



## AGENDA

### SELECT COMMITTEE - PUPIL PREMIUM

**Monday, 20th November, 2017, at 2.00 pm**

Ask for: **Gaetano Romagnuolo**

**Swale 1, Sessions House, County Hall,  
Maidstone**

Telephone **03000 416624**

*Tea/Coffee will be available 15 minutes before the start of the meeting in the meeting room*

#### **Membership**

Mrs L Game, Mrs C Bell, Mr A Booth, Mrs P T Cole, Mrs T Dean, MBE, Ms S Hamilton, Mr J P McInroy, Dr L Sullivan and Mr M Whiting

#### **UNRESTRICTED ITEMS**

*(During these items the meeting is likely to be open to the public)*

2.00 – Stephen Mellors (School Effectiveness Partner) and Carole Farrer  
2.45pm (School Effectiveness Partner) - Essex County Council (Pages 3 - 6)

3.00 – Carl Roberts (Headmaster) - The Malling School) (Pages 7 - 10)  
3.45pm

4.00 – Rosemary Hafeez (Associate Director for School Standards and  
4.45pm Performance - Achieving for Children) - Richmond Upon Thames  
Borough Council (Pages 11 - 14)

Appendix - Closing the Gap Report (Education Policy Institute)  
(Pages 15 - 68)

## **EXEMPT ITEMS**

*(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)*

***At the end of the public session, Members of the Committee should remain in the meeting room for 20 minutes for summing up***

John Lynch  
Head of Democratic Services  
03000 410466

**Friday, 10 November 2017**

## **Pupil Premium Select Committee**

### **Biography**

#### **Stephen Mellors, School Effectiveness Partner, Essex County Council**

Stephen Mellors has over ten years' experience as a Schools Adviser and Commissioner with Essex Local Authority, and has developed a range of strategies and skills supporting school improvement and development. He is the strategic leader for Disadvantaged Pupils across the County, and is promoting the Essex Toolkit to support the work of schools in this area. He has particular interests in supporting schools in using information effectively to evaluate school performance and raise questions about improvement.

Experience of two successful headships have helped to develop a good understanding of effective approaches to leadership, and management and training in coaching skills are utilised to empower school leaders in their role. Stephen has been trained in Ofsted Inspection skills and regularly leads school reviews across the Local Authority. Accreditation as a 'Lead Consultant for Improvement' has endorsed the successful use of key actions to promote stronger systems for improvement.

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## **Pupil Premium Select Committee**

### **Hearing 5**

**Monday 20<sup>th</sup> November 2017**

#### **Witness Guide for Members**

*Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.*

#### **Themes and Questions**

**Stephen Mellors, School Effectiveness Partner, Essex County Council**

**Carole Farrer, School Effectiveness Partner, Essex County Council**

- Please introduce yourselves and offer an outline of the roles and responsibilities that your posts involve.
- Please provide an overview of Pupil Premium allocation in Essex County Council.
- To what extent has the Pupil Premium funding been effective in narrowing the attainment gap between vulnerable children and their peers in Essex?
- Please discuss the Essex Toolkit. How is the toolkit used in Essex schools?
- In your view, what are the most effective strategies and interventions associated with Pupil Premium, where this funding has proven successful in narrowing the attainment gap between vulnerable pupils and their peers in Essex?
- What can KCC do, if anything, to improve the effectiveness of the Pupil Premium in closing the attainment gap between vulnerable children and their peers in Kent?
- Are there any other issues, in relation to the review, that you wish to raise with the Committee?

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## **Pupil Premium Select Committee**

### **Biography**

#### **Carl Roberts, Headmaster, The Malling School**

Carl Roberts is the Headmaster of The Malling School, a non-selective Secondary school. The Malling School believes in supporting every individual to achieve his or her dreams. We expect our pupils to work hard and have ambitions, to strive for their best and never give up, whatever life throws at them.

The Malling School is built on traditional values where mutual respect is developed between pupils and staff. Pupils are expected to be polite and courteous and to take pride in their work and their school. This is what we call 'The Malling School Way'.

On joining the school every member of staff commits to deliver the very best education to our pupils. This means ensuring that the most able are stretched whilst others are given more support. It means developing a personalised curriculum that meets the needs and aspirations of each one of our pupils so that even the most ambitious dreams can be realised.

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## **Pupil Premium Select Committee**

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#### **Themes and Questions**

##### **Carl Roberts, Headmaster, The Malling School**

- Please introduce yourself and offer an outline of the roles and responsibilities that your post involves.
- Please provide an overview of Pupil Premium allocation in your school. Is there a clear rationale for how Pupil Premium funding should be spent, and is this communicated to all stakeholders?
- To what extent has Pupil Premium funding been effective in narrowing the attainment gap between vulnerable children and their peers in your school?
- How do you track what Pupil Premium funding is spent on, and how do you monitor its impact?
- In your view, to what extent do external factors in areas of high deprivation have an impact on the academic progress of vulnerable pupils?
- In your opinion, what other strategies and interventions – if any – can be implemented to maximise the impact of the Pupil Premium?
- What can KCC do, if anything, to improve the effectiveness of the Pupil Premium in closing the attainment gap between vulnerable children and their peers?
- Are there any other issues, in relation to the review, that you wish to raise with the Committee?

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## Pupil Premium Select Committee

### Biography

#### **Rosemary Hafeez, Associate Director for School Standards and Performance, Achieving for Children, Richmond upon Thames Borough Council**

Rosemary Hafeez is an accredited School Improvement Partner for both Secondary and Primary schools, with over 15 years of experience in this role. She has a proven track record of supporting schools in difficulties; agreeing, targeting, monitoring and reviewing teaching, learning and accountability systems to improve the education outcomes for children and young people.

Rosemary has worked at a strategic level in both Croydon and Kingston local authorities, before joining Achieving for Children when it was launched in 2014. She has been involved in London-wide initiatives (*Making Good Progress* and *The Mayor's London Schools Excellence Fund*). She worked for the Qualification and Curriculum Authority, before coming to Kingston.

Rosemary was a successful Executive Headteacher for a large Kingston Primary school during a challenging transition. She has completed the NPQH and a four-day Ofsted training programme. Her teaching and school leadership experience has been in Primary and Secondary inner London schools. Rosemary's background is predominantly Primary, however she has taught every year group from nursery to Sixth Form.

She has a degree in physics and a Masters in Mathematics Education. She has led cognitive acceleration programmes (*CAME, Let's Think Maths*), written materials for *BEAM* and is an Associate Trainer for NCETM. She developed Mathematics tests for KS1, 2 and 3 at QCA.

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#### **Witness Guide for Members**

*Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.*

#### **Themes and Questions**

**Rosemary Hafeez, Associate Director for School Standards and Performance, Achieving for Children, Richmond upon Thames Borough Council**

- Please introduce yourself and offer an outline of the roles and responsibilities that your post involves.
- Please provide a brief overview of Pupil Premium allocation in Richmond upon Thames Borough Council.
- To what extent has the Pupil Premium funding been effective in narrowing the attainment gap between vulnerable children and their peers in Richmond?
- Please discuss the key strategies and interventions that Richmond Borough Council has employed in order to narrow the attainment gap between vulnerable pupils and their peers.
- In your view, what are the most effective strategies and interventions associated with Pupil Premium, where this funding has proven successful in narrowing the attainment gap between vulnerable pupils and their peers?
- What should KCC do, if anything, to improve the effectiveness of the Pupil Premium in closing the attainment gap between vulnerable children and their peers in Kent?
- Are there any other issues, in relation to the review, that you wish to raise with the Committee?

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# Closing the Gap?

## Trends in Educational Attainment and Disadvantage

**Jon Andrews, David Robinson  
and Jo Hutchinson**  
August 2017

EDUCATION  
POLICY  
INSTITUTE

**Research area:  
Vulnerable Learners  
and Social Mobility**



## About the authors

**Jon Andrews** is Director for School System and Performance and Deputy Head of Research at the Education Policy Institute. Prior to this, Jon worked in the Department for Education from 2003 to 2016, most recently leading on statistics and analysis for the national funding formula for schools and the education White Paper, 'Educational Excellence Everywhere'. Jon is the principal author of EPI's 'The Performance of Local Authorities and Multi Academy Trusts' report and a series of publications on the performance of grammar and faith schools.

**David Robinson** is Director for Post-16 Education and Skills at the Education Policy Institute. Prior to this, David worked at the Education Partnership Group, an organisation that supports education system and policy reforms in developing countries. David also worked at the Department for Education where he led on analysis and research that informed the reforms to school accountability in primary schools, secondary schools and 16-19 settings. He also led the economic analysis of the department's capital funding proposals during the 2015 Comprehensive Spending Review.

**Jo Hutchinson** is Director for Social Mobility and Vulnerable Learners at the Education Policy Institute. Jo recently authored 'School inspection in England: Is there room to improve?' and co-authored 'Divergent pathways: the disadvantage gap, accountability and the pupil premium'. Prior to this, Jo spent ten years as a statistician at the Department for Education, leading on evidence for the London Education Inquiry, the National Curriculum Review, behaviour and attendance, floor standards reform, and character education.

## Acknowledgements

The authors are grateful to EPI colleagues including Natalie Perera, Rebecca Johnes and David Laws.

## About the Education Policy Institute

The Education Policy Institute is an independent, impartial and evidence-based research institute that aims to promote high quality education outcomes, regardless of social background.

Education can have a transformational effect on the lives of young people. Through our research, we provide insights, commentary and critiques about education policy in England - shedding light on what is working and where further progress needs to be made. Our research and analysis will span a young person's journey from the early years through to higher education and entry to the labour market. Because good mental health is vital to learning, we also have a dedicated mental health team which will consider the challenges, interventions and opportunities for supporting young people's wellbeing.

Our core research areas include:

- Accountability and Inspection
- Benchmarking English Education
- Curriculum and Qualifications
- Disadvantaged, SEND, and Vulnerable Children
- Early Years Development
- School Funding
- School Performance and Leadership
- Teacher Supply and Quality
- Children and Young People's Mental Health
- Education for Offenders

Our experienced and dedicated team works closely with academics, think tanks, and other research foundations and charities to shape the policy agenda.



This publication includes analysis of the National Pupil Database (NPD):

<https://www.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 the Education Policy Institute and not the Department for Education.

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## Foreword

The Education Policy Institute is an independent, impartial and evidence-based research institute which aims to promote high quality education outcomes, regardless of social background.

This report considers the attainment gaps between children from disadvantaged backgrounds and their peers, as well as looking at gaps associated with other pupil characteristics.

The report highlights both the progress which has been made in narrowing gaps over the last decade, and the significant challenges we still face - both due to the magnitude of these learning gaps and the very disappointing lack of progress for the most persistently disadvantaged pupils.

Without a marked improvement in the rate at which gaps are being closed, it would take us until almost 2070 before disadvantaged children did not fall further behind other students during their time in education.

Later this year, the Education Policy Institute will publish further analysis, comparing England's disadvantage gap with that of other countries - this will help us to understand how far our gaps would need to close for England to meet World Class standards of educational opportunity.

As ever, we welcome comment on the analysis and conclusions of this report.



Rt Hon. David Laws  
Executive Chairman  
Education Policy Institute

## Executive summary

Successive governments have sought to improve social mobility in England so that young people, whatever their background, have the opportunity to succeed and fulfil their potential. The school system has long been considered a vital tool to support equality of opportunity and to secure better outcomes for disadvantaged young people.

In this report, we examine how well the school system is serving disadvantaged young people. We do this by measuring the gap between disadvantaged pupils (those eligible for the Pupil Premium) and their peers and we consider how that gap varies between local areas and whether it has closed over time.

Our first important finding is that the gap *is* closing, but at a very slow rate. Indeed, despite significant investment and targeted intervention programmes, **the gap between disadvantaged 16 year old pupils and their peers has only narrowed by three months of learning between 2007 and 2016.** In 2016, the gap nationally, at the end of secondary school, was still 19.3 months. **In fact, disadvantaged pupils fall behind their more affluent peers by around 2 months each year over the course of secondary school.**

Over the same period (2007 – 2016), the gap by the end of primary school narrowed by 2.8 months and the gap by age 5 narrowed by 1.2 months. At current trends, we estimate that it would take **around 50 years for the disadvantage gap to close completely** by the time pupils take their GCSEs.

For pupils who are persistently disadvantaged (i.e. those that have been eligible for free school meals for 80 per cent or longer of their school lives), the gap at the end of secondary school has widened slightly since 2007, by 0.3 months. In 2016, it stood at 24.3 months, equivalent to over two years of learning.

There is also significant variation across the country. Once again, we find that the disadvantage gap is generally smaller in London, the South and the East (16 to 18 months) while in the East Midlands and the Humber, the North and the South West, the gap is significantly larger, at 22 months by the end of Key Stage 4. Indeed, in the Isle of Wight, disadvantaged pupils are well over two years (29 months) behind their peers by the end of secondary school.

At the other end of the scale, in Newham, disadvantaged five year olds are, on average, achieving as well as non-disadvantaged five year olds nationally. This indicates the potential scope for dramatic improvements in narrowing the gaps across the rest of England.

**We also find that the gap becomes more prominent in rural areas by the end of secondary school.** In areas such as Cumbria and Northumberland, the gap is 9 months at end of Key Stage 2 but widens significantly to over 25 months by the end of Key Stage 4.

Some areas, such as Richmond-upon-Thames and Windsor and Maidenhead have been notably successful at improving outcomes for disadvantaged secondary school pupils over the past few years. Since 2012, the gap in these areas has closed by over 6 months, when compared to local authorities that had similar gaps.

However, other areas are going backwards. Disadvantaged pupils in Darlington, Leeds, Liverpool, Redcar and Cleveland, North Somerset and Blackpool are doing relatively worse now than they were back in 2012.

The Department for Education's current plans include improving outcomes in specific parts of the country, include identifying and prioritising 'Opportunity Areas'. While the 12 Opportunity Areas identified by the Department do, indeed, have growing and larger than average disadvantage gaps we find that there are areas where the disadvantage gap has grown even faster. We identify a further 8 local authority districts that are in the bottom quarter for the size of the gap and change in the gap since 2012 at both primary and secondary. These include Darlington, Rossendale and Boston.

Finally, we consider the overall distribution of attainment for disadvantaged pupils and compare that to other groups that might be considered as vulnerable learners – pupils with special educational needs and disabilities, pupils whose first language is other than English, and particular ethnic groups.

We demonstrate that no group is summarised adequately by point estimates or threshold measures. Low and high attainers are found in nearly every characteristic examined. Travellers of Irish Heritage and Gypsy/Roma pupils are broadly an exception to this. There are relatively few such pupils in the with above average attainment and they are disproportionately clustered towards the very bottom of the attainment distribution.

Further investigation is required to understand the underlying causes of the patterns seen and to bring out the very different circumstances that pupils with the same characteristics may experience.

Whilst pupils with English as an additional language (EAL) make more progress and achieve higher outcomes, on average, than others, there are still significant numbers who have low attainment. The analysis here does not take into account the different levels of English proficiency that different 'EAL pupils' have, nor the time that they have spent in England's school system – just over 40 per cent of the Key Stage 4 EAL cohort joined an English state-school at some point after the foundation stage.

In conclusion, we find that, while there has been some small improvement in closing the gap between disadvantaged pupil and their peers, it is taking far too long. If we carry on at this pace, we will lose at least a further 3 generations before equality of outcomes is realised through our education system.

The Education Policy Institute will be conducting further, detailed research on this issue, under our Vulnerable Learners Programme.

## Introduction

In 2016, we published our first annual report examining the performance of pupils at schools in England. We found that overall levels of attainment increased in the decade to 2015. This increase was equivalent to an additional term of progress in primary school and just over half a grade at GCSE.

But the report also highlighted the persistent gap that exists between pupils from disadvantaged backgrounds and their peers. These gaps are evident in the early years and grow throughout schooling. The report estimated that by the end of secondary school, pupils from disadvantaged backgrounds were 19 months behind their peers.

These inequalities transmit into later life outcomes. Young people from disadvantaged backgrounds are less likely to continue into post-compulsory education; they have lower average earnings, poorer health and greater propensity to become involved with crime than their more affluent peers. From a societal perspective, allowing a significant number of children to fail to reach their educational and economic potential is a waste of human capital, resulting in lower economic growth and increased costs to the tax-payer.

In this report, we consider the extent to which England's schools are closing the disadvantage gap and how outcomes vary across the country.

This report is the first stage of a longer-term programme of work examining the experiences of 'vulnerable learners'. As well as pupils from disadvantaged backgrounds it considers how outcomes vary by ethnic group, having English as an additional language, and special educational needs and disabilities.

### Assessment in schools in England

Pupils at schools in England are assessed against national standards at a number of points throughout compulsory education. This report primarily concerns the assessments that take place:

- In the Reception Year (usually children aged 5) – assessments against the Early Years Foundation Stage Profile that tracks development in the early years;
- In year 2 (usually children aged 7) – assessments in reading, writing and mathematics at the end of Key Stage 1;
- In year 6 (usually children aged 11) – assessments in reading, writing and mathematics at the end of Key Stage 2;<sup>1</sup> and
- In year 11 (usually children aged 16) – examinations in GCSEs and equivalent qualifications marking the end of Key Stage 4.<sup>2</sup>

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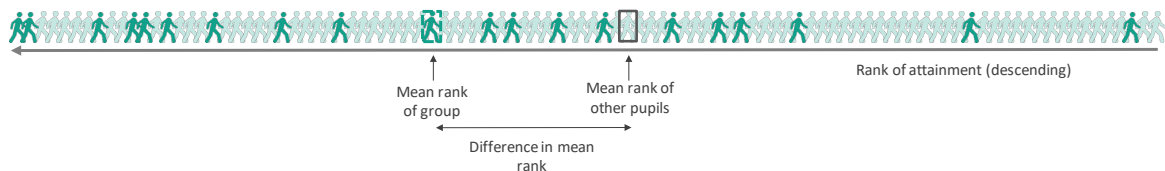
<sup>1</sup> Unless stated otherwise results in this report referred to as primary school results are for the Key Stage 2 assessments taken in year 6.

