

Head Teacher's Termly EIP Service

Caroline Ryder

9th March 2023



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LONDON

Cost of living questionnaire to schools/ settings

38 schools/ settings responded:

5 secondary

33 primary



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Since September 2022, have there been any indicators of increased deprivation or hardship in children and families? Is this quantifiable? This might include:

- Requests to access a school foodbank
- Increased requests for support from a hardship fund (if you have one)
- Requests to use school facilities to wash clothes
- Referrals that children are complaining of not eating or coming to school hungry
- Increase in children attending breakfast clubs or warm spaces before and after school
- Changes in presentation or behaviour of children that have been shared under safeguarding
- Increase in thefts from school canteen or requests for food from children
- Concerns raised about a lack of appropriate equipment for learning, e.g. uniforms, pens, pencils etc
- Any other measures you use to identify the impact of the cost of living crisis



Since September 2022, have there been any indicators of increased deprivation or hardship in children and families? Is this quantifiable? This might include:

- *Requests to wash clothes*
- *Requests to arrive later to school because been evicted and living in accommodation out of the area*
- *Increase in students asking for pre-loved clothes*
- *Increase in students attending breakfast club*
- *Increase in students in needing support for clothes (being given £50 vouchers or bought for them)*
- *Increase in referrals to local food banks*
- *2 thirds of schools identified the things listed here!*
- *Increase in 6th form bursary money being provided to students as they cannot access charity/social care funds and have no furniture - moved homed/been evicted to a house with no furniture and was previously.*
- *Increase in Free school meals numbers*
- *Increase in students coming to staff to say they have had no breakfast/have no money for food*
- *Increase in students smelling of BO*
- *Increased absence due to parents not having money for the buses*



Have you spoken to staff in your school about noticing any signs of increased deprivation or hardship in children and families? Can you ask staff about this? Is this quantifiable?

This might include:

- Children talking about feeling hungry and not having food
- Children hugging radiators or wanting to stay in warm spaces at school
- Attendance at pre and after school clubs
- Changes in presentation or behaviour of children
- Requests for information about foodbanks, clothing centres etc
- Feedback from parents or carers
- Increase in children presenting as unwell
- Anything else that staff have noticed



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Have you spoken to staff in your school about noticing any signs of increased deprivation or hardship in children and families? Can you ask staff about this? Is this quantifiable?

- *“Children talking about being hungry and/or not having enough food*
- *Increase in numbers at breakfast club*
- *6th formers asking for support for siblings lower down in school*
- *Parents telling us they cannot afford to repair/replace washing machine*
- *We have funded places at our breakfast club for children that we believe need a warm space before school. This is something the school has never needed to do in the past and is a result of the current cost of living crises”*
- *“There has been a significantly higher level of absence; many students talking about how expensive food and heating is (see answer below).*
- *More able students are demonstrating an understanding of the stress this is putting their parents under, using words like 'worried', 'anxious', 'pressure' to describe how people at home/they are feeling*
- *About 50% of schools say staff have not shared anything”*



Since September 2022, what has been the percentage and number increase in free school meal applications and pupil premium entitlement?

- *“FSM increase 430-486, Pupil Premium decline 607-550”*
- *“Our % increase is minimal and does not reflect the number of families that are raising concerns”*
- *“Around 4%, 7%, 7%, 15%”*
- *“No significant change. It tends to be 'the working poor' or those with no recourse to public funds that are struggling the most”*
- *“No significant increase. However, most of the increase need is with working families who fall under this threshold but are impacted by the cost of living crisis and salaries not stretching to be able to afford clothes, heating food etc”*



How far are you aware of businesses, charities and organisations that can support schools by providing free food and other commodities? Which ones do you use and in what quantities?

- *“We have put together a list of food banks in the area and other charities handing out food in Greenford with dates and times.*
- *Local religious charities provided food packs too.*
- *National Breakfast Club Programme*
- *Our Early Help Coordinator has signed us up with 'Neighbourly' to attract donations. We also have regular donations from local supermarkets and shops to support our food bank”*
- *“Vouchers from the Catholic children society*
- *Magic Breakfast which provides breakfast foods at a subsidised rate*
- *Rackets Cubed charity and partnership with Fareshare*
- *Hillingdon Winter Wellness Directory*
- *50% of schools said ‘no’ or ‘unsure where to get help’”*



Since September, to what extent has there been an increase in concerns or referrals regarding child or parental mental health and wellbeing?

