



Report Card 2022

Achieving a fair education in England

About the Fair Education Alliance

The Fair Education Alliance is a coalition of 250 of the UK's leading organisations from business, the third sector and education, all working towards a world where our education system is fair – where no child's educational success is limited by their socio-economic background. This is a world where disadvantage no longer determines literacy and numeracy rates at primary school, GCSE attainment at secondary school, the emotional wellbeing and resilience of young people, participation in further education or employment-based training, or university admissions.

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...and our members









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Introduction from the Chair

Dr Vanessa Ogden



This year marks a decade since sector stakeholders collaborated to create the Impact Goals – a way for society to measure progress in closing the disadvantage gap in education. Fair Education Alliance members have devoted their attention to the elimination of that gap. Our work has led to pockets of incredible progress for some young people in different parts of the country. Yet, as we see from our 2022 Report Card, at system level, the disadvantage gap in some areas has remained stubborn – and following the recent Covid-19 crisis, for poorer families it is widening again. Factors which have hindered our ability to close the gap include the lowest real-term funding for schools since 2010, reduced support services to help households in financial difficulty, and rising poverty as energy prices increase and salaries, income support and other benefits do not keep up with inflation. Without a strategic collective response to child poverty, that targets it in multiple ways at the same time, all we will ever do is skim the surface.

In this Report Card, the FEA calls for a strategy to better link up and fund services that support families, to give schools real terms increase in the funding they need, and to gather comprehensive national data on the wellbeing of young people. We must ensure our system acknowledges the complexity of supporting young people from the most under-served communities to have happy and successful lives. Yes, this means closing the attainment gap -- but it also means defining a pupil's, school's, and community's success more holistically. This might mean revisiting the way our system values children's achievements. For example, should we properly resource a 'gold standard' technical, skills-based, work-related education to rival that of traditional A' level programmes?

It might mean investment in tailored support from services for low-income families because we know parents matter in educational success. There are many other aspects of the school ecosystem to reconsider, as this report card illustrates so well. Inclusive education requires a strategic multi-agency solution. This is as important at system level as it is for the individual child in need. We also need to make space for those for whom the system isn't working to lead on the creation of solutions. This means backing those communities who want to 'level up' over the long term. Place and education are intricately connected. We see it throughout the system. Great schools work collaboratively with the school's community in a mutual and reciprocal relationship, co-constructing responses to social problems. For these reasons, the FEA is calling for the creation of a national learning centre for place – so we can better understand how to support communities to lead their own regeneration – and for the participation of young people in decisions that impact on their education. We take heart that, working together as schools, businesses, charities, social enterprises, policymakers and young people, we *will* keep battling for a fairer system that eradicates the disadvantage gaps set out in this Report Card. We invite you to join our movement – to champion the importance of closing the disadvantage gap, to work together with our members to define and lead multi-faceted, place-based solutions and (most importantly) to ensure that no child is ever left behind.

Dr Vanessa Ogden

Foreword from the CEO

Gina Cicerone



In 2022 we are not giving our children and young people the education they deserve. The Impact Goals, which were established one decade ago, were crucial in the sector. They aligned us under a shared vision and framework, and united actors working towards the same goals. Hundreds of thousands of individuals and organisations have worked tirelessly to achieve the goals and close the gap in education outcomes between children and young people from low-income backgrounds and their wealthier peers. This has had an impact for so many young people across the country, from early years through to careers. However, as this year's Report Card shows, the gap at a system level has still widened, greatly due to factors outside the education sector including the pandemic, rising poverty, increasing inequality and insufficient school funding.

We're proud of the work of the FEA members despite those challenging circumstances, and the outcomes they have achieved. Over the past year, our 240 members directly supported over two and a half million children and young people and over 150,000 teachers and headteachers, improving young peoples' attainment, wellbeing, skills and post-16 progression. We used our unified voice to co-create and amplify dozens of campaigns calling for increased investment and targeted support of young people from lower socio-economic backgrounds. We nurtured innovative solutions and supported organisations to scale to the areas of greatest need.

The need for the FEA movement has never been greater. We are in a pivotal moment to influence change on a system level, and we will not give up in the face of challenge. We will use our powerful collective voice to ensure that education is prioritised across all political parties. Our recommendations in this Report Card will drive fundamental changes to achieve fair and inclusive education system that works for every child. This means investing in a rounded education that is properly resourced from cradle to career, addressing the impact of poverty on education, investing in place-based change and meaningfully involving young people in the future of education.

We've always known it takes a village to raise a child – but it's now apparent that it takes a nation. We thank our members for their commitment, and welcome you in our system-wide approach to enable all children and young people to thrive.

Gina Cicerone

The case for change from young people



Supporting youth leadership is central to the work of the FEA and we are calling for a sector-wide shift in youth participation. We've worked with young people from across the country in the development and implementation of our youth engagement strategy, and our Youth Steering Group leads in bringing the perspectives of young people to our work. Here's what young people had to say about why the sector should work with them as equal partners going forward:

"Young people should become partners with us to share their experiences explaining every little detail that can ultimately help more in the future. With the recent pandemic of COVID, they can offer their perspective and opinions on what they thought about COVID and how severely it affected them."
– *Anees, FEA Youth Steering Group*

"Young people have the most up to date experience of how education affects them and actions that are needed for effective change. Furthermore, it is essential that young people are seen as equal collaborators rather than a tokenistic tool to be moulded to fit someone else's agenda. Equal partnership allows us to feel safe and be our authentic selves."
– *Denise, FEA Youth Steering Group*

"Young people are the best experts on their own experiences. In an area such as education young people can provide the most accurate perspectives and ideas for improvement. Especially with recent events they can go past statistics and provide their opinions on situations like COVID."
– *Scarlett, FEA Youth Steering Group*

"The world is constantly changing, and we need to bring in updated systems, including bringing young people into decision making."
– *Report Card Youth Consultation participant*

"Youth consultation is happening, but a lot of it is not meaningful, as you can see from the lack of change happening."
– *Report Card Youth Consultation participant*

"When employed correctly, education is a tool like no other, a flashlight in the darkness of inequality. It is imperative everyone be given a set of instructions they can understand."
– *Penelope, FED Learners' Council*

"The best way to guarantee that we have our aim in the right place to achieve the greatest impact is by ensuring those who experience the issues we are endeavouring to address – in this case, young people – have the power to direct our focus, as they have insight into what is really driving the problem on the ground."
– *Andrew, UK Youth Parliament*



We call on society to stand with the FEA in valuing young people as equal partners and supporting their leadership

The Gaps at a Glance

This year marks a decade since sector stakeholders collaborated to create the Impact Goals – a way for society to measure our progress in closing the disadvantage gap in education. Thanks to the focus and determined action of the FEA and its members, we've seen pockets of brilliant practice leading to improved outcomes for young people. Despite this, the disadvantage gap in some areas has remained stubborn – and external factors like the pandemic and cost-of-living crisis mean that some groups have fallen even further behind. The headlines from this year's Report Card are a reminder of the scale of the challenge we continue to face – and a call to arms for dramatic change. That's why we've made seven bold asks (see 'What is needed') to address the systemic factors underpinning these gaps.