<sup>2</sup> Results in this report referred to as secondary school results are for the Key Stage 4 assessments taken in year 11.

## How we measure relative performance

This report is not primarily concerned with the overall levels of attainment seen in schools in England, such as the proportion of pupils reaching given thresholds. Such thresholds are important for understanding the high-level attainment of pupils, but they are not an effective measure of the performance of those who are some way from attaining the threshold whilst still having made progress.

Instead we largely focus on the attainment gap that exists between groups of pupils and their peers. We do this by examining their relative position within the attainment distribution. We rank all pupils by their attainment from the highest to the lowest. We then calculate the average (mean) rank of the group being considered (the dark figures in the diagram below) and the average (mean) rank of other pupils (the light figures). The attainment gap is then the difference between these ranks. To aid interpretation we then convert this into months of progress.<sup>3</sup>



## Coverage of this report

This report assesses the performance of pupils who undertook the Early Years Foundation Stage Profile, Key Stage 2 assessments or GCSEs (or equivalents) in the summer of 2016. It includes all pupils in all state-funded schools, including academies, free schools, local authority maintained schools and special schools.<sup>4</sup> This report does not, intentionally, compare the performance of different types of schools such as academies and free schools or those with different admissions policies such as faith schools.<sup>5</sup>

The statistics in this report are derived from the National Pupil Database.

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<sup>3</sup> This updates the methodology used for calculating gaps in our 2016 annual report. For further discussion of that methodology see 'Education in England: Progress and goals' <https://epi.org.uk/report/ambitions-for-english-education/>

We have applied the mean rank approach to earlier years to calibrate difference in ranks against months of progress.

<sup>4</sup> Some comparisons to earlier years are based on pupils in state-funded mainstream schools only as this was the basis of last year's report.

<sup>5</sup> Reports on academies, faith schools, and selective schools are available from the Education Policy Institute website. [www.epi.org.uk](http://www.epi.org.uk)

## Part 1: Trends in the disadvantage gap

In this section, we consider the performance of (economically) disadvantaged pupils over time. EPI's Annual Report 2016 highlighted the attainment gap between these pupils and their peers. This gap is evident in the early years and continues to grow throughout school. The report showed that, by the end of Key Stage 4, pupils from disadvantaged backgrounds were 19.2 months behind their peers.<sup>6</sup> Although this represented some progress (the gap has narrowed by 2.7 months since 2007), the gap for the most *persistently* disadvantaged pupils actually increased by 2.4 months over this period.<sup>7</sup>

While there is a clear need for action in narrowing the attainment gap that is already evident in the first year of school, our ambition for schools is that disadvantaged pupils do not fall further behind their peers as they progress through primary and then secondary school.

Figure 1.1 shows the trends in the disadvantage gap over time. The discontinuity reflects EPI's decision to assess the performance of pupils at *all* state-funded schools including special schools.

Over the last 10 years there has been progress in narrowing the disadvantage gap. At secondary school, there has been a reduction of three months, or 14 per cent, in the attainment gap since 2007. However, the pace of change is slow. **If the rate of change over the past decade were to continue then it would take over 50 years to get to a point at which the gap did not grow during a child's time in school.**

Figure 1.2 shows the trend in the attainment gap for persistently disadvantaged pupils. For primary aged pupils, the gap remained at the same level in 2016 as it was in 2015 and was the equivalent of 12.3 months. The gap for secondary aged persistently disadvantaged pupils fell in 2016 from 25.5 months to 23.4 months in state-funded mainstream schools and 24.3 months across all state-funded schools.

In other words, while there has been some progress in closing the attainment gap it is still the case **that persistently disadvantaged pupils end primary school over a year behind their non-disadvantaged peers and are over two years behind by the end of secondary school.**

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<sup>6</sup> Disadvantaged pupils means those known to be eligible for free school meals at any point in the previous six years.

<sup>7</sup> Persistently disadvantaged means those who have been eligible for free school meals for at least 80 per cent of their time in school.



**Figure 1.1: Attainment gaps over time for disadvantaged pupils in primary and secondary school (months)**

School types	Year	Early Years	Primary school	Secondary school
State-funded mainstream	2007	5.5	12.3	21.9
	2008	5.3	11.8	21.8
	2009	5.2	11.5	21.7
	2010	5.0	11.0	20.7
	2011	4.9	11.1	20.2
	2012	4.9	10.2	19.6
	2013	4.7	10.0	19.0
	2014	4.6	9.9	19.0
	2015	4.3	9.6	19.2
	2016	4.3	9.5	18.9
	2015-2016 change	-0.1 (-1%)	-0.1 (-1%)	-0.3 (-1%)
	2007-2016 change (%)	-1.2 (-22%)	-2.8 (-23%)	-3.0 (-14%)
All state-funded	2016	4.3	9.5	19.3

**Figure 1.2: Attainment gaps over time for persistently disadvantaged pupils in primary and secondary schools (months)**

types	Year	Primary school	Secondary school
State-funded mainstream	2007	14.9	23.1
	2008	14.1	23.4
	2009	14.0	24.0
	2010	13.4	24.2
	2011	13.4	24.2
	2012	12.6	24.3
	2013	12.3	24.2
	2014	12.5	24.5
	2015	12.3	25.5
	2016	12.3	23.4
	2015-2016 change	-0.0 (0%)	-2.1 (-8%)
	2007-2016 change (%)	-2.6 (-18%)	+0.3 (+1%)
All state-funded	2016	12.3	24.3

Figure 1.3 shows the attainment of disadvantaged pupils at each phase in relation to the attainment benchmarks. The wide attainment gap by the end of secondary school means that relatively few disadvantaged pupils are achieving the expected benchmark (around 1 in 5). The problem is even more acute for those that were persistently disadvantaged, where just 1 in 6 pupils achieved the attainment benchmark.

114,000 of the 327,000 (over 1 in 3) pupils that did not achieve the benchmark in 2016 were disadvantaged, despite disadvantaged pupils accounting for only 1 in 4 pupils nationally.

**Figure 1.3: Disadvantaged pupils achieving the attainment benchmark at each phase<sup>8</sup>**

	Early years: % of children achieving a good level of development	Primary schools: % of pupils achieving the new expected level	Secondary schools: % of pupils achieving 50+ points in Attainment 8 (2017 points scale)
Non-disadvantaged pupils	72%	60%	46%
Disadvantaged pupils	55%	39%	21%
Persistently disadvantaged pupils	N/A	33%	16%

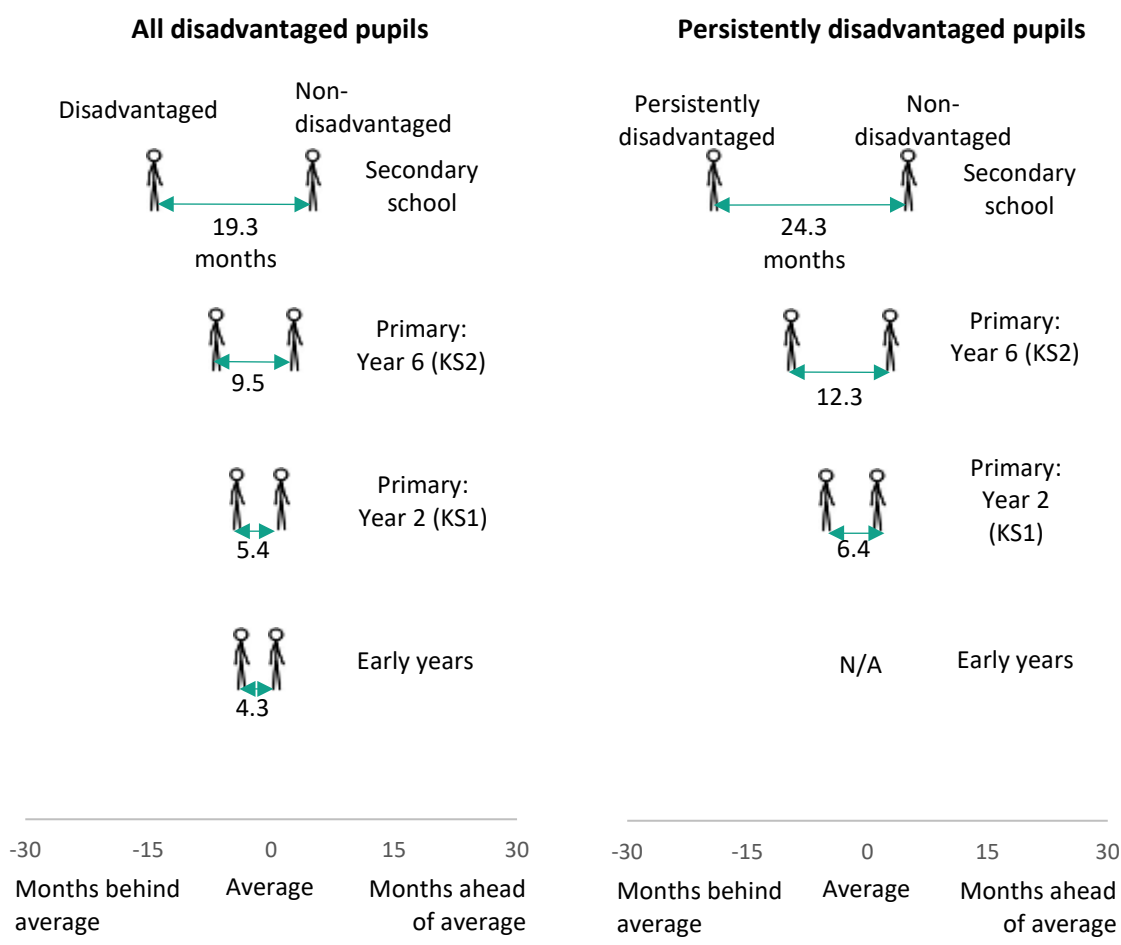
Figure 1.4 shows the attainment gaps for disadvantaged pupils and others in months and how these grow through primary and secondary school.<sup>9</sup> The pace at which the gap emerges is not consistent throughout schooling. For example, between Key Stage 1 and Key Stage 2 the disadvantage gap grows by 5 months (1.25 months per year) and between Key Stage 2 and Key Stage 4 it grows by 10 months (2 months per year).

Persistently disadvantaged pupils fall even further behind at all phases with the gap growing more quickly than for disadvantaged pupils overall, From six months at the end of Key Stage 1, to 12 months at the end of Key Stage 2 (1.5 months per year) and then 24 months by the end of Key Stage 4 (2.4 months per year).

<sup>8</sup> Persistently disadvantaged pupils are a subgroup of disadvantaged pupils and so are also included in the figures for disadvantaged pupils. Results for this group are not applicable for early years.

<sup>9</sup> Note that this data is a snapshot of performance at each stage in 2016 rather than tracking one cohort through school.

**Figure 1.4: Attainment gap for disadvantaged pupils in months in 2016**



In order to prevent the gap from growing throughout primary and secondary schools, we need to tackle the differential rates of progress that disadvantaged and non-disadvantaged pupils make. Figure 1.5 shows the average progress scores of non-disadvantaged, disadvantaged and persistently disadvantaged pupils – this is the attainment of these pupils in comparison to pupils with similar prior attainment.

**Figure 1.5: Progress of disadvantaged pupils, primary and secondary schools**

	Primary schools: Average KS1-KS2 progress score	Secondary schools: Average Progress 8 score (2017 points scale)
Non-disadvantaged pupils	+0.3	+0.1
Disadvantaged pupils	-0.6	-0.4
Persistently disadvantaged pupils	-0.9	-0.5

At Key Stage 4, the gap in progress between disadvantaged and non-disadvantaged pupils is 0.48 points: almost half a grade in each GCSE subject. The gap for persistently disadvantaged pupils is greater still, 0.6 grades in each GCSE subject.

## Part 2: Trends in the disadvantage gap by local authority area

In this section, we consider how pupils from disadvantaged backgrounds perform in different local authority areas and whether there are parts of the country that have been relatively successful in narrowing the attainment gap in recent years.

In the maps in Figures 2.1 and 2.2 we highlight local areas by their relative performance in terms of overall attainment and progress at each Key Stage. Not only do we see variation between areas but also variation within areas across different stages and when considering progress rather than attainment. For example, we see that:

- London continues to maintain its relatively high performance. Nearly all local authority areas in London are high performing at both primary and secondary.
- The north-east performs well at primary but then fails to translate that into performance at the end of secondary with relatively poor rates of progress.
- There is a band of local authorities across the north of England in which attainment is low at primary and secondary.

Annex 1 shows the performance in all local authority areas for all pupils at each Key Stage.

When interpreting these findings, it is important to note that 36 local authorities include at least one selective school. Ten of these local authorities (Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Slough, Southend-on-Sea, Torbay, Trafford and Sutton) are defined as 'wholly-selective', while the remaining 26 are defined as 'partially-selective'. The tables highlight those local authorities which are either wholly or partially-selective.

Figure 2.1: Local authority attainment, by phase, in 2016

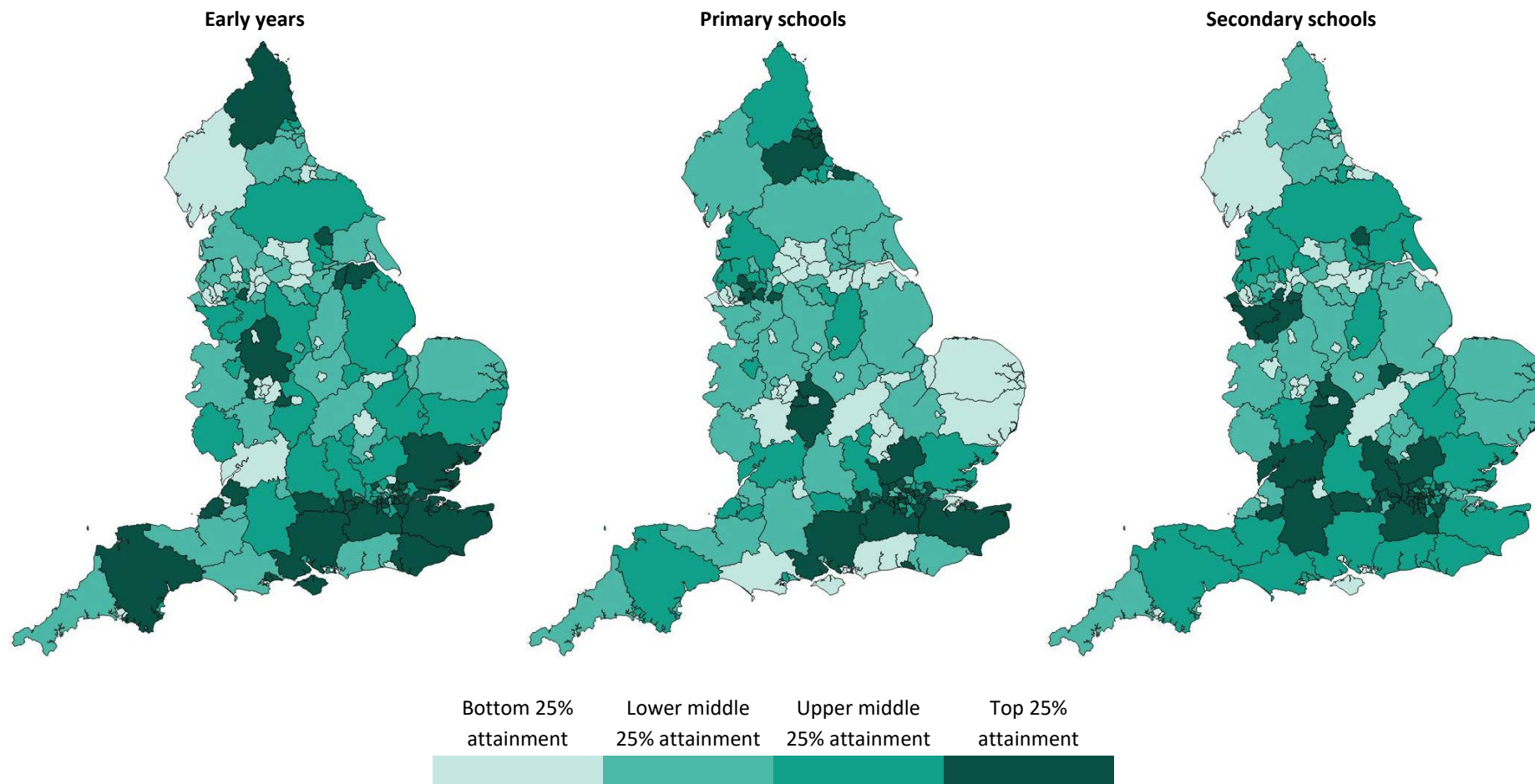
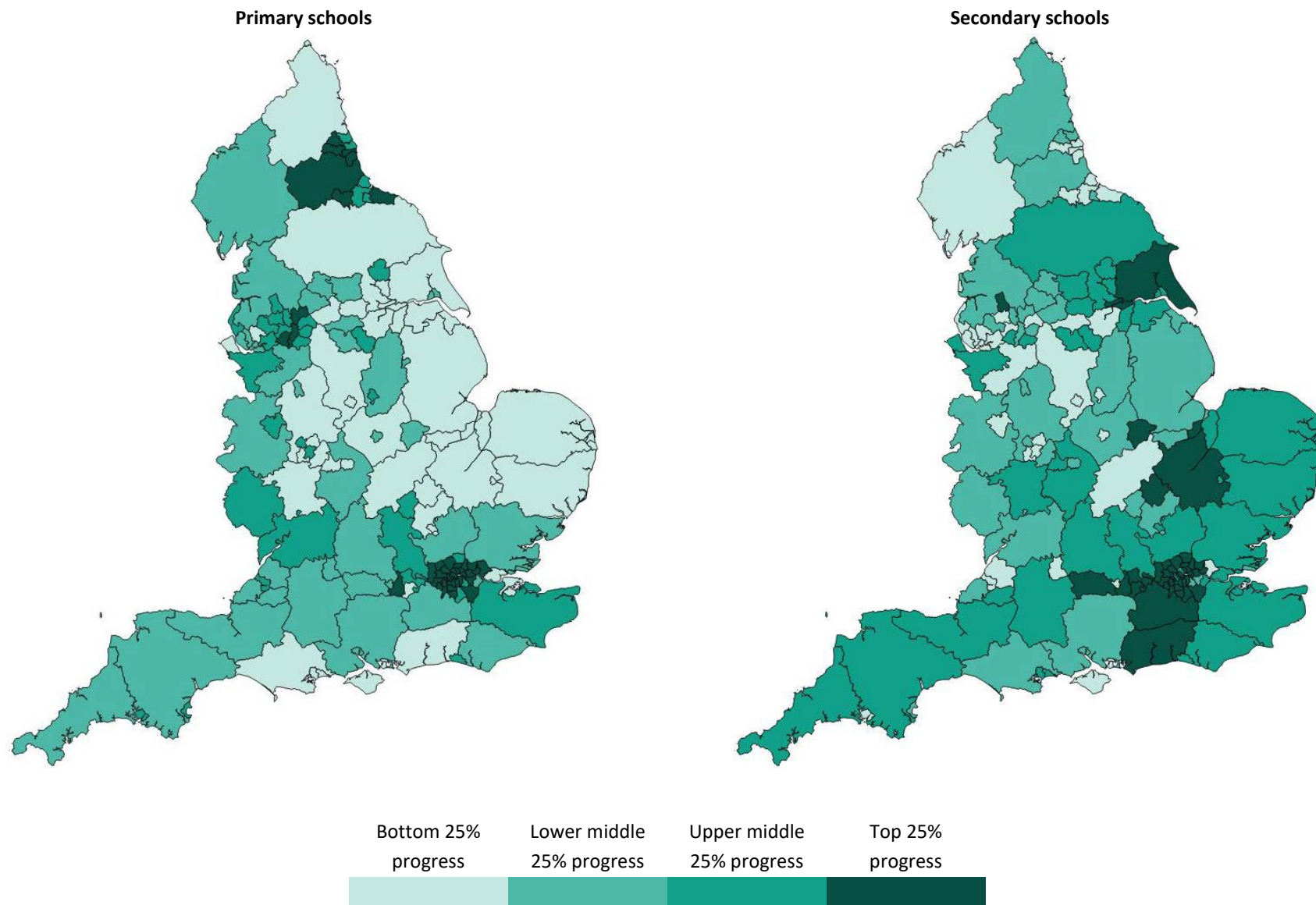


