

From: Roger Gough, Cabinet Member for Children, Young People and Education
Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 28 June 2019

Subject: **Annual Equality and Diversity Report for Children, Young People and Education 2018-19**

Classification: **Unrestricted**

Electoral Division: All Divisions

Summary: This report provides a position statement for services within the Children, Young People and Education (CYPE) Directorate regarding equality and diversity work, including an update on progress in delivering Kent County Council's (KCC's) Equality Objectives for 2018-19. The Council is required to publish this information on an annual basis in order to comply with its statutory Equality Act duties.

Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to:

- i) note the current performance of CYPE in relation to equality objectives set out in KCC's Equality and Human Rights Policy and Objectives 2016-2020;
- ii) consider the progress CYPE has made in reducing inequalities in 2018-19; and
- iii) receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

1. Introduction

1.1 The Equality Act 2010 provides the framework for public bodies in England to promote equality and eliminate discrimination. KCC must also adhere to the Public Sector Equality Duty (PSED) as detailed in Section 149 of the Equality Act 2010. This duty requires the Council to promote equality, undertake equality analysis to inform all policy decisions and to publish equality information. The three aims of the equality duty are:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life other

activities where their participation is disproportionately low.

1.2 As part of its statutory duties under the Equality Act 2010, KCC must publish an Equality Annual Report to demonstrate compliance with the general PSED. Proactive publication of equality information ensures compliance with the legal requirements.

1.3 Compliance with the Council's equality duties should also result in:

- Better informed decision-making and policy development;
- A clearer understanding of the needs of service users, resulting in better quality services;
- More effective targeting of resources to address greatest need;
- Greater confidence in, and satisfaction with, the Council;
- A more effective workforce and a reduction in instances of discrimination.

2. Financial Implications

2.1 There are no financial implications resulting from the Annual Equality and Diversity Report. However, gathering equality information and using it to inform decision-making enables KCC to achieve greater value for money in services delivered, through more effective targeting of resources to address need.

3. KCC's Strategic Statement and Policy Framework

3.1 Advancing equality and reducing socio-economic inequalities in Kent contributes towards the achievement of 'Increasing Opportunities, Improving Outcomes' – KCC's Strategic Statement 2015-2020, the Medium Term Financial Plan 2019-22, CYPE's Vision and Priorities for Improvement 2018-21 and CYPE's Mission Statement. KCC's Equality Objectives were developed from the Council's three key strategic outcomes. The objectives correspond with existing Council priority outcomes to ensure: children and young people in Kent get the best start in life; Kent communities feel the benefits of economic growth by being in-work, healthy and enjoying a good quality of life; and older and vulnerable residents are safe and supported with choices to live independently.

3.2 KCC agreed its new Equality and Human Rights Policy and Objectives 2016-2020 in December 2016. The Equality objectives that CYPE are required to deliver upon are:

- Narrowing the achievement gaps with regard to disability race or sex.
- Increase learning and employment opportunities for those aged 16-25 with regard to Disability Race and Sex.
- Ensure more young people are able to access progression pathways Post-16 including an offer or an apprenticeship with regard to Disability Race or Sex.
- Increasing access to early years services for 2 year old offer of free provision regardless of disability race or sex.
- Driving down permanent exclusions to zero for primary age children with regard to Sex and Race.
- Where appropriate fewer young people become young offenders with regard to Race Disability and Sex.

- Safeguarding children, young people and vulnerable adults from harm with regard to Sex Disability Race and Age.
- Improved life chances and outcomes of children, young people and vulnerable adults through service developments and transformation.
- The quality and range of services are improved through increasing engagement with service users and carers.

4. Context

4.1 Kent has 583 schools of which 456 are Primary schools, 99 are Secondary schools, 22 are Special and 6 are Pupil Referral Units. Of the 583 schools, 246 are Academies and Free schools (as at April 2019), which means 42.2% of schools in Kent are Academies. In addition, Kent has 84 Children’s Centres (as at December 2018).

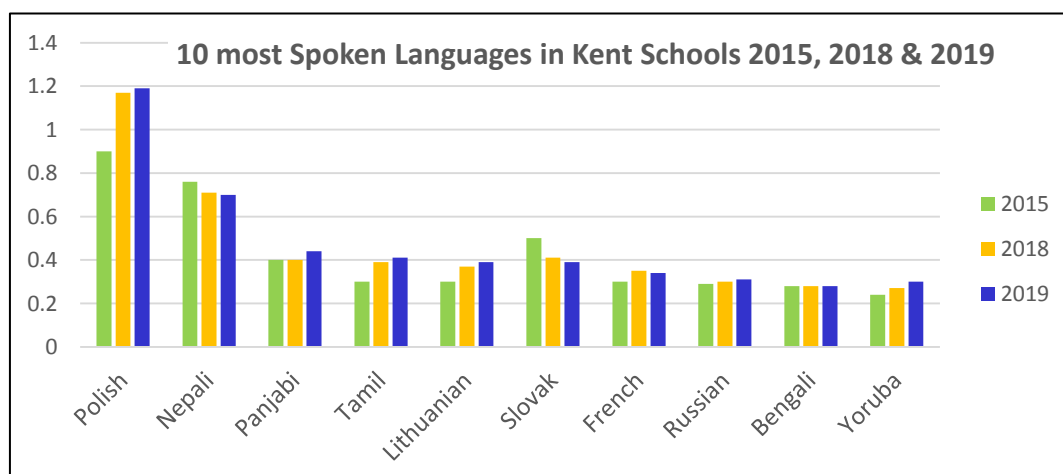
4.2 The total number of pupils in Kent schools (as at January 2019) was 234,864, with 3,119 attending nursery, 127,789 attending Primary, 103,956 attending Secondary. This includes 4,465 attending Special and 434 attending Pupil Referral Units. Many PRU pupils are already counted on the roll of their school.

4.3 In terms of SEND, 3.3% of pupils (11,763) in Kent schools, FE and Independent Special Schools have an Education Health and Care Plan (EHCP). This compares to 2.9% nationally (as at January 2019).

4.4 As at January 2019, the percentage of pupils eligible for Free School Meals (FSM) in Kent overall is 14%, which compares to 11.7% in January 2018. Nationally, as at January 2019, the FSM figure is 13.6% (against 14% in 2018).

4.5 The percentage of pupils whose First Language is not English in Kent is 11.1% (as at January 2019), compared to 10.7% in January 2018. The national comparison figure was not available (as at January 2019). There has been a steady increase in the number of Minority Ethnic (ME) and English as an Additional Language (EAL) pupils in Kent schools, with the largest minority groups consistently rising over the last five years.

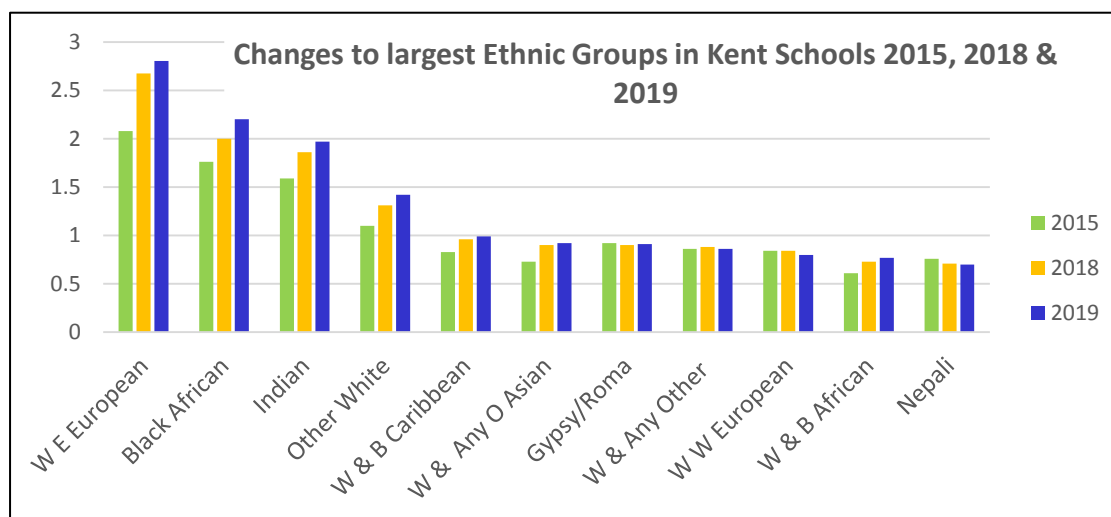
4.6 As can be seen from the table below, the most commonly spoken language in Kent schools, other than English is Polish, followed by Nepali, Punjabi, Tamil and Lithuanian. Over the last year, there has been a steady decrease in the number of pupils speaking Slovak.



4.7 The number of **minority ethnic pupils** attending Kent schools has continued to rise, with a 1% increase from 2018 – 2019.

Total Roll January 2018	White British	Other White Inc. GRT	Asian/Asian British	Black/Black British	Mixed/Dual Background	Chinese	Other Ethnic Group	Refused information not obtained	Total Minority Ethnic (% rounded)
231614	79.11%	6.78%	4.00%	2.72%	5.28%	0.32%	0.87%	0.92%	21%
Total Roll January 2019	White British	Other White Inc. GRT	Asian/Asian British	Black/Black British	Mixed/Dual Background	Chinese	Other Ethnic Group	Refused information not obtained	Total Minority Ethnic (% rounded)
234864	78.04%	7.04%	4.18%	3.03%	5.44%	0.33%	0.94	1.00%	22%

4.8 As can be seen from the table below, the largest Ethnic group in Kent schools remains White Eastern European, followed by Black African and Indian, which is unchanged since last year.



4.9 The **Appendix** to this report provides information on contextual data trends between 2017 and 2019 by Area and District for all Kent schools, including Total Roll, % of FSM, % of EHCP's, % of EAL and % of Minority Ethnic.

