



Fair
Education
Alliance

REPORT CARD 2018

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The Fair Education Alliance is a coalition of over 100 of the UK's leading organisations from business, the third sector and education.

OUR VISION

The Fair Education Alliance is working towards a world where our education system is fair – where no child's educational success is limited by their socio-economic background. This is a world where disadvantage no longer determines literacy and numeracy rates at primary school, GCSE attainment at secondary school, the emotional wellbeing and resilience of young people, participation in further education or employment based training, or university admissions.

OUR MISSION

To use our collective voice and influence to create change by helping a wide range of stakeholders to close the gap between the most disadvantaged children and their wealthier peers.

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Forewords



“Achieving greater equity in education is not only a social-justice imperative,” writes Andreas Schleicher of the OECD, “It is also a way to use resources more efficiently, and to increase the supply of knowledge and skills that fuel

economic growth and promote social cohesion.”¹

These objectives are more important than ever in the current UK context, a period of economic and political uncertainty, and a time when the pressures that drive communities apart can sometimes feel more powerful than those that hold them together. Our evidence points to two firm conclusions. The first is that deprivation is not destiny: there are plenty of examples of communities that have dramatically improved their educational outcomes for young people despite tough economic circumstances. The second is that the economic gains that would arise from eliminating extreme underperformance in schooling would be very significant. In the UK, they would almost certainly amount to more, for better or for worse, than the consequences of Brexit. Policymakers need to get their priorities right.

With this in mind, the FEA has been pushing ahead over the past year under the dynamic leadership of Sam Butters, who joined us last autumn. To drive towards its established goals of narrowing the gaps in educational outcomes, over 100 diverse organisations that make up the FEA have come together to agree on three priorities for system change.

The power of this collective voice will be critical: rather

than re-inventing the wheel, we are drawing on what has been shown to work for disadvantaged young people across the UK, and calling for these initiatives to be made systemic. This means that best practice can be shared and amplified to more children and more areas. To take just one example, the Skills Builder framework developed by Enabling Enterprise can reach thousands more young people by channelling it through this coalition of organisations and other networks.

We aim to bring diverse voices together to reach smarter, more considered solutions to complex problems. We have also been able to speak with a unified, cross-sector voice on major policy questions. Two examples have been our clearly expressed views on grammar schools, based on the overwhelming evidence that expansion will have a detrimental impact on students from disadvantaged backgrounds, and our contribution to the NAHT commission on accountability in schools – providing input on the impact of accountability systems on disadvantaged young people.

Along with Sam, Alex Turner has played a big part in that effort. He has now moved on, and we welcome Joseph Dudley in his place. All thanks to this small team for what they have achieved over the past year – and thanks, too, to our members and supporters for their engagement in driving forward this incredibly important mission.

Sir Richard Lambert
Chair, Fair Education Alliance



An equitable education system that fulfils the potential of every student, irrespective of background, remains as critical today as when the Fair Education Alliance was founded four years ago.

The economic and moral imperatives for action are incontrovertible. The challenge remains to make progress and build consensus, sharing what works in order to do so. For all these reasons the work of the FEA remains more relevant than ever.

As a unique coalition of more than 100 members, combining powerful expertise and experience in addressing educational inequality, the FEA, in the period since the last report card, has brought increased collaboration, focus and momentum to this critical endeavour. We cannot be complacent. Progress is patchy; it needs to be faster and the headwinds are strong.

UBS’s own experience of sustained place-based investment has taught us a great deal – through

failure as well as success. We can certainly attest that partnership is more powerful than working in isolation. Cross sector partnership all the more so. Our efforts make clear that improving social mobility requires long-term action on many fronts. Last but not least we are more than ever certain that business has an important role to play.

We are delighted therefore to endorse the recommendations and priorities identified in this year’s Report Card. First, that bringing the very best teachers and leaders to the communities with the greatest need is key. Second, an inclusive and holistic approach that places value on the whole child. This will yield greater benefit over time. Third, that a more joined up and coherent approach to progression, career advice and navigation of the world post-16 are required for students. In a society where what is needed for the world of work is undergoing rapid and dramatic change, businesses must contribute a great deal to the thinking and practice of personal and skills development for students.

This report and the progress made is to be commended, but our collective efforts must in no way diminish; this is simply too important.

David Soanes
UK Country Head, UBS

¹ World Class: How to build a 21st – Century School System (2018), [oecd.org/education/world-class-9789264300002-en.htm](https://www.oecd.org/education/world-class-9789264300002-en.htm)



Too often, the opportunities open to young people in this country are dictated by socio-economic background rather than talent, potential or work ethic. This isn't a new problem, but it is one we are struggling to fix. In 2016, the UK

achieved its lowest numeracy scores since it began participating in OECD rankings eighteen years ago and the attainment gap based on pupils' socio-economic background has also been growing.

This trend has long been hugely concerning to us at KPMG and we are working hard to address it. We have been committed to improving social mobility for more than 20 years, and today we focus our efforts on direct action to improve numeracy, literacy and lifelong learning across the UK. Improving social mobility is more than just a philanthropic activity for us. It's a strategic business priority. Our clients and the communities we operate in are diverse and it is important that our firm reflects this.

Long-term, needs-led support from businesses helps schools provide opportunities that are defined by merit, rather than privilege. Last year we worked with 17,000 individuals from 30 primary schools and 100 secondary schools to help prepare young people for the future world of work. This year we co-founded the first National Numeracy Day with fellow FEA member, the National Numeracy charity, to celebrate the importance of numbers in everyday life and improve numeracy skills. As part of the day, we worked with 50 schools to engage over 4,000 students with their

future careers through the prism of numeracy. We are not alone; businesses from all sectors are reaching out to school leaders in increasing numbers because they understand how vital it is that we get this right and the important role they can play in doing so.

There are signs that this work is beginning to reverse the trend. It is heartening to see from this report that in some parts of the country progress is being made in reducing the attainment gap. There is still a way to go if we are to level the playing field and remove the inequality that characterises the education and careers landscape in the UK. But this serves to reinforce our belief in the initiatives we are pursuing and gives us further motivation for the future.

I am immensely proud of the positive impact our work has created. Our ambition is that every young person has the opportunity to continually develop the skills they need and just as importantly, learn what a career in professional services means from those who know first-hand. That direct contact is so important in showing young people that these opportunities are there for them, and we as a profession want and need them to join us. The benefits are also far from one way. Thousands of our people have been involved and it has given them their own opportunities to learn, seek new perspectives and develop new skills themselves.

Working with school leaders, teachers and communities, we have all demonstrated it is possible to close the gap between the performance of students from low income backgrounds and their wealthier peers. Together, we are making a difference but there is much more to do. We must think big and aspire to create a country where every young person has the opportunity to succeed, no matter their background.

Melanie Richards

Deputy Chair, KPMG in the UK



Despite some important incremental progress in recent years, social mobility remains a significant and stubborn problem in the UK and one we must solve by tackling inequalities throughout our education system.

At Allen & Overy we have never been in any doubt why it is so important to end the achievement gap between young people from the poorest communities and their wealthier peers.

The moral case for doing so is self-evident – it is a simple question of fairness.

But as this latest report card makes clear, the economic case for doing so is also overwhelming. Estimates of the costs of inequality, both in terms of welfare costs and lost tax revenue and from a productivity and community welfare point of view, are staggering.

At this critical time for the UK economy, with Brexit looming and as we wrestle to make up a productivity gap with our main competitors, we need to be doing everything we can to tackle impediments to growth.

Greater social mobility is vital too if, as employers, we want to tap the best and most diverse sources of talent in our society – an issue we feel very keenly in the professional services sector.

For almost a decade now, Allen & Overy has worked to promote greater social mobility in the legal profession and in business more widely.

Our Smart Start Experience scheme, launched in 2009, has given nearly 1,300 students from disadvantaged backgrounds the opportunity to get a first taste of life in the business world through high-quality work experience.

A year later, we launched Smarter Futures, an e-mentoring scheme, which has put nearly 500 Smart

Start students in touch with business mentors. We were also co-founders of PRIME, an alliance of law firms now offering over 4,000 work placements a year to widen access to the profession.

We joined the Fair Education Alliance in 2016 to help us take this work forward. While we think business has a pivotal role to play, we recognise that we can have much greater impact if we work in close partnership with leading educational institutes and charities, as the Alliance allows us to do.

In particular, we have homed in on two of the FEA's impact goals.

The first is improving access to higher education. Together with the University of Manchester and the University of Oxford, we commissioned research from the Centre for Social Mobility at the University of Exeter into the use of contextualised data in the admissions process.

It is now quite common for universities to use more than just raw academic achievement to assess students applying for a place. But as the recent FEA report based on this research made clear, contextualised data is still not being used consistently or transparently.

The FEA's focus on creating an education system that values the whole child is another area of great interest to us. Working with a social enterprise, we are in the early stages of developing a wellbeing programme for teachers and pupils in one of our partner secondary schools.

We are delighted to be part of the Alliance. It allows us to make a difference in a more concerted way and offers the chance to learn from others, which we value highly. As this report card makes clear, it is only through joined-up, system-wide action that we will turn the localised successes we have achieved to date into benefits for society as a whole.

For any organisation – as concerned as we are about giving young people a fairer chance to realise their potential – I would strongly urge them to become a member and join this critical effort.

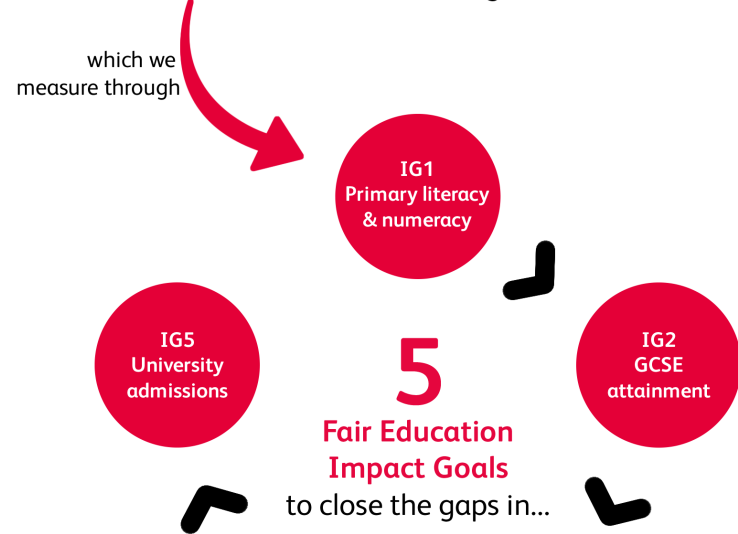
Andrew Ballheimer

Global Managing Partner, Allen & Overy



1
 vision
 who have come together with

An education system that is fair
 where no child's educational success is limited by their socio-economic background



which we're working to achieve through

3

Priority areas for 2018 and beyond

1) Developing leadership, wellbeing and CPD in schools

World class teachers and leaders

A system that develops the whole child

Support for all post-16 destinations

6) Encouraging greater collaboration to provide joined-up information on all post-16 routes

7) Sharing and embedding a whole school approach to careers progression in more schools

2) Creating a shared language and framework for skills development

4) Implementing a new vision for school accountability

3) Sharing and embedding rounded education practice in more schools

5) Developing a school funding policy to allow for pupils with higher needs

Executive Summary

Welcome to our 4th annual Report Card.