Figure 2.2: Local authority progress, by phase, in 2016



## Disadvantage gaps in 2016

Figures 2.3 and 2.4 show the gaps, in months, between the attainment of disadvantaged pupils in each local authority area and the national average for non-disadvantaged pupils. This approach to measuring the gap at local level (rather than comparing with non-disadvantaged pupils locally) gives an indication of how well each area is serving its disadvantaged pupils but avoids excessively penalising areas with more affluent populations, for which the local non-disadvantaged attainment levels would set unrealistically high benchmarks. We find that:

- There is significant variation in the size of the gap between local authorities, from no gap to seven months in the early years, five to 13 months at the end of primary school and one month to over two years at the end of secondary school.
- At the end of primary school there are six local authority areas in which disadvantaged pupils are over a year behind non-disadvantaged pupils nationally: Blackpool, Darlington, Leeds, Oldham, Stoke-on-Trent, and York.
- At the end of secondary school there are two local authority areas in which disadvantaged pupils are fewer than six months behind non-disadvantaged pupils nationally (Kensington and Chelsea and Westminster), however there are 16 areas where disadvantaged pupils are over two years behind.
- The gaps become more associated with rurality in later phases, with some of the largest gaps in rural areas at the end of secondary school (for example in Cumbria and in Northumberland).
- The largest gap for children in early years was in Halton (7 months). For primary school pupils it was in Leeds (13 months), and for secondary school pupils it was in the Isle of Wight (29 months).
- The smallest gaps were in: Newham for early years children (no gap), Poole for primary school pupils (5 months), Kensington & Chelsea for secondary school pupils (just 1 month).
- The gaps for disadvantaged pupils in Tower Hamlets, Redbridge, Westminster and Hammersmith & Fulham were relatively small gaps in all phases; all less than 3 months in early years, 8 months in primary schools and 10 months in secondary schools.
- At the other end of the scale, the gaps were all relatively large in all phases in Redcar & Cleveland; greater than 6 months in early years, 12 months in primary schools and 24 months in secondary schools.
- Rutland had a relatively large gap for children in early years (7 months), but a relatively small gap for secondary pupils (8 months). Conversely, West Berkshire had a small (3 month) gap for children in early years, but a large gap for its secondary school pupils (25 months).



**Figure 2.3: Gap between disadvantaged pupils in each local authority area and all other pupils (1 of 3)**

	Attainment gap between disadvantaged pupils in local authorities and all other		
	Early years	Primary schools	Secondary schools
Barking and Dagenham	-2.4	-7.3	-13.3
Barnet	-3.7	-8.6	-8.0
Barnsley	-5.5	-10.9	-23.7
Bath and North East Somerset	-6.3	-7.0	-21.0
Bedford	-5.3	-8.4	-19.4
Bexley	-2.4	-8.3	-18.0
Birmingham	-4.3	-8.5	-15.6
Blackburn with Darwen	-4.8	-10.2	-16.0
Blackpool	-4.5	-13.0	-25.1
Bolton	-5.6	-10.1	-20.4
Bournemouth	-2.7	-8.1	-22.7
Bracknell Forest	-5.1	-9.6	-19.9
Bradford	-4.1	-11.7	-22.2
Brent	-3.1	-8.3	-11.3
Brighton and Hove	-4.8	-9.7	-21.4
Bristol City of	-4.8	-10.1	-24.3
Bromley	-4.2	-10.3	-15.3
Buckinghamshire	-4.1	-7.9	-22.6
Bury	-3.9	-11.2	-18.5
Calderdale	-4.8	-10.4	-18.6
Cambridgeshire	-5.1	-10.3	-22.0
Camden	-3.4	-8.8	-10.6
Central Bedfordshire	-5.1	-7.5	-22.2
Cheshire East	-5.9	-8.4	-23.6
Cheshire West and Chester	-3.6	-11.4	-20.8
Cornwall	-3.9	-9.4	-19.1
Coventry	-4.3	-9.5	-20.9
Croydon	-3.3	-9.9	-16.1
Cumbria	-6.2	-9.0	-27.1
Darlington	-5.2	-12.6	-24.8
Derby	-4.4	-10.4	-27.1
Derbyshire	-4.1	-6.7	-23.7
Devon	-4.4	-8.7	-20.9
Doncaster	-4.3	-9.3	-23.0
Dorset	-3.6	-8.5	-21.2
Dudley	-5.0	-9.4	-25.1
Durham	-4.7	-9.7	-19.6
Ealing	-2.9	-7.6	-11.0
East Riding of Yorkshire	-4.1	-8.5	-17.9
East Sussex	-2.5	-10.8	-23.3
Enfield	-3.3	-10.0	-13.6
Essex	-3.7	-9.4	-19.8
Gateshead	-2.9	-11.4	-22.8
Gloucestershire	-4.9	-8.9	-22.1
Greenwich	-2.3	-7.6	-13.6
Hackney	-1.8	-9.8	-7.6
Halton	-7.1	-11.7	-18.8
Hammersmith and Fulham	-2.8	-7.5	-9.8
Hampshire	-4.5	-7.8	-23.0
Haringey	-1.6	-10.7	-11.9



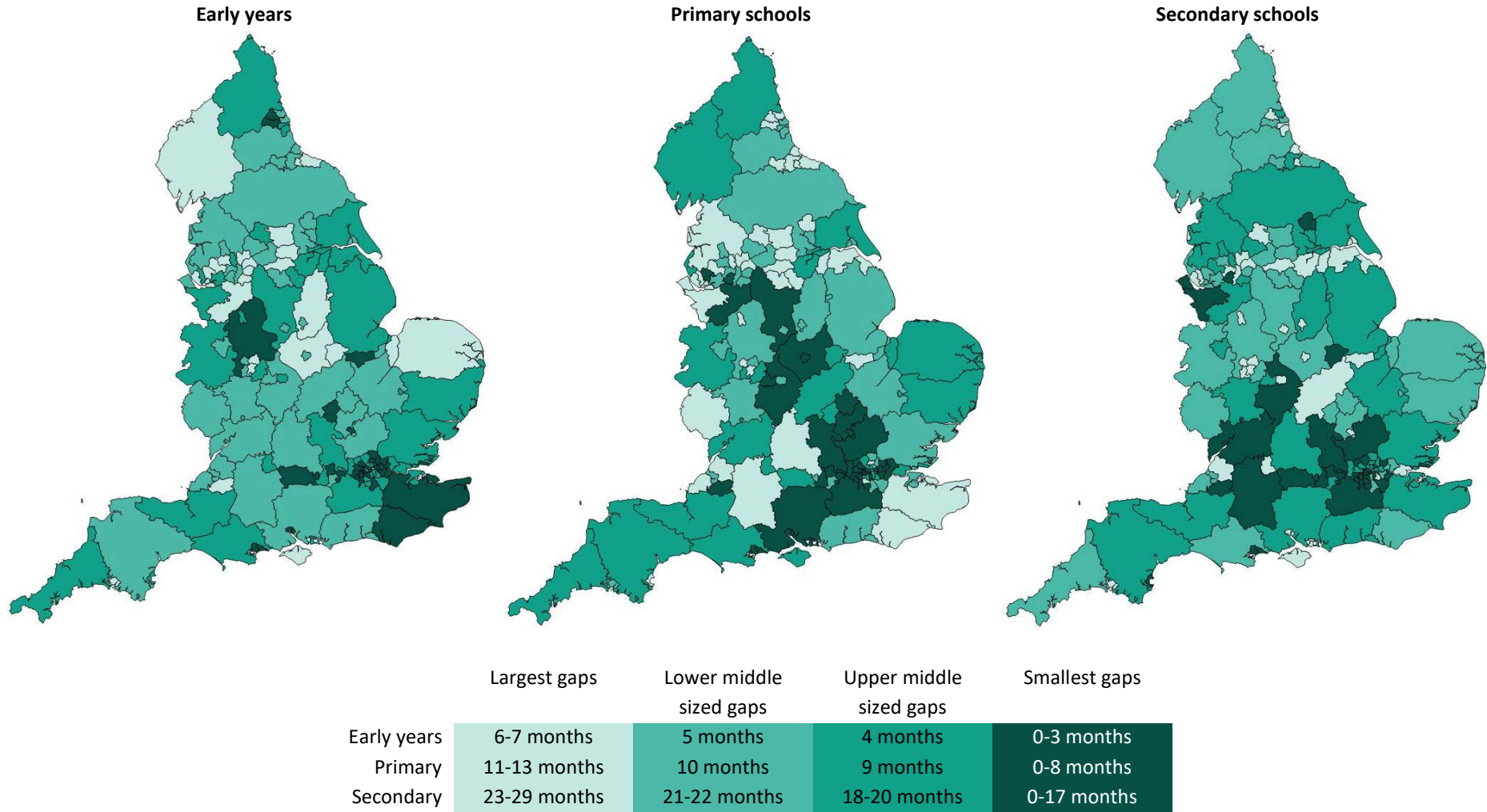
**Figure 2.3: Gap between disadvantaged pupils in each local authority area and all other pupils (2 of 3)**

	Attainment gap between disadvantaged pupils in local authorities and all other		
	Early years	Primary schools	Secondary schools
Harrow	-3.9	-7.4	-10.4
Hartlepool	-4.9	-11.0	-22.9
Havering	-4.2	-7.2	-19.2
Herefordshire	-5.0	-11.2	-22.7
Hertfordshire	-4.8	-7.7	-20.8
Hillingdon	-4.0	-8.3	-15.7
Hounslow	-3.1	-6.6	-11.2
Isle of Wight	-5.8	-8.8	-28.6
Islington	-3.4	-9.1	-8.3
Kensington and Chelsea	-4.5	-7.4	-1.4
Kent	-2.8	-10.5	-23.7
Kingston upon Hull City of	-5.1	-10.3	-19.0
Kingston upon Thames	-3.2	-7.5	-11.0
Kirklees	-4.6	-10.2	-21.0
Knowsley	-4.3	-10.5	-26.9
Lambeth	-3.6	-7.8	-10.3
Lancashire	-4.4	-10.7	-22.9
Leeds	-5.7	-13.3	-22.3
Leicester	-4.6	-7.5	-20.4
Leicestershire	-5.3	-8.3	-24.4
Lewisham	-4.1	-9.0	-15.0
Lincolnshire	-3.7	-10.0	-23.2
Liverpool	-5.8	-10.5	-22.1
Luton	-2.2	-8.1	-17.1
Manchester	-4.5	-9.6	-17.7
Medway	-3.5	-10.3	-20.6
Merton	-3.7	-10.6	-9.6
Middlesbrough	-5.7	-11.9	-20.1
Milton Keynes	-2.9	-8.9	-23.1
Newcastle upon Tyne	-3.4	-11.8	-21.0
Newham	+0.1	-7.6	-7.5
Norfolk	-5.8	-9.4	-23.7
North East Lincolnshire	-4.3	-10.9	-21.6
North Lincolnshire	-3.7	-11.9	-21.4
North Somerset	-5.1	-10.6	-24.1
North Tyneside	-4.4	-10.9	-18.1
North Yorkshire	-4.9	-9.8	-22.5
Northamptonshire	-4.8	-9.3	-24.6
Northumberland	-4.3	-9.0	-25.9
Nottingham	-5.1	-10.3	-23.0
Nottinghamshire	-6.2	-9.8	-20.8
Oldham	-6.1	-12.8	-23.1
Oxfordshire	-5.2	-11.4	-23.7
Peterborough	-3.1	-11.3	-24.2
Plymouth	-6.2	-9.9	-23.9
Poole	-2.5	-5.3	-18.1
Portsmouth	-3.6	-6.3	-20.4
Reading	-3.1	-10.2	-25.1
Redbridge	-1.6	-6.3	-8.5
Redcar and Cleveland	-6.3	-11.9	-23.9

**Figure 2.3: Gap between disadvantaged pupils in each local authority area and all other pupils (3 of 3)**

	Attainment gap between disadvantaged pupils in local authorities and all other		
	Early years	Primary schools	Secondary schools
Richmond upon Thames	-3.1	-8.3	-13.1
Rochdale	-5.7	-11.9	-19.5
Rotherham	-3.5	-11.3	-20.8
Rutland	-6.6	-8.8	-8.1
Salford	-5.0	-9.7	-21.3
Sandwell	-5.6	-11.0	-21.3
Sefton	-4.7	-9.3	-19.6
Sheffield	-4.7	-11.7	-23.2
Shropshire	-3.7	-8.7	-20.4
Slough	-3.9	-7.7	-12.0
Solihull	-4.9	-6.1	-16.0
Somerset	-4.0	-8.7	-20.7
South Gloucestershire	-4.4	-11.1	-26.0
South Tyneside	-5.1	-9.7	-20.2
Southampton	-3.3	-7.3	-22.2
Southend-on-Sea	-1.8	-8.5	-21.9
Southwark	-3.5	-9.3	-7.2
St. Helens	-5.5	-8.1	-19.3
Staffordshire	-3.3	-9.5	-23.0
Stockport	-5.4	-9.5	-17.7
Stockton-on-Tees	-4.4	-11.6	-22.0
Stoke-on-Trent	-3.9	-12.3	-20.6
Suffolk	-3.8	-8.8	-23.4
Sunderland	-4.2	-10.1	-21.8
Surrey	-3.9	-8.1	-20.6
Sutton	-4.0	-6.6	-13.6
Swindon	-3.9	-8.6	-22.2
Tameside	-5.4	-9.6	-20.2
Telford and Wrekin	-4.6	-9.6	-22.2
Thurrock	-4.2	-9.3	-23.2
Torbay	-3.7	-10.7	-19.5
Tower Hamlets	-2.1	-6.3	-6.5
Trafford	-4.7	-8.4	-16.7
Wakefield	-6.0	-10.8	-23.3
Walsall	-5.4	-9.6	-22.1
Waltham Forest	-2.5	-9.5	-11.6
Wandsworth	-2.5	-8.5	-7.4
Warrington	-4.1	-9.5	-23.6
Warwickshire	-4.7	-8.4	-22.0
West Berkshire	-3.1	-8.5	-25.0
West Sussex	-5.2	-10.3	-21.9
Westminster	-2.5	-7.6	-3.0
Wigan	-6.4	-10.7	-20.3
Wiltshire	-5.2	-10.8	-23.5
Windsor and Maidenhead	-2.9	-8.4	-16.0
Wirral	-5.0	-10.9	-18.8
Wokingham	-3.7	-7.2	-22.3
Wolverhampton	-5.2	-11.6	-19.9
Worcestershire	-5.3	-9.7	-21.4
York	-4.9	-12.5	-20.1

Figure 2.4: Local authority disadvantage gaps in months, by phase



## Changes in local authority gaps since 2012

Since 2012, the gap nationally has narrowed by 0.6 months in the early years and 0.7 months in each of primary and secondary.