4.10 **Integrated Children's Services (ICS)** East and West Divisions (formerly Early Help and Specialist Children's Services) works with children and families from all backgrounds, providing assessment to identify children's needs, appropriate and culturally sensitive support where those needs are identified and protection of those children who are at risk of significant harm as stipulated by the Children Act (1989).

4.11 The Directorate continually works to improve the quality, collection, monitoring and use of equality data as part of the evidence base to inform service design delivery and policy decisions.

4.12 The total number of children and young people accessing ICS as of 31 March 2019 was 10,615. In the following tables, this figure is broken down into the following categories: Unaccompanied Asylum-Seeking Child (UASC), Looked After Child (LAC), Child Protection/Child in Care (CP/CiN) and Care Leavers.

4.13 Children and young people supported categorised by Gender as of 31 March 2019

Gender as at 31.03.2018	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
Male	1077	598	3791	421
Female	89	738	3330	365
Indeterminate	-	-	2	-
Total	1166	1336	7123	786

*UASC figures taken from caseload report and will therefore include LAC and Care Leavers

**This includes all cases from caseload report excluding those LAC and Care Leavers. This means if they were both CP and LAC they have not been included

The figure for CP/CIN excluding UASC and Care Leavers excludes unborn children which is why the figures above total less than 10,615.

4.14 Children and young people supported categorised by Sexual Orientation as of 31 March 2019

Sexual Orientation as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
Bisexual	-	-	-	7
Gay/Lesbian	1	1	1	7
Heterosexual	162	4	7	238
Rather Not Say	-	-	-	4
Not Recorded	1003	1331	7115	530
Total	1166	1336	7123	786

*UASC figures taken from caseload report and will therefore include LAC and Care Leavers

**This includes all cases from caseload report excluding those LAC and Care Leavers. This means if they were both CP and LAC they have not been included

The figure for CP/CIN excluding UASC and Care Leavers excludes unborn children which is why the figures above total less than 10,615.

4.15 Children and young people supported categorised by Ethnicity as of 31 March 2019

Ethnicity as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
White - British	-	1129	5706	685
White - Irish	-	3	12	2
Any Other White Background	19	64	290	23
Traveller of Irish Heritage	-	1	17	-
Gypsy/Roma	-	14	47	6
White and Black Caribbean	-	32	116	11
White and Black African	-	11	60	9
White and Asian	4	16	51	4
Any Other Mixed Background	1	27	152	21
Indian	2	3	49	1
Pakistani	1	-	21	1

Ethnicity as at 31.03.2017	UASC*	LAC (exc UASC)	CP/CIN (exc UASC and Care Leavers)**	Care Leavers (exc UASC)
Bangladeshi	2	-	17	1
Any Other Asian Background	91	6	70	1
Black Caribbean	-	2	12	-
Black - African	534	17	129	13
Any Other Black Background	2	2	60	4
Chinese	-	2	7	1
Any Other Ethnic Group	510	7	71	3
Refused	-	-	2	-
Not Recorded	-	-	234	-
Total	1166	1336	7123	786

*UASC figures taken from caseload report and will therefore include LAC and Care Leavers

**This includes all cases from caseload report excluding those LAC and Care Leavers. This means if they were both CP and LAC they have not been included

The figure for CP/CIN excluding UASC and Care Leavers excludes unborn children which is why the figures above total less than 10,615.

5. CYPE Performance against Equalities Objectives for 2017-18

5.1 This report now details the actions in the last year that the schools and early years providers, supported by the CYPE Directorate, has undertaken in order to narrow the inequality gaps and promote equality of opportunity to address the diverse needs of all Kent's children and young people.

5.2 Narrowing the achievement gaps with regard to disability race or sex

5.2.1 Whilst 92.5% of our schools overall are good or outstanding compared to 85% nationally, reflecting a transformation in the performance of our schools since 2013, there is still much work to do to narrow the attainment gap for key vulnerable groups.

5.3 Early Years overall

5.3.1 The Early Years and Childcare Sector in Kent is of exceptionally high quality. Currently, 97% of group provisions, 98% of childminders and 100% of standalone out of school childcare provisions are judged by Ofsted to be good or outstanding.

5.3.2 Early Years Foundation Stage Good Level of Development - In 2018 75.3% of children in Kent achieved a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS) which is an improvement from the 2017 figure of 74.2%. This outcome is above the national figure in 2018 of 72.4% and places Kent second amongst its statistical neighbours

5.3.3 An Education Policy Institute Report entitled 'Education in England: Annual Report 2018', looked at the attainment gap between disadvantaged pupils and their peers throughout the phases of education. The report uses summer 2017 attainment data. In the Early Years, for pupil attainment scores, Kent is ranked 23rd out of 150 LAs, with an attainment score of 35.6 (using the EYFS Profile). The

national average point score was 34.5, with the highest score being 37.9 (LB Richmond). This ranking places Kent in the top quartile for performance nationally in Early Years.

5.3.4 In terms of the disadvantage gap (using Pupil Premium eligibility), Kent is ranked 59th out of 150 LAs, showing that disadvantaged early years pupils are 3.9 months behind their peers in terms of development. The national average gap is 4.3 months. This shows that Kent is ranked above the national average in terms of the disadvantage gap in early years.

5.3.5 Achievement gaps in 2018 were as follows:

- *Gender* - girls continued to out-perform boys with 82% of girls compared to 69% of boys achieving a GLD. This represents a wider gap position of 13% from 12.5% in 2017;
- *FSM Eligible* gap - this narrowed from 21% in 2017 to 17.5% in 2018 which means that 60.1% of children on FSM achieved a GLD compared to 56% in 2017;
- 20.7% of children with SEN achieved a GLD in 2018, compared to 20% in 2017, however because more children overall achieved a GLD the *SEN* gap actually widened to from 59.0% in 2017 to 59.8% in 2018;
- The gap for *Children in Care* (CiC) relates to very few children (21 Kent and 3 Other Local Authority); in this context the Kent CiC gap narrowed from 49.4% 33.3% in 2017 to 46.8% in 2018.

5.3.6 Overall, whilst Kent's position is strong in comparison to nationally, there is still much work to be done to ensure that more children universally improve their attainment, whilst further narrowing gaps in achievement for children who may be vulnerable to not achieving to their full potential.

5.4 Primary - Key Stage 1 overall

5.4.1 At Key Stage 1, the key indicator for pupils at the end of Year 2 is the proportion of pupils achieving the expected standard or above in Reading, Writing and Mathematics. In 2018, Kent again attained above the national average for all subjects with outcomes broadly similar to those in 2017. There was a slight decline of one percentage point in Reading attainment and a rise of one percentage point in Writing attainment.

5.4.2 **Reading, Writing and Mathematics combined** attainment at Key Stage 1 remained similar to 2017 and continues to be above the national average.

5.4.3 In 2018, 68.8% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is in line with 2017. This is 3.5 percentage points above the national average.

	Combined Reading, Writing & Mathematics		
	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard	2018 % pupils met or exceeded the expected standard
Kent	66.6	68.3	68.8
National	60.3	63.7	65.3

5.4.4 Gender Gaps at Key Stage 1 - At Key Stage 1, girls outperformed boys in **Reading** in 2018. The proportion of girls who met or exceeded the expected standard was 83% compared with 74% of boys, with an attainment gap of 9%. This shows no change since 2016.

5.4.5 In 2018, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 80% of girls met or exceeded the expected standard compared with 67% of boys, a gender gap of 13% which is the same as 2017.

5.4.6 In 2018, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who met or exceeded the expected standard is 80% compared with 77% of boys. The attainment gap of 3% is the same as 2017.

5.4.7 Outcomes for Vulnerable Groups at Key Stage 1 - In 2018, the attainment of FSM pupils in **Reading** and **Writing** fell slightly compared with 2017 but improved in **Mathematics**. Improvements in the attainment of non FSM pupils means that attainment gaps have not narrowed in 2018.

5.4.8 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading** dropped to 59% having been 62% in 2017. This is one percentage point below national FSM attainment. The attainment gap has widened to 21%, compared with 19% in 2017. Kent is ranked fifth against its statistical neighbours for FSM **Reading** attainment.

5.4.9 In 2018, 52% of FSM pupils achieved the 'expected standard' in **Writing** which is a slight decline of 1 percentage point compared with 2017. Kent is ranked fifth against its statistical neighbours for FSM **Writing** attainment. The attainment gap has widened to 24%, compared with 21% in 2017.

5.4.10 **Mathematics** attainment improved by 1 percentage point for FSM pupils in 2018, ranking Kent first amongst its statistical neighbours. The attainment gap is 19% and is the same as 2017.

5.5 **Key Stage 2 overall**

5.5.1 Kent has again achieved combined attainment in **Reading**, **Writing** and **Mathematics** above the national average for the third successive year. In 2018, at Key Stage 2, attainment in Kent improved at the 'expected standard' in **Reading** and **Writing** and was above the national average. Attainment in **Mathematics** and **Grammar, Punctuation and Spelling** showed a slight decline to just below the national average in 2018. Kent's results for combined attainment in **Reading**, **Writing** and **Mathematics** are ranked second against our statistical neighbours.

5.5.2 At Key Stage 2, 66% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 2 percentage points above the national average of 64%. This ranks Kent second amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure improved in 2018 and was 11% which is one percentage point above the national average. Kent is ranked first for this measure.

	Combined Reading, Writing & Mathematics		
	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard	2018 % pupils met or exceeded the expected standard
Kent	59	64	66
National	53	61	64

5.5.3 An Education Policy Institute Report entitled 'Education in England: Annual Report 2018', looked at the attainment gap between disadvantaged pupils and their peers throughout the phases of education. The report uses summer 2017 attainment data. In the Primary phase, for Key Stage 2 pupil attainment scores, Kent is ranked joint 50th out of 150 LAs, with an attainment score of 103.7. The national average attainment score was 104.0, which puts Kent broadly in line with the national average. A score of 100 represents the expected standard. This score places Kent just in the top third of local authorities in England for primary attainment.