In 2012 the Fair Education Alliance set our vision; by 2022, we want to see an education system that enables every child, no matter their background, to fulfil their potential. But in 2018, how well you do in education is still determined by where you start. This is not just in terms of academic outcomes, but also in preparedness for life after school and in mental health, emotional happiness and wellbeing.

Today more than ever, given the context of Brexit, there is not just a moral imperative, but an economic imperative to make sure we are getting the most out of every young person in the UK, not just a lucky few. Young people not doing well in education has a domino effect on wider society. A conservative estimate of the total "resource cost" to public finance of young people not in education, employment, or training is nearly £21 billion, reflecting lost productivity to the economy and welfare to individuals and families. The higher estimates are of a cost of £76 billion, amounting to the budget of a small to medium government department.²

The good news is that the picture is not all bleak. In pockets across the country, school leaders, teachers and communities have demonstrated it is possible to close the gaps between the performance of students from low income backgrounds and their wealthier peers, with certain schools achieving very strong outcomes for pupils from disadvantaged backgrounds.³ Moreover, in inner London, disadvantaged pupils are more likely to progress to university than more affluent pupils outside of London. Given this, since 2012 we have seen the situation slowly improving – gaps between disadvantaged pupils and others in each of the goals we measure are slowly closing – but this is a complicated picture and true for some areas and not others. Moreover, progress is beginning to stall and marginal improvements are not enough. The latest data in this report shows that the gap in primary literacy and numeracy has closed by 0.1 months (the equivalent of just three days) in the past year.

We have proven that we can enable young people to succeed no matter their background but we now need to share practice across the country and make that a reality for every young person in every area.

To make significant change, rather than the incremental steps which have been taken so far, we need to take a system-wide view and we need everybody on board: teachers, school leaders, parents, young people, government, charities and businesses.

In this annual report, we have identified three things from our collective evidence and experience that we believe need to be achieved to make a step change in enabling every child to fulfil their potential. We need:

1. World-class teachers and transformative leaders for all UK schools: particularly in the most disadvantaged areas.
2. An education system which develops and values the whole child: where we value and promote development of emotional and social competencies, mental health and wellbeing alongside academic attainment.
3. Joined up support for all post-16 destination routes: to give every child a choice about their future.

These are priorities not just for secondary schools, but right across education, from early years provision through to leavers at 18.

In this report we outline how we can achieve this. We will focus our work as an alliance on these three areas in the year to come but this will take more than just us. We need a shared commitment as a country to achieving these goals.

Sam Butters

CEO, Fair Education Alliance

² Estimating the life-time cost of NEET (2010), york.ac.uk/inst/spru/research/pdf/NEET.pdf

³ Three alternative GCSE and A level results tables (2016), theguardian.com/news/datablog/2016/jan/21/three-alternative-gcse-a-level-results-tables



SECTION I

Calls to action for 2018/19

A Young Pirate leads the annual Hackney Pirates' film premiere and celebration event
Credit: Ioana, Hackney Pirates

OVERVIEW OF SECTION I

This section sets out the Fair Education Alliance's view on what needs to happen to make education fairer for all young people.

We are drawing on evidence and best practice that has worked in closing the gaps in pockets across the country. We now want to spread this knowledge to impact every child in every area. Critically, this is not about re-inventing the wheel and it is not brand-new thinking.

In this section, we make our three calls to action with illustrations of best practice in these areas from across the country. Our intention is that this effective practice can be shared, disseminated and systemised in schools and policy across the country.

We will focus our work as an alliance on these three areas in the year to come. We have highlighted where these require changes to government policy and which are within our own gift to change with the following symbols:



Requires government policy change



Can be achieved through collective action

How we developed our recommendations

The member organisations of the FEA came together for policy development workshops for each of our five impact goals. Pooling our collective evidence, expertise and experience we generated a longlist of policy recommendation. These were then, distilled down and voted on at our annual summit to identify our three top priorities for change.

From September 2018 we will run collaborative projects to drive the changes we believe are needed in each of these areas.

THREE PRIORITIES FOR 2018/19

- 1) **World-class teachers and leaders, particularly in the most disadvantaged areas**
 - 2) **An education system which develops the whole child, promoting emotional and social competencies alongside academic attainment**
 - 3) **Joined up support for all post-16 destinations, giving every student a choice about their future**
-

World-class teachers and leaders serving the most disadvantaged communities

WHAT DOES THIS MEAN?

The FEA recognises high quality teachers and school leaders as the critical levers for driving better outcomes for all pupils. To achieve fair education for every child we need great teachers in every school, serving every community. To empower teachers to deliver the best for pupils, we need school leaders who set a vision and climate in which their teams can thrive.

WHY WILL THIS MAKE A DIFFERENCE?

Great teaching is one of the most well-evidenced positive interventions that can be made to improve the educational outcomes for children and young people, particularly those from disadvantaged backgrounds. But teachers are currently leaving schools at the same rate they join, while pupil numbers are rising significantly, meaning that the country is facing a shortage.⁴ This not only concerns classroom teachers, but also the leadership pipeline. Research conducted by Teach First and Ambition School Leadership in 2016 calculated that, by 2022, we could be facing a shortage of 14,000 to 19,000 senior leaders.⁵ Critically, this retention and recruitment crisis is particularly acute in the most disadvantaged areas.⁶ Surveys have shown that school leaders in areas with higher levels of deprivation are more likely to struggle to attract teachers.

The evidence has shown a critical reason for teachers leaving the profession is wellbeing, excessive workload and work/life balance. Intense accountability measures and the pressure of high-stakes inspections is pulling teachers away from their vocation and creating a climate of fear around the prospect of moving into school leadership. While we welcome the Secretary of State's introduction of the Workload Toolkit, we know there is more to be done to support and empower teachers and leaders to reduce and manage workload.

Another recurring issue behind high teacher exit rates is the absence of rewarding and prestigious career pathways in education. This is not only leading to teachers leaving the system prematurely; it is also curtailing the school leadership pipeline at a time when we do not have enough senior leaders to fill the growing number of posts.

In addition to focusing on teachers at primary and secondary, this priority builds on our recommendation last year that early years providers be supported in becoming qualified and be given opportunities for professional development. The evidence shows that the gap between the most advantaged and least advantaged students is already present by the time children reach primary school, making early years provision a particularly important area of focus.

The Education Policy Institute released analysis in March 2018 which found an increasing reliance on unpaid staff in the early years sector, raising questions about skills and qualifications. In reception classes, as many as 16% of staff are unpaid volunteers. The percentage of two year-olds with a graduate in the classroom has been decreasing – from 45% in 2014 to 44% in 2016. We continue to call for improvements and change in this critical area and are concerned that despite increasing evidence that the workforce is key to high quality early years provision, there still seems to have been a decline in the number of providers with highly-qualified staff.

⁴ Statistics: school workforce (2018), gov.uk/government/collections/statistics-school-workforce

⁵ The School Leadership Challenge: 2022 (2016), ambitionschoolleadership.org.uk/school-leadership-challenge-2022

⁶ Disadvantaged pupils hit hardest by maths teacher shortages (2018), nuffieldfoundation.org/sites/default/files/files/Within-school%20allocations%20of%20maths%20teachers%20to%20pupils_v_FINAL.pdf

WE CALL FOR



INVESTMENT AND COMMITMENT FROM SYSTEM LEADERS FOR DEVELOPMENT OF LEADERSHIP, WELLBEING AND CPD IN SCHOOLS

We call for renewed focus and investment in CPD, leadership development and teacher wellbeing to attract and keep staff in the education profession, particularly in areas of high disadvantage. We call for the strategic use and increase of government funding in this area to target those areas that need it the most. We are working with schools and organisations focused on these areas (including the Chartered College for Teaching, Teach First and Ambition School Leadership) to ensure that provision responds to the needs and capacity of the system. This also builds on the 'Every Child Included in Education' campaign's call for greater focus on teachers as professional learners.⁷ In this way we will build a pipeline of expert teachers and transformative leaders to close the attainment gap between disadvantaged children and their peers.

CASE STUDY



WOODLAND ACADEMY TRUST

"At Woodland Academy Trust there is no distinction between leadership and learning. Our staff, at all levels, lead learning; from the teacher who helps a child to make that breakthrough in literacy, to the midday supervisor who shows a child the meaning of teamwork through play, collaboration and risk-taking.

To deliver on this vision, we have instituted a bespoke CPD pathway for each member of staff, and from September we will be embracing a new appraisal model in which all staff undertake a research project which will not only contribute to their own professional development, but also their school and the Trust as a whole.

All of this brings vocation to the heart of our colleagues' development. Recognising that intrinsic motivation, and the passion, skills and expertise of teaching and non-teaching staff, has empowered us to move away from a 'control and compliance' approach.

This has given us more space to consider staff wellbeing – a crucial element to address in the mission to retain great teachers in the classroom and nurture the school leaders of the future. In our Trust, all adults are awarded three 'wellbeing days' a year – to ensure that their lives as mums and dads, sons and daughters, wives, husbands and partners are not unnecessarily limited by the Victorian-era school calendar.

As a result, since I joined the Trust in 2017, we have cut annual staff turnover from 40% to just 3%. It's an achievement I'm proud of, and one that we've managed by placing respect and empowerment at the centre of our offer to staff. We are seeing the impact in pupil attitudes and outcomes, and I am confident in the talented pipeline of expert teachers and high-potential leaders we are developing for the Trust."

Dan Morrow
CEO, Woodland Academy Trust

⁷ Every Child Included in Education manifesto (2018), afaeducation.org/content/manifesto/manifesto



An education system that develops the whole child

WHAT DOES THIS MEAN?

We are calling for an education system which develops and values emotional and social competencies, mental health and wellbeing alongside academic attainment.

WHY WILL THIS MAKE A DIFFERENCE?

The UK education system is one of increasingly high stakes, low trust accountability for schools combined with funding decreasing in real terms.⁸ Cuts are forcing decisions on what schools can deliver for their young people and creating a high-pressure environment for pupils, teachers and leaders. Critically, given accountability incentives, the first thing to go is perceived ‘nice to haves’; those things not being focused on in measurement and data. Often these are activities which develop social and emotional skills and wellbeing such as extra-curricular activities, pastoral care or beyond-curriculum learning. Head teachers have spoken to the FEA about the “need to be ‘brave’ in order to continue to deliver what is best for young people, in spite of the system”. Added to this, cuts to early years and community services outside of schools are placing increasing pressure for schools to ‘fill the gap’ in extra-curricular and social and emotional development for young people.