Figure 2.5 shows how the gap in each local authority has changed between 2012 and 2016, compared with local authorities that had similar sized gaps in 2012 (which we refer to as “similar local authorities”).<sup>10</sup> For example, the primary school gap in Poole narrowed by 4.3 months more than similar local authorities, resulting in Poole now having the smallest primary school gap (5 months). Poole also saw a large reduction for its secondary school pupils, with a narrowing of the gap of almost 4 months more than similar local authorities. We also find that:

- Both primary and secondary school pupils in Darlington saw large increases in the gap compared to similar local authorities; by 3 months and 8 months more than similar local authorities respectively.
- Rutland had both the largest increase in the gap for children in the early years (+3 months) and the largest decrease in the gap for pupils in secondary schools (-14 months), when compared to similar local authorities.
- Richmond upon Thames, which was the highest ranked local authority in terms of secondary attainment also had the 3<sup>rd</sup> highest rank in terms of the change in the gap since 2012; their gap narrowed by 7 months more than similar local authorities.

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<sup>10</sup> For each local authority area we use a regression model to estimate the 2016 gap based on the size in local authorities with similar sized gaps in 2012. The change in the gap shown is the difference between their estimated 2016 gap and their actual gap (-ve figures indicating the local authority has narrower more than the estimate, and vice versa). This approach is used as the actual change in gap (2016 gap minus 2012 gap) is heavily correlated with the size of the 2012 gap, and therefore tells us little about relative local authority performance in narrowing the gap. The change is based on 2013 for early years as earlier years are not directly comparable.

Figure 2.5: Change in the disadvantage gap compared to other local authorities with similar gaps in 2012 (1 of 3)

	Change in gap since 2012 - comparison with local authorities with similar 2012 gap					
	Early years		Primary schools		Secondary schools	
Barking and Dagenham		-2.1		-1.6		-1.1
Barnet		+0.3		-0.2		-5.2
Barnsley		+0.6		+1.2		-2.0
Bath and North East Somerset		+1.6		-2.6		-1.8
Bedford		+0.9		-1.2		-2.4
Bexley		-0.8		-0.9		-0.6
Birmingham		+0.4		-0.6		+5.3
Blackburn with Darwen		+0.5		+0.6		-5.1
Blackpool		+0.2		+3.7		+3.2
Bolton		+0.9		+1.1		-0.7
Bournemouth		+0.3		-1.6		+0.8
Bracknell Forest		+1.2		-0.5		+0.6
Bradford		-0.7		+1.7		+2.0
Brent		+0.7		-0.3		-5.8
Brighton and Hove		+0.1		+0.3		-0.5
Bristol City of		+0.4		+0.2		+2.4
Bromley		-0.0		+0.9		-0.1
Buckinghamshire		-0.4		-2.0		+0.8
Bury		-1.1		+2.0		-1.2
Calderdale		+0.0		+1.2		-2.0
Cambridgeshire		+0.7		-0.1		-0.4
Camden		-1.2		+0.8		-1.8
Central Bedfordshire		+1.0		-2.2		-0.3
Cheshire East		+1.5		-0.6		+1.7
Cheshire West and Chester		-0.8		+1.6		-1.9
Cornwall		-0.4		-0.2		-2.7
Coventry		+0.4		-0.3		+0.7
Croydon		-1.2		+0.6		+2.1
Cumbria		+1.6		-0.6		+4.9
Darlington		+0.3		+3.0		+8.1
Derby		-0.4		+0.2		+6.5
Derbyshire		-0.2		-2.6		+1.7
Devon		+1.0		-0.4		-0.9
Doncaster		-0.6		-0.4		+3.2
Dorset		-0.3		-1.2		-0.7
Dudley		+0.7		-0.7		+3.8
Durham		-0.4		+0.3		+4.6
Ealing		-0.0		-0.9		-2.3
East Riding of Yorkshire		+0.1		-1.1		-3.6
East Sussex		-2.1		+0.8		+1.3
Enfield		-0.0		+0.6		-3.9
Essex		-0.4		-0.4		-1.8
Gateshead		-2.0		+2.5		+4.2
Gloucestershire		+0.8		-0.6		+0.2
Greenwich		+0.6		-0.3		+1.4
Hackney		-1.2		+1.1		-2.5
Halton		+2.0		+3.0		+0.3
Hammersmith and Fulham		-1.3		-0.6		+0.5
Hampshire		+0.5		-1.8		-0.3
Haringey		-2.6		+1.3		-4.7

Figure 2.5: Change in the disadvantage gap compared to other local authorities with similar gaps in 2012 (2 of 3)

	Change in gap since 2012 - comparison with local authorities with similar 2012 gap					
	Early years		Primary schools		Secondary schools	
Harrow		-0.7		-1.6		-3.2
Hartlepool		+0.1		+1.8		+1.0
Havering		-0.1		-1.9		-2.2
Herefordshire		+0.3		+1.2		+1.1
Hertfordshire		+1.1		-1.8		+0.8
Hillingdon		-0.8		-1.0		-2.1
Hounslow		-1.8		-2.8		+0.7
Isle of Wight		+1.1		-1.6		+3.3
Islington		-0.8		+0.4		-6.3
Kensington and Chelsea		+0.8		-0.1		+0.1
Kent		+0.1		+0.3		+2.2
Kingston upon Hull City of		+0.1		+0.3		-2.6
Kingston upon Thames		-0.8		-1.5		-2.4
Kirklees		+0.2		+0.2		+0.8
Knowsley		+0.3		+1.5		+3.2
Lambeth		-0.9		-0.5		-1.4
Lancashire		+0.3		+1.0		+1.4
Leeds		+0.8		+3.3		+0.9
Leicester		-0.5		-2.1		-0.1
Leicestershire		+0.5		-1.3		+2.4
Lewisham		+1.0		+0.5		-4.9
Lincolnshire		+0.3		+0.1		+1.6
Liverpool		+1.4		+1.4		+0.9
Luton		-1.8		-1.6		+5.9
Manchester		+0.3		+0.5		-2.5
Medway		-0.4		+0.2		+0.3
Merton		-1.0		+1.1		+0.6
Middlesbrough		+0.7		+1.8		-1.2
Milton Keynes		-1.6		-0.4		+4.2
Newcastle upon Tyne		-1.2		+2.4		+0.1
Newham		-2.1		-0.7		-2.5
Norfolk		+1.1		-0.7		+1.4
North East Lincolnshire		+0.5		+0.8		-0.3
North Lincolnshire		-0.6		+1.6		+4.9
North Somerset		+1.2		+0.7		+2.0
North Tyneside		+0.1		+1.7		-2.0
North Yorkshire		+0.1		-0.2		+1.3
Northamptonshire		+0.6		-1.0		+2.8
Northumberland		-0.4		-1.0		+4.2
Nottingham		+0.4		+0.8		+2.1
Nottinghamshire		+1.8		+0.1		-0.8
Oldham		+1.1		+3.5		+1.6
Oxfordshire		+0.5		+1.5		+1.7
Peterborough		-1.4		+0.9		+2.2
Plymouth		+1.9		+0.4		+2.3
Poole		-1.4		-4.3		-3.7
Portsmouth		+0.6		-4.0		-1.6
Reading		-0.4		+0.2		+3.1
Redbridge		-0.3		-2.6		+0.8
Redcar and Cleveland		+1.3		+2.4		+2.0

Figure 2.5: Change in the disadvantage gap compared to other local authorities with similar gaps in 2012 (3 of 3)

	Change in gap since 2012 - comparison with local authorities with similar 2012 gap					
	Early years		Primary schools		Secondary schools	
Richmond upon Thames		-1.9		-0.4		-6.8
Rochdale		+0.8		+2.3		-2.3
Rotherham		-0.5		+0.8		-0.6
Rutland		+2.7		+0.1		-14.1
Salford		+0.5		+0.0		+1.7
Sandwell		+1.1		+1.7		+2.1
Sefton		+0.3		+0.0		-1.4
Sheffield		+0.0		+1.7		+1.3
Shropshire		-0.3		-0.7		-1.5
Slough		-0.4		-2.1		-4.5
Solihull		+0.2		-3.2		+1.9
Somerset		-0.4		-0.8		-1.2
South Gloucestershire		+0.7		+1.4		+4.1
South Tyneside		+0.4		+0.3		+6.7
Southampton		-0.4		-2.4		+0.6
Southend-on-Sea		-2.6		-1.5		-0.2
Southwark		+0.8		+1.0		-1.5
St. Helens		+1.1		-0.5		-2.4
Staffordshire		-0.8		-0.5		+1.1
Stockport		+0.7		+0.0		-4.0
Stockton-on-Tees		-0.7		+1.9		+0.6
Stoke-on-Trent		-0.1		+2.5		-1.3
Suffolk		-0.7		-1.6		+0.8
Sunderland		-0.3		+0.9		+2.4
Surrey		-0.8		-1.7		-1.3
Sutton		-0.6		-1.8		-2.0
Swindon		+0.3		-1.2		-0.4
Tameside		+0.5		+0.3		-0.9
Telford and Wrekin		+0.2		-0.4		+1.8
Thurrock		+0.3		-0.4		+6.7
Torbay		-0.8		+1.4		-2.3
Tower Hamlets		-1.5		-1.9		+0.5
Trafford		+0.7		-0.3		-1.0
Wakefield		+1.5		+0.4		+2.4
Walsall		+0.6		-0.2		+0.3
Waltham Forest		-0.0		+0.5		-7.6
Wandsworth		-1.4		+0.4		-1.3
Warrington		-1.0		+0.2		+1.7
Warwickshire		-0.2		-1.2		+0.5
West Berkshire		-0.4		-1.8		-0.9
West Sussex		+0.8		+0.4		-0.8
Westminster		-1.2		-0.6		-0.6
Wigan		+1.3		+1.6		-0.9
Wiltshire		+0.6		+0.8		+1.0
Windsor and Maidenhead		-0.6		-1.2		-6.0
Wirral		+0.1		+1.2		+0.8
Wokingham		-0.8		-2.3		+0.1
Wolverhampton		+0.6		+2.2		+1.5
Worcestershire		+0.7		-0.4		-0.5
York		+0.2		+2.5		-0.1



## Part 3: How disadvantaged pupils perform in different Department for Education areas

In this section, we consider performance and the disadvantage gap in two key geographic breakdowns relevant to the priorities of the Department for Education.

The first breakdown is for the Regional School Commissioner regions. In 2014 the Department for Education introduced eight Regional School Commissioners (RSCs) primarily as part of the academies and free schools programmes. The RSCs are split across eight regions as shown in Figure 3.1 below.

The RSCs have a range of responsibilities including intervening in underperforming academies and free schools; supporting the development of academy sponsors and taking action to improve poorly performing sponsors; considering applications from local authority schools to convert to academy status; advising on new free schools; and brokering support for underperforming local authority schools.

**Figure 3.1: Coverage of the RSCs**



The second breakdown is for Opportunity Areas. In October 2016, the Department for Education announced that it had identified 6 areas in the country which were “the most challenged when it comes to social mobility”. These areas were: West Somerset, Norwich, Blackpool, Scarborough, Derby and Oldham. These areas were identified using the Social Mobility Index, published by the Social Mobility Commission in January 2016.<sup>11</sup> The six identified areas were not the six worst performing areas identified by the Commission – West Somerset and Norwich were the worst two but the remaining 4 areas fell within the 9th and 30th worst performing areas under this measure.

These Opportunity Areas were promised access to funding (including a teaching and leadership innovation fund worth £75m over three years) as well as the formation of local partnerships

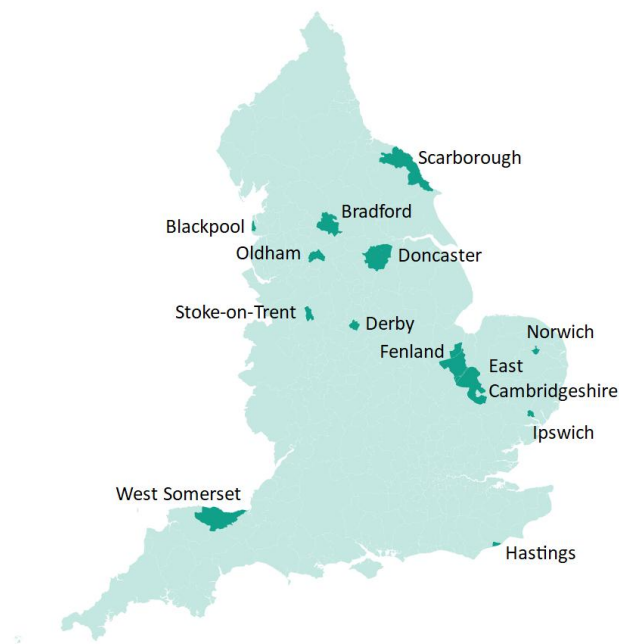
<sup>11</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496103/Social\\_Mobility\\_Index.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496103/Social_Mobility_Index.pdf)



including early years providers, schools, colleges, universities, businesses, charities and local authorities.

In January 2017, the Secretary of State announced a further six Opportunity Areas: Bradford, Doncaster, Fenland & East Cambridgeshire<sup>12</sup>, Hastings, Ipswich and Stoke-on-Trent, along with a further investment of £3.5 million (£2m from the Education Endowment Foundation and £1.5m from the DfE) to establish a research school for each of the 12 Opportunity Areas.

**Figure 3.2: Locations of the Opportunity Areas**



### Overall performance by RSC region

Whilst we are primarily interested in the disadvantage gap for each region, Figure 3.3 shows that there is variation between the regions in terms of overall performance. South London & South East has the highest levels of attainment in both primary schools (57 per cent achieving the expected standard) and early years settings (74 per cent). The North West London and South Central region had the highest level of secondary attainment, with 44 per cent of pupils achieving 50+ points in Attainment 8.

Attainments levels were lowest across all phases in Lancashire & West Yorkshire, East Midlands & Humber and the West Midlands. The North has similarly low levels of attainment in both early years settings and secondary schools, but relatively high performance in primary schools, with 55 per cent of pupils achieving the new Key Stage 2 expected level.<sup>13</sup>

<sup>12</sup> Figures for Fenland and East Cambridgeshire are shown separately.

<sup>13</sup> For the purpose of the RSC regions London has been split across three different RSCs. Attainment levels across London as a whole are higher than any RSC region at both primary (58 per cent) and secondary (45 per cent).

**Figure 3.3: Percentage of pupils achieving the expected standard at each phase, in each RSC region**

RSC region	Early years: % of children achieving a good level of development	Primary schools: % of pupils achieving the new expected level	Secondary schools: % of pupils achieving 50+ points in Attainment 8 (2017 points scale)
South London & South East	74%	57%	43%
North West London & South Central	70%	55%	44%
North East London & East	71%	55%	40%
South West	70%	52%	40%
North	68%	55%	37%
West Midlands	68%	51%	37%
East Midlands & Humber	69%	51%	36%
Lancashire & West Yorkshire	66%	52%	37%

Figure 3.4 shows the regional variation in progress in primary and secondary schools. Progress levels are above average in both primary and secondary schools in the 3 most south-eastern regions; North West London & South Central, South London & South East and North East London & East. Conversely, progress in the East Midlands & Humber, West Midlands and the South West is below average in both primary and secondary schools. The Northern region has the largest disparity between progress in its primary and secondary schools; with the highest progress scores of any region in their primary schools and the lowest in their secondary schools.<sup>14</sup>

**Figure 3.4: Progress of pupils, primary and secondary schools, in each RSC region**

RSC region	Primary schools: Average KS1- KS2 progress score	Secondary schools: Average Progress 8 score (2017 points scale)
North West London & South Central	+0.2	+0.11
South London & South East	+0.3	+0.07
North East London & East	+0.1	+0.09
North	+0.4	-0.15
South West	-0.2	-0.05
West Midlands	-0.4	-0.09
Lancashire & West Yorkshire	+0.1	-0.13
East Midlands & Humber	-0.5	-0.11

### Performance of disadvantaged pupils in RSC regions

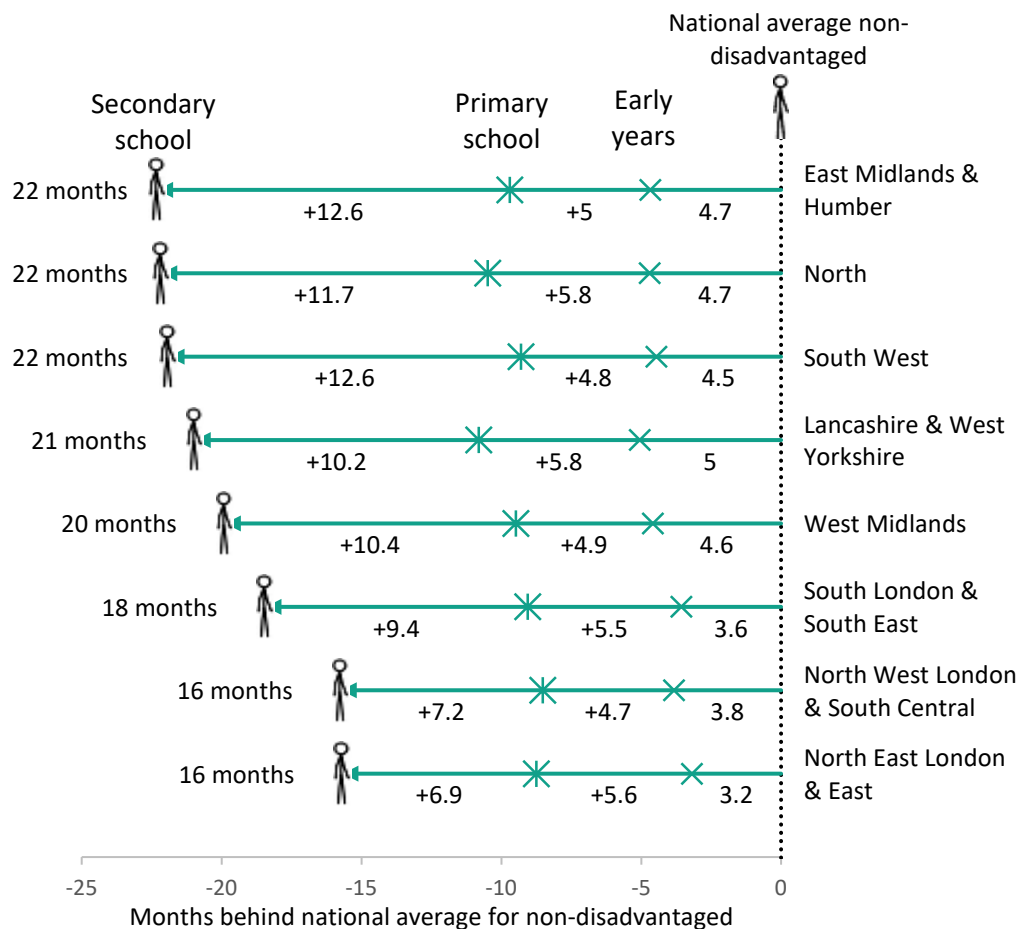
Figure 3.5 shows the gap in months between the attainment of disadvantaged pupils in RSC regions with the national averages for non-disadvantaged pupils. This gives an indication of each region's contribution to the national disadvantage gap and also the level of challenge faced in each region.