5.5.4 In terms of the disadvantage gap (using Pupil Premium eligibility), Kent is ranked 70th out of 150 LAs, showing that disadvantaged primary pupils are 9.5 months behind their peers in terms of development. This shows that Kent is just within the top half of local authorities nationally in terms of the gap measured by months of progress, but not quite at the national average which is 9.4 months. Nonetheless, Kent performance has improved because in 2017, Kent was ranked joint 110th with a gap of 10.5 months.

5.5.5 **Key Stage 2 Gender Differences** - At Key Stage 2, attainment for boys improved across all subjects. Girls' attainment improved in all subjects in 2018 apart from a slight decline in **Grammar, Punctuation and Spelling**. Girls outperformed boys against all measures, as in 2017. In 2018, 64% of boys and 70% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares well with the respective 2018 national averages of 61% and 69%. The gender attainment gap in Kent is 6% which is a reduction of percentage point compared 2017. This is smaller than the national gap of 8%.

5.5.6 In 2018, 74% of boys and 81% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7 percentage points which is the same as the 2017 gap. This is narrower than the national gap which is 8% in 2018.

5.5.7 In 2018, there remains an attainment gap of one percentage point in **Mathematics**. The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls, which is the same as 2017. Both boys and girls attained in line with similar groups nationally in 2018.

5.5.8 As in previous years, girls outperformed boys in **Writing** in 2018 and the gender gap remains widest in this subject. 77% of boys attained the 'expected standard' in **Writing** compared with 87% of girls, a gap of 10% which has narrowed by one percentage point compared with 2017. Both groups attained higher than similar groups nationally in 2018.

5.5.9 Girls outperformed boys in **Grammar, Punctuation and Spelling** in 2018. The proportion of boys who attained the 'expected standard' was 72%, which is two percentage points lower than boys nationally. 80% of girls attained the 'expected standard' which is three percentage points lower than girls nationally. The attainment gap of 8% in Kent is lower than the national gap of 9 percentage points.

5.5.10 **Key Stage 2 Free School Meals pupils** - In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** improved to 46% compared with 42% in 2017. This is an improvement of 4 percentage points and is in line with FSM attainment nationally. Kent is ranked first amongst its statistical neighbours for the attainment of FSM pupils. The attainment gap is 24% which has narrowed by 1 percentage point since 2017.

5.5.11 In 2018, the proportion of FSM pupils who achieved the 'expected standard' increased in **Reading** and was 59% compared with 56% in 2017. This is an improvement of three percentage points, however, the reading attainment gap of 21% remains the same as in 2017. Reading progress for FSM pupils was -1.0 which is lower than the national FSM measure of -0.8. Kent is ranked fourth for reading progress against its statistical neighbours.

5.5.12 In 2018, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** was 63%, compared to 62% in 2017, an improvement of one percentage point. The writing attainment gap is 21% which is the same as 2017. Attainment is higher in writing than other subjects for FSM eligible pupils. Writing progress for FSM eligible pupils was -0.5 which is higher than the national of -0.7. Kent is ranked first amongst its statistical neighbours for writing progress.

5.5.13 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 56%, compared to 57% in 2017. There is an attainment gap of 22 percentage points which is the same as the attainment gap in 2017.

5.5.14 In **Mathematics**, 56% of FSM eligible pupils achieved the 'expected standard', which is a two percentage point decline from 2017. The attainment gap widened in 2018 to 22%, compared with 21% in 2017. FSM pupils' progress in Mathematics was -1.6 which is lower than the national measure of -0.8 and Kent is ranked fourth against this measure.

5.5.15 **Children with Special Educational Needs and/or Disabilities** - The attainment gap for SEN pupils remains wide across all measures in 2018. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 21%, a two percentage point improvement compared to 2017. There is an attainment gap of 54% which is one percentage point wider than the gap in 2017.

5.5.16 In **Reading**, 36% of pupils with SEN in Kent achieved the 'expected standard' in 2017, which shows a two percentage point improvement compared with 2017. There is an attainment gap of 48% which is the same as 2017.

5.5.17 The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' in 2018 was 34%, which is an improvement of one percentage point compared with 2017. There is an attainment gap of 56% which is the same as 2017.

5.5.18 In **Grammar, Punctuation and Spelling**, 30% of SEN pupils achieved the 'expected standard', which is similar to 2017. There is an attainment gap of 54% which is one percentage point wider than in 2017.

5.5.19 In **Mathematics**, 34% of SEN pupils achieved the 'expected standard' which is a two percentage point decline on 2017 outcomes. There is an attainment gap of 49% which has widened by two percent since 2017.

5.5.20 **Children in Care** - In 2018, the proportion Children in Care for 12+ months who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was to 34% compared with 35% in 2017. This is a decline of 1 percentage point. The attainment gap is 33% which is three percentage points wider than 2017.

5.5.21 In 2018, the proportion of Children in Care who achieved the 'expected standard' increased in **Reading** and was 50% compared with 46% in 2017. This is an improvement of four percentage points, and the reading attainment gap of 27% has closed by one percentage point since 2017. Attainment is higher in reading than other subjects for Children in Care.

5.5.22 In 2018, the proportion of Children in Care who achieved the 'expected standard' in **Writing** was 48%, compared to 52% in 2017, a decline of four percentage points. The writing attainment gap is 34% which is five percentage points wider than the attainment gap in 2017.

5.5.23 In 2018, the proportion of Children in Care who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** was 39%, compared to 50% in 2017. The attainment gap has widened to 37 percentage points in 2017 from an attainment gap of 26 percentage points in 2017.

5.5.24 In **Mathematics**, 39% of Children in Care achieved the 'expected standard', which is a seven percentage point decline from 2017. The attainment gap widened in 2018 to 37%, compared with 30% in 2017.

5.6 **Secondary, Special and Pupil Referral Units - Key Stage 4 overall**

5.6.1 The **Progress 8** score for 2018 is -0.08 and remains below the National Average of -0.03. Kent is ranked 7th out of its 10 statistical neighbours for this measure and 82nd out of 150 local authorities nationally. Overall, 43 out of Kent's 99 secondary schools performed at or above the national average for Progress 8.

5.6.2 Kent has consistently performed better than nationally for **Attainment 8** in the past three years. Kent's Attainment 8 score of 50.3 in 2016 and 47.1 in 2018 compared to 49.9 and 46.6. respectively shows Kent is outperforming the national average. Kent is ranked 3rd out of its 10 statistical neighbours for this measure and 56th out of 150 local authorities nationally. Overall, 40 of Kent's 99 secondary schools in 2018 performed above the national average for Attainment 8.

5.6.3 The proportion of pupils achieving GCSE grades 9-5 in **English and Mathematics** is 44.2% which is above the national average of 43.5%. Kent is ranked 3rd out of its 10 statistics neighbours for this measure and 59th out of 150 local authorities nationally. Overall, 36 of Kent's 99 secondary schools performed at or above the national average for a strong pass in English and Mathematics.

5.6.4 The other key measure at KS4 is the **English Baccalaureate average points score** is a new measure introduced in 2018. Kent's average point score in 2018 was 4.11 which is above the national average score of 4.05. Kent is ranked 2nd amongst its 10 statistical neighbours and 55th out of 150 local authorities nationally.

5.6.5 It will be a priority to work with schools to develop their curriculum offer and improve guidance for students in choosing appropriate Post-16 pathways and to ensure provision of a full range of technical pathways at ages 14-19.

5.6.6 An Education Policy Institute Report entitled 'Education in England: Annual Report 2018', looked at the attainment gap between disadvantaged pupils and their peers throughout the phases of education. The report uses summer 2017 attainment data. In the Secondary phase, for Key Stage 4 pupil attainment scores, Kent is ranked 67th out of 150 LAs, with an attainment score of 4.2. The national average GCSE grade per subject across all GCSE entries was 4.3 on the new 9-1 scale (with 9 being the highest grade). Therefore, Kent's results at Secondary phase place it just below the national average.

5.6.7 In terms of the disadvantage gap (using Pupil Premium eligibility), Kent is ranked 146th out of 150 LAs, showing that disadvantaged Secondary pupils are 25.4 months behind their peers in terms of development. The national average gap is 18.4 months.

5.6.8 Despite closing the attainment gap on most measures in recent years, the gap between disadvantaged pupils and their better-off counterparts has experienced a significant slow-down and remains a major issue for Kent schools.

5.6.9 Accelerating efforts to close the attainment gap for our vulnerable learners, particularly at Key Stages 2 and 4 by supporting schools to focus on raising their attainment, working in partnership with recognised national experts in this field, including Achievement for All and the Education Endowment Foundation, is a priority for KCC. It is expected that this collaborative work will also help to secure some of the recommendations of our Select Committee Report on the Pupil Premium.

5.6.10 **Key Stage 4 Gender Differences** - In the Attainment 8 measure boys in Kent achieved an average score of 44.1 which is higher than boys nationally who achieve a score of 41.5. Kent girls achieved an average Attainment 8 score of 50.2 which is also higher than girls nationally who achieve a score of 47.7. The gap, therefore, between the attainment of girls and boys is 6.1 and in line with the national gap.

5.6.11 In the Progress 8 measure, boys in Kent achieved a score of -0.30 which is below boys nationally who achieved a score of -0.25. Kent girls achieved a Progress 8 score of +0.15 which is also below girls nationally who achieved a score of +0.22.