The Fair Education Alliance argues that this is resulting in a systemic gap in the development of essential social and emotional skills in young people, particularly impacting the most disadvantaged pupils.

This is not an either/or between academic attainment and wellbeing. Social and emotional competencies are needed to be an effective learner and are essential as protective factors for good mental health. These skills are critical for young people to be happy, healthy, economically productive members of society. It is essential that they are valued alongside attainment. Moreover, these ‘soft skills’ are being recognised by industry as increasingly important for the future workforce.

An important element of an education system that values the whole child is parental engagement and an appreciation of the impact that life outside of school has on child development and learning gaps. This is not just an issue at in primary and secondary education, but also in early years provision, as the evidence shows that this is when the gaps start to open.

This is not a consistent picture – many schools are overcoming the difficult context but they are doing this despite the system incentives rather than because of them. Importantly, this issue is disproportionately affecting the most vulnerable children who are being left behind. We will not be able to provide a fair education for all in this context.

⁸ Long-run comparisons of spending per pupil across different stages of education (2018), ifs.org.uk/uploads/publications/comms/R126.pdf#page=1ee

CASE STUDIES



A NURTURING APPROACH TO EDUCATION: THE BLACKBIRD ACADEMY TRUST

The Blackbird Academy Trust is a Multi-Academy Trust (MAT) of three primary schools in the Blackbird Leys area in Oxford. 42% of children in the area are living below the poverty line and are amongst the 10% most deprived in England. The MAT works with Family Links, training staff to run parent groups based on the Nurturing Programme, designed to provide adults and children with the understanding, skills and ability to lead emotionally healthy lives, delivering CPD for all staff members and supporting schools with a comprehensive ‘circle time’ curriculum. Working

with all members of the school community in this way enables relationships to flourish, building a consistent, safe experience for the children and a shared language on which to build their learning. The skills built up through the ‘nurturing programme’ – individual and organisational resilience, supportive relationships, reflective thinking and empathy – are both protective factors for good mental health and skills that are increasingly being called for by current and future employers. Independent evaluation of this approach found a significant decrease in children’s behavioural and emotional difficulties (as measured by the Strengths and Difficulties questionnaires) and a significant increase in their prosocial behaviour.⁹ Teacher reported self-efficacy and confidence in classroom and behaviour management also rose dramatically. We continue to invest in Emotional Health at School because, quite simply, it works. It creates an area in which it is safe to learn.

Francis Murphy

Headteacher, Pegasus School, Blackbird Academy Trust



VICTORIA ACADEMY

Victoria Academy is a junior school in Barrow-in-Furness, Cumbria, located within a district ranked in the lowest 3% most deprived nationally. Long term unemployment figures are significantly higher than the National Average. We know at national level too, that there is a gap in youth social action participation and students like ours – from lower socio-economic backgrounds – are missing out on the chance to make a positive change in their communities.¹⁰ We help our students do this in a variety of ways. Our year group parliaments help our students develop leadership, oracy and cooperation as they take turns to be ‘speaker’ and agree bills for the consideration of SLT. There are meaningful votes, and we make every effort to adopt the changes proposed by our pupils. Our students have regular opportunities to work with local employers and community groups, to make a real impact in our communities. For example, our local Clinical Commissioning Group commissioned pupils to find solutions to some of the most persistent health problems our communities face. Teachers report a significant increase in learner engagement and confidence, feedback from families shows improvement in healthy eating and fitness and the NHS is planning to roll out this pupil led project in other areas nationally. We are a proud leader of the #iwill movement to see more young people, especially those from disadvantaged backgrounds, reach their full potential through youth social action.

Caroline Vernon

Head Teacher, Victoria Academy

⁹ Interim report on evaluation of Whole-School Emotional Health Approach (2014)

¹⁰ National Youth Social Action Survey (2017), ipsos.com/ipsos-mori/en-uk/national-youth-social-action-survey-2017

WE CALL FOR



A SHARED LANGUAGE AND FRAMEWORK FOR SKILLS DEVELOPMENT

It is possible for every child to build a high level of competency in essential skills, but to do so requires these skills to be taught explicitly – we cannot presume that they are innate or that they just ‘rub off’ on students after enough opportunities or experiences. We need a fundamental shift in mindset towards thinking about these essential skills with just the same rigour as literacy and numeracy. To do this we need a shared language and framework for skills development. The FEA is supporting the rollout of the Skills Builder Framework (opposite) to be adopted by schools and practitioners across the country.



SHARING AND EMBEDDING “ROUNDED EDUCATION” PRACTICE

Many schools across the country are overcoming funding and workload issues and embedding practice which values development of social and emotional skills and wellbeing alongside academic attainment. Independent evaluations have shown the impact this is having for disadvantaged young people in terms of decrease in behavioural issues and increase in prosocial behaviour. Two such case studies are included here (see previous page), and the FEA is committed to highlighting, sharing and disseminating such practice across school networks and practitioners, so leaders can learn from each other and increase adoption of this type of approach to education. We will be working with the ‘Every Child Included in Education’ campaign on this alongside their priorities to promote kindness and wellbeing and increase recognition of parents, carers and wider communities.¹¹



IMPLEMENTING A NEW VISION FOR SCHOOL ACCOUNTABILITY

The FEA has supported a commission led by the National Association of Head Teachers (NAHT) to develop a new vision for school accountability. The commission has found that the current accountability system is not working for disadvantaged young people; amongst other issues, it deters talented staff from working in more deprived communities, narrows the curriculum and encourages ‘teaching to the test’. In September, the commission will set out its vision for the future of school accountability. This will include a call for use of comparative performance data within families of schools in inspection, to mitigate against unfavourable judgements on schools serving disadvantaged communities. The FEA calls for support to implement the commission’s recommendations from government and the wider sector and will work with NAHT to do this.



SCHOOL FUNDING POLICY TO ALLOW FOR PUPILS WITH HIGHER NEEDS

The FEA continues to believe that national spending should not decrease in real terms on a per pupil basis. The government must ensure that all schools are sufficiently funded to meet its own aims for the education system, and fairly funded across the regions. Funding for pupils with higher needs should be protected. To achieve this, the government should consider a transparent and independent review into the provision that the best-performing schools offer, the cost of providing this on a per-pupil basis, and work with the Treasury to meet any shortfall between the cost of this provision and current funding arrangements. This should inform long term budgets in the 2020 Spending Review, and lead to additional funds in 2018 and 2019 where needed. The second stage of the national funding formula should also be reviewed to address continued inequality in funding between similar schools in different areas. All political parties should continue to support higher needs funding, including the pupil premium and funding for opportunity areas.

¹¹ Every Child Included in Education manifesto (2018), afaeducation.org/content/manifesto/manifesto



Requires government policy change



Can be achieved through collective action



THE SKILLS BUILDER FRAMEWORK

The Skills Builder Framework sets out eight essential skills called for by employers and educators: listening; presenting; problem-solving; creativity; staying positive; aiming high; leadership; and teamwork. It goes further by breaking each skill down into teachable, learnable and assessable chunks and putting them in an effective order.

The development and adoption of the framework is being led by Enabling Enterprise in a partnership of more than thirty organisations. These include: Business in the Community, Ark, Teach First, the National Literacy Trust, Apps for Good, SportInspired, the London Symphony Orchestra and

the QPR Community Trust. More than 350 schools are already signed up to Skills Builder directly, many more have downloaded the framework. These schools include nurseries, primary and secondary schools across the country.

In addition, more than 130 employers are also involved in the partnership. Most host student visits to help them to build their essential skills in a professional environment. Others are exploring or have aligned their employability programmes with the Skills Builder Framework, including all of the FEA’s corporate members: UBS with its apprentices, KPMG’s Work Ready programme and Allen & Overy’s internship programme.

Critically, by working on this together we are able to establish a shared language and common expectations around essential skills which can be used by teachers, learners, businesses and parents.

Across the partnership more than 150,000 children and young people are currently taking part in programmes that are aligned with the Skills Builder Framework. It is being used to support the teaching of these skills in formal education, with students from 3-18, and can be used within extra-curricular activities to build the skills too. Our aim is to see this become adopted across education so that every child can develop the skills they need to thrive.

Tom Ravenscroft
Founder & CEO, Enabling Enterprise



Joined up support for all post-16 routes, enabling choice for every child

WHAT DOES THIS MEAN?

All young people need access to clear, timely, easy to understand information about the opportunities available to them after school, as well as experience of and exposure to different routes. They need this so that they can make the right choices for their future.

Best practice in this area has been set out by the eight Gatsby benchmarks,¹² and the FEA supports the embedding of these benchmarks in careers provision for all young people.

WHY WILL THIS MAKE A DIFFERENCE?

The FEA is committed to closing the gaps in educational outcomes but we believe it is equally important that we focus our efforts on ensuring that young people succeed and thrive whichever route they take after school. All young people should have the knowledge, skills and awareness to make the right decisions about their next step after completing compulsory education and have fair access to the many different routes including further education, employment-based training or higher education.

Currently the landscape around careers advice and guidance is complex. Circa £800m investment is made in widening participation and access to higher

education and there are a wide range of different employability initiatives to help young people learn about the world of work. However, this advice is fragmented; coming from multiple different sources. It is also not consistently getting to every child in every school; there is a 'lottery' effect of whether employers/universities happen to be working with schools in that area. Importantly advice on non-HE routes (e.g. further education, technical education, or apprenticeship routes) have been significantly less prominent.

In this last year, we welcomed government policy for a dedicated careers leader in every school. However, there has been concern about the practicality of this given the complexity described above, coupled with stretched capacity in schools. Schools and careers advisors are being asked to navigate and provide support to students on an ever-changing world of work and the endless education/career pathways available to young people, on top of an already significant workload. In this context, young people, particularly those from disadvantaged backgrounds are not being equipped with the awareness of opportunities available to them beyond school or the tools to help them reach those destinations – with the result that those from disadvantaged backgrounds are still six times as likely to be recorded as not in education, training or employment after age 16.