- The North, Lancashire & West Yorkshire and East Midlands & Humber all had relatively large gaps for all phases; over 4.5 months by the end of the early years, over 9.5 months by the end of primary school and over 21 months by the end of secondary school.
- The smallest gaps were in North East London & East, where the gaps were just 3 months by the end of the early years, 9 months by the end of primary school and 16 months by the end of secondary school.

<sup>14</sup> As with attainment the performance of London as a whole is higher than any RSC region. Primary school pupils achieved 1.14 scaled score points more than pupils with similar prior attainment nationally. Secondary school pupils in London achieved around a fifth of a grade higher than pupils with similar prior attainment nationally.

- There is far greater disparity between regions in terms of the disadvantage gap at secondary level rather than primary. For example, by the end of primary school the gaps range from 8.8 months in North East London and East to 10.8 months in Lancashire & West Yorkshire. The additional gap during secondary ranges from 6.9 months in North East London & East to 12.6 months in South West and East Midlands & Humber.

**Figure 3.5: Gap between disadvantaged pupils in each RSC region and the national average for non-disadvantaged pupils, by phase**



Note: the gaps shown for each phase relate to the cohorts completing each phase in 2016.

### Overall performance in Opportunity Areas

For this report, we show the performance of the Opportunity Areas as they stood in 2016. In future years, we will monitor how the performance of these areas changes over time. In particular, we will look to compare with similar, including neighbouring, areas that have not been designated as Opportunity Areas.

Figure 3.6 shows the attainment of pupils in each opportunity area against the benchmark at each phase. In terms of relative performance between the Opportunity Areas:

- Despite East Cambridgeshire being paired together with Fenland as a single opportunity area pupils in each area have strikingly different levels of attainment; pupils in East Cambridgeshire are the highest attaining at primary and secondary, and the second highest in early years. Indeed, their performance is in the top 45 per cent of areas across the whole

of England in both early years and secondary. Meanwhile pupils in Fenland are both in the bottom 5 Opportunity Areas and the bottom 12 per cent of areas nationally, in all phases.

- Pupils in Hastings have high levels of attainment in the early years, above other Opportunity Areas and pupils in the rest of England, but their relative attainment drops dramatically in primary, to below the averages for both Opportunity Areas and the rest of England.
- West Somerset early years children have the lowest levels of attainment in the Opportunity Areas, but their pupils in secondary schools have the second highest levels.

**Figure 3.6: Pupils in Opportunity Areas achieving our benchmark at each phase<sup>15</sup>**

	Early years: % of children achieving a good level of development	Primary schools (year 6/KS2): % of pupils achieving the new expected level	Secondary schools: % of pupils achieving 50+ points in Attainment 8 (2017 points scale)
<b>Pupils in all opportunity areas</b>	<b>67%</b>	<b>46%</b>	<b>31%</b>
East Cambridgeshire	71%	50%	41%
Ipswich	69%	48%	32%
Hastings	76%	46%	33%
Doncaster	70%	46%	32%
Bradford	67%	46%	32%
Derby UA	67%	47%	30%
West Somerset	59%	48%	33%
Stoke-on-Trent UA	67%	46%	31%
Blackpool UA	65%	48%	26%
Oldham	61%	46%	30%
Norwich	66%	46%	30%
Fenland	65%	45%	28%
Scarborough	64%	43%	29%
<b>Pupils in other areas</b>	<b>70%</b>	<b>54%</b>	<b>40%</b>

<sup>15</sup> Note that these figures won't match those in the local authority tables as they are based on the location of pupil's homes, rather than their schools.

Figure 3.7 shows the progress of pupils in Opportunity Areas during primary school and secondary school. It shows that:

- The progress for the average pupil in Opportunity Areas is below that of pupils in the rest of England, in both primary and secondary schools.
- Primary school pupils in Blackpool made more progress than pupils in other Opportunity Areas, and above the average for pupils in the rest of England. However, secondary school pupils in Blackpool made less progress than secondary school pupils in any other Opportunity Area, and around 0.4 grades less than pupils in the rest of England.
- Pupils in Norwich, Derby, Doncaster, Scarborough and Fenland made particularly poor progress in both primary and secondary school.
- As was the case for attainment, the progress for pupils in East Cambridgeshire was higher than for pupils in Fenland, despite the two areas forming a single Opportunity Area.

**Figure 3.7: Progress of pupils in Opportunity Areas**

	Primary schools: Average KS1-KS2 progress score	Secondary schools: Average Progress 8 score (2017 points scale)
<b>Pupils in all opportunity areas</b>	-0.5	-0.18
West Somerset	-0.3	+0.09
Ipswich	-0.1	-0.08
East Cambridgeshire	-0.6	+0.06
Stoke-on-Trent UA	+0.0	-0.13
Bradford	-0.2	-0.12
Hastings	-1.1	-0.02
Blackpool UA	+0.4	-0.40
Oldham	+0.1	-0.34
Norwich	-1.6	-0.10
Derby UA	-0.6	-0.25
Doncaster	-1.4	-0.22
Fenland	-1.6	-0.19
Scarborough	-1.5	-0.22
<b>Pupils in other areas</b>	<b>+0.0</b>	<b>-0.02</b>

### Performance of disadvantaged pupils in Opportunity Areas

Figure 3.8 shows the gap in months between the attainment of disadvantaged pupils in Opportunity Areas compared with the national averages for non-disadvantaged pupils. It shows the following:

- **Disadvantaged pupils in Opportunity Areas are even further behind non-disadvantaged pupils than disadvantaged pupils in the rest of England.** In the early years, they are 0.2 months behind disadvantaged pupils in the rest of England (4.5 minus 4.3) and 4.5 months behind the average non-disadvantaged pupil in England.
- By the end of secondary school both gaps have increased further; disadvantaged pupils in Opportunity Areas are over 4.4 months behind disadvantaged pupils in the rest of England (23.5 minus 19.1) and 23.5 months behind the average non-disadvantaged pupil in England.

- Disadvantaged children in the early years in Hastings are less far behind non-disadvantaged pupils nationally than disadvantaged pupils in the rest of England, but by the end of secondary school they are a further 5 months behind.

**Figure 3.8: Gap between disadvantaged pupils in Opportunity Areas and all other pupils**

Attainment gap between disadvantaged pupils in Opportunity Areas and all other pupils nationally (months)			
	Early years	Primary schools	Secondary schools
<b>Disadvantaged pupils in all opportunity areas</b>	<b>-4.5</b>	<b>-11.2</b>	<b>-23.5</b>
Doncaster	-4.3	-9.3	-23.0
Hastings	-2.6	-9.7	-23.8
Stoke-on-Trent UA	-3.9	-12.3	-20.6
Bradford	-4.1	-11.7	-22.2
West Somerset	-5.0	-10.3	-19.2
East Cambridgeshire	-5.4	-8.6	-23.1
Ipswich	-4.4	-10.6	-23.9
Norwich	-5.9	-9.0	-25.5
Fenland	-5.4	-9.6	-26.0
Derby UA	-4.4	-10.4	-27.1
Scarborough	-5.3	-10.1	-26.0
Blackpool UA	-4.5	-13.0	-25.1
Oldham	-6.1	-12.8	-23.1
<b>Disadvantaged pupils in other areas</b>	<b>-4.3</b>	<b>-9.4</b>	<b>-19.1</b>

Figure 3.9 shows how the gap in each opportunity area has changed between 2012 and 2016, compared with areas that had similar sized gaps in 2012 (or “similar areas”)<sup>16</sup>. It shows that:

- In 8 of the 13 areas, the disadvantage gap for primary schools grew since 2012, when compared with similar areas. Similarly, the gap grew in 11 of the 13 areas in secondary schools.
- In East Cambridgeshire, the gap for primary school pupils narrowed by 1.5 months more than similar areas, and more than any other Opportunity Area. However, the gap for its secondary school pupils grew by 0.5 months more than similar areas.
- West Somerset saw the largest reduction in the gap for secondary school pupils, by 3.4 months more than other similar areas.
- Whilst the gaps in Opportunity Areas tend to be large and increasing (on average) there are other areas where these negative trends are also apparent. There are a further 8 local authority districts that are in the bottom quarter in terms of the size of gap and change in the gap since 2012 (Figure 3.10).<sup>17</sup>

<sup>16</sup> Using the same methodology previously described for local authority gaps.

<sup>17</sup> One Opportunity Area, Blackpool, also met these criteria.

Figure 3.9: Change in the disadvantage gap in Opportunity Areas compared to other areas with similar gaps in 2012

	Change in gap since 2012 (months) - comparison with local authorities with similar 2012 gap	
	Primary schools	Secondary schools
East Cambridgeshire	-1.5	+0.5
Hastings	-0.1	+1.2
West Somerset	+0.4	-3.4
Fenland	-0.7	+2.6
Ipswich	+0.4	+1.2
Doncaster	-0.3	+3.0
Stoke-on-Trent UA	+2.7	-1.5
Norwich	-1.2	+3.1
Bradford	+1.7	+1.9
Scarborough	+0.1	+4.5
Oldham	+4.0	+1.6
Derby UA	+0.2	+6.4
Blackpool UA	+4.4	+3.0

Figure 3.10: Change in the disadvantage gap in local authority districts that are in the bottom quarter for size of gap and change in gap 2012 to 2016 at both primary and secondary

	Change in gap since 2012 (months) - comparison with local authorities with similar 2012 gap	
	Primary schools	Secondary schools
Darlington	+3.4	+7.1
Blackpool	+4.4	+3.0
South Gloucestershire	+1.8	+3.8
Swale	+3.0	+4.1
Rosendale	+3.6	+6.4
Boston	+3.3	+4.9
West Lindsey	+2.7	+4.0
Vale of White Horse	+1.3	+2.7
Newcastle-under-Lyme	+2.8	+3.6

## Part 4: Identifying further vulnerable groups

This report has primarily focussed on the attainment and progress of pupils from economically disadvantaged backgrounds and largely looked at single point estimates (e.g. the proportion reaching a given threshold or the average gap in months for the group as a whole). In this section we put those gaps into context in two ways:

- we consider the overall spread in attainment in comparison to pupils nationally for disadvantaged pupils; and
- we consider the attainment distribution of other potentially vulnerable groups.

We illustrate the distribution of attainment for each group by imagining a total pupil population of 100 pupils of which the group of interest has 20 pupils. We then plot these pupils in descending order of attainment based on their Key Stage 4 results in 2016.

In this example, the group of interest (plotted with dark stick figures) has very few pupils at the top of the attainment distribution (the right end of the chart), with a disproportionately large number in the middle and bottom of the attainment distribution (the left end of the chart).



Where possible we also plot how these same pupils were distributed at the end of their reception year using outcomes from the Foundation Stage Profile (FSP).<sup>18</sup> This illustrates how gaps can open or close over the course of primary and secondary school. However, it should also be remembered that a significant number of pupils join the state-funded school system at some point after the foundation stage. This is particularly relevant to pupils whose first language is other than English.

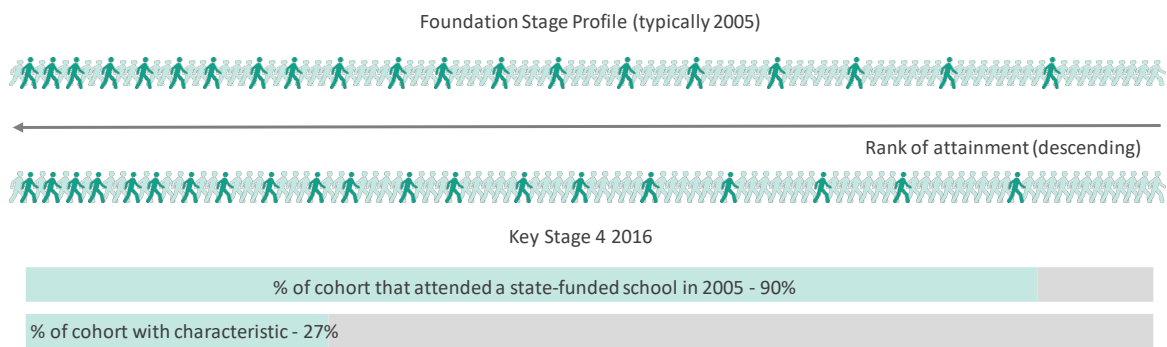
Figure 4.1 shows the distribution of attainment of disadvantaged pupils at the end of Key Stage 4 and the attainment of the same pupils against the FSP. It shows that there are some, but relatively few, pupils with high attainment at either stage with a disproportionately large number at the bottom of the distribution. This pattern is more pronounced at Key Stage 4 than it is against the FSP and the chart illustrates how, as a group, disadvantaged pupils fall behind. Figure 4.2 repeats the same analysis for persistently disadvantaged pupils and compares them to the same group of non-disadvantaged pupils.

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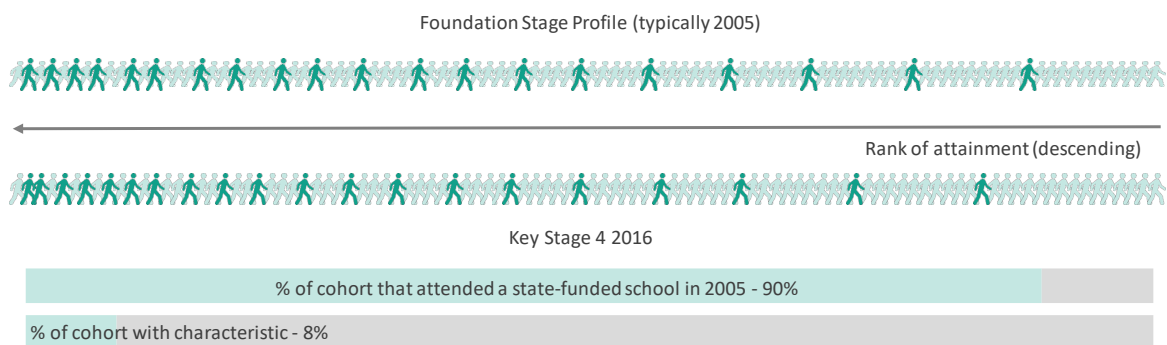
<sup>18</sup> It is not possible to do this for all groups. Most of the 2016 Key Stage 4 cohort reached the end of the Foundation Stage in 2005. At this point results from the Foundation Stage Profile were only collected from a representative 10 per cent sample of pupils. For analysis by ethnic group, we instead consider prior attainment at Key Stage 1.



**Figure 4.1: Distribution of attainment of the 2016 Key Stage 4 cohort – disadvantaged pupils**



**Figure 4.2: Distribution of attainment of the 2016 Key Stage 4 cohort – persistently disadvantaged pupils**



## English as an additional language

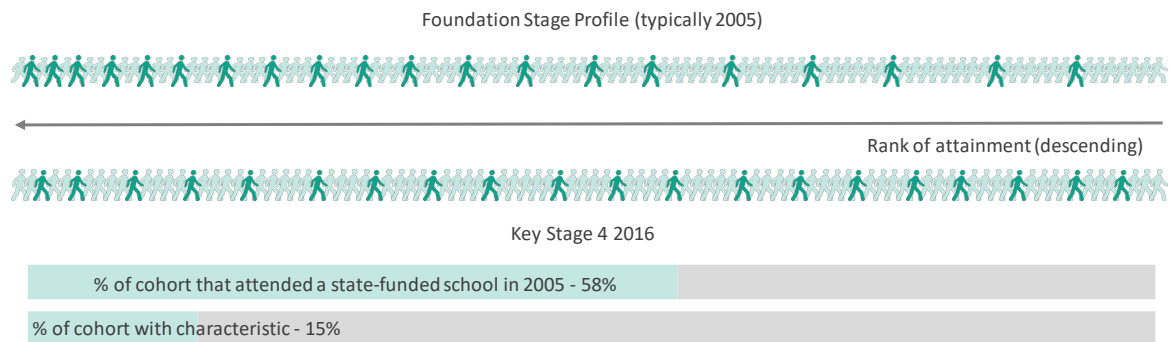
We now consider the attainment of pupils whose first language is other than English (referred to here as EAL pupils). The performance of EAL pupils as compared to their peers will vary according to a range of other factors that are not fully captured in the data (e.g. their first language, English proficiency, whether they are new to the English education system, and their prior experience of education elsewhere), each of which will have different impact at each phase of their education.