- *“Noticeable. Especially with parents of our younger children it seems.”*
- *“Increase of Early help MASH referrals made.”*
- *“CAMHS referrals have been made - and lots are declined as they do not meet threshold - passed back to school to implement support. (This is the same with stronger families)”*
- *“Increase in the number of mental health and wellbeing referrals for children and parents has been significant”*
- *“We have risen from a triage counselling MHFA service to 4 counsellors including direct CAMHS supervision and support - for in school referrals”*
- *“Overwhelming need and simply not enough provision”*
- *“There has been a significant increase in students who are exhibiting high levels of anxiety; they have talked about how much food and heating costs and that it is too expensive.”*
- *About 50% schools said there was no increase”*



What steps has your school taken to support children and families who are adversely impacted by the cost of living situation?

- *Wash clothes*
- *Provide school equipment*
- *Provide sanitary products*
- *Provide hygiene products*
- *Give vouchers for food and clothes*
- *Use bursary money for students to purchase items*
- *Breakfast club*
- *Free uniform / emotional support / ELSA groups / Young carer's groups / stronger families support*
- *Food/water/drink provided during the day for any students to fill up their break and lunch food offer or replace offer - this is above and beyond free school meals offer.*
- *School write letters to GP and/or housing to support any application*
- *Referrals to social care for neglect*
- *Directed to charities / external agencies where appropriate*



What steps has your school taken to support children and families who are adversely impacted by the cost of living situation?

- *Food bank to be implemented*
- *Free of charge wrap around care*
- *Low cost local school trips instead of high profile coach trips*
- *No expectations for costumes and themes days*
- *Financial planning support e.g. staggered payments, vouchers for those struggling, temporary cost waiving of school meals fees (non PP families)*
- *National School Breakfast Club programme*
- *The school runs its 'Count Me In' programme which supports extra curricular activities for eligible families.*
- *We use part of our PP funding to subsidise trips/clubs and residential visits.*
- *Opened a continuous second hand uniform shop with items at 50p per item or free*
- *Signposted families to children's centres, immigration services, local charities eg Muslim Women's Association; Nishkam SWOT team etc and specialist service access eg parenting classes, citizens advice*



Hillingdon Headline Data



2022

URN/ Estab. Setting Name	Eligible	● GLD ^{1,2}	● Avg. Total Pts.Score ²	ACHIEVED EXPECTED								● Specific Goals	● All Goals
				● COM	● PSE	● PHY	● Prime Goals	● LIT	● MAT	UTW	EXP		
- NCER National	615,900	65.2%	31.1	79.5%	83.0%	84.8%	74.2%	68.0%	75.9%	79.6%	84.5%	64.9%	63.4%
- DfE Region - DfE Region - London	96,220	67.8%	31.1	79.1%	83.3%	85.6%	74.8%	70.4%	77.2%	78.9%	84.4%	67.1%	65.7%
- Local Authority	2,914	64.0%	30.6	76.8%	80.9%	84.8%	73.2%	66.0%	74.2%	74.6%	80.2%	61.9%	60.9%



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Phonics Benchmark

Estab. No.	Estab. Name	Cohort	Mark					APS	Outcome					
			No Score	0-15	16-23	24-31	32-36		37-40	Q	A	D	WT	WA
-	NCER National	630,370	2.8%	9.7%	5.1%	6.9%	30.6%	44.9%	32.3	0.0%	0.4%	2.4%	21.7%	75.5%
-	DfE Region - DfE Region - London	95,710	3.4%	8.8%	4.2%	5.5%	29.4%	48.7%	32.9	-	0.3%	3.1%	18.4%	78.2%
-	Local Authority	3,164	1.9%	8.5%	4.7%	5.3%	31.3%	48.3%	33.0	0.0%	0.3%	1.8%	18.3%	79.6%