Impact Goal 1: Narrow the gap in literacy and numeracy at primary school

2022 snapshot:

As a result of the disruption to learning caused by the pandemic, overall primary attainment has fallen in maths and writing, and the gap between disadvantaged pupils and the rest has widened in maths, writing, and reading.

Over the past 10 years:

While there has been some progress made in closing the attainment gap at primary over the last ten years, the most disadvantaged pupils still leave school a year behind their non-disadvantaged peers and the disadvantage gap is at its highest point since 2012.

Impact Goal 2: Narrow the gap in GCSE attainment at secondary school

2022 snapshot:

Covid disruptions to schooling look to have widened the regional KS4 attainment gap between the North East of England and London. The disadvantage gap now stands at the highest point since 2012.

Over the past 10 years:

While general GCSE attainment has slightly improved in the last decade, the disadvantage gap has remained as wide as ever, possibly as a result of major policy changes in per-pupil spending and the limiting of subject choice at GCSE. 'Persistently disadvantaged' pupils – who have been on Free School Meals for 80% or more of their time in education – are 7% more likely than their 'disadvantaged' peers to earn the lowest GCSE grades.

Impact Goal 3: Ensure young people develop social and emotional competencies, good mental health and wellbeing

2022 snapshot:

While overall mental wellbeing and health has improved from pandemic lows, this improvement is much smaller for young people from low-income families or who are Special Educational Needs and Disabilities (SEND).

Over the past 10 years:

Studies that track young people reveal that as they have grown up over the last decade, poverty, having a parent with a mental health issue and being attracted to the same sex all increase their vulnerability to poor mental health.

In relation to skills, employers have consistently reported over the last decade that school leavers are lacking in key life skills such as communication, problem solving and cultural awareness.

Impact Goal 4: Narrow the gap in the proportion of young people taking part in further education or training after finishing their GCSEs

2022 snapshot:

A-Level results have generally improved from 2019, but this has widened the attainment gap between regions such as the North East and London. Meanwhile, the most recent transitions data shows that there are still major disparities between young people who are FSM-eligible, have SEND or who are Gypsy, Roma Traveller (GRT) and their peers.

Over the past 10 years:

While the overall number of young people moving into sustained education, employment or training has improved in the last decade, the gaps between young people who are SEND, GRT or from disadvantaged backgrounds and their peers in destination choice and institution choice have barely changed.

Impact Goal 5: Narrow the gap in university access

2022 snapshot:

While the gap in progression rates to HE between FSM and non-FSM pupils has mostly grown year-on-year in the last decade, the gap narrowed by 0.4% between 2020 and 2021. However, the gap in progression rates to a high-tariff university between FSM and non-FSM pupils largely remained the same compared to previous years.

Over the past 10 years:

While there has been significant work done to increase participation in university, disparities continue to persist. For example, while the gap between FSM and non-FSM progression to HE fell in the last academic year (2020/21), the gap has generally been increasing over the last decade.

What is needed to close the gaps

The FEA's four collective priorities were agreed across our membership in 2017, and these priorities remain as relevant now as they were then. Our recommendations for what is needed to secure a fairer education for every child focus on what we measure, value, and invest in.



Giving all young people a rounded education, ensuring that skills and wellbeing are prioritised alongside attainment

What we're calling for:

A national wellbeing census of young people in line with [#BeeWell's 10-year plan](#) to collect and embed rigorous and consistent national data about various aspects of the wellbeing of young people.



Engaging parents and carers so learning goes beyond the school gates

What we're calling for:

We're supporting the proposal made by [Campaign for Learning](#) for a holistic Children and Families Strategy that brings together policy on children's social care, SEND, mental health, parental engagement and family learning.



Supporting, incentivising and rewarding teachers and leaders to enable all children to thrive

What we're calling for:

We're supporting our members [ASCL](#) and [NAHT](#) in calling for more balanced and shared school accountabilities that are tailored to a school's context. This would include attainment measures as well as others set nationally and locally, related to inclusion, staff retention, and other factors important to a school's success. Schools with similar pupil intakes would be compared to each other.



Giving all young people the knowledge, skills and awareness to succeed in life after school

What we're calling for:

We support calls by our member [Edge Foundation](#) to invest in a variety of vocational qualifications for students with a range of GCSE attainment levels, including maintaining BTECs, refocussing the apprenticeship levy on young people aged 16-24, and supporting small businesses across the country to bring on apprentices.

Three big themes

We find ourselves in a high-stakes moment for the young people in this country. To achieve our four priorities, we also need to address three underpinning themes:

Poverty

[Persistent poverty](#), [deep poverty](#), and [overall child poverty](#) are each at a 20-year high. Further, it is predicted that an additional 1.3 million people – including 500,000 children – will be pulled into poverty next year. Record inflation rates without an appropriate rise in school funding means school budgets are stretched ever-thinner, even taking unfunded pay rises aside. While we need, as a society, to urgently need to address rising poverty, our asks relate directly to schools.

- Create a School Funding Index.
- Expand Free School Meals eligibility to all households eligible for Universal Credit.
- Automatic enrolment for Free School Meals.
- Extend Pupil Premium funding to early years and 16-19 and create a new category for persistently disadvantaged pupils.

Place

We see from the first part of the Report Card that regional disparities in educational outcomes are growing, and we also know that these can be linked to disparities in wealth. Addressing these regional disparities is key to creating a fair education for every child in the country. Within our membership, we have organisations who have been supporting communities over the long-term to develop their own solutions, and there is also much we can learn internationally. We need to build institutional memory and learning to inform this work over the long-term.

- We're calling for the endowment of a national learning centre to convene practitioners, evaluate progress, and consolidate great practice related to place-based change.

Power

The conversations and decision-making across the education sector too often happen without the input of those who are directly impacted. Young people experience the challenges we seek to address and will experience the results of our policies and our work. Building on consultations with young people as part of our strategy development process, as well as conversations within our Youth Steering Group in the run up to this report, we consulted with youth representatives from twelve member and sector stakeholder organisations, including British Youth Council, NCS and UK Youth, on what change they think is needed to increase the representation of young people in education.

- We're calling for a diverse young people to be given the opportunity to meaningfully participate in decisions impacting their education.

I. The disadvantage gaps: now and since 2012

Impact Goal 1: Literacy and numeracy at primary school

As a result of the pandemic and disruption to learning, pupils were not externally assessed in 2020 and 2021 at Key Stage 1 (KS1) and Key Stage 2 (KS2). Early indicators from 2022 Key Stage Two SATs results show that the pandemic had varying effects on pupils' outcomes, with overall attainment increasing in reading but falling in writing and maths.

