

From: **Rory Love, Cabinet Member for Education and Skills**
Sarah Hammond, Corporate Director of Children, Young People and Education

To: **Children, Young People's and Education Cabinet Committee – 18 July 2023**

Subject: **Early Years and School Performance 2021-22**

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division: All

Summary:

This report presents the outcomes of pupil assessment and public examinations for the academic year 2021-22.

Recommendation(s):

The committee is asked to note the contents of the report.

1 Introduction

- 1.1 This annual report presents pupil outcomes from Early Years to post 16 for the academic year 2021-22. It also includes an update on the range of work which is going on to support schools and settings in achieving high outcomes and close gaps between groups of pupils, including those with additional and special needs.
- 1.2 **Key statistics** - Using the October 2022 census, we know there are 336,385 children living in Kent and 249,347 pupils in Kent state-funded schools. 27,597 children are attending Funded Early Years Education provision, 130,547 attend primary schools and 113,812 attend Secondary Schools. There are estimated to be 52,752 children living in relative low income families, of which 38,200 are in absolute low income families and 23.7% are eligible for Free School Meals, an increase of 1.5% from the previous year. 13.0% of children and young people speak English as an additional language (EAL). 2,839 children and young people are in Elective Home Education and 2.4% of young people are not in employment, education or training (NEET). There are 19,113 children and young people aged 0-25 with Education, Health and Care Plans (EHCPs),

13,139 of whom are of statutory school age and 26,501 school age children are identified as having SEN Support. Every year the LA manages the coordinated admissions process which in 2022- 23 involved 39,481 children and 17,091 took the Kent Test.

1.3 As of the 28 of February 2023, 90.9% of Early Years (non- domestic) and schools were judged by Ofsted to be Good or outstanding which includes

- 95.6% Early Years settings
- 91.9% Primary
- 87.8% Secondary
- 88.0% Special
- 83.3% PRUs.

2. Early Years and School performance

2.1 **Early Years** - The Early Years Foundation Stage (EYFS) profile is a statutory assessment of children’s development at the end of the early years foundation stage and comprises an assessment of the child’s outcomes in relation to the 17 early learning goals (ELGs). It is intended to provide a reliable, valid, and accurate assessment of each child’s development at the end of the EYFS, with children being assessed at the end of Reception year. Kent outcomes are line with the National Average (NA) across key FSP measures, however there was a bigger drop than NA in comparison with 2019. Kent’s Free School Meal (FSM) gaps are bigger than the NA, while our gap for children identified as having SEND are broadly in line with NA.

Table 1 Foundation Stage Profile 2022 percentage achieving a Good level of development