WE CALL FOR



GREATER COLLABORATION TO PROVIDE JOINED UP INFORMATION ABOUT ALL POST-16 DESTINATION ROUTES

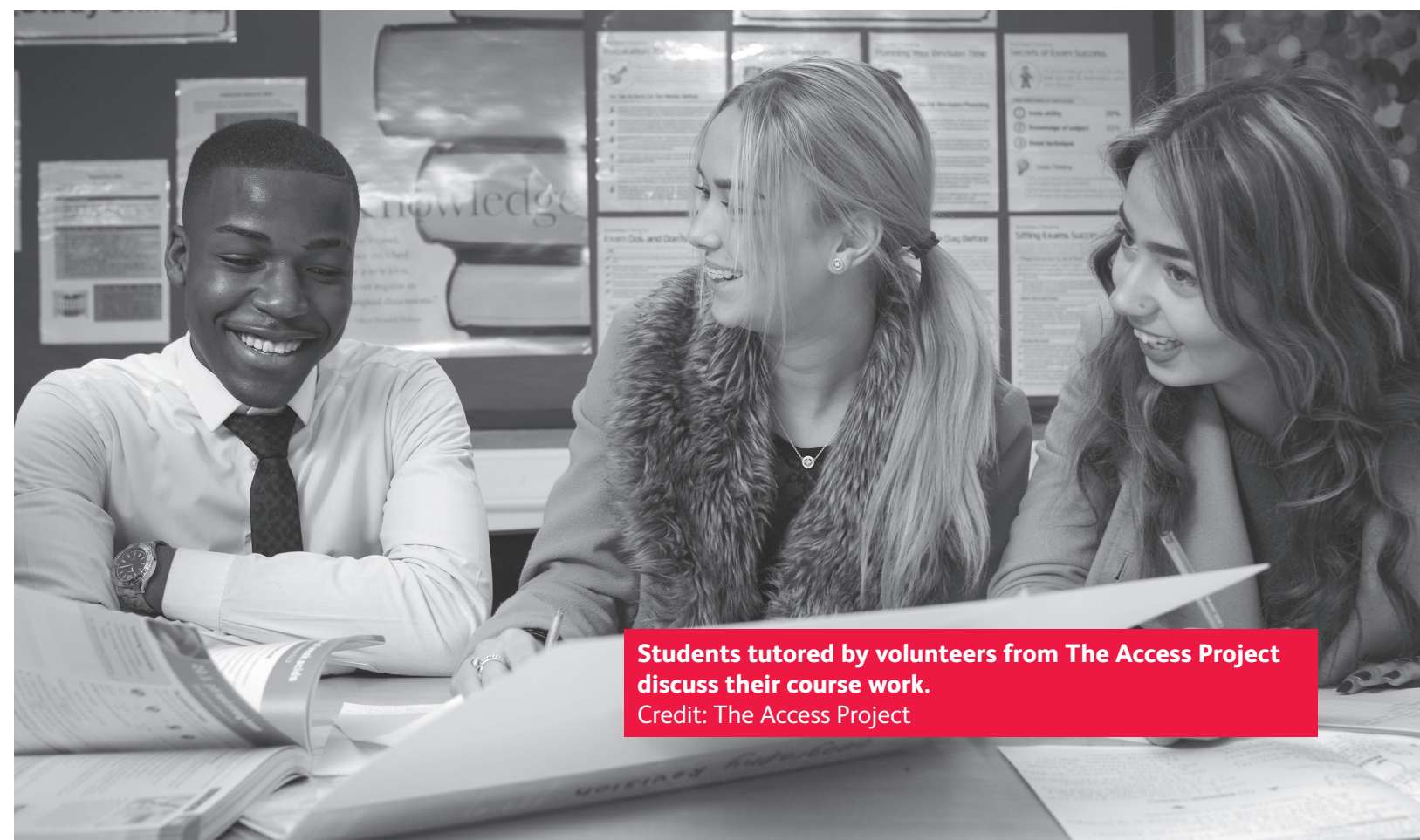
We want to see more collaboration between employers and post-16 education providers in the way they provide information to schools about the range of options available and how they are interconnected. We welcome efforts by the Careers and Enterprise Company and a number of local collaborations (such as the NECOP in the case study on page 23) to provide better networks between schools and colleges with employers, post-16 education providers and universities. We want to ensure every child gets consistent and effective advice and guidance so that they have the awareness and knowledge to make the right choice for them.



SHARING AND EMBEDDING A WHOLE SCHOOL APPROACH TO CAREERS AND POST-16 PROGRESSION IN MORE SCHOOLS

In light of the careers strategy announced by government this year,¹³ many schools and school leaders have already adopted practice which puts post-16 progression at the heart of their strategy. Schools are being required to ensure progress towards all eight Gatsby Career Benchmarks by 2020. The FEA is committed to sharing great practice in this area from across schools and enabling schools and leaders to learn from each other. In this way we want to ensure every child gets consistent quality advice and guidance no matter which school they attend or which area they live in.

¹³ Careers strategy: making the most of everyone's skills and talents
gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents



Students tutored by volunteers from The Access Project discuss their course work.
Credit: The Access Project

¹² Good Career Guidance (2014), gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

CASE STUDIES



WEST GRANTHAM ACADEMY, ST HUGH'S

"At the West Grantham Academy, St Hugh's, we have taken a holistic approach to careers and employability education. As an academy, we believe that this wrap-around and curriculum-wide education can provide the students with the skills and knowledge to make well-informed decisions regarding their post-16 options. Owing to the community and local demographic that we serve, an important aspect when we have been making decisions about the interventions and guidance that we provide is the chance to raise aspirations and address common misconceptions.

The two main challenges that we have experienced are accessing all government agencies and funding available to us and accessing support through local business. It has been challenging to know which government agencies are available to us for funding and intervention. To overcome this, I have attended local careers hubs and approached external agencies for advice. Agencies such as the Skills Service and the Careers and Enterprise Company are able to offer advice to schools using a common language and sharing tools and academic research to support their actions.

It is also important to work with business in the local community. As someone who has not worked in business, I found this daunting. I chose to work with businesses in the local area due to the fact that we serve the same the community. We are now working closely with Morrisons and The Urban Hotel, Grantham.

The impact of these interventions, networking and comprehensive strategies has been that our wrap-around education vision has been reached. During our recent Ofsted inspection in January 2018, pupils spoke to inspectors about their ambitions. They have been given better, effective careers advice and guidance to support their future plans. Our soft data shows that our young people are now challenging their deep-rooted cultural expectations and are aiming higher than ever before."

Sara Martin

Careers Lead, West Grantham Academy



THE NORTH EAST LOCAL ENTERPRISE PARTNERSHIP (NORTH EAST LEP) AND THE NORTH EAST COLLABORATIVE OUTREACH PROGRAMME (NECOP)

Following a successful, region wide pilot in 2015, the North East LEP committed to support all secondary schools and colleges in the region to adopt, implement and achieve the Gatsby Benchmarks for Good Careers Guidance. These eight benchmarks have been designed to support the delivery of high quality careers guidance which enables young people to make informed choices about their future and are now central to the new National Careers Strategy and updated statutory guidance for schools and colleges.

By working with the Edge Foundation and NECOP, we have taken a collaborative and innovative approach to empowering teachers to have positive conversations with young people about higher education, progression and careers. NECOP is a collaboration of all of the universities and colleges in the North East working together to make a rapid improvement in higher education progression rates in the region as part of the Office for Students' National Collaborative Outreach Programme.

Activities delivered by NECOP have been mapped to the Gatsby Benchmarks through a Regional Progression Framework. This framework is being developed to identify learning outcomes under six key themes, ensuring that all activities delivered across the consortium form part of a sustained programme of progressive outreach. Working strategically with the North East LEP has allowed NECOP to build even further on the benchmarks to look at innovative models of school/college transformation, particularly in relation to the implementation of Gatsby Benchmark 4 ('Linking curriculum learning to careers'); one of the more challenging benchmarks for schools and colleges to achieve.

Having identified this challenge for schools and colleges, the North East LEP investigated best practice internationally and discovered 'like minds' in the Edge Foundation. The Edge Foundation are leading on supporting explorations of how project-based learning can support greater awareness and understanding of regional opportunities and how these can be woven into the curriculum.

Now, working closely together, the North East LEP, the Edge Foundation, and NECOP are delivering a pilot of the 'Next Generation Learning model' in the North East. This innovative programme was first developed by Ford NGL in the United States, and the North East LEP has been chosen as the first area internationally to apply the pilot based on the successful Academies of Nashville model. This model was applied in the United States to transform schools by linking careers to the curriculum and in the North East it will support the implementation of Gatsby Benchmark 4.

The North East LEP are delighted to be working in partnership with the universities, schools, colleges and businesses to support economic growth and drive social mobility in our region. It is crucial that we work collaboratively to ensure that we inspire young people to become job ready with the skills employers need. Our universities and colleges are 'anchor institutions' and NECOP is helping to develop initiatives supporting delivery of the regional Strategic Economic Plan.

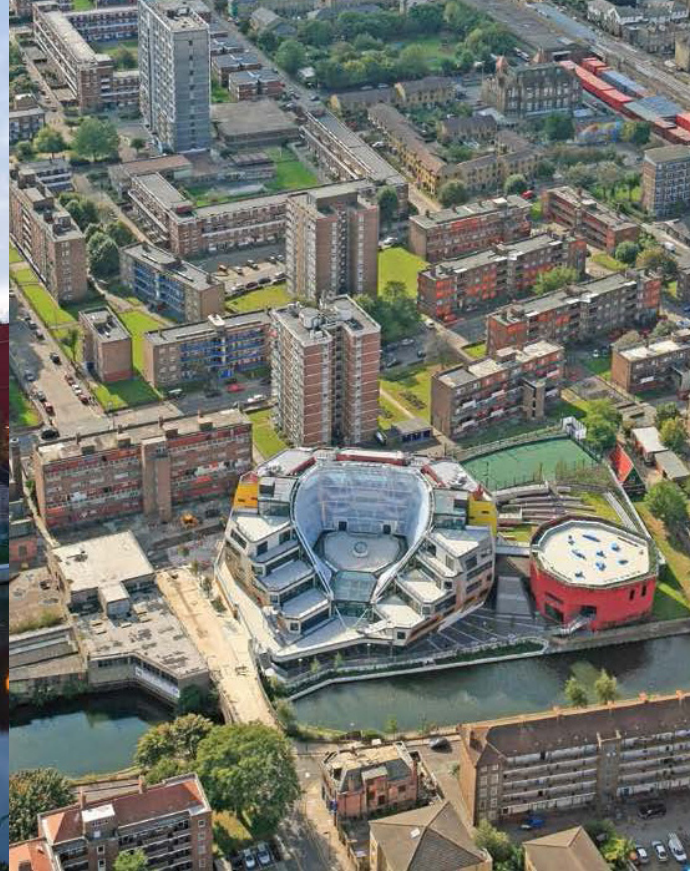
Michelle Rainbow

Skills Director, North East LEP

A volunteer and a Young Pirate enjoying a reading session at The Hackney Pirates

Credit: Gercama, Hackney Pirates





CASE STUDY: BRIDGE ACADEMY



BRIDGE ACADEMY



The Bridge Academy, Hackney, is a shining example of how businesses, educators and charities can work together to effect change. In 2002, Hackney was the second most deprived borough in the UK and was ranked as the worst borough for English, maths and science education in England.