5.6.12 59.7% of boys in Kent Secondary schools achieved a grade 4 or higher in English and mathematics compared to 68.1% of Kent girls. Both cohorts have increased since last year with the gap between them maintaining in line with national. 39.9% of boys in Kent Secondary schools achieved a grade 5 or higher in English and mathematics compared to 48.7% of Kent girls. Also showing an increase in both cohorts and a slight widening of the gap.

5.6.13 26.7% of girls achieved the English Baccalaureate including English and mathematics at grade 5 or higher compared to 15.2% of boys. Both cohorts performed higher than the national, however the gap of 11.5 is wider than the national gap of 7.7. For the English Baccalaureate including English and mathematics at grade 4 or higher, 34.7% of girls achieved this measure compared to 21.5% of boys. Both cohorts performed significant above than the national, however the gap of 13.2 remains wider than the national gap of 10.1.

5.6.14 **Outcomes for Vulnerable Groups at Key Stage 4** - Disadvantaged pupils include pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11 or are looked after children for at least one day or are adopted from care.

5.6.15 In the Attainment 8 measure disadvantaged pupils in Kent achieved an average score of 33.1 compared to a score of 51.0 for all other pupils. Outcomes are largely in line with performance in 2017. The gap of 18.0 remains wider than the national gap of 13.5 and places Kent 11th out of its 11 statistical neighbours.

5.6.16 For the Progress 8 measure the gap between disadvantaged pupils and their peers in Kent is 0.76 which is wider than the national gap figure of 0.57 and ranks Kent 9th against its 11 statistical neighbours.

5.6.17 36.6% of disadvantaged pupils in Kent achieved a grade 4 or higher in English and mathematics compared to 71.4 % of all other pupils. 17.5% of disadvantaged pupils in Kent achieved a grade 5 or higher in English and mathematics compared to 51.2% of all other pupils. Outcomes have improved in these measures for both cohorts, however, there has been a greater rate of improvement for other pupils and therefore the gap has widened.

5.6.18 7.2% of disadvantaged pupils achieved the English Baccalaureate including English and mathematics at grade 5 or higher compared to 25.1% of other pupils. 8.5% of disadvantaged pupils achieved the English Baccalaureate including English and mathematics at grade 4 or higher compared to 24.1% of other pupils. In both measures disadvantaged pupils performed in line with the national average for disadvantaged pupils, however the performance of other pupils exceeded national making Kent's gap 11th out of its 11 statistical neighbours.

5.6.19 In the Attainment 8 measure SEN pupils in Kent achieved an average score of 27.3 compared to a score of 47.1 for all pupils. Outcomes are largely in line with performance in 2017. The gap of 22.6 is in line with the national average gap of 22.7 and places Kent 2nd out of its 11 statistical neighbours.

5.6.20 For the Progress 8 measure the gap between SEN pupils and their peers in Kent is 0.83 which is wider than the national average gap of 0.68 and ranks Kent 8th against its 11 statistical neighbours.

5.6.21 28.3% of SEN pupils in Kent achieved a grade 4 or higher in English and mathematics compared to 63.8% of all pupils. 17.9% of SEN pupils in Kent achieved a grade 5 or higher in English and mathematics compared to 44.2% of all pupils. Outcomes have improved in these measures for both cohorts, however, there has been a greater rate of improvement for other pupils and therefore the gap has widened.

5.6.22 6.6% of SEN pupils achieved the English Baccalaureate including English and mathematics at grade 5 or higher compared to 20.8% of all pupils. 9.5% of SEN pupils achieved the English Baccalaureate including English and mathematics at grade 4 or higher compared to 27.9% of all pupils. In both measures SEN pupils performed significantly above the national average, ranking then 1st out of the 11 statistical neighbours.

5.6.23 **Post-16 Attainment** - There is an improved picture for many schools for Average Point Score per entry in A Level and Academic qualifications. The Kent averages for these pupil cohorts have improved compared to 2017 outcomes:

- The DfE published Kent schools Average Point Score per entry for A Level has improved from 31.00 in 2017 to 32.02 in 2018.
- DfE published results for 2018 show that the Academic Average Point Score per entry achieved by students in Kent schools is 33.25, compared to 32.27 last year.
- In common with national averages, results for Applied General and Tech Levels have fallen compared to 2017 outcomes. Changes to the subjects included in the Post-16 indicators have seen both a significant fall in pupil numbers and a reduction in the Average Point Score per Entry for both Applied general and Tech Levels.
- The DfE published Kent schools Average Point Score per entry for Applied General has decreased from 39.37 in 2017 to 27.91 in 2018. This fall of 11.46 points is similar to the national decrease of 10.51 points, which is the equivalent of a move from Distinction+ to Merit+ in both cases.
- DfE published results for Tech Levels in Kent schools shows the Average Point Score per entry decreasing from 37.61 in 2017 to 32.74 in 2018, a reduction of 4.87 points compared to a national decrease of 6.98 points, which is the equivalent of a move from Distinction+ to Distinction- in both cases.

5.6.24 **Post-16 Gender Differences** - The gap between the performance of girls and boys across post 16 qualifications taken in Kent schools is minimal, with the widest gap being in the outcomes of the Applied general qualifications.

5.6.25 The A Level Average Point Score per entry attained by boys in Kent is in line with girls, achieving 31.27 and 32.44 respectively.

5.6.26 The Academic Average Point Score per entry attained by boys in Kent is in line with girls, achieving 32.38 and 33.70 respectively.

5.6.27 The Average Point Score per entry attained by boys at Technical Level was 32.5, with girls attaining 31.91.

5.6.28 The Average Point Score per entry achieved by boys at Applied General Level was 26.38, with girls attaining 29.18.

5.6.29 Outcomes for Vulnerable Groups Post-16 - FSM Eligible pupils

Area/District	FSM Eligible as at Year 11	A Level				Academic		Tech Level		Applied General	
		No. of Pupils	APS per Entry	Best 3 APS per Entry	% AAB or above	No. of pupils	APS per Entry	No. of pupils	APS per Entry	No. of pupils	APS per Entry
Kent LA - All	Unmatched	465	31.60	31.74	13.9	652	35.14	19	31.93	100	27.45
Kent LA - All	FSM No	6,915	32.15	33.06	14.9	7,494	33.14	242	32.51	1,808	27.97
Kent LA - All	FSM Yes	283	26.20	25.73	9.7	314	26.57	6	27.22	141	25.27
LA All - FSM Gap (No-Yes)			5.94	7.32	5.2		6.57		5.28		2.70

5.6.30 SEN pupils

Area/District	SEN Status	A Level				Academic		Tech Level		Applied General	
		No. of Pupils	APS per Entry	Best 3 APS per Entry	% AAB or above	No. of pupils	APS per Entry	No. of pupils	APS per Entry	No. of pupils	APS per Entry
Kent LA - All	Unmatched	654	13.94	20.3	0.0	660	14.09	77	18.71	0	
Kent LA - All	SEN N	6,706	32.62	32.9	14.9	7,441	33.72	1,904	27.93	255	32.33
Kent LA - All	SEN K, S or E	303	32.53	30.8	11.4	359	34.25	68	26.48	12	33.00
Kent LA - All	SEN Gap (N - K,S,E)		0.09	2.1	3.5		-0.54		1.45		-0.67

5.7 Minority Ethnic Pupils' Achievement

5.7.1 Minority Ethnic achievement has increased across all key stages since 2015-16, as can be seen in the table below, and between 2016-17 to 2017-18 in Early Years and Key Stage 2 (KS2). Pupils declaring as Chinese, Nepali, White and Indian, White Western European and Black African achieve well in all Key stage tests.

5.7.2 The highest achieving groups in each key stage are Black Nigerians in the Early Years Foundation Stage (EYFS) at 90.5%, Chinese and any other group in KS2 at 100% and Any other White Background in Key Stage 4 (KS4) at 68.9%.

MINORITY ETHNIC ACHIEVEMENT: % REACHING THE REQUIRED STANDARD						
	EYFS Good level of Development		KS2 Achieving the expected standard RWM		KS4 2017-18 Attainment 8	
	Minority Ethnic	British and not declared	Minority Ethnic	British and not declared	Minority Ethnic	British and not declared
2015-16	71	76	60	58	54	50
2016-17	72	75	66	65	50	46
2017-18	74	76	68	66	60	46

5.7.3 EYFS in 2017-18 - The gap between Minority Ethnic and non-Minority Ethnic young children is small but has narrowed from 5% in 2016 to 3% in 2017 3% and reduced to 2% in 2017. Although the Minority Ethnic children underperform against their non-Minority Ethnic peers this is to be expected as many of these pupils will have English as an Additional Language and may be getting used to living in a different country.

5.7.4 KS2 Achieving the expected standard in Reading, Writing and Mathematics (RWM) - KS2 Minority Ethnic Pupil's outcomes have consistently improved year on year and the number of these pupils reaching the expected standard continues to be between 1% and 2% higher than their non-Minority Ethnic peers.

5.7.5 KS4 Attainment 8 - There continues to be an increasing gap between the attainment of Minority Ethnic pupils and British pupils, rising from 4 to 14% over the last 2 years.

5.7.6 Underachieving Minority Ethnic Groups - Whilst Kent's position is strong compared to nationally, there is work to be done to ensure that the lowest performing Minority Ethnic children and young people are given timely and effective support by teaching staff. These teachers have been trained to teach an understanding of diverse needs, EAL pedagogy, academic literacy, are able to carry out robust assessments and provide targeted EAL strategies and effective differentiation to accelerate progress and minimise disadvantage.