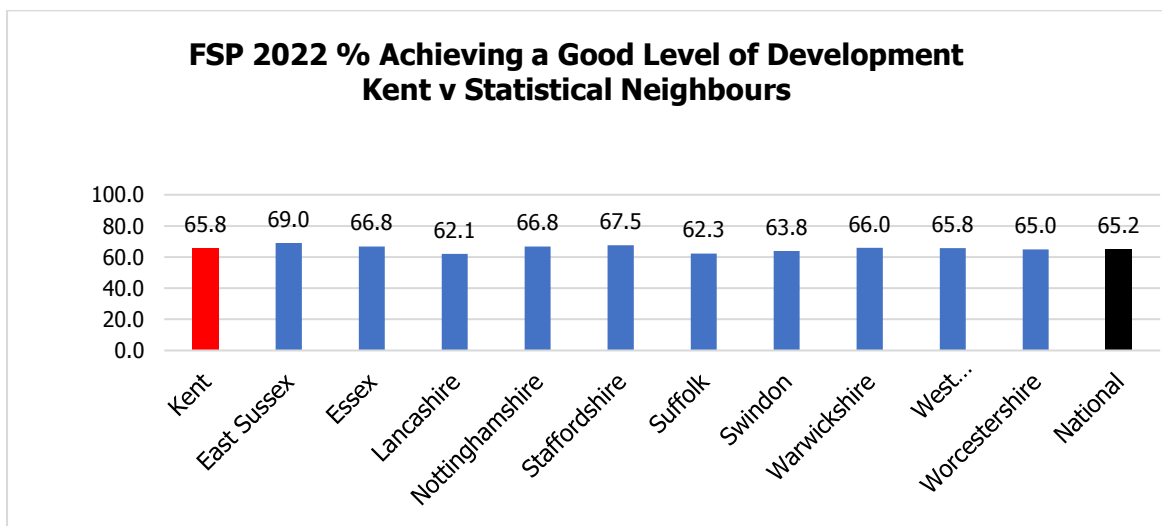


Table 2 Good level of development SEN gaps

Good Level of Development/ All Early Learning Goals	Gap (No FSM-FSM)		Gap (Non SEN - All SEN)		Gap (Non SEN - SEN Support)		Gap (Non SEN - EHCP)	
	% Achieving GLD	% Achieving all ELGs	% Achieving GLD	% Achieving all ELGs	% Achieving GLD	% Achieving all ELGs	% Achieving GLD	% Achieving all ELGs
Kent	22.6	22.6	54.3	53.5	48.6	48.0	66.3	65.0
East Sussex	20.9	20.9	49.7	49.4	45.8	45.7	72.9	71.4
Essex	21.9	22.0	52.6	51.9	49.4	48.9	65.8	64.3
Lancashire	21.7	21.8	53.6	51.8	49.7	48.1	64.2	61.8
Nottinghamshire	20.4	20.6	56.3	55.1	55.3	54.2	71.0	68.9
Staffordshire	21.1	21.2	55.6	54.2	52.4	51.0	67.8	66.1
Suffolk	19.8	20.4	48.8	47.1	44.0	42.3	65.7	63.8
Swindon	21.7	22.0	55.6	54.7	50.2	50.0	65.6	63.7
Warwickshire	24.6	25.1	52.0	51.0	46.3	45.5	68.5	67.0
West Northamptonshire	19.1	19.0	51.3	50.5	44.8	44.4	68.6	66.7
Worcestershire	22.7	24.1	48.3	47.9	44.1	44.0	71.1	69.7
National	19.7	19.9	52.1	51.4	48.0	47.5	67.3	65.7
Kent's Ranked Position (1=top, 11=bottom)	9	9	4	4	6	6	7	7

2.2 **Key Stage 1 Assessment** - This was the last year of statutory Key Stage 1 assessment and from 2022 -23, assessment at this stage has become optional rather than a statutory requirement. Kent's outcomes are in line with the NA for all subject areas (Reading shown as an example). Gaps in achievement are bigger than the NA for children on Free School Meals but are in line for children identified as having SEND.

Table 3 Key stage 1 percentage of pupils achieving 'Expected Standard' and 'Higher Standard' in Reading