KS1 Summary List

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
- NCER National		633,720	32.8%	66.9%	18.0%	42.0%	57.6%	8.0%	32.1%	67.7%	15.1%	53.4%	5.9%	53.0%
- DfE Region - London		96,570	29.3%	70.3%	21.6%	36.9%	62.7%	11.7%	28.6%	71.0%	19.7%	58.7%	9.0%	58.3%
- Local Authority		3,520	29.3%	70.3%	20.7%	39.2%	60.4%	8.9%	27.7%	71.9%	20.3%	56.3%	7.2%	56.0%



Overview

LA KS2 Attainment 2022 · Actual results

4005 pupils

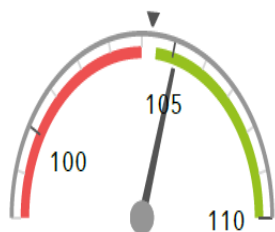
Average Scaled Score (Re, Ma)

% Expected standard+ (Re, Wr, Ma)

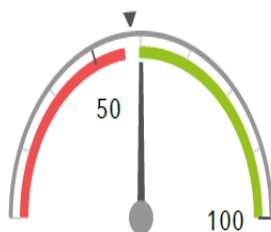
DFE

105.1 +

60% +



Significantly above the national average (104.3) ◀



Significantly above the national average (58%) ◀

LA KS2 Progress 2022 · Value Added

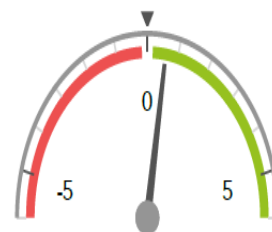
3702 matched pupils

Average Scaled Score (Re, Ma)

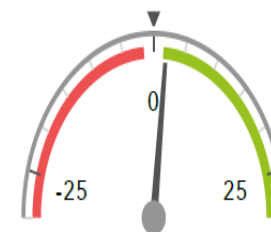
% Expected standard+ (Re, Wr, Ma)

+0.6 +

+2% +



Significantly above the national average (0) ◀



Significantly above the national average (0%) ◀

Attainment & progress

LA KS2 Attainment 2022

4005 pupils

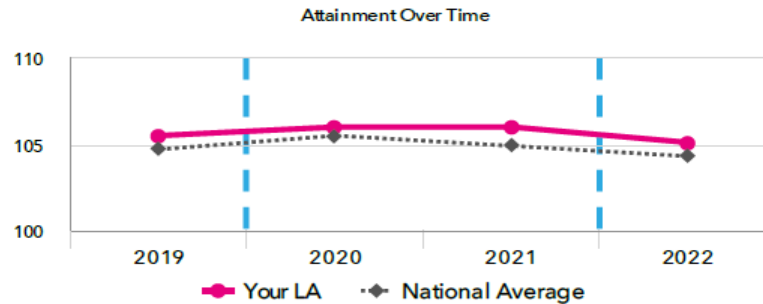
Average Scaled Score (Re, Ma)

105.1 +

FFT Rank



Significantly above the national average (104.3)



% Expected standard+ (Re, Wr, Ma)

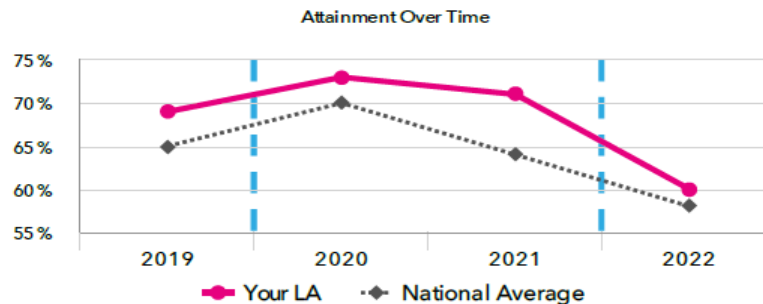
DFE

60% +

FFT Rank



Significantly above the national average (58%)



LA KS2 Progress 2022

3702 matched pupils

Average Scaled Score (Re, Ma)

+0.6 +

FFT Rank



Significantly above the national average (0)

% Expected standard+ (Re, Wr, Ma)

+2% +

FFT Rank



Significantly above the national average (0%)