EYFS Lowest achieving Ethnic Groups 2017-18 >10	% GLD	KS2 Lowest achieving Ethnic Groups 2017-18 >10	% Expected Standard RWM	KS4 Lowest achieving Ethnic Groups 2017-18 >10	% Attainment 8 Score	% Progress 8 Score	% English & Maths standard pass
Traveller of Irish Heritage	28.6	Gypsy / Roma	24.2	Gypsy / Roma	106	20	-0.81
Kurdish	50.0	Irish Traveller	6.3	Irish Traveller	24	21.1	0.22
Arab Other	50.0	Black Caribbean	50.0	Afghan	12	36.9	0.01
Turkish	50.0	White and Black Caribbean	51.7	Albanian	282	41	0.3
Gypsy / Roma	50.3	Any Other Black Background	53.3	Arab Other	16	42.7	0.1
Bosnian-Herzegovinian	53.8	Turkish	53.5	W E European	25	43.4	0.61
Afghan	57.9	Black - Nigerian	58.3	W & B Caribbean	34	44.2	-0.1
Pakistani	60.9	Black & A O Ethnic Group	59.0	Black Caribbean	24	44.2	0.24
Albanian	61.9	Portuguese	60.9	Portuguese	50	44.6	0.21
Asian & AO Ethnic Group	63.2	Other Ethnic Group	62.5				
		White Eastern European	62.8				

5.7.7 Gypsy Roma and Traveller Pupils - Gypsy and Roma pupils are the 7th largest ethnic group in Kent. They are also the lowest achieving groups across most key stages. In 2017-18 Gypsy and Roma pupils continued to outperform their

national peers, as did Travellers of Irish heritage, who do better than their national counterparts in the Early Years and KS4.

5.7.8 Kent continues to be recognised as a local authority that strives to improve outcomes for Gypsy, Roma and Traveller children and young people and is often consulted on good practice at a national level. We await the outcomes of the recent Women and Equalities Committee’s research into advancing Gypsy, Roma and Traveller Equality in which Kent, through The Inclusion Support Service Kent (ISSK), played a proactive role.

		2015-2016		2016-2017		2017-2018	
Ethnic Groups		Kent	England	Kent	England	Kent	England
EYFSP: % achieving a Good Level of Development	Gypsy Roma	40	26	38	31	51	33
	Traveller of Irish heritage	36	36	56	39	29	31
	All pupils	75	69	74	71	77	70
KS2: % achieving: required standard	Gypsy Roma	19	13	23	16	25	18
	Traveller of Irish heritage	8	19	23	20	6	22
	All pupils	59	53	65	62	66	64
Attainment 8	Gypsy Roma	24	20	20	18	23	18
	Traveller of Irish heritage	43	29	19	23	25	22
	All Pupils	50	50	45	46	45	46

5.7.9 **Lesbian, Gay, Bisexual, Trans, Questioning + (LGBTQ+)** - For the last 6 years the ISSK Service has been an accredited Stonewall training partner, striving to eliminate homophobic, biphobic and transphobic bullying in schools and promote the inclusion of LGBTQ+ pupils in schools, colleges and settings.

5.7.10 ISSK offer training and consultancy for all education establishments and professionals who work with children and young people to ensure that they are LGBTQ+ inclusive, and able to respond to enquiries from parents and pupils signposting to relevant support, resources and agencies

5.7.11 With national data indicating that 84% of trans young people deliberately harm themselves and over 45% have at some point attempted to take their own lives, it is clear there is a need to develop an understanding of what it is like to be a gender variant child or trans young person in Britain today.

Mental Health and Wellbeing	All pupils	Trans	LGBT
Overall satisfaction with life	51%	36%	47%
Self-harmed	35%	84%	61%
Thought about taking own life	26%	92%	70%
Attempted to take own life	18%	45%	22%

5.7.12 The Education People through ISSK continues to offer advice and support to colleagues across KCC to raise awareness, address and advance trans equality in service provision and employment. In 2018-19 the service has delivered training across Integrated Children’s Services including Educational Tutors, Social Workers, teams within Early Help and the Specialist Teachers Service. Training has also been delivered to Designated Safeguarding Leads.

5.7.13 In 2017-18 ISSK collaborated with colleagues from 12 other local authorities to produce the 'Trans Inclusion Guidance for Schools and Settings'. Kent's Guidance has now been published and is available via KELSI and The Education People websites for teachers, pupils and families. This guidance has been welcomed by schools and settings.

5.8 Increase learning and employment opportunities for those aged 16-25 with regard to Disability Race and Sex

5.8.1 **Targeted Support for Vulnerable Learners** - During 2018-19 the Specialist Employment Service undertook a range of targeted projects to ensure positive outcomes for vulnerable young people, including those with learning difficulties. These included Supported Internships, Assisted Apprenticeships, Supported Employment and collaborative programmes between Schools and Colleges across Kent. The Troubled Families employment programme has supported 100 young people to engage and progress into opportunities including, 19 apprenticeships, 48 into paid employment and 30 into further education.

5.8.2 Kent Supported Employment through the Specialist Employment Service has supported over 350 vulnerable learners with physical disabilities, autism and learning difficulties to move into a variety of sustainable employment outcomes over the last year, including 68% into paid sustainable employment.

5.8.3 All learners have benefited from professional careers guidance and have moved into paid employment in a variety of employment sectors as per their individual needs, including the NHS, retail, banking, construction, horticulture, reflecting the needs of the labour market throughout the County. The Service works with over 400 employers to ensure the correct match is made. The Service has held discussions with FE colleges and staff with responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This includes developing systems to support these learners through transition to adulthood.

5.8.4 The Service has won two awards this year from the British Association of Supported Employment: Team of the Year and Practitioner of the Year. The Service scored 100% in the Supported Employment Quality Framework, which was the only service in the country to do so.

5.8.5 Schools have also been supported through the KCC Supported Internship funding to access forums for sharing good practice and have also been able to access professional job coach training in the form of Training in Systematic Instruction (TSI). The Specialist Employment Service is delivering this support and working with over 100 schools to improve the quality of Supported Internships for learners across Kent. Over 70 young people have been supported directly by the Specialist Employment Service into Supported Internships.

5.8.6 **The Local Employment Offer** - Youth unemployment (18-24) in Kent in line with national trends has risen in the last year. It is currently 3.9% compared to the national level of 3.6%. There are wide variations across Kent, with six (of twelve) districts above the National average, significantly so in Thanet (8.2%). Thanet has the highest level of unemployment amongst young adults of any district in the South East Region. The figures for five of the six districts (Gravesham, Swale, Dover, Shepway and Thanet) have remained stubbornly above the National level for several

years. The Adult Skills Forums in all of these districts are working to coordinate provision and strategies to tackle youth unemployment.

5.8.7 Each district in Kent has a 16-18 District Employability Offer outside of mainstream education providers, which provides clear progression routes into employment or apprenticeships and aims to prevent youth unemployment. During the academic year 2018-19, there have been approximately 70 offers across the districts involving 25 different providers. This includes five new Specialist Post 16 Institutions who now hold direct contracts with the Education Skills Funding Agency to support learners with Education Health Care Plans. During this year the needs of over 500 young people have been met in a variety of programmes, which include traineeships, apprenticeships and employability full time programmes lasting for a year, together with 12 week engagement programmes including work experience, intensive mentoring and resilience courses.

<p>5.9 Ensure more young people are able to access progression pathways Post-16 including an offer of an apprenticeship with regard to Disability Race or Sex</p>
--

5.9.1 One of our key challenges for the future is to develop and improve the opportunities and progression pathways for all 14-19 year olds to participate and succeed, through innovative curriculum planning at Key Stages 4 and 5. This includes the transition year, so that they can access higher levels of learning or employment with training, including apprenticeships and technical options to age 24.

5.9.2 Many school sixth forms are still predominantly focused on an academic A Level offer and do not provide enough opportunities for young people who have not achieved five good GCSEs including English and Maths to increase their levels of qualifications. There is too much provision for Level 3 academic qualifications at post 16 and insufficient opportunity for students to follow technical qualifications and to gain mathematics and English qualifications by age 19.

5.9.3 Although Kent has recently seen good inspection results for post 16 provision, appropriate technical pathways are not always in place to support the progression of all learners from age 14 to 19 into skilled employment. There continues to be a high drop-out rate for learners aged 17 in Year 12 in Kent schools and colleges which remains a concern. Consequently, there is a need for continued effort to address these issues and achieve more rapid developments whereby the work of schools, colleges, training providers and employers become better integrated and respond to the needs of young people and the economy.

5.9.4 **Developing Post-16 Pathways** - Kent is ambitious about improving young people's life chances, so we are determined to ensure that Post-16 provision and routes through academic, vocational and work pathways are both accessible and of the highest quality, in order that they thrive in learning and life.

5.9.5 Young people at 16 should have three broad routes open to them: an academic pathway which would tend to lead in most instances to higher education; a career focussed pathway, including BTECs, which allows options both for further study or for work; and the more specialised occupational pathway including T Levels and apprenticeships.

5.9.6 The employment and skills system is highly fragmented and can be difficult and confusing for young people. In response, the Government initiated a range of post-16 skills reforms which are underway to address the skills challenge. **The Post-16 Skills Plan**, published in July 2016, describes the Government's vision for a reformed skills system which supports young people and meets the needs of the growing and rapidly changing economy. Routes into and through Post-16 education are unclear, creating an unnecessary barrier to young people choosing a technical route at age 16. The Government's ambition is to build a world class technical education system that ensures the new system works for everyone. The challenge is to secure enough young people with the right skills and technical knowledge to respond to rapid technological change. The Plan sets out a high quality, employer-led, stable technical education option, extending to the highest levels, alongside the academic option. The new technical option will cover college based and employment based (apprenticeship) education, building on the apprenticeship reforms.

5.9.7 In order to improve Post-16 pathways for young people, KCC is initiating a Post-16 Review to facilitate better education, skills and training opportunities for young people. The intention of the Review is to develop and agree a Kent Place-Based Position Statement for Post-16 Education and Skills Provision to enable all young people to reach their potential and to position Kent, so that the local economy becomes more productive and embraces the technological challenges of the future.