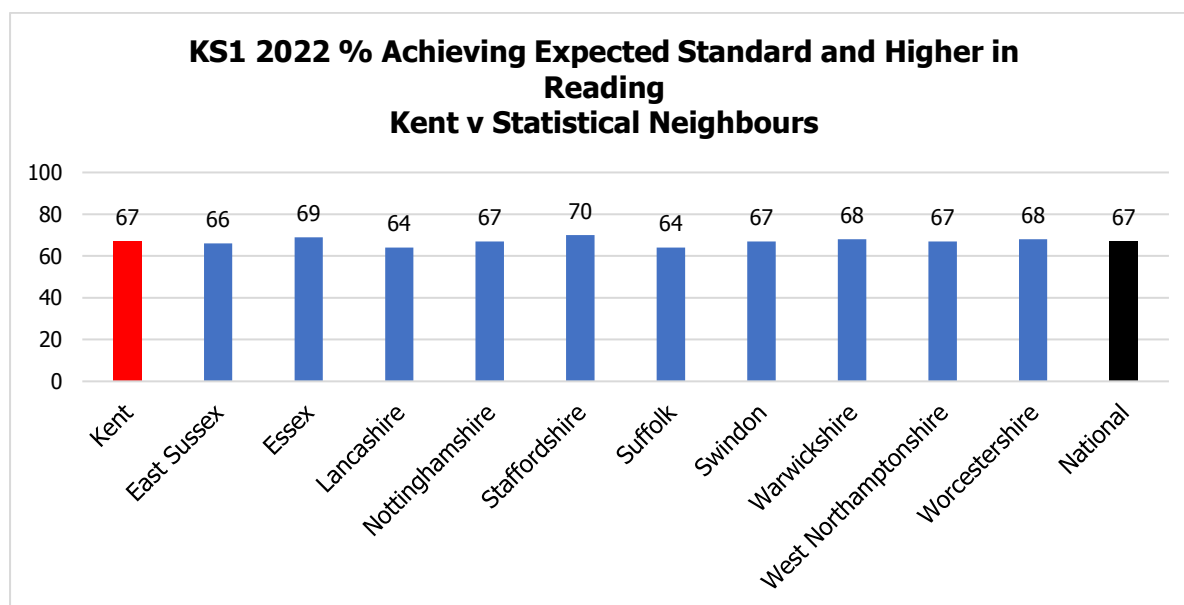


Table 4 Key stage 1 Free School Meal gaps

		Pupils known to be eligible for free school meals		Pupils not known to be eligible for free school meals		Gap (No FSM-FSM)	
		% Expected Standard	% Higher Standard	% Expected Standard	% Higher Standard	% Expected Standard	% Higher Standard
Reading TA	Kent	48	7	73	21	25	14
	National	51	8	72	21	21	13
Writing TA	Kent	38	2	64	9	26	7
	National	41	3	63	10	22	7
Maths TA	Kent	49	5	74	17	25	12
	National	52	7	73	18	21	11

2.3 Key Stage 2 Attainment & Progress – The proportion of Kent’s children achieving the Expected Standard in Reading, Writing and Maths (RWM) is in line with the NA for RWM combined, however there was a bigger drop than the NA in comparison with 2019 (not shown). Kent has greater than the NA achieving the Higher Standard in RWM (Kent 8 vs 7 NA). In the Grammar, Punctuation and Spelling Test, Kent pupils were below the NA at both the Expected Standard (Kent 69 vs 73 NA) and the Higher Standard (Kent 25 vs 28 NA). Pupil progress is good and above NA for Writing but below NA for Reading and Maths. Outcomes for the Spelling, Punctuation and Grammar

test are below the NA at both the Expected Standard (Kent 69% vs 73% NA) and Higher Standard (Kent 25% vs 28% NA).

Table 5 Key stage 2 percentage achieving 'Expected Standard' in Reading, Writing and Maths (RWM) combined

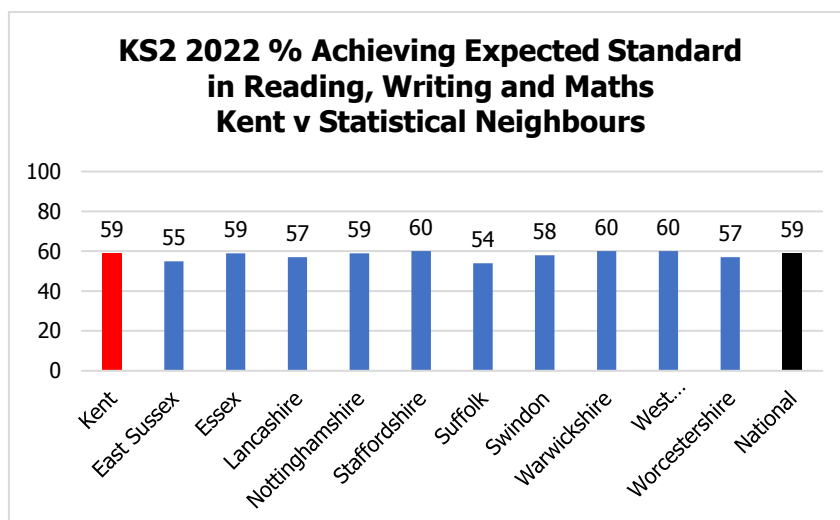


Table 6 Key stage 2 break down of test outcomes against National Average and progress scores

	% Pupils Achieving								Average Scaled Scores			Progress Scores		
	Expected Standard - RWM	A Higher Standard - RWM	Expected Standard - Reading Test	A High Score - Reading Test	Expected Standard - Grammar, Punctuation, Spelling Test	A High Score - Grammar, Punctuation, Spelling Test	Expected Standard - Maths Test	A High Score - Maths Test	Average Scaled Score - Reading Test	Average Scaled Score - Grammar, Punctuation, Spelling Test	Average Scaled Score - Maths Test	Reading	Writing	Maths
Kent	59	8	74	28	69	25	70	21	105	104	104	-0.8	0.1	-0.9
National	59	7	75	28	73	28	72	23	105	105	104	0.0	0.0	0.0

2.4 A comparison of Key Stage 2 Attainment Gaps shows that FSM gaps are bigger than the NA. The primary school-level progress measure is calculated by comparing pupils' results (at KS2) to the achievements of other pupils across the country who had a similar starting point (prior attainment) at key stage 1 (KS1). Lack of expected progress is a key issue for the FSM cohort in Kent. For children identified as having SEND, the gap in attainment is in line with the NA. Our minority ethnic groups do not represent a large proportion of our cohort, and as a group achieve well in comparison with other groups (not shown).