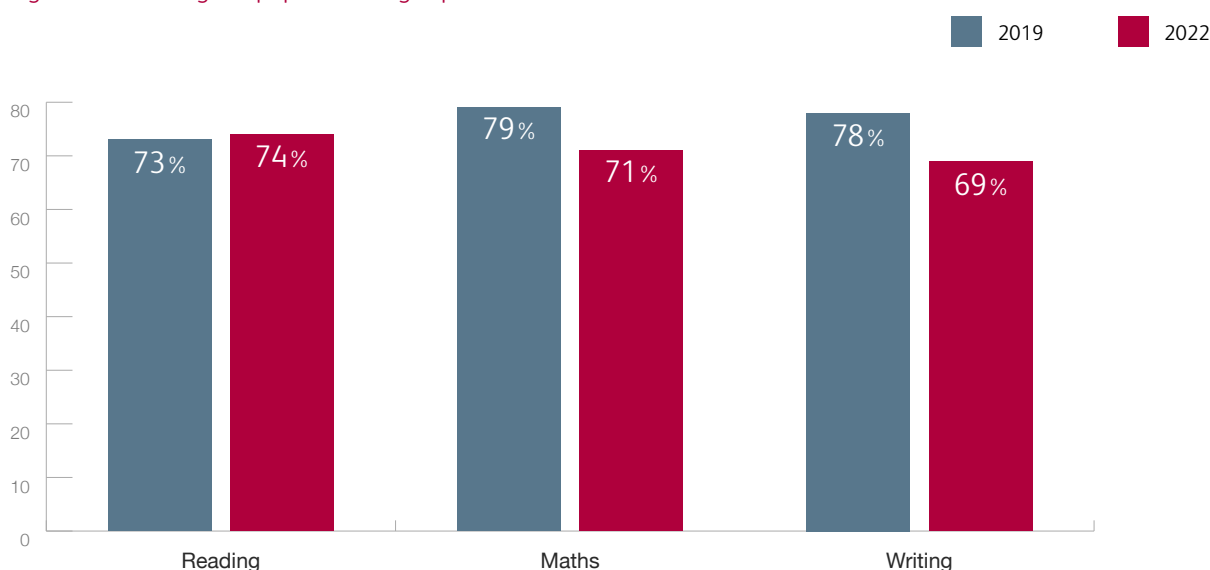
In pupils' reading assessments, attainment increased by one percentage point, with 74% of pupils reaching the expected standard. In maths, 71% of pupils met the expected standard, down from 79% in 2019, while in writing, 69% of pupils reached the expected standard, down from 78% in 2019. This downward trend is also reflected in the higher standard, with only 22% of pupils reaching this in maths compared to 27% in 2019¹.

The fall in attainment from 2019 appears greater for those who are disadvantaged compared to non-disadvantaged pupils. In writing and maths, there was a fall in attainment overall for disadvantaged pupils. In maths, attainment dropped from 67% to 56% (a fall of 11%), while the attainment for other pupils dropped from 84% to 78% (a fall of 6%)². This downward trend was echoed in writing grades, with the attainment of disadvantaged pupils falling 13 percentage points (from 68% to 55%) compared to a fall of eight percentage points for other pupils (from 83% to 75%). This is illustrated in Figure 1.

What do we know about 2022?

As a result of the disruption to learning caused by the pandemic, overall primary attainment has fallen in maths and writing, and the gap between disadvantaged pupils and the rest has widened in maths, writing, and reading.

Figure 1: Percentage of pupils meeting expected standards at KS2 in 2019 and 2022



In reading, the attainment of disadvantaged pupils remained stable, with 62% reaching the expected grade. However, attainment for other pupils increased from 78% to 80%³.

When looking more broadly, the gap in attainment between the most and least disadvantaged was falling between 2012 and 2018 before increasing in 2019. Following the pandemic, it continued to increase from a gap of 2.91 in 2019 to 3.21 in 2022. The Department for Education has explained that this demonstrates that disruption to learning as a result of the pandemic had a worse impact on disadvantaged pupils compared to their peers⁴. This loss of learning has also been compounded by other issues, such as increasing poverty. For example, The Joseph Rowntree Foundation found that the proportion of children living in poverty increased from 27% between 2011 and 2014 to 31% in 2020⁵.

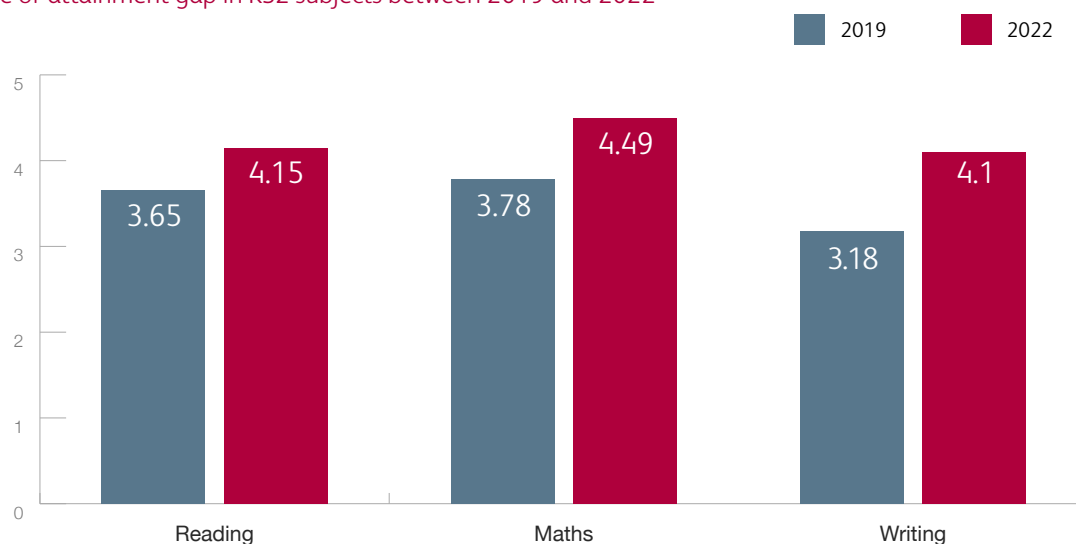
At KS2, there also continues to be disparities between pupils with Special Educational Needs and Disabilities (SEND) and their peers. In 2022, only 18% of pupils with identified SEND received the expected standard writing, maths and reading, compared to 69% of their peers (a gap of 51 percentage points). This gap is down marginally from 2019, when 22% of pupils with SEND met the expected grade compared to 74% of all other pupils (a gap of 52 percentage points)⁶.