Overall, EAL pupils have lower attainment than their non-EAL peers during primary school but, by the end of secondary school, this gap has disappeared altogether. In fact, by this point EAL pupils are marginally ahead of their non-EAL peers.

This can be seen in Figure 4.3. At the end of the Foundation Stage there are a group of EAL pupils clustered towards the bottom of the attainment distribution with relatively few towards the top end of attainment. By the end of Key Stage 4, EAL pupils are spread throughout the attainment distribution with, if anything, a slight clustering towards the top end.

However, not all EAL pupils attain highly. As the distribution here demonstrates, they are far from a homogenous group. While there are a number of high attainers there are also many EAL pupils who struggle and have very low outcomes at GCSE. One potentially important feature is the relatively high number of joiners after the Foundation stage. 42 per cent of pupils with EAL at Key Stage 4 were not in a state-funded school in England for the Foundation Stage and it is logical to expect that the pattern of performance will vary by length of time in that system. EPI will report on research, supported by the Bell Foundation and Unbound Philanthropy, which probes this issue as well as variation by first language later this year.

**Figure 4.3: Distribution of attainment of the 2016 Key Stage 4 cohort – pupils whose first language is other than English**



### Pupils with special educational needs and disabilities

This section considers the attainment of pupils with special educational needs and disabilities (SEND). It considers results for pupils with SEND who have a statement or Education, Health and Care (EHC) plan (following a formal assessment), pupils with SEND without a statement/EHCP (often identified within the school), in comparison to pupils with no identified SEND.

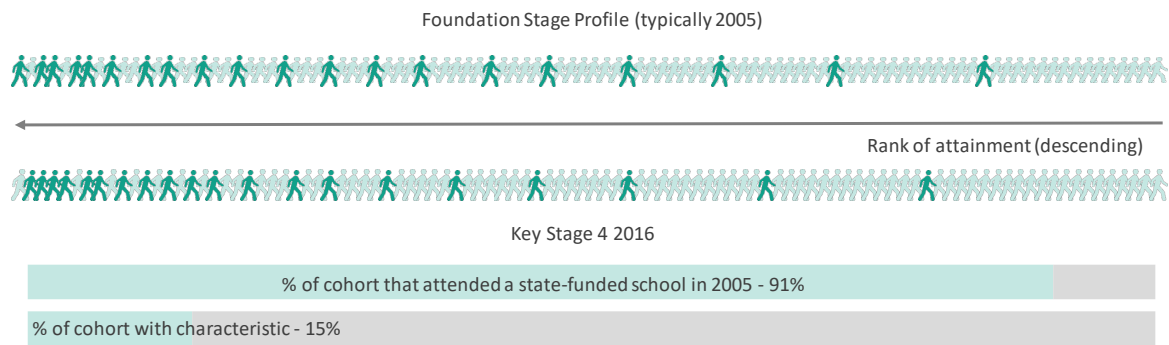
The results are important for understanding the high-level trends for these pupils; however, it should be noted that there are broad range of reasons why pupils might be identified as having a special educational need and the impact of each on pupils' progress and attainment will differ. In addition, SEND pupils may be under-identified in the early years, and as a result pupil's needs that are more severe or more easily identified will be over-represented. We will explore all of these issues in greater depth in our upcoming report on vulnerable learners later in the year.

Figures 4.4, 4.5 and 4.6 show the distribution of attainment for all pupils with SEND; pupils with SEND support; and pupils with SEND with a statement/EHCP.

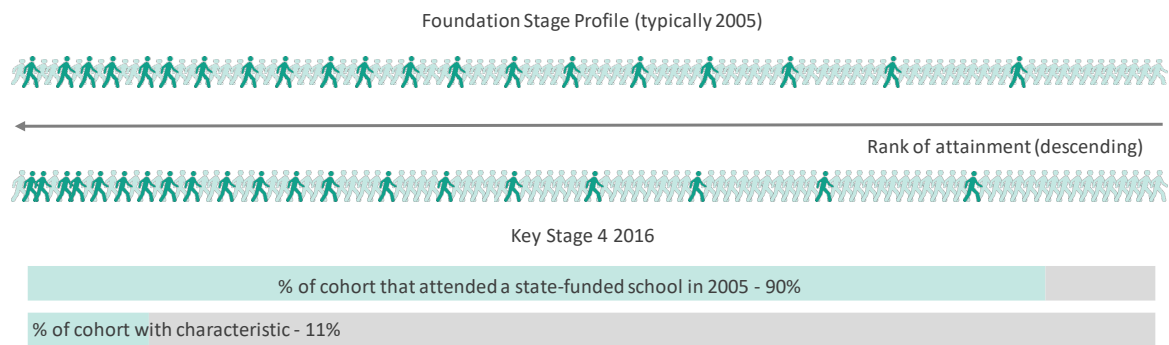
As expected pupils with special educational needs and disabilities are disproportionately found at the lower end of the attainment distribution. Given that many forms of SEND affect children's progress in school and require additional support to enable children to access education this is not a surprising finding. This is seen in the Foundation Stage and these pupils are then relatively further behind by the end of Key Stage 4. Again, as expected, this pattern of results is more pronounced for those pupils with a statement or EHC plan.

This analysis also demonstrates that pupils with SEND are found across the attainment distribution. Around 15 per cent are in the top half of the attainment distribution. This signals the wide variation found within the group of children identified with SEND; it is likely that there are many further layers of analysis needed to gain a fuller understanding. These may include patterns of when children are first recorded with SEND and for how long, the different categories of need recognised in the SEND code of practice, and geographical variations in threshold levels of need for identification of SEND as well as varied levels of support provided outside of the statutory system. The Education Policy Institute intends to investigate the importance of these distinctions as part of its Vulnerable Learners research beginning later this year.

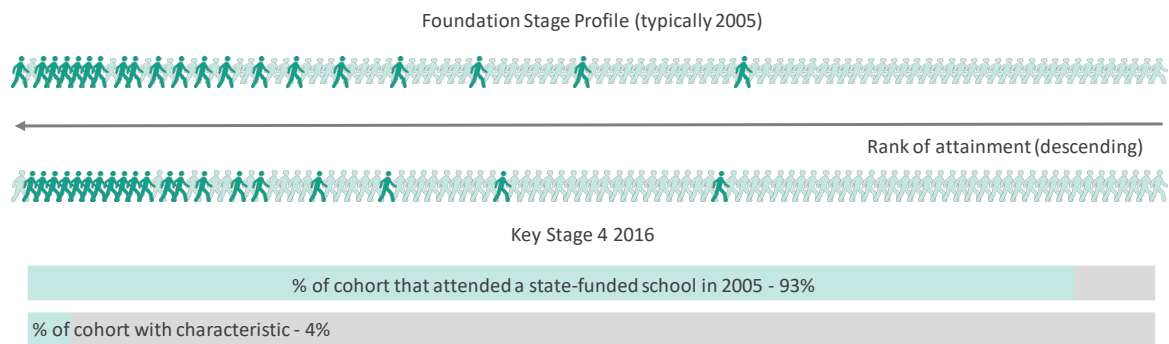
**Figure 4.4: Distribution of attainment of the 2016 Key Stage 4 cohort – pupils with an identified special educational need**



**Figure 4.5: Distribution of attainment of the 2016 Key Stage 4 cohort – SEN support, no statement or EHCP**



**Figure 4.6: Distribution of attainment of the 2016 Key Stage 4 cohort – pupils with a statement or EHC plan**



### Ethnic Group

It is not possible to make the same comparison between each ethnic group’s attainment at Key Stage 4 and their attainment in the foundation stage. This is because data on the Foundation Stage Profile was initially only collected for a 10 per cent sample of pupils resulting in small numbers of pupils from several ethnic groups.

Instead we consider the attainment of the 2016 Key Stage 4 cohort at the end of Key Stage 1, for most pupils this would have been in 2007. The distribution for each ethnic group is presented in Annex 2. It shows that:

- All ethnic groups have pupils across the attainment distribution at both Key Stage 1 and Key Stage 4. While some groups have average attainment levels but contain some pupils with low outcomes at GCSE, others have lower average attainment but nevertheless contain some pupils with high attainment.
- Traveller of Irish Heritage and Gypsy/Roma pupils are broadly an exception to this. There are relatively few such pupils in the top half attainment and they are disproportionately clustered towards the very bottom of the attainment distribution (only around 5 per cent of Gypsy/Roma pupils are in the top half of attainment at Key Stage 4). This is a long-standing problem which has proved resistant to general national increases in attainment over time, and reductions in gaps for other low-attaining ethnic groups.
- Chinese pupils overall are the highest performing group and are disproportionately in the top quarter of attainment. This pattern is far more pronounced at Key Stage 4 than at Key Stage 1 where their attainment is still above average but is more evenly spread through the attainment distribution. Nearly a third of Chinese pupils at Key Stage 4 were not in a state-school in England at age 7. Similarly, Indian pupils are high performing at Key Stage 4 having been less exceptionally so at age 7.
- Pupils of Black African backgrounds tend to move up the attainment distribution between Key Stage 1 and Key Stage 4, in other words they make more progress than their peers. However, pupils from Black Caribbean backgrounds tend to fall back over the course of schooling. Several explanations for this phenomenon have been proposed by research concerned with the obstacles faced by black children in the education system. For example, Gilborn (2010) demonstrates how teacher assessments, setting and streaming, and tiered GCSE examinations have historically entrenched, and in some cases manufactured, racially patterned attainment.<sup>19</sup>

### Further investigation required

Throughout this section the analysis demonstrates that no group is summarised adequately by point estimates or threshold measures. Low and high-attainers are found in nearly every characteristic examined and further investigation is required to understand the underlying causes of the patterns seen and to bring out the very different circumstances that pupils with the same characteristics may experience.

For example, whilst pupils with English as an additional language make more progress and, on average, achieve higher outcomes than others, there are still significant numbers who have low attainment. The analysis here does not take into account the different levels of English proficiency that different 'EAL pupils' have nor the time that they have spent in England's school system – just over 40 per cent of the Key Stage 4 cohort joined an English state-school at some point after the foundation stage.

Similarly, our analysis of SEND pupils includes only a limited assessment of the level of educational need and it does not address issues of early or late identification, or of potential over- and under-identification of special educational needs through schooling.

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<sup>19</sup> Gilborn (2010) 'Reform, racism and the centrality of whiteness: assessment, ability and the 'new eugenics''. *Irish Educational Studies*, 29(3), pp231-252.

We have not undertaken intersectional analysis of pupils with different combinations of characteristics here. Additionally, we have also only considered outcomes in a fairly narrow way. Whilst we have tried to avoid the pitfalls of relying simply on threshold measures or average point scores we are still considering performance in assessments at Key Stage 2 or outcomes in GCSE and equivalent. These do not necessarily adequately reflect the progress that some pupils make.

We will consider all of these issues further as we develop our work on vulnerable learners.

## Part 5: Conclusions and policy implications

There has been some progress in closing the gap for disadvantaged pupils in England over the last decade. It has not, however, been either fast, or consistent. It remains the case that, on average, a disadvantaged pupil falls two months behind their peers for each year of their time at secondary school and, by the end of school, that disadvantaged pupil is almost two years behind.

This is not a new societal problem. The disadvantage gap has been entrenched in our education system for generations. Successive governments have sought to address the issue through increased funding and targeted intervention programmes. The success of London provides us with evidence that a sustained focus, investment, and political will can lead to significant improvement and a real breakthrough for poor families. The challenge now is replicating the success in London elsewhere in the country where, in some parts, the average disadvantaged young person leaves school almost two and a half years behind their peers.

The present government has acknowledged this burning problem and is seeking to address it, including through a focus on 'Opportunity Areas'. This could be a good start, but there are dozens of other areas up and down the country not covered by these areas where social mobility is stagnating or even worsening. The system also continues to fail to meet the needs of certain children including those with special educational needs and disabilities, those from Gypsy Roma or Traveller communities, and Black Caribbean children. Furthermore, while as a group pupils with English as an additional language achieve good outcomes there are many such pupils who struggle to achieve strong outcomes at GCSE.

The current system is delivering change far too slowly. On the current trend, it will take a staggering 50 years before the gap is closed and disadvantaged pupils finally achieve parity with their more affluent peers.

## Annex 1: Overall attainment by local authority area

Annex 1.1: Early Years Foundation Stage Profile results by local authority area - page 1 of 2

Rank	Local authority	Percentage of children achieving a good level of development	Rank	Local authority	Percentage of children achieving a good level of development
73	Barking and Dagenham	70.0%	87	East Riding of Yorkshire	69.3%
60	Barnet	70.7%	9	East Sussex	75.9%
122	Barnsley	66.1%	120	Enfield	66.4%
86	Bath and North East Somerset	69.4%	33	Essex	72.4%
137	Bedford	64.1%	102	Gateshead	68.1%
1	Bexley	78.8%	113	Gloucestershire	66.9%
135	Birmingham	64.3%	2	Greenwich	78.6%
140	Blackburn with Darwen	63.6%	16	Hackney	74.7%
131	Blackpool	64.9%	145	Halton	62.9%
130	Bolton	65.2%	40	Hammersmith and Fulham	71.7%
29	Bournemouth	72.8%	13	Hampshire	75.4%
20	Bracknell Forest	74.4%	32	Haringey	72.5%
116	Bradford	66.7%	36	Harrow	72.1%
100	Brent	68.3%	99	Hartlepool	68.3%
115	Brighton and Hove	66.7%	43	Havering	71.6%
114	Bristol City of	66.9%	39	Herefordshire	71.8%
8	Bromley	75.9%	67	Hertfordshire	70.2%
50	Buckinghamshire	71.3%	65	Hillingdon	70.4%
72	Bury	70.1%	59	Hounslow	70.8%
107	Calderdale	67.5%	38	Isle of Wight	71.8%
68	Cambridgeshire	70.1%	110	Islington	67.3%
124	Camden	66.0%	125	Kensington and Chelsea	65.9%
81	Central Bedfordshire	69.7%	15	Kent	75.2%
41	Cheshire East	71.6%	127	Kingston upon Hull City of	65.7%
52	Cheshire West and Chester	71.1%	14	Kingston upon Thames	75.4%
106	Cornwall	67.5%	109	Kirklees	67.3%
123	Coventry	66.1%	118	Knowsley	66.6%
48	Croydon	71.4%	93	Lambeth	69.0%
132	Cumbria	64.9%	85	Lancashire	69.5%
92	Darlington	69.1%	144	Leeds	62.9%
108	Derby	67.4%	146	Leicester	62.3%
58	Derbyshire	70.8%	104	Leicestershire	67.7%
34	Devon	72.3%	3	Lewisham	78.0%
78	Doncaster	69.8%	55	Lincolnshire	70.9%
79	Dorset	69.7%	150	Liverpool	60.5%
136	Dudley	64.3%	119	Luton	66.5%
88	Durham	69.3%	133	Manchester	64.6%
70	Ealing	70.1%	21	Medway	74.1%

Annex 1.1: Early Years Foundation Stage Profile results by local authority area - page 2 of 2

Rank	Local authority	Percentage of children achieving a good level of development	Rank	Local authority	Percentage of children achieving a good level of development
37	Merton	72.0%	74	Southampton	69.9%
149	Middlesbrough	60.6%	44	Southend-on-Sea	71.6%
46	Milton Keynes	71.5%	31	Southwark	72.7%
64	Newcastle upon Tyne	70.5%	121	St. Helens	66.3%
25	Newham	73.6%	23	Staffordshire	74.1%
84	Norfolk	69.5%	77	Stockport	69.8%
63	North East Lincolnshire	70.5%	128	Stockton-on-Tees	65.7%
18	North Lincolnshire	74.5%	117	Stoke-on-Trent	66.6%
17	North Somerset	74.5%	56	Suffolk	70.9%
69	North Tyneside	70.1%	97	Sunderland	68.5%
66	North Yorkshire	70.2%	7	Surrey	76.2%
96	Northamptonshire	68.5%	53	Sutton	71.1%
27	Northumberland	73.2%	91	Swindon	69.1%
139	Nottingham	63.9%	143	Tameside	63.2%
103	Nottinghamshire	67.7%	75	Telford and Wrekin	69.9%
148	Oldham	61.1%	12	Thurrock	75.4%
51	Oxfordshire	71.2%	57	Torbay	70.8%
142	Peterborough	63.3%	112	Tower Hamlets	67.0%
134	Plymouth	64.5%	22	Trafford	74.1%
30	Poole	72.7%	126	Wakefield	65.8%
71	Portsmouth	70.1%	129	Walsall	65.6%
45	Reading	71.6%	26	Waltham Forest	73.5%
28	Redbridge	72.9%	24	Wandsworth	73.6%
101	Redcar and Cleveland	68.1%	49	Warrington	71.4%
4	Richmond upon Thames	78.0%	54	Warwickshire	71.0%
138	Rochdale	63.9%	11	West Berkshire	75.6%
61	Rotherham	70.5%	95	West Sussex	68.7%
42	Rutland	71.6%	62	Westminster	70.5%
105	Salford	67.6%	111	Wigan	67.2%
147	Sandwell	61.2%	47	Wiltshire	71.5%
80	Sefton	69.7%	10	Windsor and Maidenhead	75.8%
89	Sheffield	69.2%	82	Wirral	69.6%
76	Shropshire	69.9%	5	Wokingham	76.7%
94	Slough	69.0%	141	Wolverhampton	63.3%
35	Solihull	72.2%	83	Worcestershire	69.6%
90	Somerset	69.1%	19	York	74.4%
6	South Gloucestershire	76.4%			
98	South Tyneside	68.3%			