In response to this crisis in education, FEA founding corporate partner UBS, working in partnership with one of their Wealth Management clients, founded The Bridge Academy. The school opened in 2007 and now has over 1000 students, 55% of whom receive free school meals (versus the national average of 14%), and 67% of whom attract Pupil Premium funding (versus the

national average of 28%).

UBS supports Bridge in a huge number of ways, not only with funding, but by providing tens of thousands of hours of employee time. For example, younger students build maths skills with a virtual trading programme that brings the real world into maths classes and is supported by visits to the UBS trading floor and lessons delivered by equities traders. Amongst other programmes,

older students benefit from careers assemblies and enterprise workshops delivered by UBS employees and opportunities for work experience in various departments of the business.

“Bridge students have had extraordinary access to a range of academic, extra-curricular and workplace opportunities due to the unique UBS partnership. Academic and progression data are testament to the quality and impact of this support.”

Chris Brown, Principal

This outstanding partnership has received several awards over the years, including Silver for Best Education Project in the Global Good Awards and Business in the Community’s Big Tick award in recognition of leadership and excellence in community investment.

The school is led by a dedicated and committed staff body, many of whom, including its Principal and Vice Principal, are alumni of Teach First and Ambition School Leadership’s programmes.

As well as UBS, Bridge partners with many other members of the FEA.

ReachOut runs after-school character development mentoring sessions, Place2Be offers mental health and wellbeing support, Enabling Enterprise teaches

key business skills, and Action Tutoring provides GCSE English and maths tuition.

All Bridge Sixth Formers have the opportunity to have a UBS mentor and interview practice, and when they leave school they join a thriving alumni community supported by Future First.

Bridge’s students have been crowned winners of Debate Mate’s National Cup in 2018 and the Urban Debate League in 2012.

Hackney is now ranked among the best local authorities in England, and Bridge is in the top 7% of schools nationally for progress of disadvantaged students. If rolled out across the country, this model of collaboration could ensure that every child in every school gets the fair education they deserve.

An I CAN Early Years Practitioner delivering Talk
Boost KS1 in a primary school
Credit: I CAN



SECTION II

The gap in 2018

The gap at a glance

IMPACT GOAL 1

Narrow the gap in literacy and numeracy at primary school

The gap in primary literacy and numeracy has marginally narrowed in the last year. The biggest improvement has been made in the East of England, but this has been offset by a widening of the gap in the West Midlands. Progress has slowed in the last couple of years.



IMPACT GOAL 2

Narrow the gap in GCSE attainment at secondary school

The gap in GCSE attainment has narrowed for the sixth year in a row, by 0.7 months in the last year. However, some of this improvement is likely to have been caused by changes to the subjects pupils were entered for in 2017. The biggest progress has been made in London and the South West, where there has been an average decrease of 3 months.



IMPACT GOAL 3

Ensure young people develop social and emotional competencies, good mental health and wellbeing

Exclusion data is used as a proxy for wellbeing because of proven links between the two. The rate of exclusions in England continues to rise at an alarming rate, with students on free school meals four times as likely to be excluded than their peers, slightly down on last year.



IMPACT GOAL 4

Narrow the gap in the proportion of young people taking part in further education or training after finishing their GCSEs

In 2015/16, the gap between those from schools serving low and high-income communities remaining in education after their GCSEs remained at 7 percentage points, having widened fractionally since 2014/15, but by less than 1 percentage point. The gap in broader 'positive destinations' including work-based training has remained at the same level since 2013/14 and stands at 6 percentage points.



IMPACT GOAL 5

Narrow the gap in university graduation, including from the 25% most selective universities

In 2017, the gap between the most advantaged and the most disadvantaged students entering university remained very large, at almost 40 percentage points. The most advantaged students are almost four times more likely to go to university, and ten times more likely to go to a top university.



IMPACT GOAL 1

Narrow the gap in literacy and numeracy at primary school

The gap in primary literacy and numeracy has marginally narrowed in the last year. The biggest improvement has been made in the East of England, but this has been offset by a widening of the gap in the West Midlands. Progress has slowed in the last couple of years.

HOW THE GAP IS MEASURED

The gap has been measured by the Education Policy Institute (see Appendix) using results from Key Stage 2 reading and maths tests taken at age 11. Last year the FEA adopted a new methodology in order to allow meaningful comparison between the old national curriculum and Key Stage 2 tests, and those that were introduced in 2016. This method considers the position of each pupil within the national attainment distribution, which is then translated into months of educational progress to make it easier to understand.

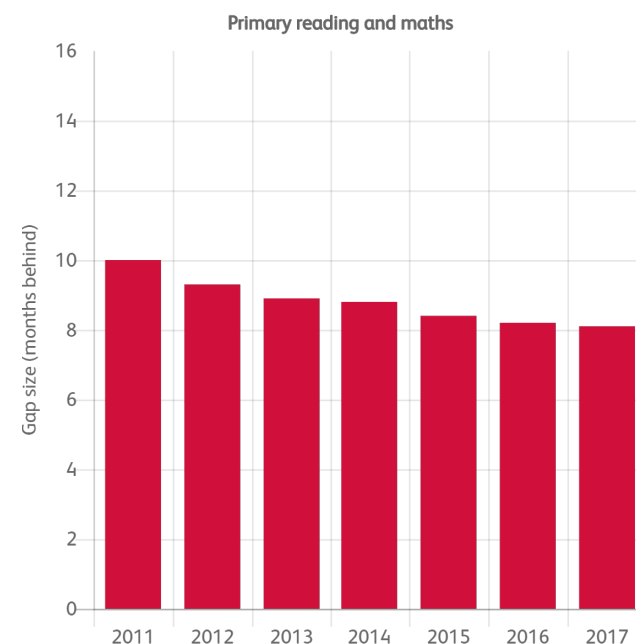
THE NATIONAL PICTURE

Nationally just 61% of pupils reached the expected standard in reading, writing and mathematics at Key Stage 2 in 2017. There was a gap of 19 percentage points between disadvantaged pupils and their peers, down from 21 points in 2016.

The size of the gap is 8.1 months, a slight narrowing of 0.1 months since 2016, and a total of 1.2 months since 2012.

The FEA also measures the gap in reading and maths individually. The gap in reading narrowed by 0.2 months, whilst the gap in maths remained unchanged.

The large decrease between 2015 and 2016 should be treated with some caution, as the new maths tests have resulted in a skewed distribution of scores, with pupils concentrated toward the top end of the mark scale. This means that some of the differences between students from different backgrounds may be artificially constrained, and the decrease therefore overstated.



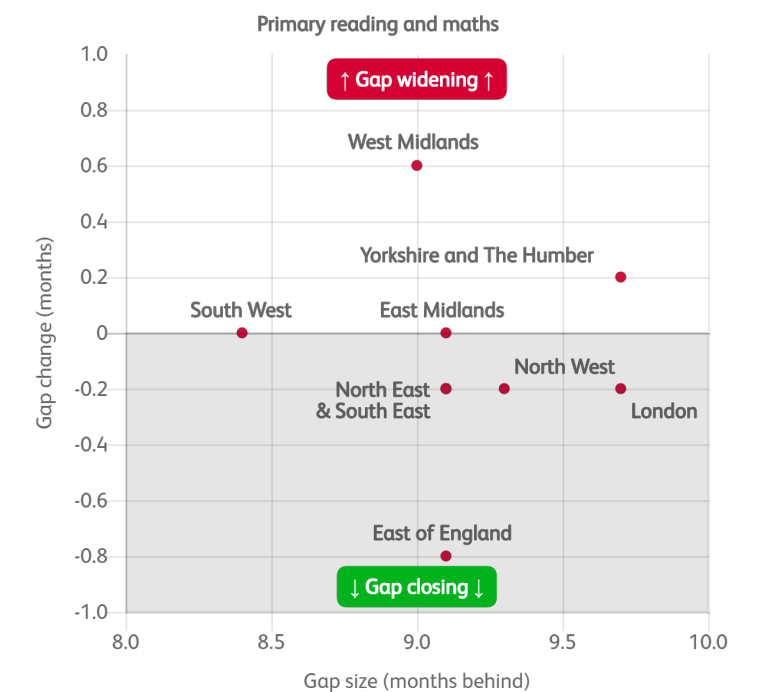
Disadvantaged pupils are more than 8 months behind their peers in reading, writing and maths by age 11



THE REGIONAL PICTURE

The East of England, which had the largest gap in 2016, saw its gap reduce by 0.8 months, bringing it back in line with the middle of the regional table at 9.1 months. This was the largest reduction in the gap of any region.

However, there are still large gaps across the country, especially London and Yorkshire, where limited progress has been made. London continues to see the highest attainment levels in schools serving low-income communities, bringing their results in line with national median for pupils from all backgrounds, but London's gap remains large because it also sees very high attainment from high-income communities.



IMPACT GOAL 2

Narrow the gap in GCSE attainment at secondary school

The gap in GCSE attainment has narrowed for the sixth year in a row, by 0.7 months in the last year. However, some of this improvement is likely to have been caused by changes to the subjects pupils were entered for in 2017. The biggest progress has been made in London and the South West, where there has been an average decrease of 3 months.

HOW THE GAP IS MEASURED

The gap in GCSE attainment has been measured by the Education Policy Institute (see Appendix) using the average grade in full GCSE qualifications. As a result of multiple reforms to GCSEs and equivalent qualifications, and to the official attainment measures calculated by the Department for Education, it is no longer possible to measure changes in the gap by looking at percentages of children achieving a threshold, such as five good GCSEs including English and maths.

Last year the FEA adopted a new methodology in order to allow meaningful comparison between the old and new GCSEs. This method considers the position of each pupil within the national attainment distribution, which is then translated into months of educational progress to make it easier to understand.

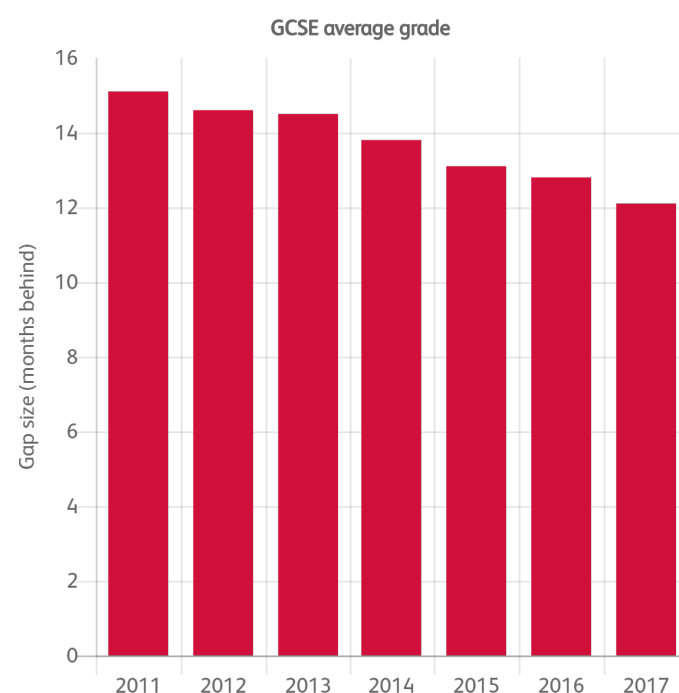
THE NATIONAL PICTURE

In 2017, children from low-income families achieved an average D-grade (3.7 on the 9-1 scale) in Attainment 8 subjects, compared with an average grade on the borderline between B and C (4.9 on the 9-1 scale) for other pupils. Disadvantaged children were twice as likely as others to miss out on achieving passes at grades 9-5 in GCSE English and maths (24.5% compared with 49.4%).