LA KS2 higher and lower performing pupil groups 2022

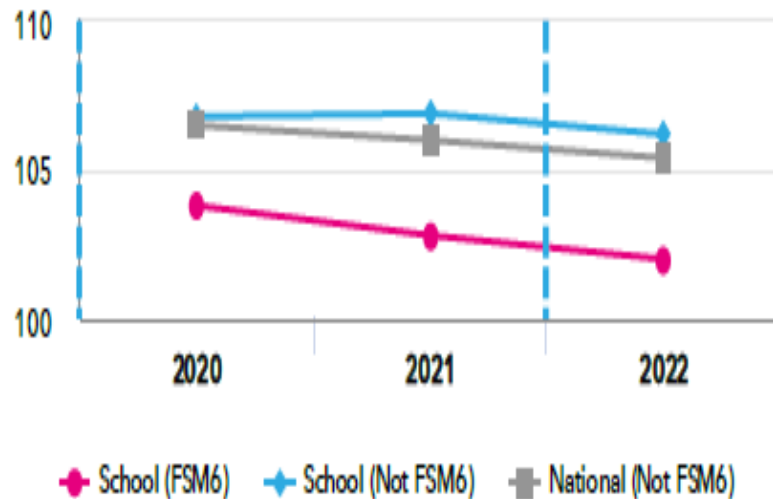
	Higher performing	Lower performing
Overall achievement pupil progress	<p>Other Asian (278)+</p> <p>Bangladeshi (61)+</p> <p>Indian (637)+</p> <p>Pakistani (207)+</p> <p>First language not English (1744)+</p>	<p>EHC Plan (227)-</p> <p>FSM (845)-</p> <p>Unknown (56)</p> <p>FSM (ever) (993)-</p> <p>FSM (in last 6 years) (978)-</p>



Disadvantaged pupils

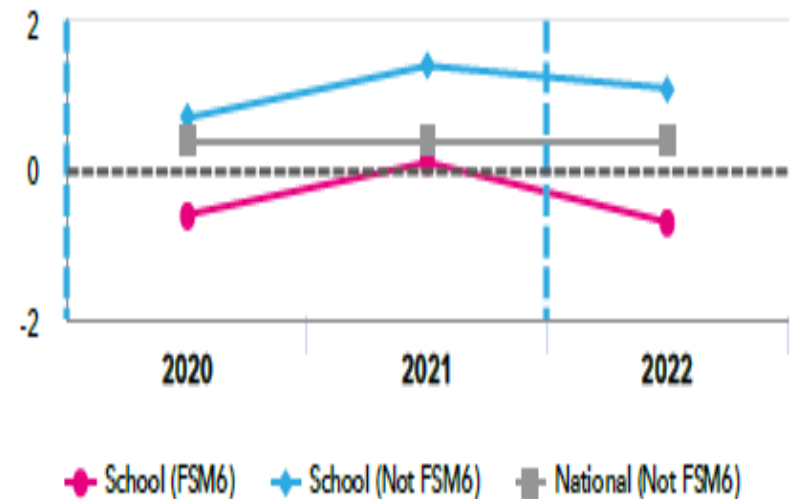
LA KS2 attainment for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)

