

Outcomes for high attaining children in the South West are amongst the worst in the country.

The situation is even bleaker for children from the least privileged backgrounds.

We want to change this.

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The problem:

The largest attainment gaps in the country for under resourced children

+

Poor outcomes for high attainers at every stage of school journey

→

Some of the greatest barriers to HE progression for under resourced children in the country

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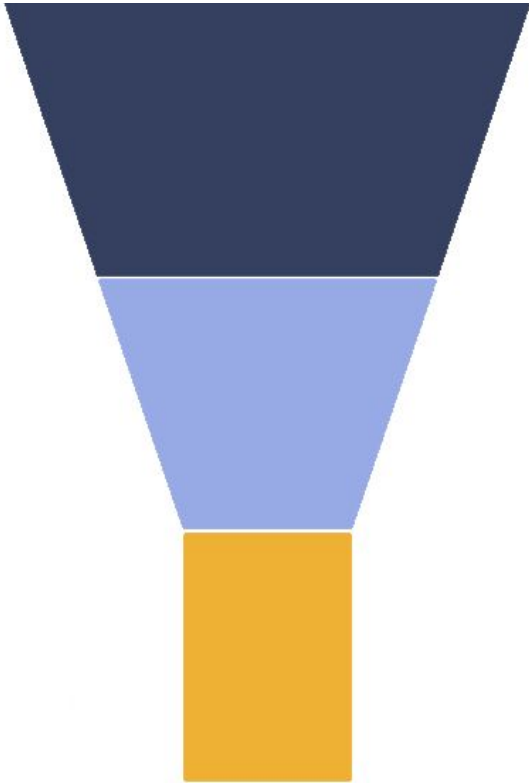
-0.89

2022-23 Progress 8 score for High Prior Attaining Disadvantaged Students in the South West

National Average -0.50; All HPA students in SW -0.07; All disadvantaged students in SW -0.68
Source: DfE FoI Request: Ref: 2023-0015740

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High Attainment: the narrowing funnel



- Fewer children who have experienced disadvantage attain highly in primary school than in any other part of England
- GCSE attainment for disadvantaged children who attain highly at primary school is lower than in all but one English region
- Disadvantaged children who attain highly at GCSE are less likely to progress to higher education than in any other part of the country

Sources:

South West Social Mobility Commission, 2022
Department of Education
Education Policy Institute, 2024

If you are a child educated in the South West you are...

...half as likely to have high attainment at Key Stage 2...

...likely to have a GCSE Attainment 8 score **3.2 grades lower**...

...30% less likely to progress to A-Level study...

...half as likely to go to a Russell Group University...

...70% less likely to go to Oxford or Cambridge...

...than if you were educated in London.

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If you are a **disadvantaged** child in the South West you are...

...**three times** less likely to have high attainment at Key Stage 2...

...likely to have a GCSE Attainment 8 score **10.6 grades lower**...

...**half** as likely to progress to A-Level study...

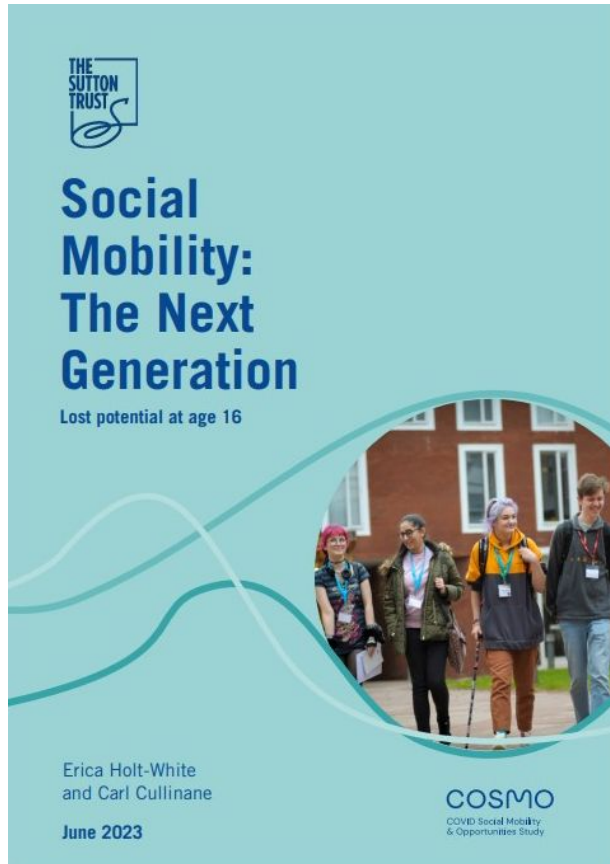
...**three times** less likely to go to a Russell Group University...