Looking at ethnicity, Indian pupils are the highest achieving group, in reading, writing and maths (combined), followed by Chinese pupils, with 74% and 70% respectively meeting the expected standard. Gypsy, Roma and Traveller (GRT) pupils are the lowest performing group, followed by Traveller of Irish heritage pupils, with only 15% and 16% respectively meeting the expected standard.

Pupils in London continue to outperform the rest of the country, with 65% of pupils meeting the expected standard in reading, writing and maths combined. In other regions, the proportion of pupils meeting the expected standard ranged between 56% and 59%, with pupils from the East of England and Yorkshire and The Humber at the lower end of that range.

In KS1, the phonics screening check is administered and assessed by teachers in line with the government's guidance. In 2022, phonics screening check results declined for all pupils, but the attainment of disadvantaged pupils fell further than others, with the gap growing from 14 to 17 percentage points⁷. There was also a drop in the attainment of all pupils in KS1 in reading, writing and maths, but attainment of disadvantaged pupils fell further than others. In reading, attainment fell from 62% to 51% for disadvantaged pupils and from 78% to 72% for other pupils. In writing, attainment fell from 55% to 41% for disadvantaged pupils and from 73% to 63% for other pupils. In maths, attainment fell from 62% to 52% for disadvantaged pupils and from 79% to 73% for other pupils⁸. The attainment gap between disadvantaged pupils and other pupils at KS1 has, resultantly, widened. The Disadvantage Gap Index is a measure used by the government to depict the difference in attainment between pupils who are disadvantaged (pupils who have been on FSM at any point between Year 6 and Year 11) and those who are not disadvantaged. Following the pandemic, it continued to increase from a gap of 2.91 in 2019 to 3.21 in 2022, as shown in Figure 2.

Figure 2: Size of attainment gap in KS2 subjects between 2019 and 2022



In 2011, Pupil Premium funding was introduced, which is given to publicly funded schools in England in proportion to their intake of pupils from socio-economically disadvantaged backgrounds with the intention of reducing the attainment gap between the richest and poorest pupils. There have been mixed findings on the effectiveness of the Pupil Premium. For example, research has found that the funding increased schools' focus on improving outcomes, but at the same time, evidence suggests that while the gap has been closing, it is not necessarily closing any faster than prior to 2011⁹. Equally, despite the Pupil Premium, the most deprived primary schools have seen the biggest cuts to funding in real terms over the last decade¹⁰.

In KS2, the gap between disadvantaged pupils and their peers was steadily decreasing since 2013, falling from 3.16 to 2.9 in 2018. However, it began to increase in 2019 to 3.16. The gap increased to the highest level since 2012 in 2022, to 3.21, undoing some of the work that had been done to narrow the gap in previous years¹¹.

From the period 2015-16 to 2022, the percentage of pupils with SEND meeting the expected standard in reading, writing and maths in KS2 (combined) has increased year on year. However, the percentage point gap between SEND and non-SEND pupils has generally fluctuated, with pupils with SEND being between four and five times less likely on average to meet the expected grade compared to their non-SEND peers¹².

Attainment for pupils with English as their first language and pupils with a language other than English as their first language have increased at similar rates year on year from 2016 (the first year with available data), with the latter increasing at a faster rate overall. In 2022, 60% of pupils with a language other than English as their first language met the expected standard in all three subjects compared to 58% of pupils with English as their first language.

In KS1 phonics, the overall percentage of pupils in receipt of FSM that met the minimum expected standards has improved over the last ten years, increasing from 72% of pupils in 2013 to 84% in 2019. While the percentage gap between FSM and non-FSM pupils remained steady at 16% from 2013 to 2016, it fell by one percentage point each year thereafter up to 2019, before opening again in 2022, as described above.

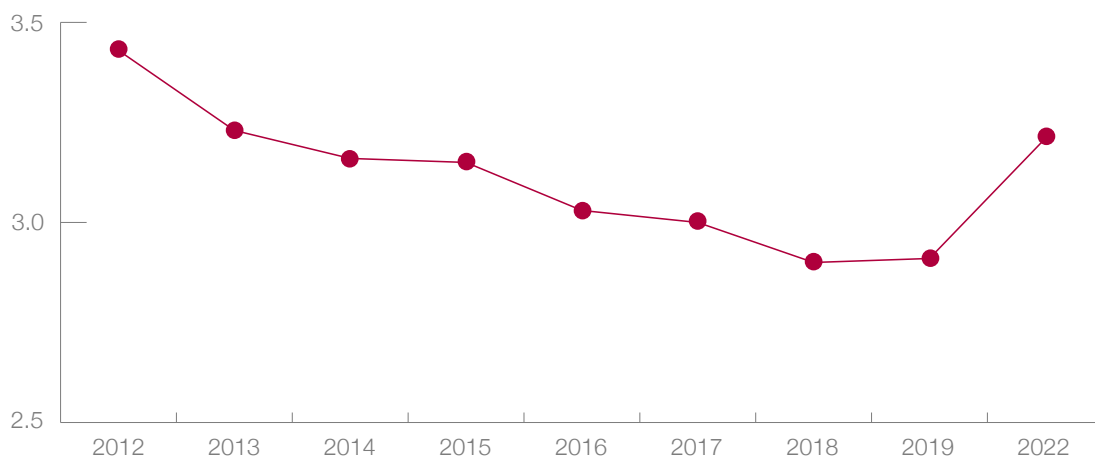
As Figure 3 shows, the Disadvantage Gap Index at KS2 was steadily decreasing since 2013, falling from 3.16 to 2.9 in 2018. However, it began to increase in 2019 to 3.16. The gap increased to the highest level since 2012 in 2022, to 3.21, undoing some of the work that had been done to narrow the gap in previous years

What has changed in the last 10 years?

While there has been some progress made in closing the attainment gap at primary over the last ten years, the most disadvantaged pupils still leave school a year behind their non-disadvantaged peers and the disadvantage gap is at its highest point since 2012.

In KS1 phonics, the percentage of pupils in receipt of FSM that met the minimum expected standards has improved over the last ten years. The gap in attainment between FSM and non-FSM pupils improved year-on-year until the pandemic, before opening again for maths and writing between 2019 and 2022.

Figure 3: KS2 disadvantage gap index



Impact Goal 2: GCSE attainment at secondary school

What do we know about 2022?

Covid disruptions to schooling look to have left the attainment gap between disadvantaged and non-disadvantaged pupils at its highest level since 2012. As part of this widening gap, the gulf in KS4 results between the North East of England and London has also widened.

2022 is the first year since 2019 when GCSE students have been awarded grades based on formal exams. Ofqual asked exam boards to ensure that overall attainment would be lower than the 2021 teacher-assessed grades, but higher than those issued in 2019. This was aimed at reducing the grade inflation associated with the last two years of assessments while also accounting for the learning loss pupils have experienced in that same period¹³.