Table 7 Key stage 2 SEND gap

Reading, Writing & Maths	Pupils with no identified SEN		Pupils with SEN Support		Pupils with EHC plan		Gap (Non SEN - EHCP)		Gap (Non SEN - SEN Support)	
	% Expected Standard	% High Score/ Greater Depth	% Expected Standard	% High Score/ Greater Depth	% Expected Standard	% High Score/ Greater Depth	% Expected Standard	% High Score/ Greater Depth	% Expected Standard	% High Score/ Greater Depth
Kent	69	9	21	1	8	1	61	8	48	8
National	69	9	21	1	7	0	62	9	48	8

Table 8 Key stage 2 SEN gap by R, W and M

		Pupils with no identified SEN		Pupils with SEN Support		Pupils with EHC plan		Gap (Non SEN - SEN Support)		Gap (Non SEN - EHCP)	
		% Expected Standard	% Higher Standard	% Expected Standard	% Higher Standard	% Expected Standard	% Higher Standard	% Expected Standard	% Higher Standard	% Expected Standard	% Higher Standard
Reading TA	Kent	75	20	29	5	12	2	46	15	63	18
	National	75	21	30	4	12	2	45	17	63	19
Writing TA	Kent	66	9	20	1	7	1	46	8	59	8
	National	66	9	20	1	7	0	46	8	59	9
Maths TA	Kent	76	16	33	4	14	2	43	12	62	14
	National	75	17	33	4	14	2	42	13	61	15

2.5 **Key Stage 4 – Attainment 8** measures pupils’ attainment across 8 qualifications and Progress 8 captures the progress that pupils in a school make from the end of primary school to the end of KS4, with all pupils’ results compared to other pupils nationally with similar prior attainment. Kent pupil Attainment 8 is slightly above NA (Kent 49.2 vs 48.8 NA). Across the wider range of measures, including English and Maths, all Kent’s pupils are broadly in line with NA.

Table 9 Key stage 4 average Attainment 8 score

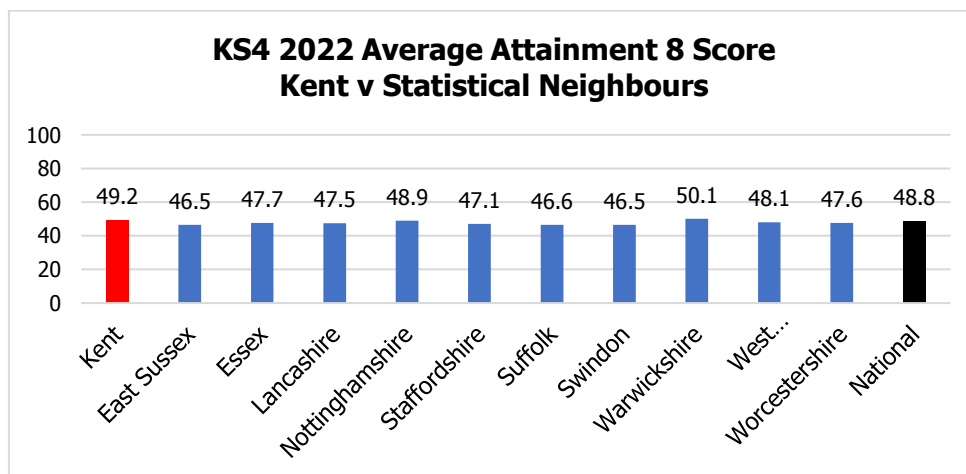
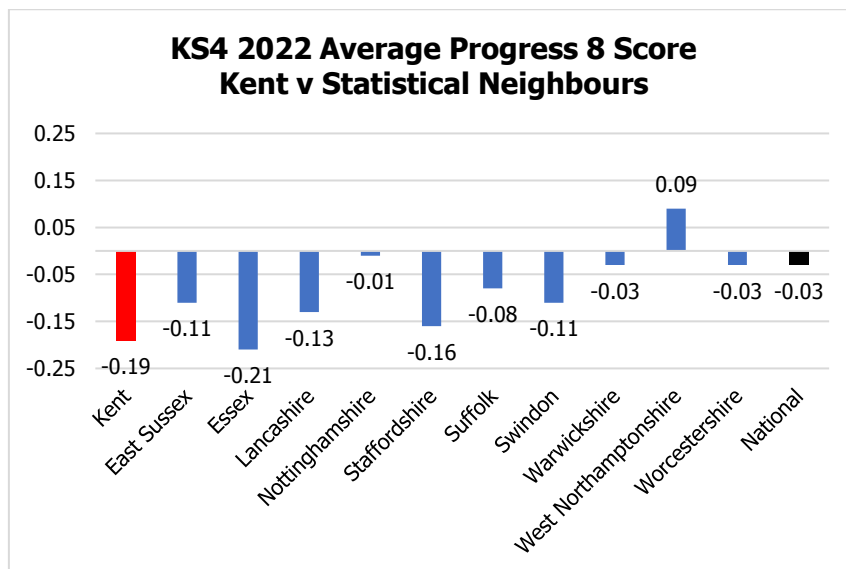