...**two and a half times** less likely to go to Oxford or Cambridge...

...than if you were a **disadvantaged** child educated in London.

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What factors lie behind this problem?



Reduced national focus on, and resourcing for, high attaining children in national educational policy in last 10+ years

“Without suitable support, disadvantaged high attainers tend to fall behind their equally talented peers.... Without adequate intervention, the social mobility of the next generation is under threat.”

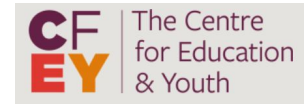
<https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/>

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What factors lie behind this problem?

Unique Regional Challenges

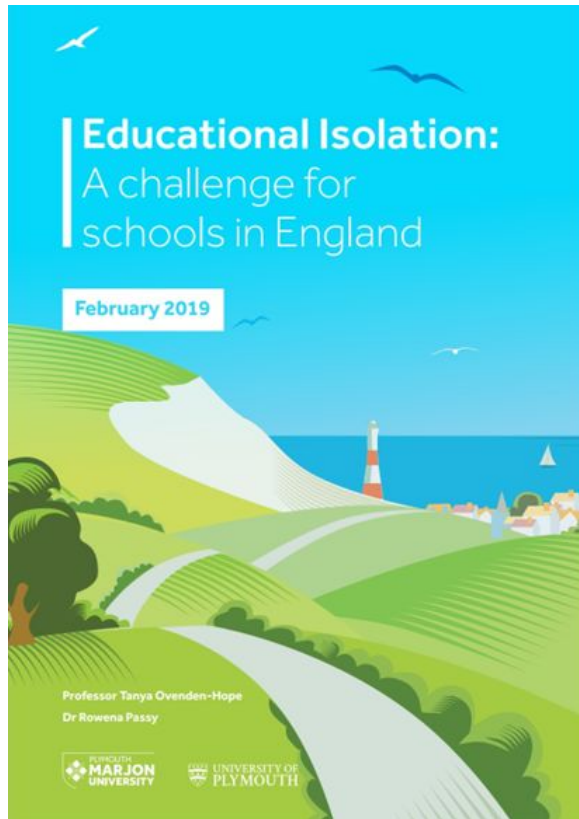
- *“Geography, demographics and community/economic context play a critical role in moderating the relationship between poverty and educational outcomes....Rural schools have particular difficulty breaking the link between poverty and low attainment.”*



- *“For poorer young people growing up within pockets of urban or rural poverty across the peninsula, a combination of remoteness from the rest of the country and poor public transport connections locally may mean some experiences, opportunities and pathways will be out of reach and sight.”*

South-West Social
Mobility Commission

What factors lie behind this problem?



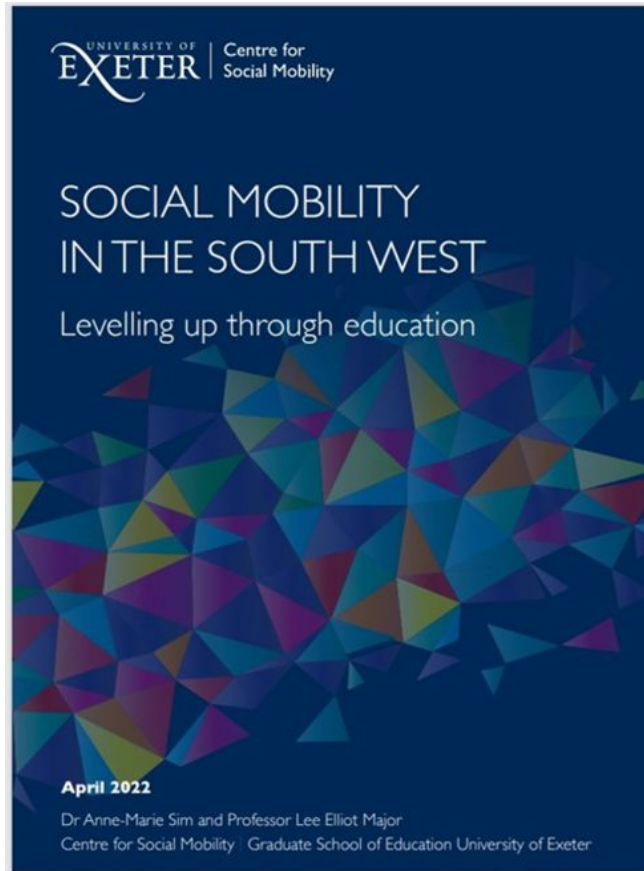
South West schools particularly impacted by the challenges of **educational isolation:**

- Geographical remoteness
- Socioeconomic disadvantage
- Cultural isolation

<https://www.marjon.ac.uk/educational-isolation/>

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What factors lie behind this problem?