Annex 1.2: Results in Key Stage 2 reading, writing and mathematics by local authority area - page 1 of 2

Rank	Local authority	Percentage of pupils attaining the new expected level	Rank	Local authority	Percentage of pupils attaining the new expected level
46	Barking and Dagenham	56.7%	85	East Riding of Yorkshire	53.1%
28	Barnet	58.8%	102	East Sussex	51.4%
89	Barnsley	52.9%	107	Enfield	51.2%
64	Bath and North East Somerset	54.2%	49	Essex	56.1%
149	Bedford	43.3%	11	Gateshead	61.4%
17	Bexley	60.2%	63	Gloucestershire	54.2%
139	Birmingham	47.0%	8	Greenwich	61.9%
110	Blackburn with Darwen	50.8%	6	Hackney	62.7%
132	Blackpool	47.9%	131	Halton	48.3%
56	Bolton	55.4%	9	Hammersmith and Fulham	61.7%
81	Bournemouth	53.2%	27	Hampshire	58.9%
103	Bracknell Forest	51.4%	70	Haringey	53.9%
141	Bradford	45.9%	23	Harrow	59.4%
94	Brent	52.1%	75	Hartlepool	53.7%
32	Brighton and Hove	57.9%	7	Havering	62.5%
82	Bristol City of	53.1%	95	Herefordshire	52.0%
2	Bromley	66.8%	26	Hertfordshire	59.2%
43	Buckinghamshire	56.8%	37	Hillingdon	57.1%
51	Bury	55.7%	35	Hounslow	57.4%
138	Calderdale	47.2%	120	Isle of Wight	49.1%
93	Cambridgeshire	52.1%	33	Islington	57.5%
22	Camden	59.6%	3	Kensington and Chelsea	66.5%
116	Central Bedfordshire	49.9%	29	Kent	58.5%
90	Cheshire East	52.5%	96	Kingston upon Hull City of	51.9%
80	Cheshire West and Chester	53.3%	19	Kingston upon Thames	60.0%
104	Cornwall	51.4%	127	Kirklees	48.6%
130	Coventry	48.4%	133	Knowsley	47.9%
60	Croydon	55.0%	16	Lambeth	60.3%
106	Cumbria	51.2%	66	Lancashire	54.1%
45	Darlington	56.8%	137	Leeds	47.4%
136	Derby	47.5%	123	Leicester	48.9%
79	Derbyshire	53.3%	88	Leicestershire	52.9%
68	Devon	54.0%	58	Lewisham	55.2%
140	Doncaster	46.2%	109	Lincolnshire	50.9%
146	Dorset	45.1%	144	Liverpool	45.6%
125	Dudley	48.8%	148	Luton	44.3%
25	Durham	59.3%	112	Manchester	50.4%
86	Ealing	53.0%	128	Medway	48.6%

**Annex 1.2: Results in Key Stage 2 reading, writing and mathematics by local authority area - page 2 of 2**

Rank	Local authority	Percentage of pupils attaining the new expected level
61	Merton	55.0%
122	Middlesbrough	49.0%
52	Milton Keynes	55.6%
54	Newcastle upon Tyne	55.6%
18	Newham	60.1%
117	Norfolk	49.7%
114	North East Lincolnshire	50.2%
135	North Lincolnshire	47.6%
47	North Somerset	56.5%
42	North Tyneside	56.9%
97	North Yorkshire	51.9%
118	Northamptonshire	49.5%
57	Northumberland	55.3%
124	Nottingham	48.8%
71	Nottinghamshire	53.9%
143	Oldham	45.7%
98	Oxfordshire	51.7%
150	Peterborough	42.2%
73	Plymouth	53.8%
69	Poole	53.9%
134	Portsmouth	47.8%
62	Reading	54.2%
39	Redbridge	57.0%
24	Redcar and Cleveland	59.4%
1	Richmond upon Thames	67.9%
101	Rochdale	51.5%
65	Rotherham	54.1%
77	Rutland	53.5%
48	Salford	56.2%
113	Sandwell	50.3%
55	Sefton	55.4%
100	Sheffield	51.6%
105	Shropshire	51.4%
72	Slough	53.8%
31	Solihull	58.3%
91	Somerset	52.4%
76	South Gloucestershire	53.5%
34	South Tyneside	57.4%

Rank	Local authority	Percentage of pupils attaining the new expected level
78	Southampton	53.4%
50	Southend-on-Sea	55.9%
41	Southwark	56.9%
92	St. Helens	52.2%
84	Staffordshire	53.1%
30	Stockport	58.3%
74	Stockton-on-Tees	53.8%
142	Stoke-on-Trent	45.7%
121	Suffolk	49.1%
14	Sunderland	60.4%
20	Surrey	60.0%
5	Sutton	64.1%
145	Swindon	45.5%
67	Tameside	54.1%
59	Telford and Wrekin	55.2%
108	Thurrock	51.1%
111	Torbay	50.7%
13	Tower Hamlets	60.9%
4	Trafford	66.4%
115	Wakefield	50.0%
129	Walsall	48.5%
40	Waltham Forest	56.9%
12	Wandsworth	61.1%
15	Warrington	60.4%
38	Warwickshire	57.0%
53	West Berkshire	55.6%
147	West Sussex	44.9%
44	Westminster	56.8%
36	Wigan	57.4%
83	Wiltshire	53.1%
21	Windsor and Maidenhead	59.9%
119	Wirral	49.4%
10	Wokingham	61.5%
87	Wolverhampton	52.9%
126	Worcestershire	48.8%
99	York	51.7%

Annex 1.3: Key Stage 4 attainment by local authority area - page 1 of 2

Rank	Local authority (WS/PS= wholly/partially selective)	Percentage of pupils achieving 50+ points in Attainment 8 (2017 points scale)	Rank	Local authority (WS/PS= wholly/partially selective)	Percentage of pupils achieving 50+ points in Attainment 8 (2017 points scale)
78	Barking and Dagenham	38.7%	60	East Riding of Yorkshire	40.6%
4	Barnet (PS)	54.9%	69	East Sussex	39.5%
123	Barnsley	33.7%	50	Enfield (PS)	41.6%
18	Bath and North East Somerset	47.7%	63	Essex (PS)	40.2%
85	Bedford	38.3%	99	Gateshead	36.3%
33	Bexley (WS)	43.4%	28	Gloucestershire (PS)	44.6%
112	Birmingham (PS)	34.9%	61	Greenwich	40.5%
62	Blackburn with Darwen	40.4%	27	Hackney	44.7%
148	Blackpool	25.9%	91	Halton	37.3%
102	Bolton	36.0%	23	Hammersmith and Fulham	45.6%
68	Bournemouth (PS)	39.7%	44	Hampshire	42.3%
76	Bracknell Forest	38.8%	41	Haringey	42.6%
132	Bradford	32.2%	14	Harrow	50.5%
39	Brent	42.8%	146	Hartlepool	29.1%
55	Brighton and Hove	41.1%	87	Havering	38.1%
125	Bristol City of	32.7%	98	Herefordshire	36.4%
6	Bromley (PS)	53.8%	21	Hertfordshire	46.6%
7	Buckinghamshire (WS)	52.6%	26	Hillingdon	45.1%
43	Bury	42.3%	31	Hounslow	44.4%
54	Calderdale (PS)	41.2%	150	Isle of Wight	25.4%
40	Cambridgeshire	42.6%	49	Islington	42.0%
47	Camden	42.1%	8	Kensington and Chelsea	52.5%
84	Central Bedfordshire	38.6%	53	Kent (WS)	41.3%
30	Cheshire East	44.4%	145	Kingston upon Hull City of	29.7%
29	Cheshire West and Chester	44.5%	2	Kingston upon Thames (PS)	57.8%
82	Cornwall	38.6%	93	Kirklees (PS)	37.0%
120	Coventry	34.2%	149	Knowsley	25.7%
64	Croydon	40.1%	65	Lambeth	40.1%
115	Cumbria (PS)	34.7%	75	Lancashire (PS)	39.0%
111	Darlington	34.9%	95	Leeds	36.9%
141	Derby	30.5%	126	Leicester	32.7%
97	Derbyshire	36.5%	83	Leicestershire	38.6%
56	Devon (PS)	41.1%	74	Lewisham	39.1%
136	Doncaster	31.8%	94	Lincolnshire (WS)	36.9%
72	Dorset	39.4%	133	Liverpool (PS)	32.2%
135	Dudley	31.9%	116	Luton	34.6%
79	Durham	38.7%	134	Manchester	32.1%
20	Ealing	47.0%	80	Medway (WS)	38.7%

Annex 1.3: Key Stage 4 attainment by local authority area - page 2 of 2

Rank	Local authority (WS/PS= wholly/partially selective)	Percentage of pupils achieving 50+ points in Attainment 8 (2017 points scale)	Rank	Local authority (WS/PS= wholly/partially selective)	Percentage of pupils achieving 50+ points in Attainment 8 (2017 points scale)
12	Merton	51.2%	129	Southampton	32.3%
130	Middlesbrough	32.3%	73	Southend-on-Sea (WS)	39.3%
88	Milton Keynes	37.8%	35	Southwark	43.4%
119	Newcastle upon Tyne	34.3%	101	St. Helens	36.2%
58	Newham	41.0%	89	Staffordshire	37.7%
104	Norfolk	35.8%	24	Stockport	45.5%
128	North East Lincolnshire	32.4%	66	Stockton-on-Tees	40.0%
106	North Lincolnshire	35.6%	140	Stoke-on-Trent (PS)	30.6%
86	North Somerset	38.2%	109	Suffolk	35.4%
42	North Tyneside	42.5%	127	Sunderland	32.6%
45	North Yorkshire (PS)	42.3%	16	Surrey	49.2%
117	Northamptonshire	34.6%	9	Sutton (WS)	52.4%
108	Northumberland	35.5%	121	Swindon	34.1%
147	Nottingham	26.9%	92	Tameside	37.1%
59	Nottinghamshire	40.9%	114	Telford and Wrekin (PS)	34.8%
144	Oldham	29.8%	110	Thurrock	35.0%
52	Oxfordshire	41.4%	90	Torbay (WS)	37.3%
138	Peterborough	31.1%	34	Tower Hamlets	43.4%
137	Plymouth (PS)	31.7%	5	Trafford (WS)	54.4%
46	Poole (PS)	42.1%	113	Wakefield	34.9%
139	Portsmouth	30.6%	131	Walsall (PS)	32.3%
105	Reading (PS)	35.6%	51	Waltham Forest	41.6%
13	Redbridge (PS)	51.1%	17	Wandsworth	49.2%
122	Redcar and Cleveland	34.0%	70	Warrington	39.4%
1	Richmond upon Thames	62.3%	32	Warwickshire (PS)	43.6%
118	Rochdale	34.6%	25	West Berkshire	45.2%
107	Rotherham	35.6%	57	West Sussex	41.1%
11	Rutland	51.6%	15	Westminster	49.9%
143	Salford	29.8%	77	Wigan	38.8%
142	Sandwell	30.3%	38	Wiltshire (PS)	42.8%
71	Sefton	39.4%	10	Windsor and Maidenhead	52.3%
103	Sheffield	35.8%	36	Wirral (PS)	43.0%
81	Shropshire	38.7%	3	Wokingham	55.0%
37	Slough (WS)	42.9%	124	Wolverhampton (PS)	33.2%
22	Solihull	46.0%	48	Worcestershire	42.0%
67	Somerset	39.9%	19	York	47.6%
96	South Gloucestershire	36.8%			
100	South Tyneside	36.3%			

Annex 1.4: Progress between Key Stage 1 and Key Stage 2 by local authority area - page 1 of 2

Rank	Local authority	Average KS1-KS2 progress score
38	Barking and Dagenham	+0.7
12	Barnet	+1.7
83	Barnsley	+0.0
111	Bath and North East Somerset	-0.4
150	Bedford	-2.0
86	Bexley	+0.0
123	Birmingham	-0.6
73	Blackburn with Darwen	+0.1
50	Blackpool	+0.4
43	Bolton	+0.6
125	Bournemouth	-0.7
132	Bracknell Forest	-0.9
97	Bradford	-0.2
19	Brent	+1.3
59	Brighton and Hove	+0.3
62	Bristol City of	+0.3
6	Bromley	+2.0
51	Buckinghamshire	+0.4
49	Bury	+0.5
80	Calderdale	+0.1
117	Cambridgeshire	-0.5
2	Camden	+2.2
149	Central Bedfordshire	-1.8
84	Cheshire East	+0.0
57	Cheshire West and Chester	+0.3
104	Cornwall	-0.4
115	Coventry	-0.5
42	Croydon	+0.6
100	Cumbria	-0.3
31	Darlington	+0.9
121	Derby	-0.6
138	Derbyshire	-1.0
81	Devon	+0.0
146	Doncaster	-1.4
142	Dorset	-1.2
143	Dudley	-1.2
30	Durham	+0.9
35	Ealing	+0.7
126	East Riding of Yorkshire	-0.7
78	East Sussex	+0.1
54	Enfield	+0.4
88	Essex	-0.0
14	Gateshead	+1.6
70	Gloucestershire	+0.2
20	Greenwich	+1.3
7	Hackney	+1.9
99	Halton	-0.3
8	Hammersmith and Fulham	+1.9
98	Hampshire	-0.3
24	Haringey	+1.1
15	Harrow	+1.4
67	Hartlepool	+0.2
36	Havering	+0.7
46	Herefordshire	+0.5
91	Hertfordshire	-0.1
32	Hillingdon	+0.8
27	Hounslow	+1.0
135	Isle of Wight	-0.9
9	Islington	+1.8
1	Kensington and Chelsea	+2.7
48	Kent	+0.5
79	Kingston upon Hull City of	+0.1
28	Kingston upon Thames	+1.0
130	Kirklees	-0.9
101	Knowsley	-0.3
5	Lambeth	+2.0
93	Lancashire	-0.1
85	Leeds	+0.0
110	Leicester	-0.4
134	Leicestershire	-0.9
45	Lewisham	+0.5
120	Lincolnshire	-0.6
103	Liverpool	-0.3
147	Luton	-1.4
37	Manchester	+0.7
133	Medway	-0.9

Annex 1.4: Progress between Key Stage 1 and Key Stage 2 by local authority area - page 2 of 2

Rank	Local authority	Average KS1-KS2 progress score
13	Merton	+1.6
45	Middlesbrough	+0.5
72	Milton Keynes	+0.1
22	Newcastle upon Tyne	+1.2
3	Newham	+2.2
141	Norfolk	-1.1
113	North East Lincolnshire	-0.5
124	North Lincolnshire	-0.6
91	North Somerset	-0.1
65	North Tyneside	+0.3
129	North Yorkshire	-0.8
140	Northamptonshire	-1.0
114	Northumberland	-0.5
61	Nottingham	+0.3
112	Nottinghamshire	-0.5
71	Oldham	+0.1
86	Oxfordshire	+0.0
136	Peterborough	-0.9
55	Plymouth	+0.4
145	Poole	-1.3
148	Portsmouth	-1.5
89	Reading	-0.0
33	Redbridge	+0.8
10	Redcar and Cleveland	+1.8
4	Richmond upon Thames	+2.0
34	Rochdale	+0.8
74	Rotherham	+0.1
109	Rutland	-0.4
54	Salford	+0.4
60	Sandwell	+0.3
39	Sefton	+0.6
76	Sheffield	+0.1
97	Shropshire	-0.2
69	Slough	+0.2
130	Solihull	-0.9
107	Somerset	-0.4
90	South Gloucestershire	-0.0
42	South Tyneside	+0.6

Rank	Local authority	Average KS1-KS2 progress score
102	Southampton	-0.3
94	Southend-on-Sea	-0.1
21	Southwark	+1.2
119	St. Helens	-0.5
127	Staffordshire	-0.7
59	Stockport	+0.3
64	Stockton-on-Tees	+0.3
82	Stoke-on-Trent	+0.0
137	Suffolk	-1.0
26	Sunderland	+1.0
77	Surrey	+0.1
25	Sutton	+1.1
106	Swindon	-0.4
75	Tameside	+0.1
52	Telford and Wrekin	+0.4
128	Thurrock	-0.8
66	Torbay	+0.2
18	Tower Hamlets	+1.3
17	Trafford	+1.4
116	Wakefield	-0.5
122	Walsall	-0.6
16	Waltham Forest	+1.4
11	Wandsworth	+1.8
63	Warrington	+0.3
105	Warwickshire	-0.4
108	West Berkshire	-0.4
139	West Sussex	-1.0
23	Westminster	+1.2
47	Wigan	+0.5
95	Wiltshire	-0.1
56	Windsor and Maidenhead	+0.3
117	Wirral	-0.5
29	Wokingham	+1.0
40	Wolverhampton	+0.6
144	Worcestershire	-1.2
68	York	+0.2



Annex 1.5: Progress between Key Stage 2 and Key Stage 4 by local authority area - page 1 of 2