In terms of months of schooling, the gap between those at schools serving low-income communities and those at schools serving high-income communities has narrowed by 0.7 months in the last year, from 12.8 months to 12.1 months, and by a total of 2.5 months since 2012.

While this is welcome news, analysis of the results has shown that the reduction in the gap this year is at least partly attributable to changes in the patterns of subject entry by pupils generally. There was a large (13 percentage point) increase in entries to English Literature, which has a smaller than average gap, bringing the overall average gap down.

However, the broadening of the GCSE curriculum following the introduction of the English Baccalaureate has resulted in more equal patterns of entry to traditional GCSE subjects considered to be of high value for academic progression post-16. Therefore, the part of the gap closure that does not represent better access to GCSE subjects that were previously dominated by more affluent children, without having resulted in a larger gap in the grades achieved. This is gap closure, but of a different kind.



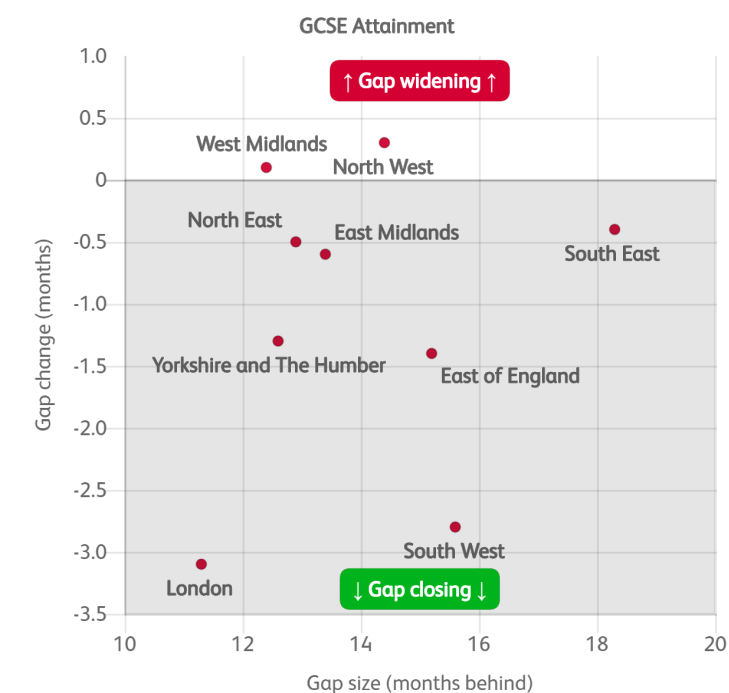
Disadvantaged children are less than half as likely to achieve passes in GCSE English and maths

THE REGIONAL PICTURE

The GCSE attainment gap is much larger than the primary education gap, and sees much more regional variance, but there has also been more progress in closing it.

The South East continues to have the largest gap, and has made very limited progress in closing it. The East and South West also have the largest gaps, but have seen them narrow significantly over the last year. In the East of England, the gap narrowed by 1.4 months, but this was driven entirely by falling relative attainment in schools serving high-income communities.

In London there has been a very large reduction in the gap, by 3.1 months, making it the region with the smallest GCSE gap again after it fell to sixth place in 2016. This is despite it having the joint-largest gap in primary literacy and numeracy. London also retains the highest attainment levels nationally, although its substantial lead has reduced since 2016 for schools serving high-income communities (but not those serving low-income communities), which has contributed significantly to the fall in the gap.



IMPACT GOAL 3

Ensure young people develop social and emotional competencies, good mental health and wellbeing

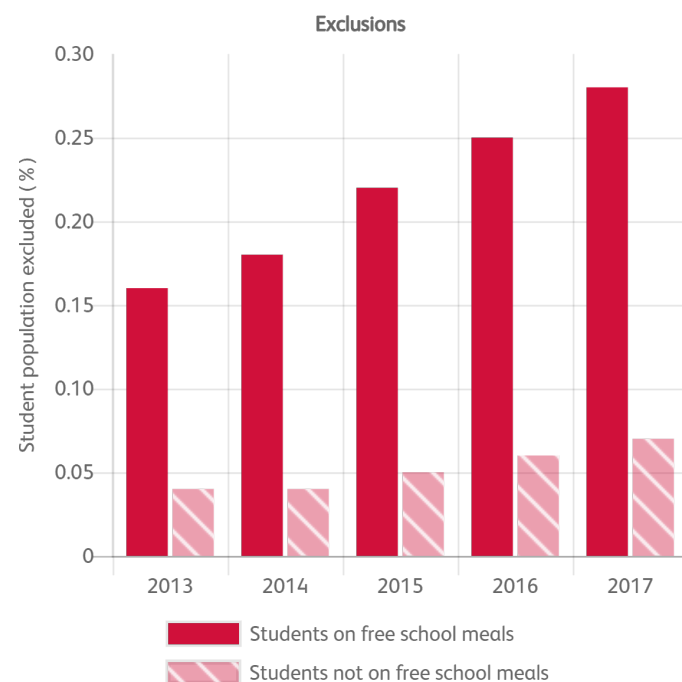
Exclusion data is used as a proxy for wellbeing because of proven links between the two. The rate of exclusions in England continues to rise at an alarming rate, with students on free school meals four times as likely to be excluded than their peers, slightly down on last year.

There is evidence to show that demographics and socio-economic factors have a direct impact on the emotional health and wellbeing of children from low-income families. Research has shown big differences in social and emotional skills between children from higher-income backgrounds and children from lower-income backgrounds.¹⁴ In addition, there is an alarmingly large gap in the number of exclusions.

The social and emotional aspects of children and young people are too complex for a one size fits all model, and different schools and colleges have different needs. As a result, there is currently neither a regional nor a national data picture of young people's social and emotional competencies, wellbeing and mental health, making it difficult to assess the gap and the progress that is being made in this area.

Our goal is to ensure that all schools and colleges are embedding social and emotional learning at a whole school level, and with parents and communities. We want to put schools and colleges at the heart of our efforts to intervene early and prevent problems escalating.¹⁵

In this section we have continued to use exclusion data as one way to represent this issue because of proven links between the two,¹⁶ but it is only one aspect of a much more complex picture. We also provide an overview of two other ways of measuring social and emotional competencies – the HeadStart programme and the Boxall Profile.



THE GAP

Analysis by the Education Policy Institute (see Appendix) shows that children from low-income families continue to be four times as likely as other children to be permanently excluded from school; they are also over three times as likely to receive one or more temporary 'fixed period exclusions'. While the size of this gap remains stable, the overall rate of exclusions has continued to rise each year, resulting in an extra 500 children from low-income families permanently excluded in the last year, and an additional 10,000 fixed period exclusions handed to these children.

MEASURING SOCIAL AND EMOTIONAL COMPETENCIES

There has been a large amount of work done in measuring social and emotional competencies, but there is no single agreed measure. This year, FEA members working towards this impact goal have focused on how we can best measure the gap in this area. Here we showcase two that we believe are strong indicators of the size of the gap.

HeadStart

HeadStart's Wellbeing Measurement Framework provides the Strengths and Difficulties Questionnaire, the Warwick Mental Wellbeing Framework, 'Me and My feelings' and other tools for schools to use with their pupils. The project began in 2013 funded by the Big Lottery Fund, Fulfilling Lives strand, and aims to influence changes in policy and services at a national level.

In January 2018 HeadStart published the results of their first survey of over 30,000 children aged 11-14 in over 100 schools, who all completed the Wellbeing Measurement Framework. The key findings were that:

- 18.4% indicated they were experiencing emotional problems, and this was more common for girls (24.9%) than boys (10.9%).
- 18.8% indicated they were exhibiting behavioural problems, and this was more common for boys (23.1%) than girls (15.1%).

The odds of experiencing mental health problems (whether emotional or behavioural) were significantly and consistently increased for children who: were eligible for free school meals, had special educational needs, or were categorised as a 'child in need'.

It is crucial that this evidence is used in context; the schools in the survey are located in less socially and economically advantaged areas than typical schools nationally, and the students involved in the study have a higher than average proportion with special educational needs.

The Boxall Profile

The Boxall Profile provides a framework for the precise assessment of children who have social, emotional and behavioural difficulties and are failing at school. It helps teachers to plan focused interventions for these children, by providing the teacher with insights and suggested points of entry into the child's world.

Nurture UK have used the Boxall Profile since the 1970s to measure children's social, emotional and behavioural difficulties. In 2015, the Boxall Profile was moved online, which has made it hugely more accessible to schools.

The Nurture Portrait, published in 2017, found the following results in the 26 schools taking part in the Boxall Childhood Project:

- 1 in 6 children have high levels of social and emotional difficulties, and 1 in 5 children have high levels of behavioural difficulties
- Compared to girls, boys are almost three times as likely to have high levels of social emotional difficulties, and twice as likely to have high levels of behavioural issues
- 43% of children with high levels of social, emotional and behavioural difficulties, do not access any form of wellbeing or mental health support – either at school or outside of school

These findings should be considered in the following context: the majority of pupils assessed this year were in primary school, and teachers also predominantly assessed boys. This tendency is likely due to boys displaying externalising behaviours that may come across as more challenging and difficult; compared to internalised difficulties more frequently experienced by girls. This gender bias in using the Boxall Profile prevents staff from identifying the potential social and emotional needs of female pupils, in particular internalised behaviours that frequently remain unnoticed by teachers. A universal screening of pupils using the Boxall Profile would give schools the opportunity to identify the social and emotional needs of every child, and a way of identifying gaps between different socio-economic groups.

Children from low-income families continue to be four times as likely to be permanently excluded from school

¹⁴ Poorer children's educational attainment: how important are attitudes and behaviour? (2010), jrf.org.uk/sites/default/files/jrf/migrated/files/poorer-children-education-full.pdf

¹⁵ Transforming children and young people's mental health provision: a green paper (2017), gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper

¹⁶ The relationship between exclusion from school and mental health (2017), doi.org/10.1017/S003329171700215X

IMPACT GOAL 4

Narrow the gap in the proportion of young people taking part in further education or employment-based training after finishing their GCSEs

In 2015/16, the gap between those from schools serving low and high-income communities remaining in education after their GCSEs has remained at 7 percentage points, having widened fractionally since 2014/15, but by less than 1 percentage point. The gap in broader 'positive destinations' including work-based training has remained at the same level since 2013/14 and stands at 6 percentage points.