Absence of collaborative, cross-phase, **cradle to career** approach.

- Accountability measures encourage focus on short term performance, rather than long term progression
- Limited collaboration between primary, secondary, FE & HE phases and charitable sector

https://www.exeter.ac.uk/media/universityofexeter/newsarchive/researchgeneral/Social_Mobility_in_the_South_West_Report.pdf

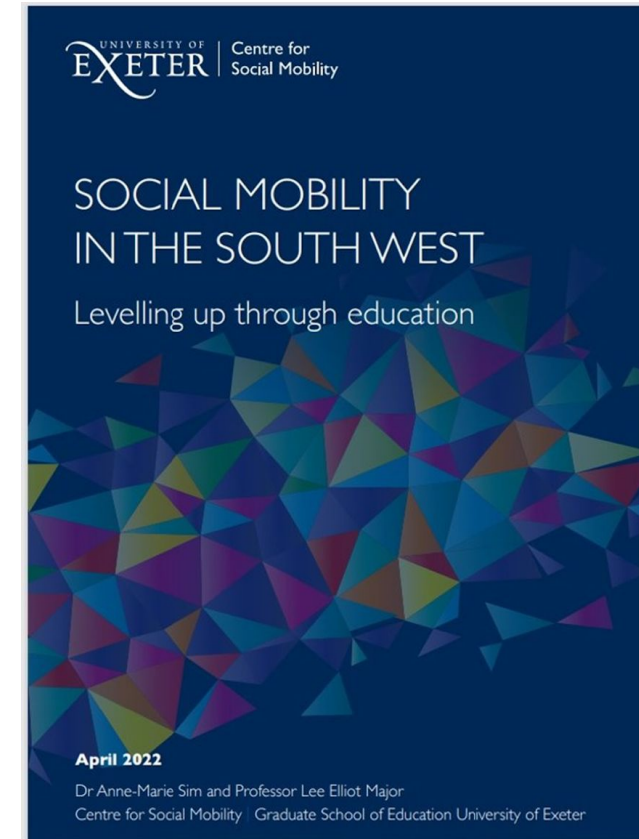
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What factors lie behind this problem?

Low numbers of high attaining children in many South West schools:

- Stretched school resources: already high attaining children not always priority.
- High attainers isolated: less expectation of high attainment and HE progression
- Advice and guidance less focussed on progression routes for high attainers.

https://www.exeter.ac.uk/media/universityofexeter/newsarchive/researchgeneral/Social_Mobility_in_the_South_West_Report.pdf