5.9.8 **Participation, NEETs and Unknowns** - KCC has a statutory duty to monitor progression of school leavers into education, employment and training, widely known as participation.

5.9.9 The percentage of 16-17 year olds participating in education and training is 91.6% compared to 92% nationally and an increase of 1.1% from 2017. This is made up from 83% in full time education, 6.1% in an apprenticeship and 2.6% in other education or training.

5.9.10 93.0% of 16-17 year olds were made offer of an education place in 2018, under September Guarantee; an increase from 92.9% in 2017. The September Guarantee is defined as; All young people will receive a guaranteed offer of learning by the end of the September after they complete year 11.

5.9.11 A great deal of specific, targeted work has taken place over the last three years to ensure NEET figures (Not in Education, Employment and Training) continue to fall, including the training of staff in qualifications such as CIAG (Careers Information, Advice and Guidance). This has helped staff to enable students to make well informed decisions around career pathways, therefore increasing sustainability on chosen pathways and avoiding 'drop out' from education, employment or training.

5.9.12 The percentage of 16-17 year olds Not in Education, Employment or Training (NEET) or whose activity is Unknown is 5.4% compared to 6.0% nationally and a decrease from 6.8% in 2017. The percentage of 16-17 years olds who are NEET is 2.6% compared to 2.7% nationally and a decrease from 3.1% in 2017. The percentage of 16-17 year olds whose destination is Unknown is 2.8% compared to 3.3% nationally and a decrease from 3.7% in 2017.

5.9.13 The Skills and Employability Service (within The Education People (TEP)) continues to track all young people up to the age of 19 and provides advice, guidance and support to improve participation.

5.9.14 **Apprenticeships** - The apprenticeship levy was introduced from April 2017. UK employers with an annual pay bill of over £3,000,000 must pay 0.5% of their annual pay bill. For KCC this includes maintained schools, connected parties and all non-school staff.

5.9.15 As well as the introduction of the levy, all public sector organisations were given the target that 2.3% of all staff should be on an apprenticeship. The Skills and Employability Service have responsibility for school apprenticeships and KCCs Human Resources Operational Department have responsibility for the non-school apprenticeships and management of the digital account.

5.9.16 Prior to the introduction of the levy and the 2.3% target, KCC had an annual target of 150 apprenticeship starts (110 for non-school and 40 for schools). Between April 17 - April 18 KCC saw an increase in the number of apprenticeship starts, with 269 non-school and 168 in schools.

5.9.17 **Apprenticeship performance across Kent** - *Note: the levy operates on a financial year. The targets and figures published are quarters of an academic year.*

5.9.18 Since the introduction of the Levy, there has been a decrease in apprenticeship starts across the UK. Kent has seen a 24% decrease of starts, compared to last year, a lesser decline than the national decrease of 46% for the same time period.

5.9.19 Of Apprenticeship starts from Sept 2017 - Sept 2018, 41% of those were adults aged 25 or over, 30% were aged 19-24, with 29% aged under 19. The distribution remains consistent with previous years.

5.9.20 The reduction in Apprenticeship numbers has been attributed to several issues, including:

- The levy has been criticised as being complicated or too time-consuming to draw-down apprenticeship funding.
- The requirement for 20% of training to be completed “off-the-job” is a barrier for some employers, especially SMEs of which there are a high proportion in Kent.
- For Kent schools, the requirement of KCC to go through a procurement process for training providers reduces their ability to select the provider which most fits their needs in terms of delivery.
- The DfE suggested that there was an “unusually large” increase in the number of apprenticeships which began in March and April 2017, ahead of the introduction of the levy, and an unusually large decline in starts in May 2017, which might exaggerate the size of the downturn.

5.9.21 **KCC support for apprenticeships** - TEP continue to provide a range of apprenticeship support services for schools, colleges, training providers and employers. Through the Apprenticeship Action Plan, we continue to promote and support the delivery of apprenticeships throughout out Kent by:

- Providing support and guidance to KCC schools on the Apprenticeship Levy and the effect to schools as an employer, to help them achieve the new government public sector target of 2.3% of all staff being an apprentice.
- Providing support and guidance to KCC schools to help them understand the changes to apprenticeships for young people.
- Supporting schools to provide pre-apprenticeship opportunities.
- Supporting employers to engage with and work in partnership with all schools to recruit and develop young people into sustainable jobs, by working with the Guilds and identifying skills progression routes.
- Providing opportunities for all schools to offer an Assisted Apprenticeship programme route for vulnerable learners with disabilities and disadvantages.
- Working collaboratively with schools, FE Colleges and Work Based Training providers to develop locally co-ordinated approaches to support apprenticeship take up within Schools.
- Raising awareness of apprenticeships to employers. Increasing the number of apprenticeships on ApprenticeKent website – for employers to post both apprenticeship and work placement vacancies. The site has received 1900 registrations within the last 6 months.

5.10 Increasing access to early years services for 2 year olds' offer of free provision regardless of disability race or sex

5.10.1 Take up of Free Early Education by Eligible Two Year Olds - This continues to be a challenge in Kent. In December 2017 take up reached 73% and by December 2018 this had reduced slightly to 72%.

5.10.2 Children Centres continue to play a key role in identifying and supporting eligible families to take up their entitlement of a free early years' childcare place for their two year olds and also, as far as possible, in collecting and collating reasons where families have chosen to not take up the offer. The most commonly reported reason for lack of take up is that parents cannot always find a place in the specific provision they would like (typically their nearest). Parents tell us that under these circumstances they would rather wait for a place to become available in their preferred setting (because that is where their friends' children go), than access a place somewhere else. The introduction of 30 Hours of Free Childcare in September 2017 has also, inevitably had an impact. Across the County as a whole we have a strong supply of places across all Free Entitlements. These include:

- The Two Year Old Entitlement
- The Universal Entitlement for Three and Four Year olds
- The Extended Entitlement for the three and four year old children of eligible parents

5.10.3 However, for individual providers they have to manage the offer of these entitlements flexibly, depending on what parents request at any given time.

5.10.4 In this broad context, Free For 2 take up figures for the year 2018-19 are as follows:

- Summer Term 2018 62% (compares with 67% at the end of the summer term 2017)

- Autumn Term 2018 72% (compares with 73% at the end of the autumn term 2017)
- Spring Term 2019 65% (compares with 69% at the end of the spring term 2018)

5.10.5 Although the take up of free places by two year olds is no longer formerly measured nationally (the focus is still on 30 Hours of Free Childcare), anecdotal reports are that these patterns are at least a regional if not national issue.

5.10.6 Current and planned activity to promote and support take up includes:

- Participating in a DfE pilot of refreshed marketing materials, due to report in the autumn
- In tandem with this, the Early Years and Childcare Service is reviewing its marketing activity
- Children's Centres continuing with local outreach
- Children's Centres working with JobCentre Plus to increase the take up of all Free Entitlements

5.11 Driving down permanent exclusions to zero for primary age children with regard to Sex and Race

5.11.1 Strong local collaborative working between the schools has helped keep Kent's permanent exclusion rate below the national average. There are many examples of good practice showcasing Kent schools' inclusive approach in actively finding good alternatives to the permanent exclusion of vulnerable learners. KCC Services and Pupil Referral Units (PRUs) are committed to working in partnership with schools in their effort to improve all children's outcomes, particularly in supporting those who are in care, with SEN or from the low income families.

5.11.2 **Exclusions** - In 2017-18, Kent's PRU, Inclusion and Attendance Service (PIAS) introduced a series of pupil behaviour management strategies and resources for schools with a sharp focus on vulnerable learners, e.g. CiC and SEN cohorts. While having a clear behavioural expectation through the development of a whole school behaviour policy, more and more schools adopted positive interventions including restorative approaches to behaviour and relationships, solution focused approaches and individual pastoral support programmes. Students who need help to improve their behaviour can access support for appropriate intervention tailored to their individual needs.

5.11.3 In an effort to reduce the number of vulnerable learners being excluded from school, PIAS continues to apply a preventative approach to help schools find good alternatives to exclusion. As a result, the number of permanent exclusions among Kent schools has been reduced to a low level. In line with the national trend, a higher proportion of boys than girls are excluded from school.

5.11.4 Permanent exclusions

- In the last academic year there were 49 permanent exclusions
- 24 permanent exclusions in Primary schools (an increase of five compared to the previous years)
- 25 permanent exclusions in Secondary schools (a reduction of 24 compared to the previous year)

- The rate of permanent exclusions among Kent schools remains better than the national average.

5.11.5 Fixed Term exclusions

- In 2017-18 there was an increase of 723 fixed term inclusion instances compared to 2016-17 where the total rose from 9,975 to 10,698. 46 more pupils were excluded in the last academic year than the year before.
- The rate of fixed term exclusion among Kent schools remains better than the national average.

5.11.6 Exclusions of vulnerable learners

- In 2017-18, we continued the positive trend of zero permanent exclusions of CiC
- As a result of focusing support for vulnerable learners, the exclusion rate of children with SEN is significantly better than the national average:

		National (%)	Kent (%)
EHCP Pupils	Permanent Exclusion	0.16 (370)	0.04 (3)
	Fixed-term Exclusion	15.93 (36,005)	4.79 (350)
Pupils with SEN Support	Permanent Exclusion	0.35 (3235)	0.09 (19)
	Fixed-term Exclusion	14.76 (135,575)	7.19 (1538)

5.11.7 **Pupil Referral Units (PRUs)** - KCC is undertaking a countywide review of the Alternative Provision/PRU processes, including delegation, devolvement and inclusion activity. The aim of the review is to secure consistent access to high quality provision for all young people. The Review is currently being consulted upon and schools are being encouraged to engage in conversations about how to best serve the needs of our most vulnerable young people. The outcome of the consultation will be available in September 2019 with implementation over the following six months.