The FEA's original goal was for 90% of disadvantaged students to remain in education and training following their GCSEs by 2022, but this was met seven years early, largely due to education being made compulsory up to the age of eighteen. The FEA is now focusing on the gaps in different education destinations. Total participation in sixth form, further education and apprenticeships currently stands at 86% of those from schools serving low-income communities (91% including jobs with training), down 1 percentage point from last year. This mirrors a small drop in the percentage of all children nationally in sustained education destinations.

THE NATIONAL PICTURE

Analysis by the Education Policy Institute (see Appendix) shows that the gap has remained essentially stable for the last three years. The stall in progress has coincided with reforms to the qualifications that are counted in official GCSE results measures, and to how GCSE results are counted. It is possible that reduced GCSE pass rates since 2013 may have influenced the destinations for subsequent year groups as pass grades in English and maths have yet to regain their 2013 level.

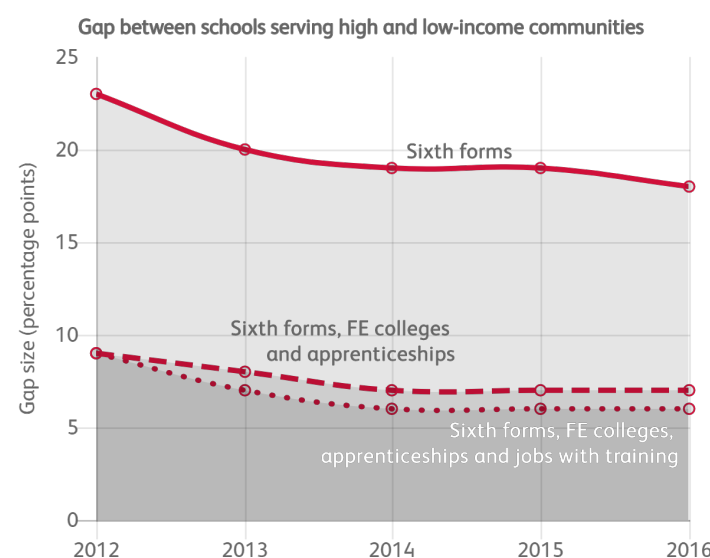
Apprenticeships

The gap in participation for apprenticeships remains very close to zero. Previously, disadvantaged students were slightly more likely to progress into apprenticeships, but in the last two years there was no measurable difference. While the gap remains unchanged, the percentage of students with apprenticeship destinations following GCSEs has risen from 5% to 6% for all students.

Sixth Forms

There continues to be a noticeable gap in the percentage of students pursuing their education within sixth forms. This gap has narrowed by 1 percentage point in the latest year, but remains the most striking inequality in destinations following GCSEs. In 2015/16, 62% of students from schools serving high-income communities went on to study in sixth forms, compared with just 44% of their disadvantaged peers, up from 43% the previous year. This resulted in a gap of 18 percentage points, down from 19 percentage points.

Research for the Social Mobility Commission demonstrated that those living in areas with no school sixth form were less likely to study for 3 A-levels, and that middle attainers were particularly likely to choose vocational rather than academic qualifications where there was a relative shortage of sixth form places.



NEETs

In 2015/16, disadvantaged children were six times as likely to be recorded as not in education, employment or training (NEET) after taking their GCSEs as those from better-off families (6% compared with 1%). This has worsened slightly since 2014/15, when disadvantaged children were recorded as five times as likely to become NEET.

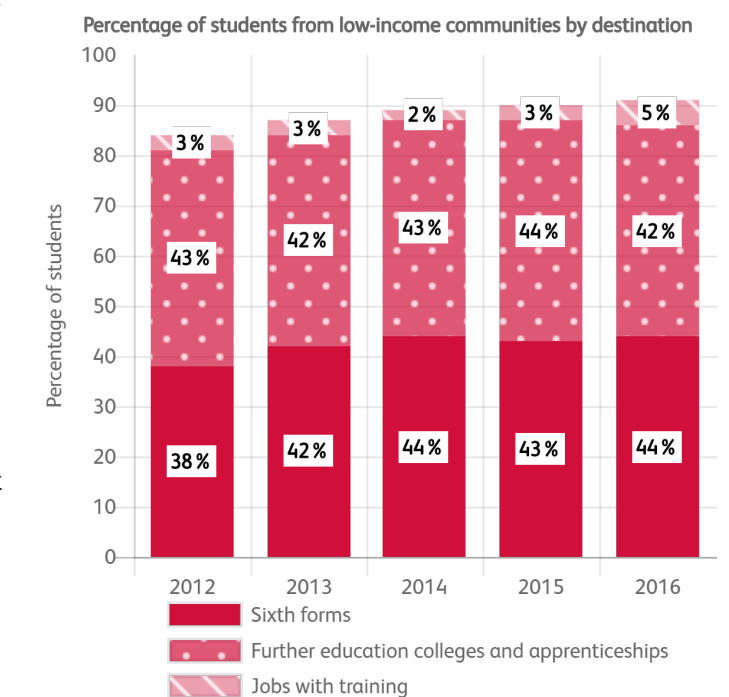
In the last report card we reported that 29% of pupils attending pupil referral units (PRUs) at age sixteen, an extremely vulnerable group often from low-income families, were recorded as NEET following the end of Key Stage 4. In 2015/16, the Department for Education's statistics did not report on NEET status for children previously in alternative provision or in PRUs specifically. However, the percentage of children attending state-funded alternative provision that had no sustained destination (which includes those recorded as NEET as well as those who had a positive destination that was not sustained) remained at 37%, suggesting that the overall picture for children in alternative provision is similar to the previous year.

THE REGIONAL PICTURE

Following changes to the school-level data published by the Department for Education, it is no longer possible to calculate regional gaps for children attending schools that serve low-income communities. Instead we present regional data for children from low-income families as defined by eligibility for the Pupil Premium and compare this with the previous year on a consistent basis. This results in a different regional pattern from that reported in the last report card, although the most striking differences – specifically the smallest gaps occurring in London followed by the West Midlands – remain consistent.

In 2015/16, the largest education destination gaps were in the North West, Yorkshire and the Humber and the East Midlands, at 12 percentage points each. In the North West and Yorkshire and the Humber, this had increased by 1 percentage point in the previous year, while in the East Midlands it remained at the same size since 2014/15. The gap in London also increased by 1 percentage point, to 7 percentage points, but this remained the smallest regional gap, followed by the West Midlands where the gap remained at 9 percentage points.

London and the West Midlands also had the highest percentages of disadvantaged students in sustained education destinations, at 88% and 84%, respectively, while the East Midlands had the lowest percentage, at 80%, just below the North West, Yorkshire and the Humber and the North East, at 81%.



After taking their GCSEs, disadvantaged children are six times more likely to be recorded as not in education, employment or training

IMPACT GOAL 5

Narrow the gap in university graduation, including from the 25 % most selective universities

In 2017, the gap between the most advantaged and the most disadvantaged students entering university remained very large, at almost 40 percentage points. The most advantaged students are almost four times more likely to go to university, and ten times more likely to go to a top university.

HOW THE GAP IS MEASURED

The gap in university admission is measured in two key ways. The first is to look at the relative likelihood of attending university for young people who were eligible for free school meals (FSM) whilst at school, compared with those who were not.

The second uses UCAS' multiple equality measure (MEM), which considers multiple dimensions of equality, incorporating university entry patterns by free school meals eligibility, in combination with those of others (POLAR3 quintile, gender, ethnic group and school sector). Young people are assigned to one of five groups based on this set of background characteristics.

THE NATIONAL PICTURE

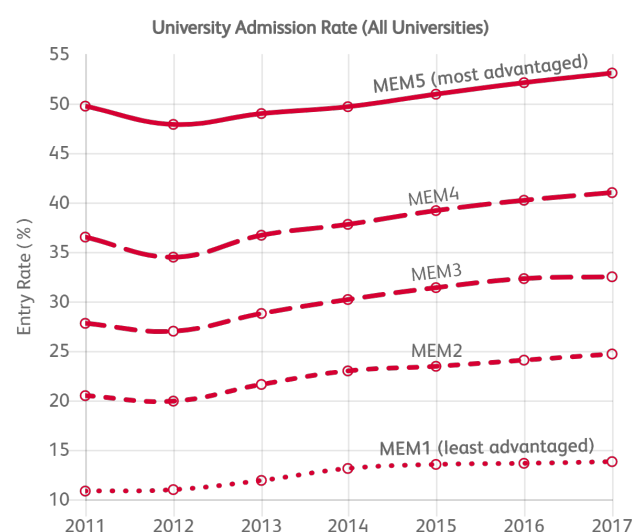
Young people from wealthy backgrounds are more than twice (2.1 times) as likely to go to university than their peers on Free School Meals. Just over one in six (16.9%) of FSM students started at university in 2017, compared to over a third (35.6%) of non-FSM students.

Expanding to UCAS' multiple equality measure, the percentage of young people from MEM group one (least advantaged) to enter university increased by 0.2 percentage points to 13.8% in 2017 but for MEM group five (most advantaged), it rose by 1 percentage point to 53.1%, almost four times higher. This is the third successive year in which no progress has been made in closing this equality gap.

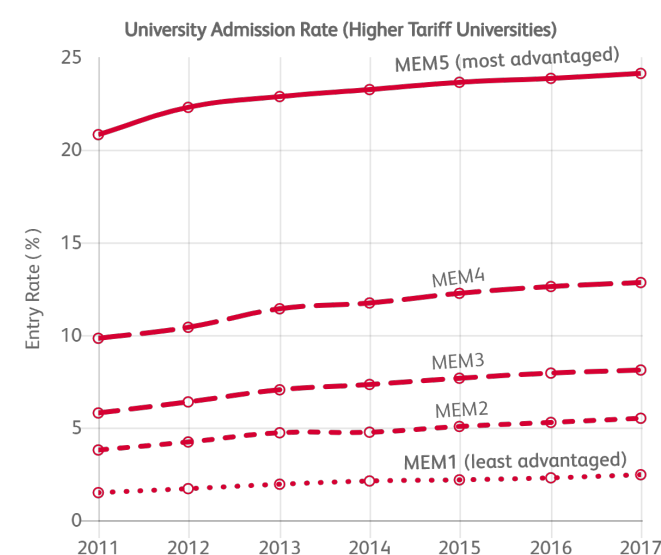
Selective Universities

Looking at the most selective universities, UCAS reports that young people from state schools who were not eligible for free school meals were almost four times (3.7 times) as likely as those who were eligible for free school meals to go on to join a higher-tariff university, which is unchanged from last year. 2.7% (almost one in four) of FSM students went on to one of these higher-tariff universities, compared with 9.9% (almost one in ten) of their peers.