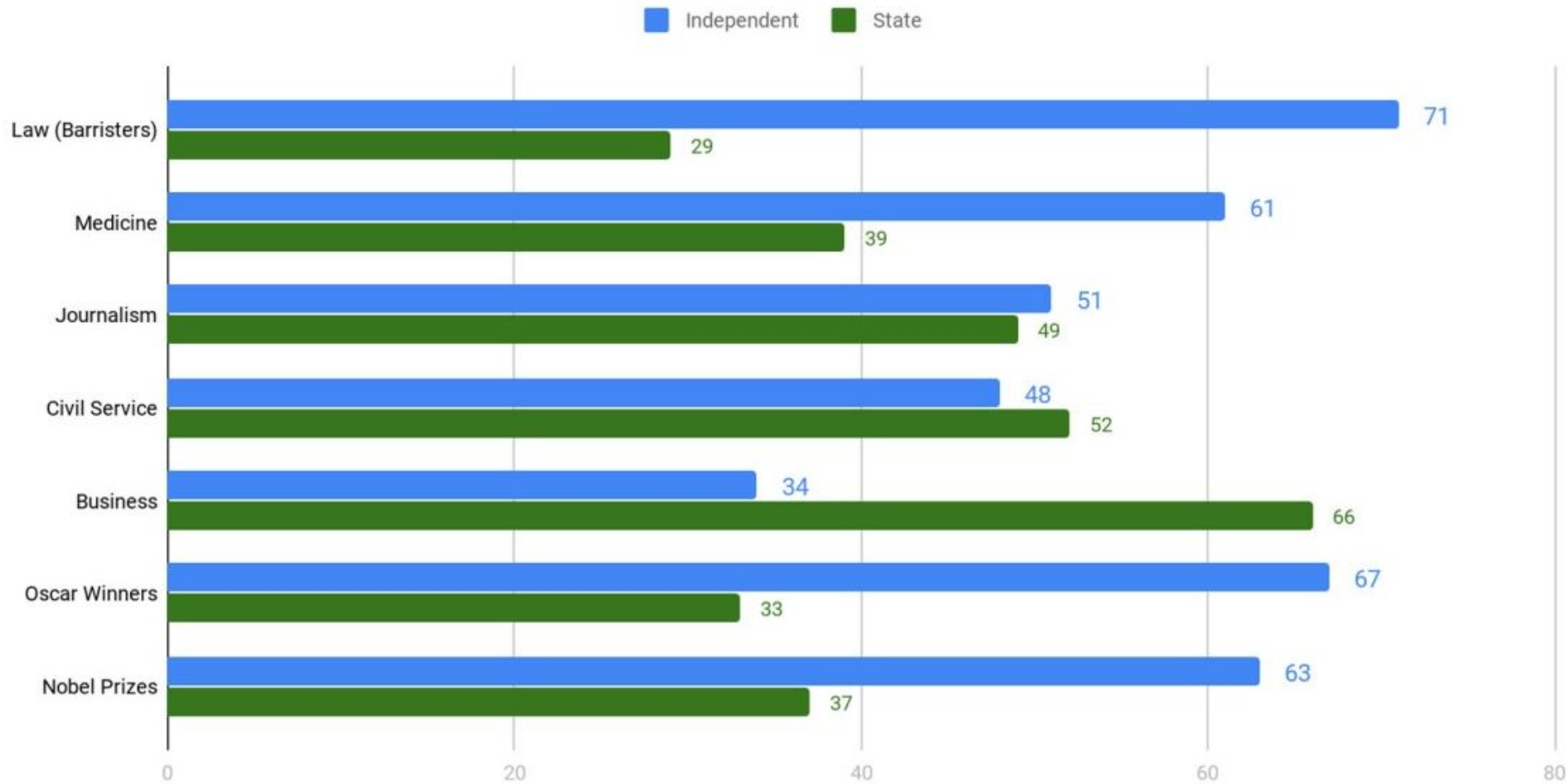
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Why does this matter?

A moral and economic imperative:

- Just 7% of children in the UK attend independent schools, but 30 per cent of all A* grades at A level are achieved by these children.
- 32% of MPs, 51% of top medics, 54% of FTSE-100 chief execs, 54% of top journalists and 70% of High Court judges went to an independent school, compared to 7% of the population. ([Deloitte](#))
- “The most diverse companies are now more likely than ever to outperform less diverse peers on profitability.” [McKinsey](#)

Real-life consequences: 7% vs 93%



Sutton Trust, Leading People, 2016

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Some of the greatest barriers to HE progression for under resourced children in the country

Theory of Change:

Enacting equity

+

Supporting high attainment in schools

→

A South West where background is no barrier to university progression

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A South West where background is no barrier to university progression

Attainment and aspiration building programmes for under resourced children

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Developing teachers and school leaders
School improvement partnerships

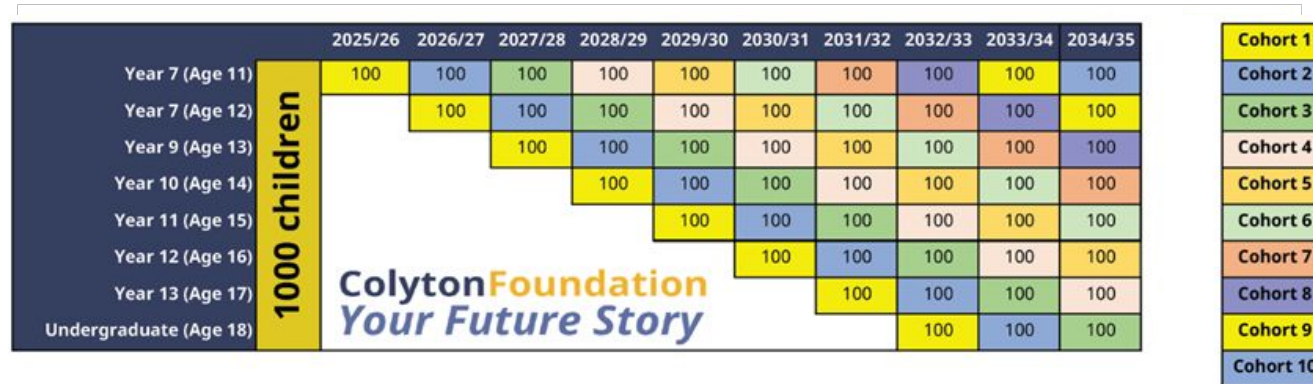


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Enacting Equality:

Attainment and aspiration building programmes for under resourced children

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10 year programme to ensure **1000 under resourced children** remain on the pathway to university.