Table 10 Key stage 4 average Attainment 8 & Progress 8; achievement in English and Maths

2.6 Progress 8 however shows a very different picture with all Kent pupils achieving below the NA (Kent -0.19 vs -0.03 NA). This suggests there are significant numbers of pupils not achieving their potential, in comparison with similar pupils across England and this is true across those that are eligible for Free School Meals as well as those not eligible free school meals.

	Total Pupils at end of Key Stage 4	Average Attainment 8 Score	Average Progress 8 Score	% Pupils Achieving						
				Strong Pass in English and Maths	Standard Pass in English and Maths	Strong Pass in English	Standard Pass in English	Strong Pass in Maths	Standard Pass in Maths	Any Passes
Kent	17,254	49.2	-0.19	49.8	68.5	65.4	78.1	54.6	72.7	96.8
National		48.8	-0.03	49.8	68.8	65.5	78.9	54.7	72.8	97.0

Table 11 Key stage 4 average Progress 8 score



2.7 **GCSE attainment gaps** – A detailed analysis is focused on the two key areas of pupils eligible for Free School Meals and pupils with SEND. For pupils **not eligible** for FSMs, the Attainment 8 score is slightly above NA (Kent 52.5 vs 51.9 NA) with Kent ranked 2nd amongst 11 Statistical Neighbours, however for Progress 8, the score for this cohort of pupils is well below NA (Kent -0.03 vs 0.11 NA) with Kent ranked 9th of 11. For pupils known to be **eligible** for FSMs the Attainment 8 score is well below the NA (Kent 34.0 vs 36.9 NA) with Kent

ranked 7th out of 11, as is the Progress 8 score (Kent -0.90 vs -0.59 NA) with Kent ranked 10th of 11. The FSM vs non-FSM gap for average Attainment 8 ranks Kent 10th and for average Progress 8 ranks Kent 8th out of 11 statistical neighbours.

2.8 For pupils with SEND, the gaps are broadly in line with the NA.

Table 12 Key stage 4 average Attainment and Progress 8 scores; Free School Meal gap

Attainment 8 and Progress 8	Pupils known to be eligible for free school meals		Pupils not known to be eligible for free school meals		Gap (No FSM-FSM)	
	Average Attainment 8 Score	Average Progress 8 Score	Average Attainment 8 Score	Average Progress 8 Score	Average Attainment 8 Score	Average Progress 8 Score
Kent	34.0	-0.90	52.5	-0.03	18.5	0.87
East Sussex	32.5	-0.84	49.8	0.07	17.3	0.91
Essex	32.8	-0.95	50.3	-0.08	17.5	0.87
Lancashire	34.4	-0.72	50.7	0.01	16.3	0.73
Nottinghamshire	35.1	-0.68	52.0	0.14	16.9	0.82
Staffordshire	33.7	-0.78	49.5	-0.05	15.8	0.73
Suffolk	34.6	-0.58	49.2	0.03	14.6	0.61
Swindon	35.7	-0.62	49.0	0.02	13.3	0.64
Warwickshire	33.3	-0.75	53.5	0.12	20.2	0.87
West Northamptonshire	35.9	-0.45	50.1	0.18	14.2	0.63
Worcestershire	34.3	-0.64	50.2	0.09	15.9	0.73
National	36.9	-0.59	51.9	0.11	15.0	0.70
Kent's Ranked Position (1=top, 11=bottom)	7	10	2	9	10	8