GCSE grades in 2022 met Ofqual's commitment. 75.3% of this year's GCSE grades were at Grade 4 (widely regarded as a 'pass') - up from 69.9% in 2019, but down from 79.1% in 2021. This pattern extends to top grades as well, with 27% of awarded grades being a Grade 7 and above, a rise of 5.2% on 2019 but a fall of 3% from 2021¹⁴.

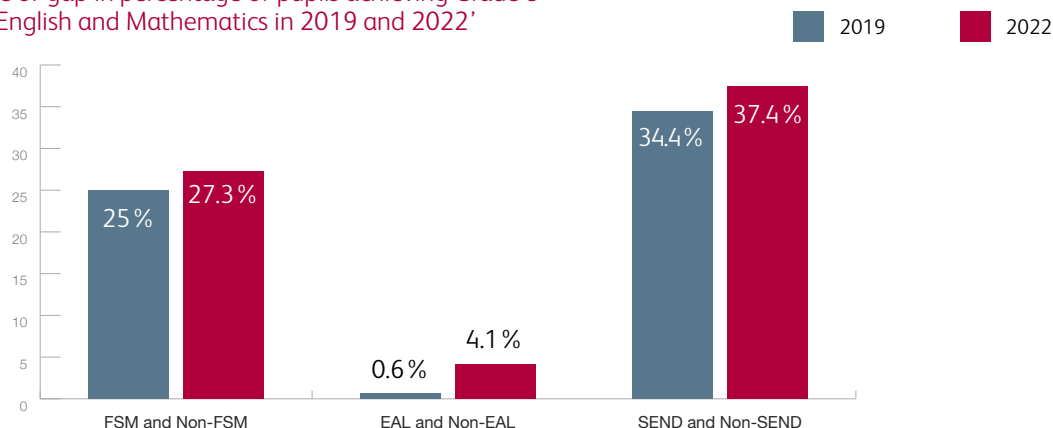
Underneath these headline figures, it is particularly striking to see the attainment gap at the widest it has been in a decade. This is best captured in the Disadvantage Gap Index – a measure used by the government to depict the difference in attainment between pupils who are disadvantaged (pupils who have been on FSM at any point between Year 6 and Year 11) and those who are not disadvantaged. This year's Gap Index of 3.84 is an increase from before the pandemic, where the figure sat at 3.7 in 2019. More worryingly, the figure is the highest it has been since 2012, when it sat at 3.89¹⁵.

Aside from disadvantage, all ethnic groups experienced an average 1.5% fall from last year in proportion of pupils achieving five 'passing' grades and above at GCSE. Despite being the highest attaining ethnic group in 2022, this fall in achievement of five passing grades and above was highest for Chinese pupils. Similarly, Chinese pupils had the smallest improvements in average attainment from 2019 compared to other ethnic groups. The size of these relative rises and falls may be a consequence of Chinese pupils generally achieving high grades at GCSE, leaving less scope for fluctuation when assessment methods are changed¹⁶.

The government's data also suggests that the gap between the North East of England and London for the percentage of Grade 7 and above awards being issued has widened from 9.3% in 2019 to 10.2% this year¹⁷. This likely reflects the greater disruption to schooling experienced by the North East. Pupils in the North East were more likely than their peers in London to experience teacher absences¹⁸ and challenges accessing remote learning¹⁹.

However, some researchers also find that the attainment gap between regions can often be better explained by the differences in the different pupil intakes and local economies of areas rather than any differences related to schools themselves. The percentage of pupils on Free School Meals (FSM) in the North East grew by 5.6% to 29.1% over the course of the pandemic. While London's proportion of FSM pupils grew at a similar rate, the absolute number is lower at 24.6%²⁰. Families in London were also, on average, better able to save money over the pandemic compared to families in the North²¹. This suggests that the greater impact of covid-induced poverty on the North East may explain the observed slight widening of the attainment gap.

Figure 5: Size of gap in percentage of pupils achieving Grade 5 or above in English and Mathematics in 2019 and 2022'



As shown in Figure 4, the gap between disadvantaged pupils and others attaining a Grade 5 (a 'good pass' as defined by the Department for Education) in English and Maths grew between 2019 and 2022. Aside from disadvantage, all ethnic groups experienced an average 1.5% fall from last year in proportion of pupils achieving five 'passing' grades and above at GCSE.

Looking back at the last decade of GCSE attainment data, there is a narrative of success for particular groups. Year on year, Chinese and Asian pupils have been the highest achieving ethnic groups and pupils who speak English as an additional language typically perform better than peers who speak English as a first language^{22 23}.

However, despite these success stories, the overall attainment gap between disadvantaged and non-disadvantaged pupils has barely changed in the last decade. The annual Disadvantage Gap Index from the last 10 years shows that disadvantaged pupils in 2021 are effectively as far behind their non-disadvantaged peers as they were in 2012²⁴.

Research also finds that there is an even further GCSE attainment gap between pupils who are disadvantaged and those that are 'persistently disadvantaged' (pupils who have been eligible for Free School Meals for 80% of their time in education). Throughout the 2010s, a stable 9% of pupils fell into this category. These persistently disadvantaged students have been, on average over the last decade, 7% more likely than their 'disadvantaged' peers to fall into the lowest fifth of GCSE results²⁵.

The last decade of education policy can offer some plausible explanations for this minimal shift in the GCSE attainment gap. Between 2010 and 2019, real terms per-pupil spending fell by 9% in England²⁶. The introduction of the National Funding Formula, while aimed at making school funding fairer, has in practice diverted funding towards more affluent areas of the country²⁷. As a partial consequence, per-pupil spending in secondary schools has fallen most sharply for pupils in the most deprived fifth of young people²⁸. This is despite the introduction of Pupil Premium, a policy whose impact on GCSE attainment remains unclear²⁹.

Equally, the English Baccalaureate (EBACC) introduced in 2010, was aimed at encouraging secondary schools to steer their pupils towards studying subjects at GCSE from a narrow range believed to increase their likelihood of earning a university place³⁰.

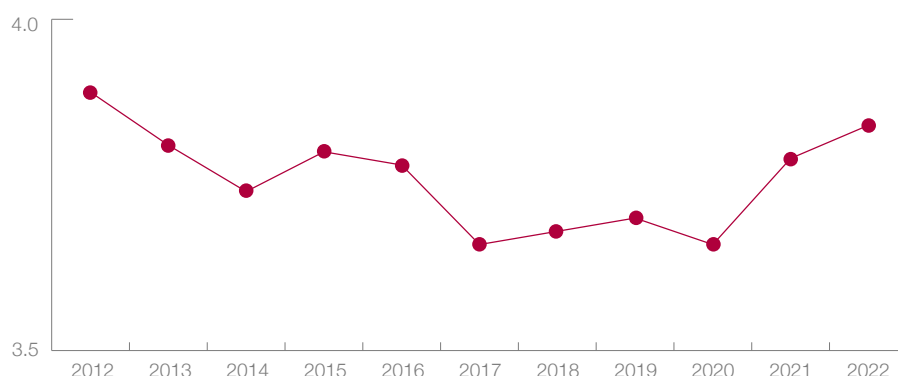
The proportion of disadvantaged pupils taking the EBACC at GCSE has increased by 20% between 2011 and 2019. While this is lower than the increase in uptake among pupils who are not disadvantaged, there is evidence that pupils from disadvantaged backgrounds are 2% more likely to fail multiple EBACC subjects compared to their non-disadvantaged peers. Some researchers believe that this narrowing of the range of subjects disadvantaged pupils can sit at GCSE has negatively affected their attainment, contributing to the static attainment gap discussed³¹.