On the multiple equality measure, 2.5% (1 in 40) of those in MEM group one (least advantaged) entered higher-tariff universities in 2017, compared to 24.1% (1 in 4) of those from MEM group five (most advantaged). This gap is 0.8 percentage points larger compared to 2016.



Young people from disadvantaged backgrounds are nearly ten times less likely to go to a top university



THE REGIONAL PICTURE

Entry to university depends on where in the country young people have grown up. Over four in ten young people from London (42%) went to university aged 18 in 2017, compared with fewer than three in ten from the South West (29%). Over the last year, entry to university from London has grown faster proportionally than from any other region, rising by 4.6%. The gap in entry to university between young people from London and the rest of England increased in 2017, such that young people from London were 25% more likely to enter university at age 18 than for England as a whole.



SECTION III

Progress on 2017 recommendations

**A tutor from Tutor Trust supporting Y6 pupils at
Claremont Primary School, Moss Side, Manchester.**
Credit: Tutor Trust/Rob Clayton Photography

Progress on 2017 recommendations

In this section we provide an update on the progress on the following recommendations, which were made in our 2017 Report Card. Some recommendations we continue to call for in this year's report.

SCHOOL FUNDING SHOULD NOT DECREASE IN REAL TERMS

This continues to be a priority for the FEA. We have updated this recommendation (page 18) to factor in the need to take into account funding for young people with higher needs and also include calls for a costing piece of work we believe needs to happen to influence the 2020 spending review.

MEASUREMENT OF SOCIAL AND EMOTIONAL COMPETENCIES

In this year's report card we have continued, as in previous years, to use exclusion data as one way to represent the challenge (page 34), but believe this is only one aspect of a much more complex picture. We also provide an overview of two other ways of measuring social and emotional competencies – the Head Start programme and the Boxall profile.

DEVELOPMENT OF EARLY YEARS WORKFORCE

In last year's report we set out our long-term ambition for all early years group settings to be led by an early years teacher or equivalent, supported by well-qualified staff at all levels. The Education Policy Institute released analysis in March 2018 which found an increasing reliance on unpaid staff in the early years sector, raising questions about skills and qualifications. In reception classes, as many as 16% of staff are unpaid volunteers. The percentage of two year-olds with a graduate in the classroom has been decreasing – from 45% in 2014 to 44% in 2016. In this year's report (page 14), we continue to call for improvements and change in this critical area and are concerned that despite increasing evidence that the workforce is key to high quality early years provision, there still seems to have been a decline in the number of providers with highly-qualified staff.

SELECTION

The FEA continued its collective stance against grammar schools this year. In light of government's announcement of £50m for expansion of grammar schools in May, we made a public statement on the overwhelming evidence that expansion will have a detrimental impact on students from disadvantaged backgrounds

PARENT AND CARER ENGAGEMENT

The FEA continues to believe that for our work to be sustainable, we must ensure that educators 'bring on board' the most influential people in a child and young person's life. Our priority around an education system that develops the whole child (page 16) embeds this idea that a 'rounded education' will involve all those who influence a child's life and education is not limited to the classroom.

AUTOMATIC FREE SCHOOL MEAL (FSM) REGISTRATION

Last year we called for local authorities to share information with schools so that FSM eligible pupils are automatically identified. This will avoid the approximately 200,000 children who are currently eligible but do not claim the support going hungry and schools missing out on much needed pupil premium funding. This has not been implemented. Although not a priority in this year's report, the FEA continues to call for this to be introduced.

TEACHER RECRUITMENT AND TEACHER WELLBEING

The teacher recruitment and retention crisis and teacher wellbeing has continued to deepen in 17/18 and continue to be a priority for the FEA. We have identified teacher recruitment and retention as one of our three key priorities for the coming year (page 14).

DESIGNATED CAREERS LEADER IN EVERY SCHOOL

This policy was adopted in the Careers Strategy in 2017. We have built on our recommendations in this area on page 20.

CPD IN NUMERACY

The FEA numeracy working group has focused its efforts on sharing and disseminating strong practice in numeracy CPD in 2017/18, through dissemination of case studies in the report 'Closing the attainment gap in maths: a study of good practice in early years and primary settings'. In Autumn 2018, the group intend to build on this by sharing a series of CPD videos aimed at maths teachers in primary and early years settings. The aim is to further share and disseminate great practice in CPD in numeracy.

READING ASSESSMENT INDEX

The Read On Get On (ROGO) Index was developed and launched in December 2017. It measures how well 11-year-olds in England are reading by looking at cognitive skills, affective processes and reading behaviours.

literacytrust.org.uk/policy-and-campaigns/read-on-get-on

SOCIO-ECONOMIC DISADVANTAGE AND QUALIFICATION REFORM

We continue to call for the Department for Education to assess the impact of qualification reform on students from disadvantaged socio-economic backgrounds, using Pupil Premium as an indicator of disadvantage.

RELATIONSHIPS AND SEX EDUCATION

The government has introduced statutory relationships and sex education (RSE). The FEA recognises the importance of ensuring RSE delivers for those in most need but as a coalition we believe that our efforts can be better targeted elsewhere. This is not a priority in this year's report card.

CONTEXTUALISED HIGHER EDUCATION ADMISSIONS

In July 2018 we launched our recommendations on improvements in the use of contextualised data in higher education (HE) admissions. These were well received and met with commitments from the Office for Students to embed recommended changes in access agreements from next year. We will continue to work with HE institutions, UCAS and the Office for Students to embed these improvements.

faireducation.org.uk/s/FEA-Putting-Fairness-in-Context-Report-July-2018.pdf

UNIVERSITY RETENTION AND PROGRESSION AND FOUNDATION YEARS

A working group of FEA members prepared an initial discussion paper that conducted research into critical factors affecting university retention and progression, finding that socio-economic background was a strong factor in university retention. The work also explored 'what works' in tackling university retention issues and the group have committed to extending this to look at which universities are 'best in class' at this and working with students' unions to understand their role within student retention and success.

UNIVERSITY AND CAREERS FUNDING ALIGNMENT

This recommendation is at the heart of our calls for greater collaboration between business, third sector and universities to provide more coherent advice and guidance to young people (page 20).

SHARED MEASURES OF SUCCESS IN WIDENING PARTICIPATION

A group of FEA members working in widening participation are collating a selection of case studies of effective measurement of widening participation activity. This will be published with the intention of increasing consistency and effectiveness of how we measure different widening participation activities.

APPENDIX

Sources & Methodologies

HOW THE REPORT CARD WAS COMPILED

Most of the analysis of progress against the Impact Goals in this report card was undertaken by the Education Policy Institute (EPI) on behalf of the Fair Education Alliance (FEA). EPI produced and quality assured the statistics for Impact Goals 1, 2 and 4, and interpreted these in the associated commentary. Analysis for Impact Goal 5 was provided by UCAS. Some facts and figures, including those reported under Impact Goal 3, are drawn from official statistics published by the Department for Education.

The recommendations and priorities in this report card were developed and voted on by members of the FEA. They should be treated as the recommendations of the FEA, and not attributed to EPI.

The terms 'disadvantaged' or 'children from low-income families' used in this report are defined by the pupil's free school meals status.

IMPACT GOALS 1 & 2

The source for the Impact Goal 1 & 2 measures is analysis by EPI of the National Pupil Database (NPD):

gov.uk/government/collections/national-pupil-database

The Department for Education is responsible for the collation and management of the NPD and is the Data Controller of NPD data. Any inferences or conclusions derived from the NPD in this publication are the responsibility of EPI and not the Department for Education.

Regional vs National Gaps

It may be noted that the regional gaps are larger than the overall national gap, this is because nationally, a lot of disadvantage is located in London and the West Midlands, which are higher-attaining regions in general. This means a lot of disadvantaged students in these areas are low attaining in their region but not as low attaining nationally. They dominate the national

disadvantaged group and bring its average closer to the national non-disadvantaged group.

However, because those regions (especially London) are high attaining for non-disadvantaged students as well, there is a bigger gap regionally than nationally. The FEA's measurement is particularly likely to pick up this effect because it compares disadvantaged communities with advantaged communities, not disadvantaged with all others.

Scaled Scores for Impact Goal 1

Scaled scores in reading and maths are averaged for each pupil, and this is used to calculate the gap, which involves looking at the average rank of pupils in schools serving low-income communities using this combined score, and comparing this with the average rank of pupils in schools serving high-income communities. This is then converted into months of development.

Averaging the scores of each pupil before calculating the gap does not work out the same mathematically as taking the gap for each subject separately and computing a simple average across reading and maths, because attainment in the two subjects is not independent, so the larger gap in reading is not cancelled out by the smaller gap in maths because pupils with high attainment in one are more likely to have high attainment in the other, and the same for those with low attainment.

New GCSE Grades

In 2017 a new grade structure was introduced in English and maths, in which 9 is the highest grade and 1 is the lowest grade. The new 9-1 grades replaced the old A*-G grades in other English Baccalaureate subjects in 2018 and will come into force in all other GCSE subjects in 2019.



Action Tutoring volunteer Jim supporting a pupil at Lilian Baylis Technology School with her English GCSE work.
Credit: Action Tutoring/Ian Tuttle 2016

IMPACT GOAL 3

The source for the Impact Goal 3 measure is analysis by EPI of permanent and fixed-period exclusions in England. In this analysis, 'children from low-income families' refers to those who were eligible for free school meals in the year in which they were excluded. The figures come from:

SFR35/2017: Permanent and fixed-period exclusions in England: 2015 to 2016 gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016

IMPACT GOAL 4

The source for the Impact Goal 4 measure is analysis by EPI of the National Pupil Database and the following Department for Education statistical releases:

SFR19/2014: Destinations of KS4 and KS5 students, 2011/12 (experimental statistics) gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2011-to-2012

SFR01/2015: Destinations of KS4 and KS5 students, 2012/13 (experimental statistics) gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2012-to-2013

SFR05/2016: Destinations of KS4 and KS5 students in state-funded and independent institutions, England, 2013/14 gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2013-to-2014

SFR01/2017: Revised destinations of KS4 and KS5 students, England, 2014/15 gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2015-revised

SFR56/2017: Destinations of KS4 and KS5 pupils: 2016 gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2016

Note that destinations data is delayed such that the most recent data was published in October 2017 and concerns the 2015/16 destinations of young people who completed KS4 in 2014/15.

IMPACT GOAL 5

The data used in this analysis was compiled by UCAS and presented in their 2017 End of Cycle Report.

ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/2017-end-cycle-report

THE ALLIANCE

Members & Supporters