Table 13 Key stage 4 average Attainment and Progress 8 scores; SEN gap

Attainment 8 and Progress 8	Pupils with no identified SEN		Pupils with SEN Support		Pupils with EHC plan		Gap (Non SEN - SEN Support)		Gap (Non SEN - EHCP)	
	Average Attainment 8 Score	Average Progress 8 Score	Average Attainment 8 Score	Average Progress 8 Score	Average Attainment 8 Score	Average Progress 8 Score	Average Attainment 8 Score	Average Progress 8 Score	Average Attainment 8 Score	Average Progress 8 Score
Kent	52.9	-0.04	36.2	-0.70	13.4	-1.62	16.7	0.66	39.5	1.58
England	52.5	0.10	34.8	-0.47	14.3	-1.33	17.7	0.57	38.2	1.43

2.9 **Post-16 attainment** – This data provides a partial view as it only relates to students who attend school sixth forms for their post 16 provision. Kent student attainment at post-16 is in line with National across all types of study including A-levels, Applied General Studies and Technical Level Qualifications. Kent students perform mid-range in comparison to statistical neighbours.

Table 14 Key Stage 5 A level Average Point Score per exam entry

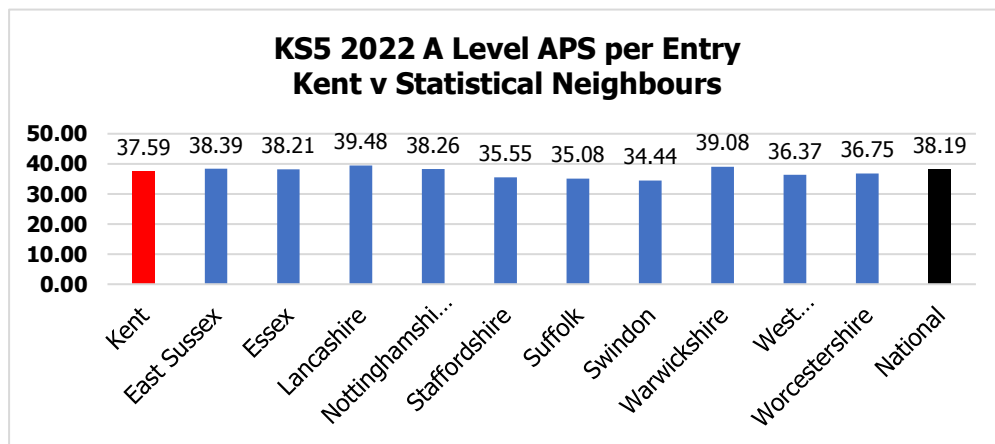


Table 15 Key Stage 5 A level and Academic Students by grade and number of qualifications

	A Level Students						Academic Students			
	Number of students	APS per Entry	APS per Entry as a grade	% achieving 2+ A Levels	% achieving 3 A*-A grades or better	% achieving grades AAB or better inc. 2 facilitating subjects	Number of students	APS per Entry	APS per Entry as a grade	% achieving at least 2 substantial level 3 qualifications
Kent	7,089	37.59	B-	86.2	21.3	21.4	8,250	38.15	B-	84.2
National		38.19	B-	88.0	21.3	22.3		38.25	B-	87.4

Table 16 Key Stage 5 Applied General Studies and Technical Level qualifications

	Applied General Students			Tech Level Students		
	Number of students	APS per Entry	APS per Entry as a grade	Number of students	APS per Entry	APS per Entry as a grade
Kent	3,213	31.92	Dist-	376	34.61	Dist
National		33.26	Dist-		34.94	Dist

2.10 **Post-16 Attainment Gaps** - Whilst the data shows attainment gaps are less pronounced at post-16, with both FSM and SEND gaps being smaller than the NA and in fact the EHCP this is more a reflection of the cohort of students that attend school sixth forms rather than a true picture of post 16 performance. A detailed analysis of the Kent post 16 sector and outcomes was published in the Pathways for All report, and work is underway to implement the recommendations, particularly increasing the provision of below Level 2 provision and the development of a local post 16 offer which is accessible to all students. More information can be found here

https://www.kent.gov.uk/data/assets/pdf_file/0009/135495/16-to-19-Review-executive-summary.pdf