What has changed in the last 10 years?

While general GCSE attainment has slightly improved in the last decade, the disadvantage gap has remained as wide as ever, possibly as a result of major policy changes in per-pupil spending and the limiting of subject choice at GCSE.

'Persistently disadvantaged' pupils – who have been on Free School Meals for 80% or more of their time in education – are 7% more likely than their 'disadvantaged' peers to earn the lowest GCSE grades.

Figure 6: KS4 disadvantage gap index



Impact Goal 3: Wellbeing and Skills

What do we know about 2022?

While overall mental wellbeing and health has improved from pandemic lows, this improvement is much smaller for young people from low-income families or who are SEND.

Researchers have become much more interested in monitoring young people's wellbeing in the last two years. This has largely been focused on understanding the impact of the pandemic on social and emotional outcomes.

The gathered data generally indicates that young people's mental health worsened over the pandemic period of lockdowns. Between 2017 and 2021, the proportion of children aged 6-16 with a probable mental health condition increased from 11% to 16%. This increase is even greater for children with SEND (Special Educational Needs and Disabilities) or a prior mental health issue, going up by 10% in the same four-year period. The 2021 data indicates that white children are nearly twice as likely as their peers who are Black or Asian to have a mental health issue³². However, some research suggests this may reflect how ethnic groups vary in their readiness to report or seek clinical support for concerns about their own mental health³³.

While there is a clear increase in mental health issues over this time period, it is important to note that the percentage of young people, especially those with SEND, reporting mental health issues was already increasing year on year before the pandemic. As such, it is difficult to tell how much of this increase is related to the pandemic period and how much of it reflects broader systemic issues driving longer term trends³⁴. However, data collected month-to-month during the pandemic showing the impact of school closures on the mental wellbeing of young people suggests that the pandemic plays some role in driving these increases³⁵.

Despite the impact of the pandemic, the most recent data suggests that young people's mental health and wellbeing has recovered to be in line with what was observed before 2020. However, the magnitude of this improvement has been smaller for young people who are SEND or from poorer families. Children from a family earning less than £16,000 a year are 19% more likely to experience behavioural problems, 10.6% more likely to experience emotional problems and 14.4% more likely to experience problems with their attention compared to peers in a family earning over £16,000 a year³⁶.

In relation to skills, new data finds that pupils who attended an independent school are 7% more likely than their state-educated peers to report that they had sufficient opportunities to develop essential skills at school. Individuals with a parent who attended university are also 7% more likely to report having had opportunities to build essential life skills compared to those for whom neither parent attended university. Similarly, individuals who attend an alternative provision tend to score around 12% worse than their mainstream school-educated peers on overall measures of skills³⁷. This is an especially worrying trend as the development of essential skills in school is associated with the ability to secure well-paid and high-quality work later in life³⁸.

Academic attainment and progression have agreed universal metrics for their measurement. The same is not true of social emotional competences and skills, which are measured using myriad different tools and questionnaires. This can make it hard to synthesise different studies to produce identifiable and consistent patterns over the last decade.

The Millennium Cohort Studies (MCS) can help us overcome this challenge for social emotional competencies. The MCS follows 20,000 children born at the start of the new millennium, collecting data at key milestones from the children, their parents, teachers and peers using a consistent set of tools. This offers a picture of how the same group of young people change over time.

The MCS studies on social emotional competencies find that, while children from families in the highest fifth of household income have a 5% chance of having emotional issues, this increases to 20% for those in the lowest fifth of household income³⁹. However, the MCS finds an even stronger association than poverty between social and emotional issues at age 11 and having a mother with a mental health issue⁴⁰.

By the age of 14, children who report being attracted to the same sex are three times more likely than their peers attracted to the opposite sex⁴¹ to report being unsatisfied with their life or to have symptoms of depression. They are also nearly four times more likely to engage in self-harm, with 54% reporting doing so⁴².

This problem exacerbates with age – by age 17, same-sex attracted young people are a further 10% more likely to engage in self-harm and are nearly four times more likely than their opposite-sex attracted peers to report having attempted suicide, as shown in Figure 7⁴³.

There is regrettably nothing like the MCS for tracking young people’s development of skills over the last decade. However, the Confederation of Business Industry (CBI) conducts an annual survey on the views of employers and employer representative bodies on what skills young people entering the workplace are typically lacking. Looking over the last decade of these CBI surveys, there are clear patterns.

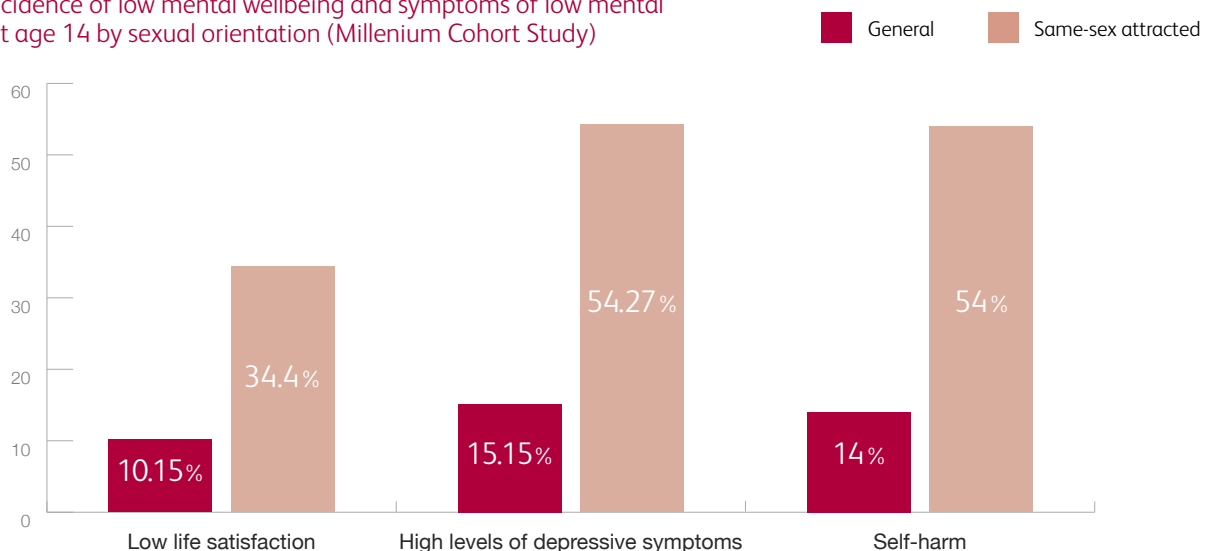
Year-on-year between 2012 and 2019, employers report being dissatisfied with school leavers joining their workplace in relation to specific life skills: self-management, interpersonal skills (such as customer awareness and management) and problem solving. From 2014 to 2019, ‘foreign language skills’ and ‘international awareness’ are added to the survey and 50-60% of employers consistently report being dissatisfied with school leavers’ competence in these areas⁴⁴. This data suggests persistent underdevelopment in young people’s life skills in the last decade.