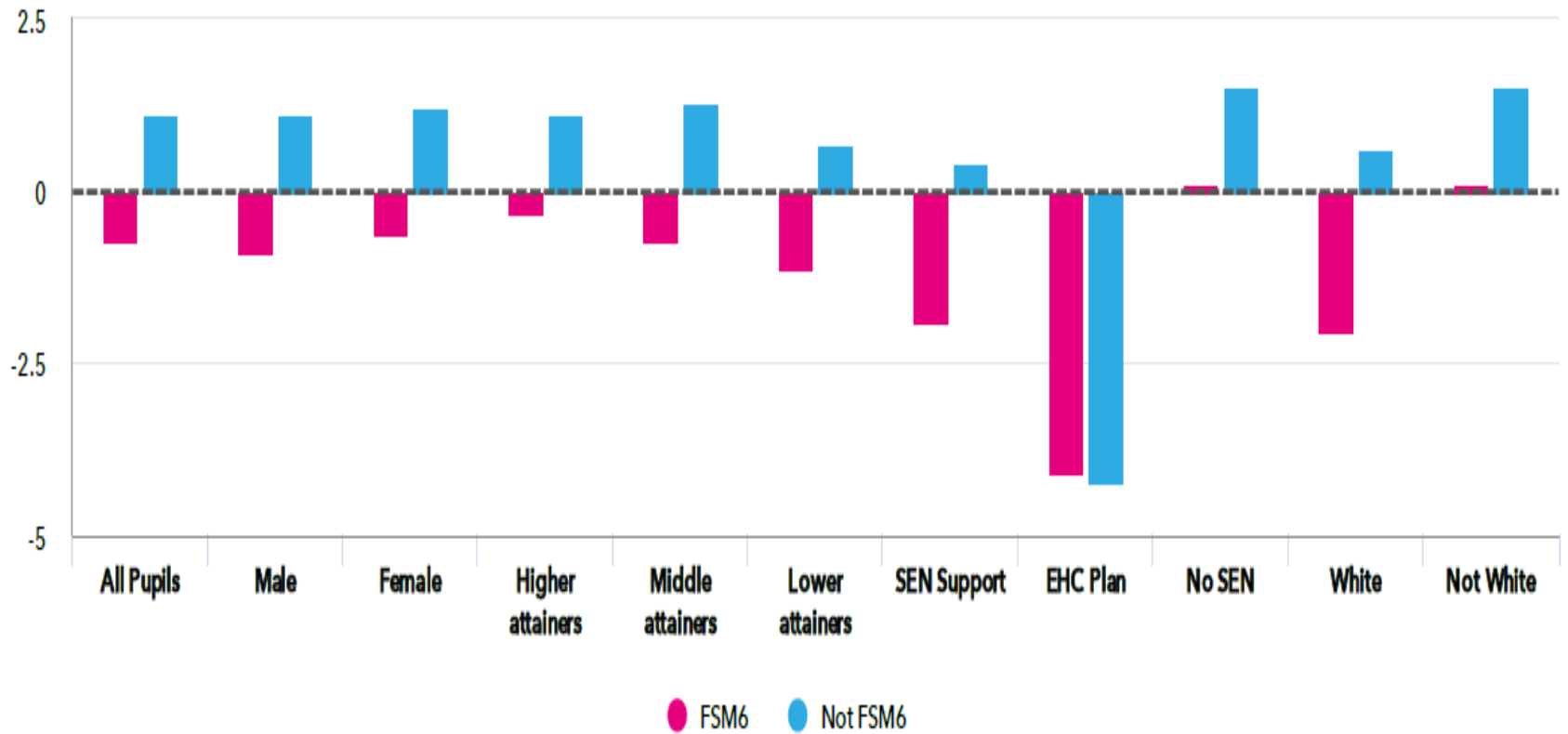


LA KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



LA Progress gap Average Scaled Score (Re, Ma)



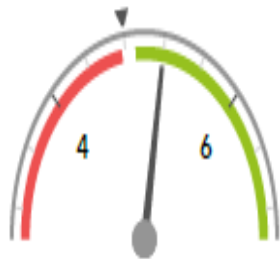
Overview

LA KS4 Attainment 2022 · Actual results

3416 pupils

Attainment 8 (Overall)

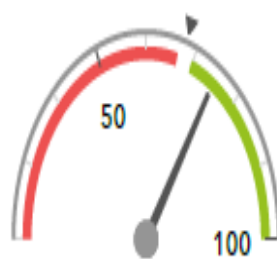
5.2+



Significantly above the national average (4.8) ◀

% English & Maths (Grade 4+)

75%+



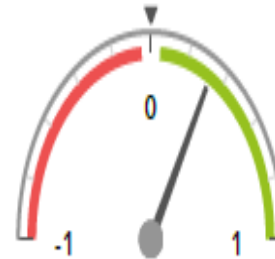
Significantly above the national average (68%) ◀

LA KS4 Progress 2022 · Value Added

3136 matched pupils

Progress 8 (Overall)

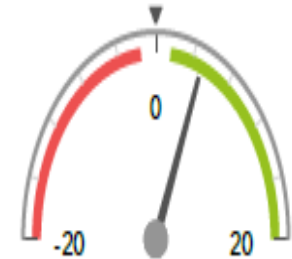
+0.33+



Significantly above the national average (0) ◀

% English & Maths (Grade 4+)