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Overview

- Sustained 8 year programme for disadvantaged KS2 high attainers in Cornwall, Devon and Somerset.
- Core aim: participants remain on pathway to a degree from top third university from Year 7 to first year as undergraduate.
- Cohort model: 100 pupils per year. Emphasis on cohort identity and sustained expectation of HE progression (aspiration and attainment) .

Overview (cont.)

- Building HE aspiration (university and employer partners):
 - Annual residential
 - Termly trip: university and employer visit, cohort and confidence building
 - Mentoring, information, advice and guidance
 - Parental/family engagement
- Supporting high attainment (partner schools):
 - School 'Teacher Champion'
 - Attainment support
 - Scholarship masterclasses

Supporting High Attainment in Schools: Developing teachers and school leaders

CPD delivered in partnership with *South West Institute for Teaching*:

Leading High Attainment

1-year course for school leaders.

Supporting Competitive Higher Education Applications

3-month course for teachers & advisors

Initial Teaching Training, Early Career Framework and National Professional Qualifications

Programme components for teachers and leaders at every career stage

Disciplinary expertise development programmes

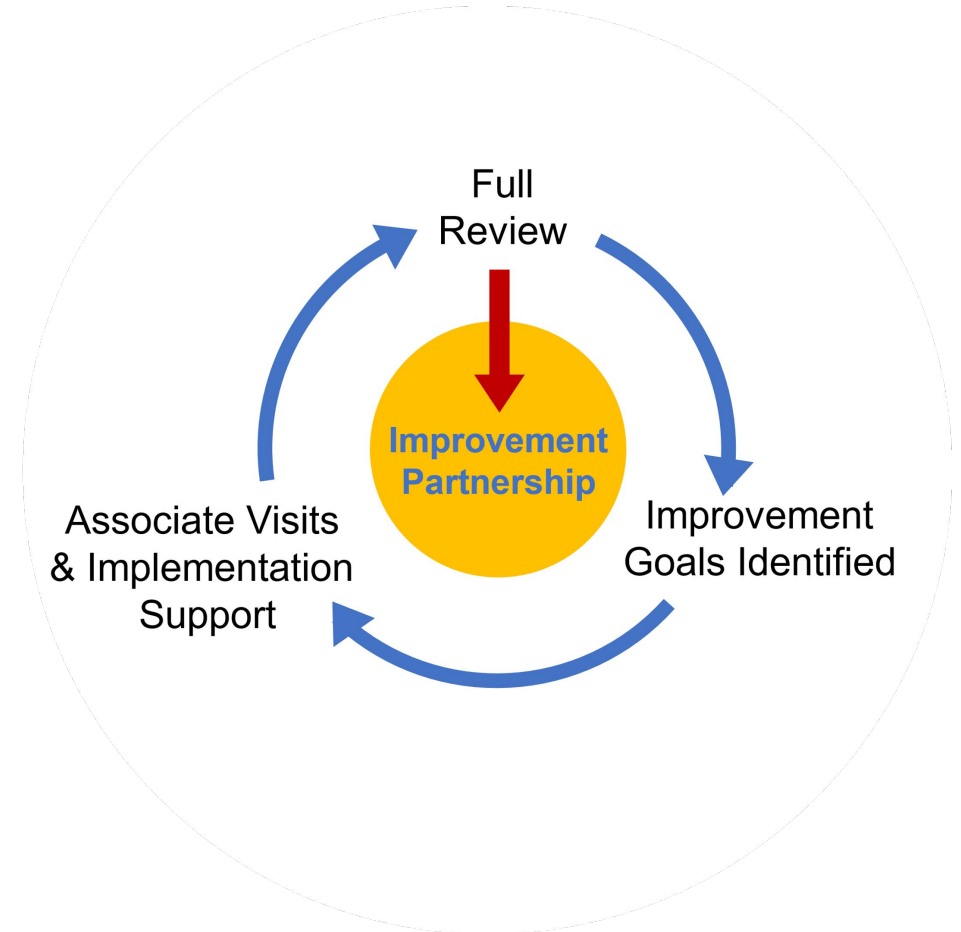
English, Maths, Biology, Chemistry, Physics, Computer Science



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Supporting High Attainment in Schools: School improvement partnerships

- Collaborative partnerships with schools and MATs to significantly improve outcomes for high attainment
- Foundation Associate school visits and peer review
- Implementation support: subject specific and whole school



Theory of Change:

Enacting equity

+

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A South West where background is no barrier to university progression

Attainment and aspiration building programmes for under resourced children

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Developing teachers and school leaders
School improvement partnerships



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Your Future Story



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