5.12 Where appropriate fewer young people become young offenders with regard to Race Disability and Sex

5.12.1 Children in Care are over-represented within the Youth Justice system and account for 10 – 15% of the cohort of young people dealt with through the Courts month on month.

5.12.2 Young people from Black, Asian and Minority Ethnic (BAME) communities are over-represented within the Youth Justice system. Between 15 – 18% of young people dealt with through the Courts are from these communities. Young people from Gypsy, Roma and Traveller backgrounds are not effectively recorded and are believed to be over-represented within the system.

5.12.3 Approximately 25% of young people who have been dealt with through the Courts have an Education and Health Care Plan which indicates an over-representation of young people with SEN in the Youth Justice system.

5.12.4 A joint protocol was introduced between Youth Justice and children's Social Work in 2018 to improve the integrated working and joint support for young people known to both services. The numbers of Children in Care that are open to Youth Justice have been falling month on month since the protocol was agreed

5.12.5 There has been a focus with Kent Police on reducing the number of Looked After Children who are unnecessarily criminalised. A protocol on how the Police deal with looked After Children has been agreed and was published in March 2018 by the Kent Criminal Justice Board, which seeks to increase the use of restorative approaches to behaviour within Children's Homes and with Foster Carers.

5.12.6 Kent Police, Kent Early Help and Preventative Service and Kent Specialist Children's Services are part of a panel that considers the use of Out of Court disposals for all Looked After Children. The panel uses an Early Help assessment to determine the reasons behind the young person's behaviour and what will work best to support them so that they will not offend in the future. This panel can use non-criminal justice interventions whenever they are felt to be the most suitable intervention.

5.12.7 Following the Lammy Review (into the treatment of, and outcomes for, Black, Asian and Minority Ethnic (BAME) individuals in the criminal justice system), the County Youth Justice Board has commissioned an evaluation of responses to young people from BAME communities. Work is underway to hear the voice of young people from these communities and is being captured by the Youth Justice Engagement Apprentice.

5.12.8 Youth Justice will agree protocols with Virtual School Kent, the PIAS service and SEN so that all young people within the Youth Justice system will be supported into full time education, training or employment. The work will include:

- Shared planning in order to develop bespoke interventions that will support young people who have experienced trauma to engage effectively with an appropriate education offer
- Flexible approaches to delivery that makes best use of Pupil Premium and other funding opportunities

5.12.9 Youth Justice will agree a working protocol with CXK so that young people aged 16 – 19 in the criminal justice system can received an improved Careers guidance offer. CXK will ensure that the service links closely with young people from BAME communities.

5.13 Safeguarding children, young people and vulnerable adults from harm with regard to Sex Disability Race and Age
--

5.13.1 The core function of Integrated Children's Services is to ensure children and young people living in Kent are safeguarded, regardless of their protected characteristics. This includes ensuring that children and young people flourish in an environment, where their health, development and welfare are improved.

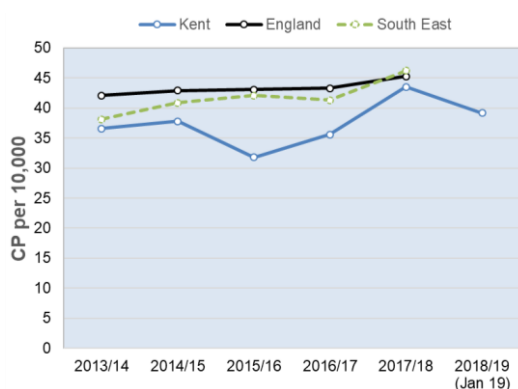
5.13.2 This aim is achieved by working with other Directorates and agencies, including Education, Health, Adult Social Care and other protective services.

5.13.3 As part of its partnership working, the Kent Safeguarding Children Board produces multi-agency safeguarding policies and procedures for all Kent Agencies working with children in Kent.

5.13.4 It is the responsibility of KCC to establish the existing Kent Safeguarding Children Board (KSCB) arrangements. KSCB has a statutory role in co-ordinating and ensuring the effectiveness of the local authority and its partners in protecting children and young people from harm in Kent. KSCB have undertaken five key audits throughout the last 12 months. Their findings have not only influenced ICS practice but also that of partnership agencies. The learning from these audits are informing social work training and the Change for Kent Children Practice Framework. Specific examples include a greater focus on the voice of the child during assessments and recognising the language and approach of practitioners needs to be more child focused and therapeutic.

5.13.5 As a result of the changes to the Children Act 2004, as amended by the Children and Social Work Act 2017 and, changes to Working Together 2018 statutory guidance, new Multi-agency local safeguarding arrangements are required to be established and implemented by the end of September 2019. The legislation defines the Safeguarding Partners as the Local Authority, Clinical Commissioning Groups within the local authority and the Chief Officer of Police. These new safeguarding arrangements were considered and agreed by the CYPE Cabinet Committee at its meeting on 7 May 2019.

5.13.6 As of December 2018, Kent's rate of children subject to a Child Protection (CP) Plan per 10,000 was 39.1, which is 14% lower than our statistical neighbours but remains 10% higher than at Kent's last inspection.



5.13.7 The CP service has worked hard to engage children and young people to ensure their involvement in CP conferences and core group meetings. The service continues to embed a young people only conference. This is a unique and innovative way of running CP conferences where young people lead on the preparation and convening of the conference with the Child Protection Chairs (CPCs). The child and young person participation in conferences is improving. Although there has not been a significant increase in attendance of young people at conferences, we have seen more evidence of direct work and the voice of the child being presented in conference by schools and social workers. Kent has an advocacy service in place now for children and young people who are on a CP Plan.

5.14 Improved life chances and outcomes of children, young people and vulnerable adults through service developments and transformation

5.14.1 Reshaping services by learning from what works - The Directorate, with partners, continues to respond creatively to the demands placed upon children's services by forming new partnerships, reshaping services and adopting new ways of working to ensure children and families are supported where and when they need help.

5.14.2 Our approach is to move away from high cost, reactive spend towards well targeted, earlier intervention. To improve services, we are promoting earlier help, integration and multi-agency working through Change for Kent Children (CfKC) and clear and strong leadership, provided by the new CYPE Corporate Director. This combination of strategic approaches will bring about more positive outcomes for children, young people and their families.

5.14.3 Understanding what works for children - We have adopted a systematic and outward looking approach to remodelling the Directorate through CfKC. This programme has been informed by learning from national research, national best practice and its evaluation through the DfE's Innovation Programme and Partners in Practice programme. This work has focussed in the first instance on developing a practice framework for integrated working across CYPE.

5.14.4 The driving ambition for the new integrated practice framework is to reduce escalating demand on children's services, better supporting children, young people and their families at an earlier stage, without recourse to statutory intervention. By ensuring a new whole-systems approach to childhood, we will improve access for children, young people and families to consistent and timely support to meet their needs, enabling them to succeed in learning and life.

5.14.5 Four pilot programmes have been running in Kent over the last year, testing out several different approaches to integrated working. The projects covered:

- Adolescents at risk;
- Foster placement stability;
- Family support to the most vulnerable children; and
- Building school and community resilience

5.14.6 The learning from these projects is helping to embed a new culture of cohesive and complementary multi-disciplinary working, reflected in our CfKC transformation programme.

5.14.7 Those pilots have taught us a lot about the benefits and draw-backs of different models and the most important learning has been incorporated into our proposed approach. Information drawn from all of these programmes has been used to develop our direction of travel.

5.14.8 The CfKC programme undertook four innovative pilot projects to test different areas of children's social work practice within Kent during 2018. All ICS staff were involved in identifying the most important facets of work with families to reflect the work of the new Directorate.

5.14.9 The four pilots delivered positive outcomes across a range of practice areas including our interface with schools, where referrals from pilot schools reduced by over 70%. The placement stability pilot saw 11 of our 16 young people most at risk of a placement disruption, maintain their placement through provision of open access wrap around support. Re-referrals from families transitioning through the children's service ladder of need were reduced by 50%. Missing episodes for a group of the most at risk adolescents were reduced by over 80% by adopting a multi-agency service approach to working with adolescents at risk in a contextual safeguarding way.

5.14.10 The findings from the pilots informed the CfKC workstreams, resulting in a new Practice Framework and Integrated structure, including establishing a new bespoke Adolescent Service. Two new Directors of Integrated Children's Services were appointed in June 2018 and are leading the change and integration within CYPE.

5.14.11 The new ICS, operational since April, has been designed to maximise integration whilst retaining universal and targeted support, to develop a fully integrated approach to managing adolescent risk and to ensure that improved pathways for families moving through ICS are in place and easy to access and understand.

5.14.12 Changes to the education landscape have also required us to review how we support schools and early years providers and vulnerable children and families in the future. The education and skills landscape has undergone a dramatic transformation over recent years. Reforms to funding qualifications, performance indicators and accountability measures have fundamentally altered the way the sector operates.

5.14.13 **The Education People (TEP)** - As a strategic leader of education, KCC continues to support our schools in the development of the Self-Improving School-Led System. However, school autonomy and self-governance has required us to consider how we support schools in the future, faced with an environment of reducing resources and capacity.

5.14.14 In September 2018, KCC launched TEP, a Local Authority Trading Company (LATCo) to provide support to schools moving forward. KCC has commissioned TEP to provide school support services in an improved, more personalised fashion. TEP is a wholly owned subsidiary of the Council, employing 500 full time equivalent staff to directly deliver services to Kent schools and beyond.