What has changed in the last 10 years?

Studies that track young people reveal that as they have grown up over the last decade, poverty, having a parent with a mental health issue and being attracted to the same sex all increase their vulnerability to poor mental health.

In relation to skills, employers have consistently reported over the last decade that school leavers are lacking in key life skills such as communication, problem solving and cultural awareness.

Figure 7: Incidence of low mental wellbeing and symptoms of low mental wellbeing at age 14 by sexual orientation (Millenium Cohort Study)



Impact Goal 4: Post-16 destinations

What do we know about 2022?

A-Level results have generally improved from 2019, but this has widened the attainment gap between regions such as the North East and London. Meanwhile, the most recent transitions data shows that there are still major disparities between young people who are FSM-eligible, have SEND or who are Gypsy, Roma Traveller (GRT) and their peers.

A-Levels

2022 was the first time since 2019 when A-Level students sat formal exams. While full data had yet to be published at the time of writing, we know that 82.1% of grades were awarded at C and above. As with GCSE results, this represents a fall from 2021, but an increase from 2019⁴⁵.

While the proportion of pupils receiving an A or A* has generally increased compared to 2019, this increase has been lowest for the North East of England. By contrast, this growth in top grades has been highest in London⁴⁶. This regional disparity may reflect pandemic pressures experienced by schools in terms of staffing, attendance and connectivity for remote learning discussed under Impact Goal 2.

Key Stage 4 Transitions

At the time of writing, the latest available data on post-16 destinations is from the 2019/20 academic year. The government defines a 'sustained destination' as a post-16 destination a young person has been recorded as participating in for at least six months after completing their GCSEs. Using this definition, 94% of pupils were in a sustained education, apprenticeship or employment destination in 2020 – a figure entirely in line with every preceding year up to 2015⁴⁷.

Of the group in a sustained destination, there are considerable demographic differences in destinations. Pupils from an Indian and Chinese background have the highest rates of being in a sustained destination, falling at 5% ahead of the national average. By contrast, Gypsy Roma and Irish Traveller (GRT) are 30% less likely than the average to be in a sustained education destination and 5% more likely than average to be in sustained employment⁴⁸.

There are also notable disparities in the type of post-16 institution that different pupils attend. Pupils eligible for FSM are 10% more likely than their non-FSM peers to attend a Further Education (FE) college and are 16% less likely to attend a school sixth form college. SEND pupils are 20% more likely to attend a FE college compared to their non-SEND peers. By contrast, Black, Asian and Chinese leavers are up to 20% more likely to attend a school sixth form compared to their white peers⁴⁹. These institution choices are frequently tied to choices of course – for example, attending an FE college to pursue a technical qualification or a school sixth form to pursue academic A-Levels. Evidence suggests that this choice of qualification is associated with future earnings, with 80% of those pursuing A-Levels ending up in the highest earning 25% of adults in the country while 62% of those obtaining technical qualifications end up in the lowest earning 25%⁵⁰.

This government data does not provide us much insight into how young people are grappling with postsecondary destinations in 2022 after two years of the pandemic. Although it is not as precise and authoritative as government data, the 2022 Youth Voice Census survey of 4,000 young people can offer some insights into current trends.

For young people who proceed into a sixth form or college destination, those who were on FSM are 10% more likely than their peers to move course. The same is true of 16% of young people who are Black or Transgender. They are also 8% more likely than non-FSM peers to say that they find the environment in college or sixth form challenging⁵¹.

A Levels

In the last decade, the proportion of pupils achieving a C grade or above has remained largely consistent from year to year, except for 2019-21, when teacher assessment led to a significant but superficial improvement in results⁵².

Differences in outcomes for demographic groups also persist, with Chinese and Asian pupils consistently performing well ahead of their White peers. Meanwhile, GRT and SEND pupils tend to perform considerably worse than average⁵³.

There are more notable patterns in the number and choices of subjects that A-Level candidates take up. Between 2016 and 2019, the percentage of pupils completing three A-Levels increased by 5%⁵⁴. Asian boys have consistently been the most likely ethnic and gender group to study Science, Technology, Engineering and Maths (STEM) subjects at A-Level. However, the proportion of White pupils studying these subjects has also increased, likely reflecting the general focus on pupils studying STEM subjects for A-Level. By contrast, English Literature and Language, as well as Modern Foreign Languages, have all fallen in popularity towards the end of the decade⁵⁵.

Key Stage 4 Transitions

Between 2012 and 2020, the percentage of young people in sustained employment, education and training has increased by 5%, partly fuelled by the 2015 increase to the compulsory education leaving age to 18. The percentage of those pursuing education as opposed to employment has also increased by 5% within that same time frame, although nearly all this increase happened between 2011 and 2014.

Alongside this gradual increase in sustained destinations for leavers overall, there has been a narrowing of the destination gap for pupils who were on FSM or who have SEND. The gap in having a sustained destination between FSM and non-FSM pupils has fallen from 8% in 2012 to 5% in 2019. The gap for SEND pupils has fallen to 4%. However, these falls take place almost entirely in the 2014-15 academic year when the age of compulsory education was raised.

Other destination gaps have remained resilient and changed little over the last decade. Asian and Black pupils are consistently more likely than white peers to be in a sustained education destination each year, with much lower rates of pursuit of training, employment or apprenticeships. FSM pupils are consistently more likely to be in a sustained employment destination compared to their non-FSM peers. By contrast, pupils who are not eligible for FSM are typically twice as likely as their FSM peers to pursue an apprenticeship.