Table 17 Key Stage 5 A level Students; Free School Meal gap

A Level Students	Pupils known to be eligible for free school meals			Pupils not known to be eligible for free school meals			Gap (No FSM-FSM)	
	APS Per Entry	APS per Entry as a grade	% achieving grades AAB or better inc. 2 facilitating subjects	APS Per Entry	APS per Entry as a grade	% achieving grades AAB or better inc. 2 facilitating subjects	APS Per Entry	% achieving grades AAB or better inc. 2 facilitating subjects
Kent	32.41	C+	11.8	37.83	B-	21.8	5.42	10.0
National	33.27	C+	11.9	39.11	B	23.6	5.84	11.7

Table 18 Key Stage 5 A level Students; SEN gap

A Level Students	Pupils with no identified SEN			Pupils with SEN Support			Pupils with EHC plan			Gap (Non SEN - SEN Support)		Gap (Non SEN - EHCP)	
	APS Per Entry	APS per Entry as a grade	% achieving grades AAB or better inc. 2 facilitating subjects	APS Per Entry	APS per Entry as a grade	% achieving grades AAB or better inc. 2 facilitating subjects	APS Per Entry	APS per Entry as a grade	% achieving grades AAB or better inc. 2 facilitating subjects	APS Per Entry	% achieving grades AAB or better inc. 2 facilitating subjects	APS Per Entry	% achieving grades AAB or better inc. 2 facilitating subjects
Kent	37.71	B-	21.7	33.90	C+	12.4	34.18	C+	21.1	3.81	9.3	3.53	0.7
National	37.87	B-	20.9	35.66	B-	15.4	35.66	B-	15.0	2.21	5.5	2.21	5.9

2.11 Work being undertaken to address key issues – This is the first full data set since 2019 and has been used to inform the work of The Education People, KCC’s outsourced school improvement service as well as other investment by the LA. Academy Trusts will also have used an analysis of the data to plan their own strategic development and focus for school improvement. KCC has had a two-pronged approach to school improvement – The Education People is commissioned to provide school improvement support to maintained schools. KCC and TEP are currently working together to review the Service Level Agreement to ensure services consistently support schools on key issues as well as the inclusion agenda.

- 2.12 Secondly, KCC has invested over a four-year period in a groundbreaking partnership with the Education Endowment Fund, to create the EEFfective Kent project which aimed to embed evidence based practice in a critical mass of over 50% of Kent schools including academies. The programme has run for 4 years and is now winding down with a focus on maintaining legacy and evaluation to inform future school improvement practice.
- 2.13 With the agreement of the Schools Funding Forum, programmes have been commissioned which will both support generic school improvement as well as developing greater expertise in supporting pupils who have additional and special needs attending settings and schools. The approach is described in the recent updated Countywide Approach to Inclusive Education (CATIE).
- 2.14 The issue of attendance has not been discussed in this report, but persistently lowered levels of attendance nationally and locally post covid will be impacting on outcomes. We are working with our Analytics team to conduct qualitative research with schools, parents and young people to better understand the key challenges around school attendance and how the landscape has changed post-Covid – the findings will be used to shape our next steps and provide valuable context to how we deliver and embed the DfE’s new attendance guidance.

3 Conclusions

- 3.1 Whilst at a high level pupil outcomes in Kent are generally positive, drilling down shows a very significant gap in outcomes between pupils not eligible for Free School Meals and those that are eligible, who now account for almost one quarter of Kent pupils across the county, with much higher proportions in some areas. There is also a gap for pupils with SEN. This gap is broadly in line with the national average but is still a cause for concern. The evidence shows that many pupils, including the most able, are not making the progress that they could be. These issues have been built into the planning for school improvement support for maintained schools.
- 3.2 Over the last year, KCC has been reviewing and streamlining processes to enable the level of data analysis included in this report to be available much earlier in the academic year. Currently validated data published by the DfE is used, and whilst the validation is important, generally there is not a significant difference in comparison to unvalidated data. In view of this, the intention is to bring forward an early, initial report for the year 2022-23 and then follow up with an amended version once the data is published by the DfE. This will enable officers to use the intelligence to strategically plan and allocate resources to address issues early in the academic year.

4 Recommendation(s)

Recommendation(s):

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| 4.1 The Cabinet Committee is asked to note the contents of the report. |
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10. Background Documents
None

11. Contact details

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