5.14.15 Services Commissioned from TEP:

- School Improvement
- Governor Services
- Outdoor Education
- Schools Financial Services
- Early Years and Childcare
- Education Safeguarding Service
- Skills and Employability Service

5.14.16 The development of TEP is a strategic commitment on the part of KCC to work in partnership with schools and continue with a strong presence in securing

better outcomes for children and young people. TEP enables KCC to sustain oversight and retain some collaboration and influence amongst schools as they reshape and develop new networks in order to secure school improvement in the future.

5.15 The quality and range of services are improved through increasing engagement with service users and carers

5.15.1 Voice of children and young people - The involvement of children and young people in Kent is positive. We engage many of our children and young people in children's services, giving them a voice and influence in decisions that affect them.

5.15.2 Children and young people are encouraged to get involved through the Kent Youth County Council (KYCC), the three Children in Care Councils and a Young Adult Council. Over 22,000 young people took part in the KYCC elections in November 2018, electing 60 Youth County Council Members, seven of whom represent Kent on the UK Youth Parliament.

5.15.3 KYCC have a social media sub-group who facilitate and promote their issues and concerns on social media. Recent campaigns included:

- A curriculum for life
- Promoting positive mental health
- Anti-bullying awareness, effects and training
- Co-production of a Leaving Care Charter

Recent co-production work with children's services includes:

- Participating in recruitment and selection panels
- Meeting with KCC Cabinet
- Hosting KYCC question time
- Work shadowing Members
- Involvement in commissioning of key services
- Participating in Youth Takeover Day
- Co-chairing Youth Advisory Groups

5.15.4 Children in Care Councils - KCC has continued to grow the Young Adult Council (YAC), Our Children and Young People Council (OCYPC) and the Super Council with over 70 children and young people involved.

5.15.5 We also ensure that young people are involved at the beginning of the social work journey by involving them in the training and recruitment of Social Work students at Kent and Canterbury Universities.

5.15.6 We gather a range of diverse voices from our children and young people in care through "Challenge Cards" – which allows all young people to make even the most senior officer in the Council accountable. The views of this group have been integral to our CfKC programme.

5.15.7 The newly updated '[Kent Cares Town](#)' website for Children in Care and Care Leavers, provides an 'online' Challenge Card so now reaches a wider

audience. There are also multiple ways for young people to get involved advertised on the website and the website is now available in a variety of different languages.

5.15.8 Participation Team - The Participation Team's role is to encourage all Children in Care and Care Leavers to speak up, voice their opinions and help to shape the services they receive. They support children and young people to attend events, Council meetings and sit on interview panels. This ensures everything that KCC does for Children in Care includes their views.

5.15.9 Alongside two Participation Support Officers and a Project Officer, there are also Apprentice Participation Workers within the Participation Team. They are undertaking an apprenticeship with Virtual School Kent and help bridge the gap between children and KCC Members and Senior Officers. The Apprentices are all young people who have been in care at some point or have had similar experiences. Their role involves supporting young people, encouraging them to speak up about their views and experiences and discussing what they would like to change about the care system.

5.15.10 Work within Corporate Parenting Services was undertaken to provide children and young people who are placed out of Kent with an opportunity to be represented by our children and young people Councils with priority being given to this cohort during 2018 and 2019.

5.15.11 KCC's Virtual School Kent (VSK) run activity days during the school holidays to promote a safe and fun environment for children and young people to meet other Children in Care and Care Leavers, establish friendships and hear about the children and young people councils and the process of getting their voice and experiences 'heard'.

5.15.12 Care Leaver Survey – The Survey was live for 3-weeks between the end of October 2018 and beginning of November 2018. The Survey was also available on the Kent Cares Town website and was promoted by Personal Advisers. There were 139 respondents, 51.1% were male and 48.9% were female. An Action Plan was put in place to address comments raised. This Survey will be completed on an annual basis.

5.15.13 The 18+ Leaving Care Open Days introduced two open days as a pilot (Maidstone and Shepway) for Care Leavers, carers, CIC and other professionals to find out more about the service. 40 young people attended the Open Day at Oakwood House.

5.15.14 Custody - The 18+ Leaving Care Service now has a specialist Personal Adviser for Custody. 72 young people have been supported within custody and release. Two Crime Prevention Workshops were held, aimed at asylum young people. 25 young people attended and the feedback was good.

6. Governance

6.1 As part of the Equality Act 2010, the Council has a statutory duty to show due regard to equality issues arising from any important decisions it makes relating to its policies, procedures and budget. The Council discharges this duty through a process of Equality Impact Assessments (EqIA). These assessments capture evidence about the impact of LA decisions and policies on the people of Kent.

6.2 To ensure that managers discharge their equalities obligations, KCC has ensured a system of internal controls, based around EqIAs. Accordingly, in 2012 governance arrangements were agreed by the Council to ensure compliance with the Public Sector Equality Duty (PSED) following an internal audit. Governance is now based on decisions having an EqIA at both Directorate Management Team and Member levels. If decisions about service changes and provision are taken without full equality analysis, the local authority is open to potential Judicial Review.

7. Equality Impact Assessment

7.1 There is no requirement to undertake an Equality Impact Assessment because this paper reports performance monitoring on the previous year's work and internal governance arrangements.

8. Conclusion

8.1 This CYPE Annual Equalities Report 2018-19 sets out progress on the relevant equality objectives detailed in paragraph 3.2. The Directorate can demonstrate that it provides accessible and usable services but needs to continue to improve outcomes and narrow achievement gaps, as well as ensure the children, young people and families with multiple disadvantages are safeguarded and receive the services and support they need to learn, develop and thrive.

Recommendations: The Children's, Young People and Education Cabinet Committee is asked to:

- i) note the current performance of CYPE in relation to equality objectives set out in KCC's Equality and Human Rights Policy and Objectives 2016-2020;
- ii) consider the progress CYPE has made in reducing inequalities in 2018-19; and
- iii) receive this report annually in order to comply with the Public Sector Equality Duty (PSED).

9. Background Documents

9.1 Kent County Council Equality Objectives 2016-2020:
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-and-diversity-objectives>

10. Contact details

Report Authors: Akua Agyepong – Corporate Lead for Equality and Diversity,
03000 415762 akua.agyepong@kent.gov.uk

John Reilly – CYPE Strategic Business Adviser, 03000 416949
john.reilly@kent.gov.uk

Corporate Director: Matt Dunkley – Children, Young People and Education,
03000 416991 matt.dunkley@kent.gov.uk

Appendix 1

Contextual Data Trends January 2017 to 2019 by Kent Area and District – All Schools

District	Total Roll			% Free School Meals			% Total SEN			% SEN Support			% SEN Statement/EHC Plan			% EAL			% Minority Ethnic		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Kent	228,581	231,614	234,864	11.9	11.7	14.0	11.7	12.4	12.8	8.9	9.4	9.5	2.9	3.0	3.3	10.5	10.7	11.1	19.1	20.0	21.0
Canterbury	20,684	20,575	20673	12.9	12.4	14.9	12.4	13.4	13.8	9.1	9.9	10.1	3.3	3.5	3.7	8.9	8.9	9.5	16.2	16.6	17.5
Thanet	20,280	20,181	20182	18.2	18.2	21.4	13.6	13.9	14.1	9.9	10.0	9.9	3.7	3.9	4.3	11.3	11.0	10.9	17.1	17.1	17.6
Ashford	19,600	19,959	20128	11.9	11.7	13.8	11.6	11.9	12.8	9.0	9.2	9.7	2.6	2.8	3.1	11.4	11.7	11.9	18.8	19.8	20.4
Dover	16,171	16,223	16350	13.9	14.4	17.9	11.9	12.5	13.5	9.3	9.6	10.3	2.6	2.9	3.2	8.0	7.9	7.7	12.8	13.2	13.6
Folkestone and Hythe	15,041	15,072	15092	14.9	14.5	16.7	13.4	14.6	14.5	10.3	11.3	10.9	3.2	3.3	3.6	9.1	8.6	8.4	13.9	13.9	14.0
Maidstone	25,111	25,688	26238	9.6	9.7	11.4	9.9	10.4	11.0	7.0	7.3	7.4	3.0	3.1	3.6	10.8	11.4	11.8	19.4	20.7	22.0
Tonbridge and Malling	20,707	21,210	21777	8.5	7.9	9.7	10.5	11.3	11.9	7.6	8.4	8.6	2.8	2.9	3.3	5.5	5.8	5.8	13.4	14.3	15.3
Tunbridge Wells	18,247	18,513	18804	6.8	6.3	8.2	10.2	10.3	10.2	7.5	7.5	7.2	2.7	2.8	3.0	9.3	9.7	10.4	16.3	17.3	18.5
Dartford	19,785	20,483	21087	9.6	9.5	11.1	9.5	9.9	11.4	7.8	8.2	9.4	1.7	1.7	1.9	16.4	17.6	18.8	34.5	36.9	39.4
Gravesham	17,850	18,137	18552	11.6	12.1	14.7	12.7	13.6	13.6	10.7	11.4	11.4	2.0	2.2	2.2	23.8	23.8	24.3	38.6	39.4	40.2
Sevenoaks	12,323	12,527	12737	9.0	8.3	10.0	11.9	13.2	13.7	7.8	8.9	9.1	4.1	4.4	4.6	6.4	6.8	7.1	16.2	16.7	17.4
Swale	22,782	23,046	23244	15.4	15.0	17.7	13.9	14.5	14.3	10.9	11.3	10.8	3.0	3.2	3.5	4.7	5.0	5.8	11.6	12.3	13.2

Data includes Northfleet Nursery School, all academies, free schools and the UTC.

Free School Meals percentage is calculated using the number of statutory aged pupils on roll, all other percentages use total pupils on roll regardless of age.

EAL refers to pupils whose First Language is other than "English", "Believed to be English", "Refused", "Not Obtained" or "Classification Pending".

Minority Ethnic include pupils classed as White Other.

Source: January School Census 2017 to 2019

Contact: management.information@kent.gov.uk