1%	103.8	25.4%	74.0%	21.7%	105.2	25.7%	73.5%	29.2%
-	LA	88	48.9%	6.8%	104.5	29.2%	68.5%	20.2%	61.4%	6.8%	103.1	33.7%	64.0%	16.9%	105.0	30.3%	67.4%	22.5%





			RWM	 *		READING			WRITIN	IG TA	MATHS				GPS			
Estab. No.	School	Cohort	● ● ≥Exp	High	Avg. SS	• <exp< th=""><th>● ● ≥Exp</th><th>• High</th><th>● ● ≥Exp</th><th>GDS</th><th>Avg. • SS <exp< th=""><th>● ● ≥Exp</th><th>• High</th><th>Avg. SS</th><th>• <exp< th=""><th>● ● ≥Exp</th><th>High</th></exp<></th></exp<></th></exp<>	● ● ≥Exp	• High	● ● ≥Exp	GDS	Avg. • SS <exp< th=""><th>● ● ≥Exp</th><th>• High</th><th>Avg. SS</th><th>• <exp< th=""><th>● ● ≥Exp</th><th>High</th></exp<></th></exp<>	● ● ≥Exp	• High	Avg. SS	• <exp< th=""><th>● ● ≥Exp</th><th>High</th></exp<>	● ● ≥Exp	High	
	- NCER National	438,170	58.7%	7.2%	104.8	24.7%	74.5%	27.8%	69.5%	12.8%	103.8 27.6%	71.4%	22.5%	105.1	26.6%	72.4%	28.3%	
	- DfE Region - South East	62,600	58.9%	7.8%	105.3	23.0%	76.2%	30.2%	69.4%	13.5%	104.1 26.4%	72.4%	23.8%	105.3	25.7%	73.3%	29.6%	
	- LA	12,924	62.7%	10.1%	106.3	19.0%	80.3%	34.3%	71.3%	16.9%	105.2 21.9%	77.3%	28.4%	106.5	20.9%	78.3%	34.6%	

KS2 -88 pupils from 43 schools

<u>Reading</u> - Service children in Surrey achieving the expected standard **80.3%** are achieving **11.8%** higher scores than Non-Service children achieving the expected standard **73%**. Service children in Surrey achieving the expected standard are achieving **5.8%** higher than Service children nationally and **1.9%** higher than Non-Service children nationally.

<u>Writing TA</u> – Service children in Surrey achieving the expected standard **71.3**% are achieving **9.9**% **higher** scores than Non-Service children achieving the expected standard **61.4**%. Service children in Surrey achieving the expected standard are achieving **1.8**% **higher** than Service children nationally and in line with the achievement of Non-Service children nationally **71**%.

<u>Maths</u> - Service children in Surrey achieving the expected standard **77.3**% are achieving **13.3**% **higher** scores than Non-Service children achieving the expected standard **64%.** Service children in Surrey achieving the expected standard are achieving **5.9**% **higher** than Service children nationally and **3.7**% **higher** than Non-Service children nationally.

<u>RWM -</u> Service children in Surrey achieving the expected standard **62.7%** are achieving **13.8%** higher scores than Non-Service children achieving the expected standard **48.9%**. Service children in Surrey achieving the expected standard are achieving **4%** higher than Service children nationally and **2.9%** higher than Non-Service children nationally.

Secondary data 2022 - Currently we do not have access to KS4 or KS5 results.