Rank	Local authority (WS/PS= wholly/partially selective)	Average Progress 8 score (2017 points scale)	Rank	Local authority (WS/PS= wholly/partially selective)	Average Progress 8 score (2017 points scale)
29	Barking and Dagenham	+0.15	35	East Riding of Yorkshire	+0.10
1	Barnet (PS)	+0.46	40	East Sussex	+0.09
128	Barnsley	-0.20	33	Enfield (PS)	+0.12
47	Bath and North East Somerset	+0.06	65	Essex (PS)	+0.01
24	Bedford	+0.20	124	Gateshead	-0.18
72	Bexley (WS)	-0.02	81	Gloucestershire (PS)	-0.05
87	Birmingham (PS)	-0.06	76	Greenwich	-0.03
37	Blackburn with Darwen	+0.10	5	Hackney	+0.40
147	Blackpool	-0.40	129	Halton	-0.21
132	Bolton	-0.24	55	Hammersmith and Fulham	+0.03
70	Bournemouth (PS)	-0.00	78	Hampshire	-0.04
38	Bracknell Forest	+0.09	10	Haringey	+0.37
105	Bradford	-0.12	2	Harrow	+0.44
13	Brent	+0.33	145	Hartlepool	-0.38
46	Brighton and Hove	+0.06	116	Havering	-0.15
134	Bristol City of	-0.25	77	Herefordshire	-0.03
17	Bromley (PS)	+0.25	41	Hertfordshire	+0.08
44	Buckinghamshire (WS)	+0.06	32	Hillingdon	+0.12
92	Bury	-0.07	11	Hounslow	+0.37
83	Calderdale (PS)	-0.05	141	Isle of Wight	-0.32
30	Cambridgeshire	+0.15	25	Islington	+0.17
68	Camden	-0.00	16	Kensington and Chelsea	+0.26
85	Central Bedfordshire	-0.06	73	Kent (WS)	-0.02
113	Cheshire East	-0.14	62	Kingston upon Hull City of	+0.02
49	Cheshire West and Chester	+0.06	3	Kingston upon Thames (PS)	+0.42
53	Cornwall	+0.04	97	Kirklees (PS)	-0.10
88	Coventry	-0.06	150	Knowsley	-0.74
28	Croydon	+0.16	31	Lambeth	+0.12
137	Cumbria (PS)	-0.27	99	Lancashire (PS)	-0.11
149	Darlington	-0.43	75	Leeds	-0.03
135	Derby	-0.25	115	Leicester	-0.15
139	Derbyshire	-0.30	102	Leicestershire	-0.12
69	Devon (PS)	-0.00	84	Lewisham	-0.06
131	Doncaster	-0.22	108	Lincolnshire (WS)	-0.13
86	Dorset	-0.06	146	Liverpool (PS)	-0.38
136	Dudley	-0.25	60	Luton	+0.02
104	Durham	-0.12	80	Manchester	-0.05
8	Ealing	+0.38	45	Medway (WS)	+0.06

Annex 1.5: Progress between Key Stage 2 and Key Stage 4 by local authority area - page 2 of 2

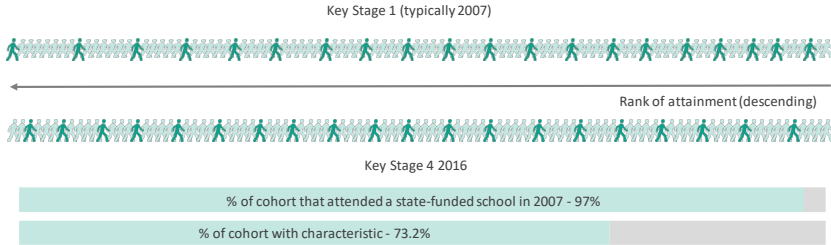
Rank	Local authority (WS/PS= wholly/partially selective)	Average Progress 8 score (2017 points scale)	Rank	Local authority (WS/PS= wholly/partially selective)	Average Progress 8 score (2017 points scale)
7	Merton	+0.38	101	Southampton	-0.11
94	Middlesbrough	-0.08	95	Southend-on-Sea (WS)	-0.09
103	Milton Keynes	-0.12	23	Southwark	+0.20
93	Newcastle upon Tyne	-0.08	144	St. Helens	-0.35
20	Newham	+0.23	98	Staffordshire	-0.10
67	Norfolk	+0.01	42	Stockport	+0.07
100	North East Lincolnshire	-0.11	118	Stockton-on-Tees	-0.16
39	North Lincolnshire	+0.09	109	Stoke-on-Trent (PS)	-0.13
107	North Somerset	-0.13	61	Suffolk	+0.02
82	North Tyneside	-0.05	130	Sunderland	-0.21
50	North Yorkshire (PS)	+0.05	22	Surrey	+0.20
114	Northamptonshire	-0.14	36	Sutton (WS)	+0.10
111	Northumberland	-0.14	126	Swindon	-0.20
148	Nottingham	-0.40	110	Tameside	-0.14
79	Nottinghamshire	-0.04	122	Telford and Wrekin (PS)	-0.17
143	Oldham	-0.34	71	Thurrock	-0.01
52	Oxfordshire	+0.04	90	Torbay (WS)	-0.07
89	Peterborough	-0.07	21	Tower Hamlets	+0.21
127	Plymouth (PS)	-0.20	48	Trafford (WS)	+0.06
58	Poole (PS)	+0.03	54	Wakefield	+0.03
120	Portsmouth	-0.17	138	Walsall (PS)	-0.28
117	Reading (PS)	-0.15	15	Waltham Forest	+0.27
9	Redbridge (PS)	+0.37	18	Wandsworth	+0.25
140	Redcar and Cleveland	-0.32	121	Warrington	-0.17
12	Richmond upon Thames	+0.37	66	Warwickshire (PS)	+0.01
91	Rochdale	-0.07	27	West Berkshire	+0.16
56	Rotherham	+0.03	34	West Sussex	+0.12
6	Rutland	+0.40	4	Westminster	+0.41
142	Salford	-0.34	106	Wigan	-0.12
133	Sandwell	-0.25	63	Wiltshire (PS)	+0.02
125	Sefton	-0.19	19	Windsor and Maidenhead	+0.23
57	Sheffield	+0.03	74	Wirral (PS)	-0.03
96	Shropshire	-0.09	14	Wokingham	+0.32
26	Slough (WS)	+0.16	112	Wolverhampton (PS)	-0.14
64	Solihull	+0.01	43	Worcestershire	+0.06
59	Somerset	+0.02	51	York	+0.04
123	South Gloucestershire	-0.18			
119	South Tyneside	-0.16			



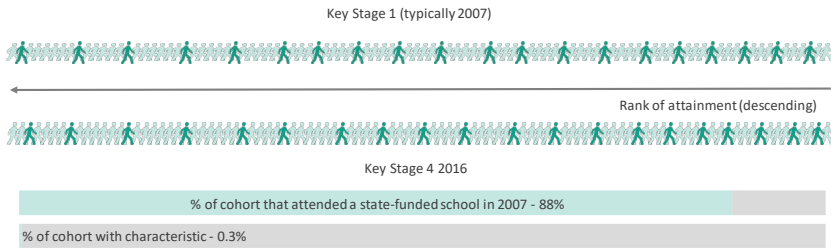
# Annex 2: Distribution of attainment by ethnic group

## White

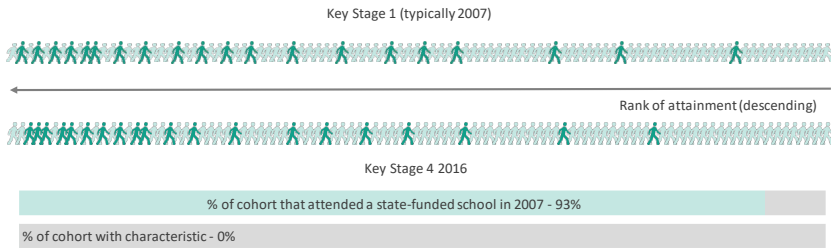
### White British



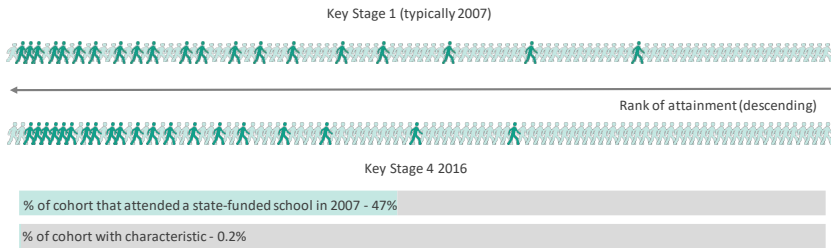
### Irish



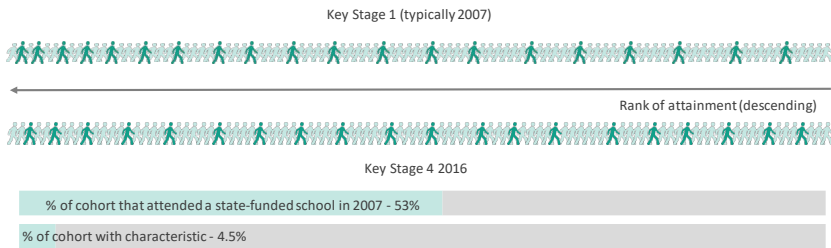
### Traveller of Irish heritage



### Gypsy/Roma

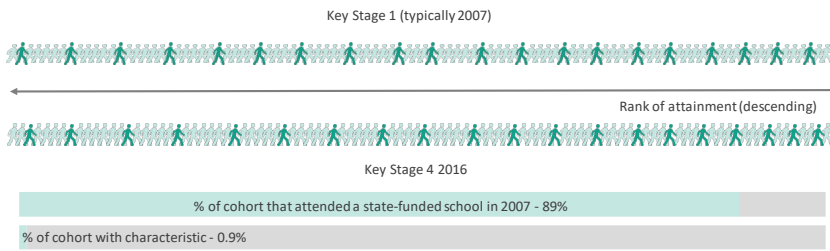


### Any other white background

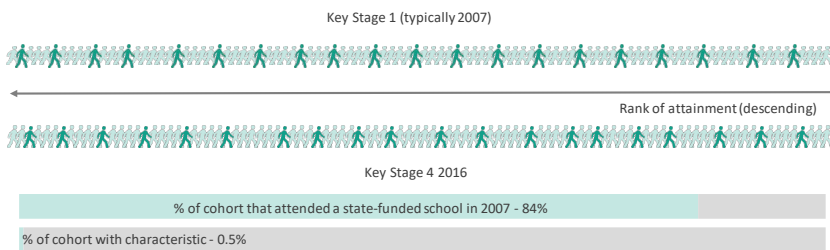


## Mixed

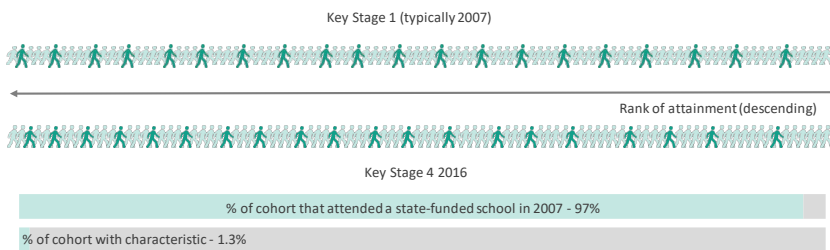
### Mixed white and Asian



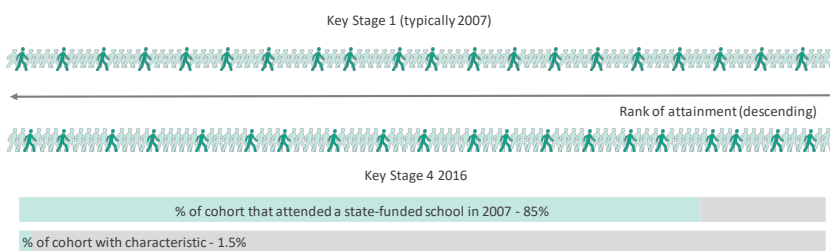
### Mixed white and black African



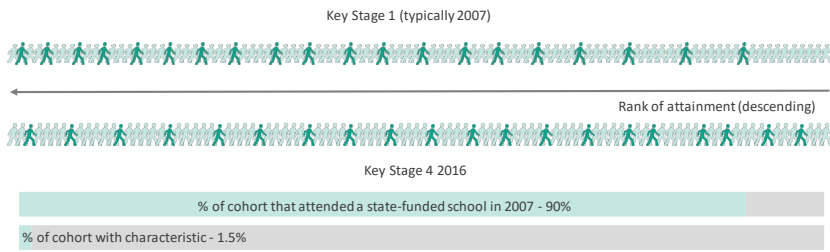
### Mixed white and black Caribbean



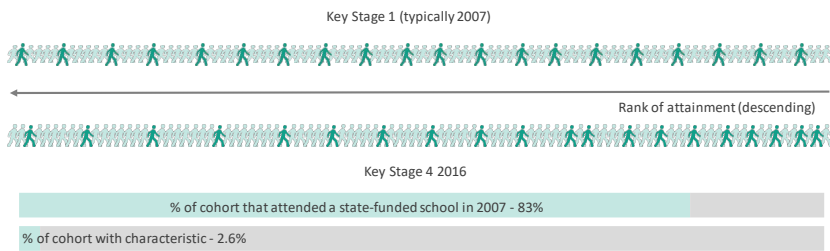
### Any other mixed background



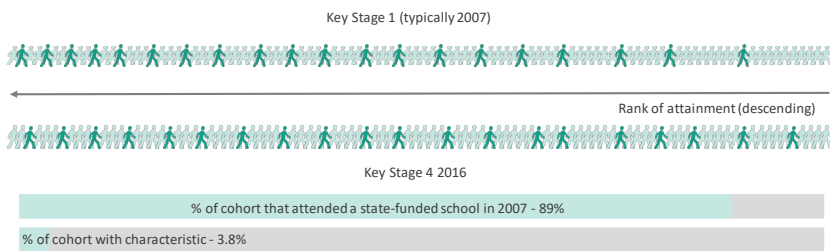
## Asian Bangladeshi



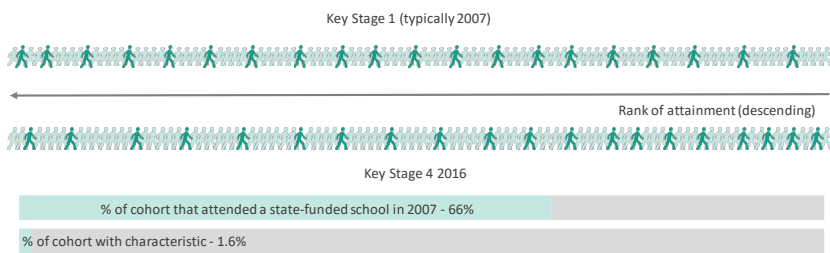
## Indian



## Pakistani

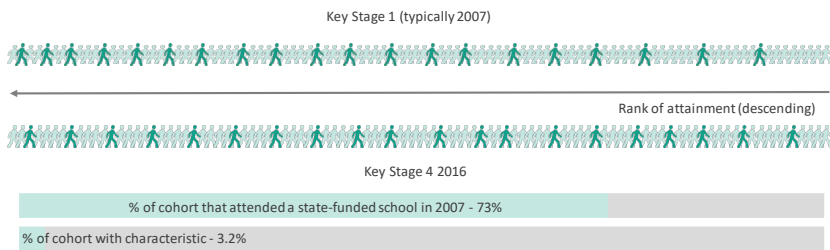


## Any other Asian Background

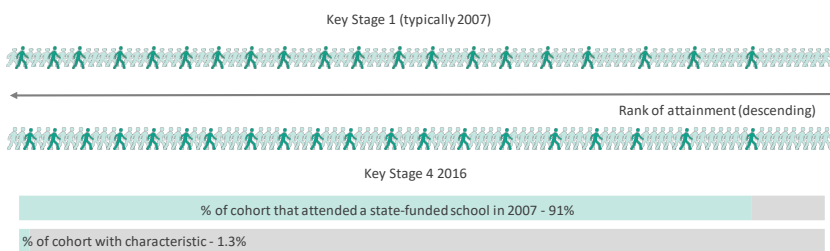


## Black

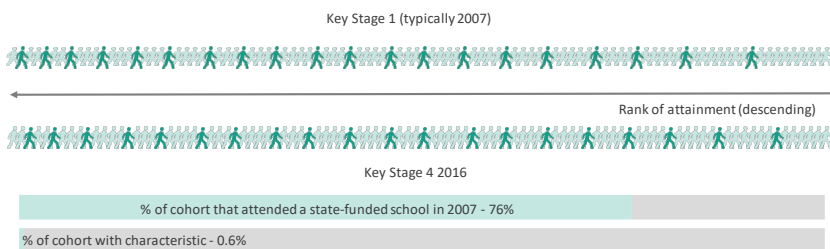
### Black African



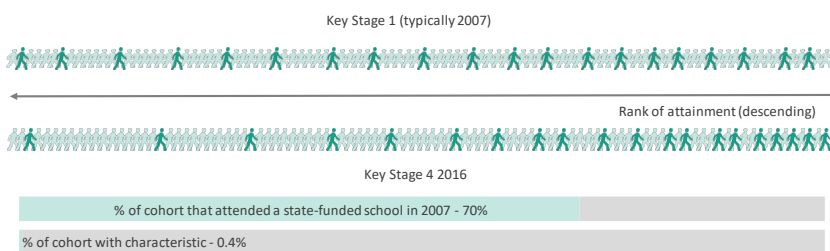
### Black Caribbean



### Any other Black background



## Chinese



### Any other ethnic group