+5%+



Significantly above the national average (0%) ◀

LA KS4 higher and lower performing pupil groups 2022

	Higher performing	Lower performing
Overall achievement pupil progress	Bangladeshi (70) ⁺ Indian (391) ⁺ First language not English (1299) ⁺ Pakistani (157) ⁺ Other Asian (271) ⁺	EHC Plan (138) ⁻ Joined in Y10 or Y11 (64) ⁻ SEN Support (282) ⁻ Black Caribbean (157) ⁻ FSM (618) ⁻



Attainment & progress

LA KS4 Attainment 2022

3416 pupils

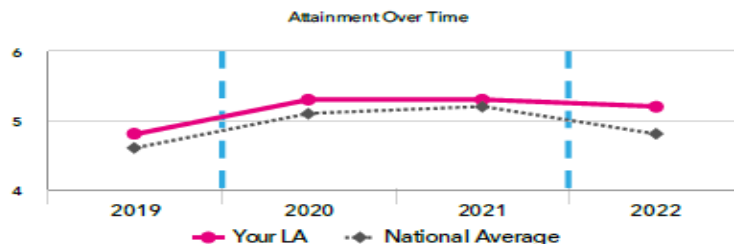
Attainment 8 (Overall)

5.2 +

FFT Rank



Significantly above the national average (4.8)



LA KS4 Progress 2022

3136 matched pupils

Progress 8 (Overall)

+0.33 +

FFT Rank



Significantly above the national average (0)

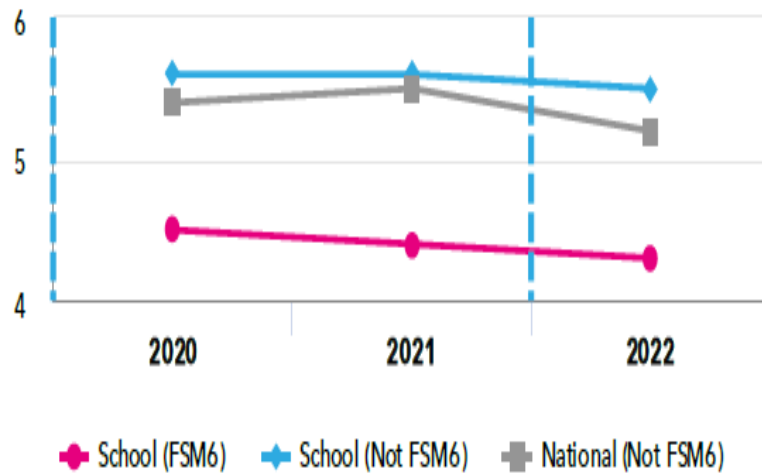
LA KS4 performance summary

	Actual results			Pupil progress		
	2020	2021	2022	2020	2021	2022
Number of Pupils / % Matched	1,443	1,658	3,416	87%	89%	92%
Attainment / Progress 8 (Overall)	5.3 +↑	5.3 +	5.2 +	+0.34 +↑	+0.10 +↓	+0.33 +
Attainment / Progress 8 (English)	5.4 +↑	5.3 -	5.4 +	+0.32 +↑	-0.07 -↓	+0.23 +
Attainment / Progress 8 (Maths)	5.1 +↑	5.2 +	5.1 +	+0.30 +	+0.08 +↓	+0.43 +
Attainment / Progress 8 (Ebacc)	5.1 +↑	5.2 +	5.0 +	+0.29 +↑	+0.11 +↓	+0.36 +
Attainment / Progress 8 (Open)	5.5 +↑	5.5 +	5.2 +	+0.43 +↑	+0.21 +↓	+0.29 +
% English & Maths (Grade 4+)	76% +↑	74%	75% +	+6% +	-1% ↓	+5% +
% English & Maths (Grade 5+)	55% +↑	54%	56% +	+8% +	-0% ↓	+5% +
% Ebacc (Grade 4+)	35% +↑	38% +	30% +	+9% +↑	+9% +	+4% +
% Ebacc (Grade 5+)	23% +↑	26% +	22% +	+5% +	+5% +	+3% +
% 5+ GCSEs (Grade 7+)	24% +↑	25%	23% +	+6% +↑	+2% ↓	+5% +
Average entries per pupil	8.8 +↑	8.7 +	8.1 +	+0.6 +↑	+0.4 +↓	+0.1 +
Average entries per pupil (GCSE only)	8.1 +↑	7.9 +↓	7.6 +	+0.6 +↑	+0.3 +↓	+0.2 +
% Pupils taking 3 single sciences	23% -	22% -	21% -	-1%	-5% -↓	-4% -

Disadvantaged pupils

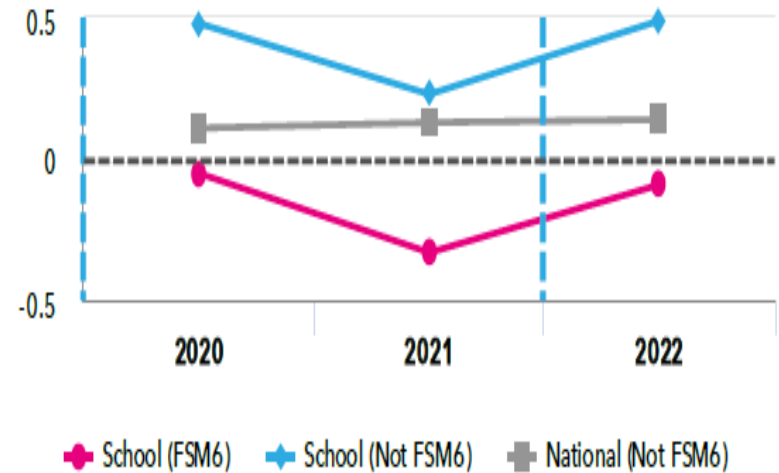
LA KS4 attainment for disadvantaged pupils 2022

Attainment 8 (Overall)

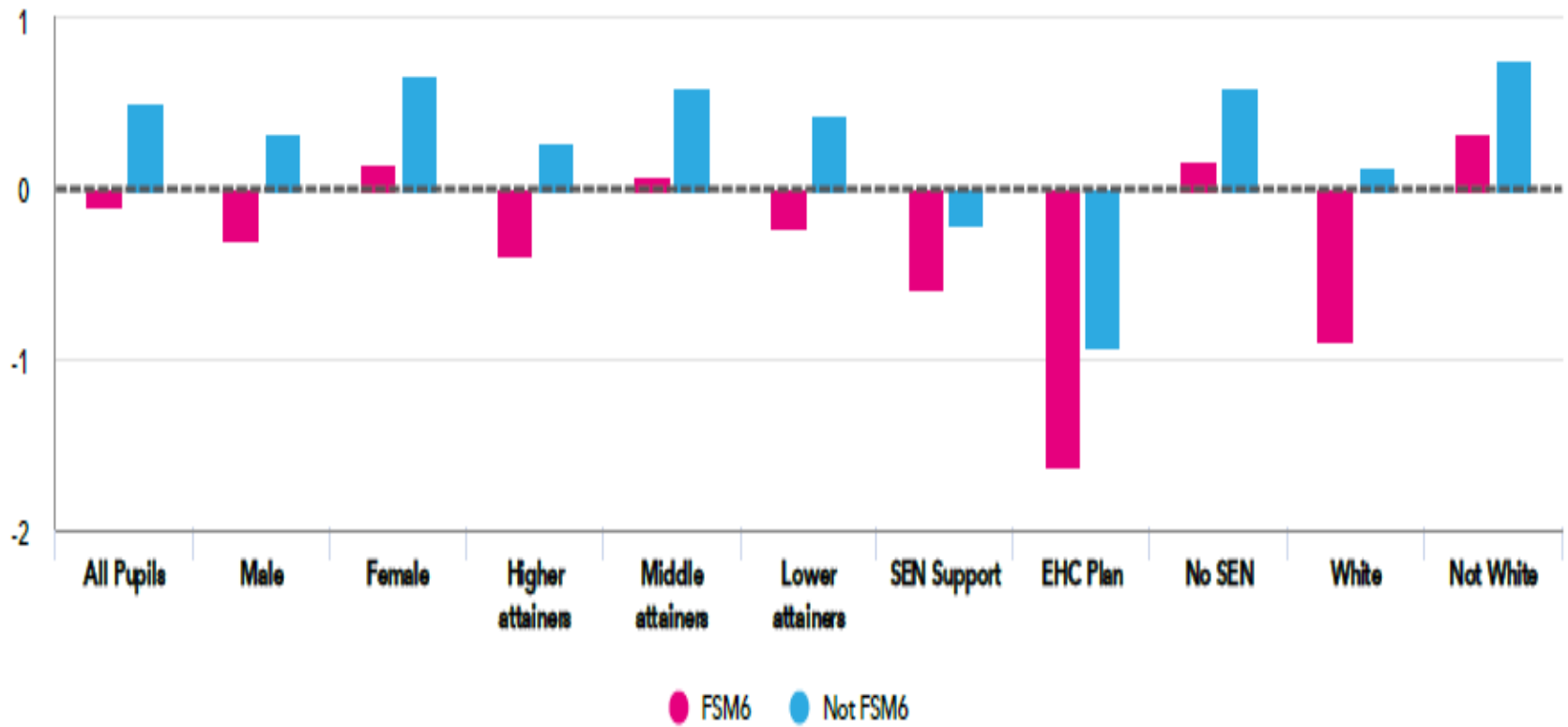


LA KS4 progress for disadvantaged pupils 2022

Progress 8 (Overall)



LA Progress gap Progress 8 (Overall)



	Hillingdon					London			England							
	2019	2020^	2021^	2022	Trend	Latest Avg.	LA vs London		2019	2020^	2021^	2022	LA vs England			
							Rank	Latest Diff.					Rank	Latest Diff.	Trend	
						-5% 0% +5%										
KS5	A level APS per Entry	29.8	37.4	39.5	36.5		38.3	23rd	-4.6%	32.9	38.4	40.4	37.8	91st	-4.4%	
	Academic APS per Entry	29.9	37.5	39.6	36.5		38.3	23rd	-4.6%	33.0	38.4	40.4	37.8	90th	-3.5%	
	Tech level APS per Entry	30.9	30.8	34.1	28.0		30.0	22nd	-6.6%	28.6	29.8	31.7	30.6	123rd	-6.5%	
	Applied General APS per Entry	27.5	28.8	31.0	29.1		30.6	23rd	-4.8%	28.9	31.2	32.8	31.8	133rd	-6.5%	
	AAB at A level, at least 2 are facilitating	10%	19%	24%	16%		22%	22nd	-6%	14%	21%	25%	21%	106th	-5%	
	Three A*-A grades or better at A level	7%	17%	23%	15%		21%	23rd	-6%	11%	20%	25%	20%	104th	-5%	
Post-16 By age 19	Qualified to Level 2 by 19 - All Pupils	86.7%	84.2%	85.5%	-		85.8%	19th	-0.3%	81.8%	81.3%	81.6%	-	30th	+3.9%	
	FSM Eligible	71.5%	70.1%	71.1%	-		75.5%	25th	-4.4%	62.7%	62.2%	62.5%	-	29th	+6.6%	
	Not FSM Eligible	89.4%	86.3%	87.6%	-		87.9%	22nd	-0.3%	84.8%	84.2%	84.4%	-	33rd	+3.2%	
	Level 2 including Eng & maths by 19 - All Pupils	70.7%	70.4%	73.4%	-		74.4%	22nd	-1.0%	68.8%	68.3%	70.4%	-	45th	+3.0%	
	FSM Eligible	50.8%	51.3%	53.5%	-		60.2%	25th	-6.7%	44.3%	44.0%	46.8%	-	31st	+6.7%	
	Not FSM Eligible	74.3%	73.3%	76.2%	-		77.3%	21st	-1.1%	72.6%	72.0%	73.9%	-	44th	+2.3%	
	Qualified to Level 3 by 19 - All Pupils	61.7%	62.2%	66.8%	-		69.8%	24th	-3.0%	57.1%	57.4%	59.8%	-	33rd	+2.0%	
	FSM Eligible	38.8%	43.9%	46.8%	-		56.5%	26th	-9.7%	35.2%	35.9%	38.2%	-	29th	+6.6%	
	Not FSM Eligible	65.8%	64.9%	69.6%	-		72.5%	25th	-2.9%	60.5%	60.7%	63.0%	-	34th	+6.6%	

Queries or Feedback

- Please contact

education@hillingdon.gov.uk



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