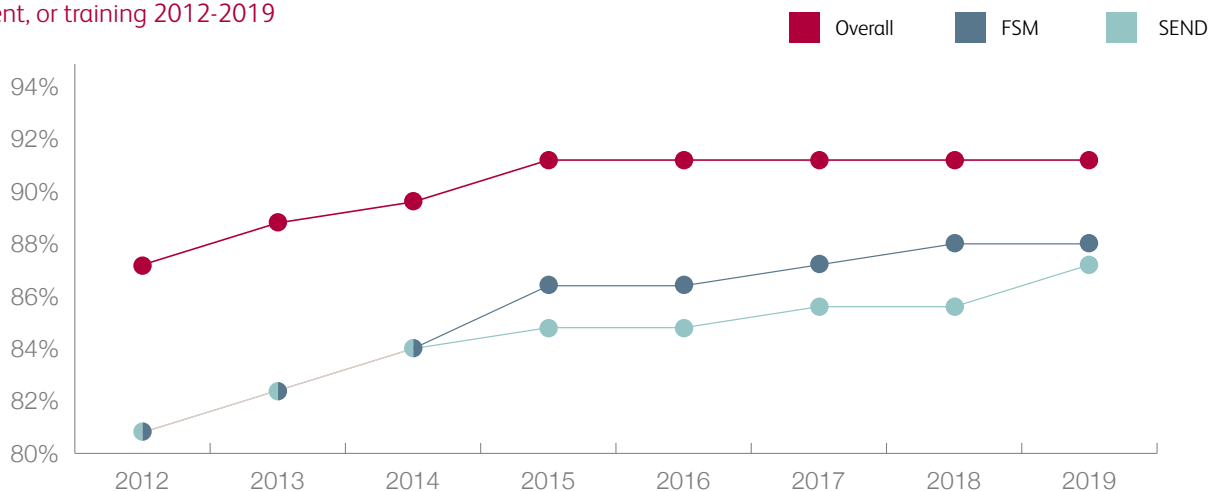
There are also persistent gaps in choice of destination. FE college has remained the most popular destination choice for pupils with SEND. GRT transitions to sustained destinations have increased gradually over the last decade, however they have consistently remained below 60% with nearly all those in education attending FE colleges.

Alongside this gradual increase in sustained destinations for leavers overall, there has been a narrowing of the destination gap for pupils who were on FSM or who have SEND, as shown in Figure 8.

What has changed in the last 10 years?

While the overall number of young people moving into sustained education, employment or training has improved in the last decade, the gaps between young people who are SEND, GRT or from disadvantaged backgrounds and their peers in destination choice and institution choice have barely changed.

Figure 8: Percentage of KS4 leavers in sustained education, employment, or training 2012-2019



Impact Goal 5: Access to university

What do we know about 2022?

While the gap in progression rates to HE between FSM and non-FSM pupils has mostly grown year-on-year in the last decade, the gap narrowed by 0.4% between 2020 and 2021.

However, the gap in progression rates to a high-tariff university between FSM and non-FSM pupils largely remained the same compared to previous years.

The last academic year we have full data sets for is 2021, as the dataset for 2022 will not be available until July 2023.

Available UCAS shows that 2022 saw a record number of pupils from disadvantaged areas applying for university across the UK. The application rate for pupils living in the most disadvantaged areas increased to 28.8%, up from 27% in 2021⁵⁶. This may, however, be in part due to the increase in applications to university overall – which were up five percentage points from the previous year partly due to an increase in overall numbers of young people of that age – so should be treated with caution⁵⁷.

However, 2022 saw a steep increase in the number of pupils withdrawing from university, with a rise of 23% compared to the previous year. This may partly be explained by the increase in the cost of living, which had a devastating impact on students. For example, in a survey by the National Union of Students, 92% of students felt that the cost of living crisis had negatively impacted their mental health, and a third reported surviving on £50 a month or less after paying for rent and bills⁵⁸.

2021 saw an increase in the of FSM pupils entering university, with 28.1% of those eligible entering, a rise of 1.5 percentage points from the previous year. The gap in progression rates to university between FSM and non-FSM pupils also decreased in 2021 to 18.7 percentage points from 19.1 percentage points in 2020⁵⁹.

High tariff universities also saw an increase in admissions from FSM pupils, rising from 4% in 2020 to 4.5% of FSM pupils in 2021⁶⁰. However, the progression gap rate to high tariff universities remains the same, again suggesting an overall rise in the percentage of pupils entering high-tariff universities. This may similarly have been in part due to an increase in the number of places offered by these universities⁶¹.

Regional differences still, however, remain. For example, pupils in receipt of FSM in the east of England, East Midlands, South East and South West are the least likely to attend universities (statistics range from 18.8% to 21.6% of pupils). This is in stark contrast to FSM pupils from inner and outer London, with 50.4% and 44.3% of FSM pupils respectively attending university⁶².

Progression to HE continues to vary significantly by ethnicity. In 2021, Chinese pupils were the most likely to progress to HE at 81%, while White pupils were the least likely to progress at 39.7%. Out of all ethnic groups, Black pupils saw the greatest increase in the proportion attending HE, up from 44.1% in 2010 to 62.1% in 2021.

In 2021, pupils from the least disadvantaged quintile were twice as likely to progress to HE as those from the most disadvantaged quintile at 59.2% compared to 29.5%.

The increase in pupils going to university, particularly those from disadvantaged backgrounds, has been explained by some as being a result of the shift in grading practices during the pandemic, which saw grades overall go up⁶³.

Widening participation in HE has long been a government priority. Since 2006 there has been a statutory requirement that universities who wish to set their fees beyond a certain threshold must engage in outreach activities with schools and colleges to help raise attainment, applications, and aspirations⁶⁴.

In addition, in 2015, the government set two targets for widening participation in HE to be reached by 2020: the first was to double the proportion of pupils from disadvantaged backgrounds accessing HE, and the second was to increase the numbers of pupils from black and minority ethnic backgrounds entering HE by 20%⁶⁵.

The proportion of FSM pupils progressing to university has increased in the last ten years, rising from 20.3% in 2013 to 28.1% in 2021. However, the proportion of non-FSM pupils progressing to university has also increased. As a consequence, the gap in progression between FSM and non-FSM pupils has not only persisted but has steadily grown year on year from 17.5 percentage points in 2013 to 19.1 in 2020. The gap decreased in 2021 to 18.7 percentage points; however, this is still higher than its record low of 16.8 in 2014.

Looking at a slightly larger cohort than FSM, the percentage of pupils from the most disadvantaged quintile going to university has gone up steadily year on year. In 2021 it was up to 29.5% from 20.3% in 2013. However, during the same period, the percentage of pupils going to university has increased across all pupils, and those from the least disadvantaged fifth are consistently twice as likely to attend university compared to those from the most disadvantaged fifth.

The rate of FSM pupils attending high tariff universities has increased from 2.4% in 2013 to 4.5% in 2021. This compares to an increase in the overall population attending high tariff universities, which went from 10.9% to 11.4%⁶⁶. Year on year, young people from the most advantaged fifth of households are between five and six times more likely than their peers in the least advantaged fifth of households to attend HE (the figure does not control for differences in grades)⁶⁷. This is due to disadvantaged pupils facing a plethora of additional barriers, such as financial, which make it more difficult to commit another three years to study instead of going straight into the workforce⁶⁸.

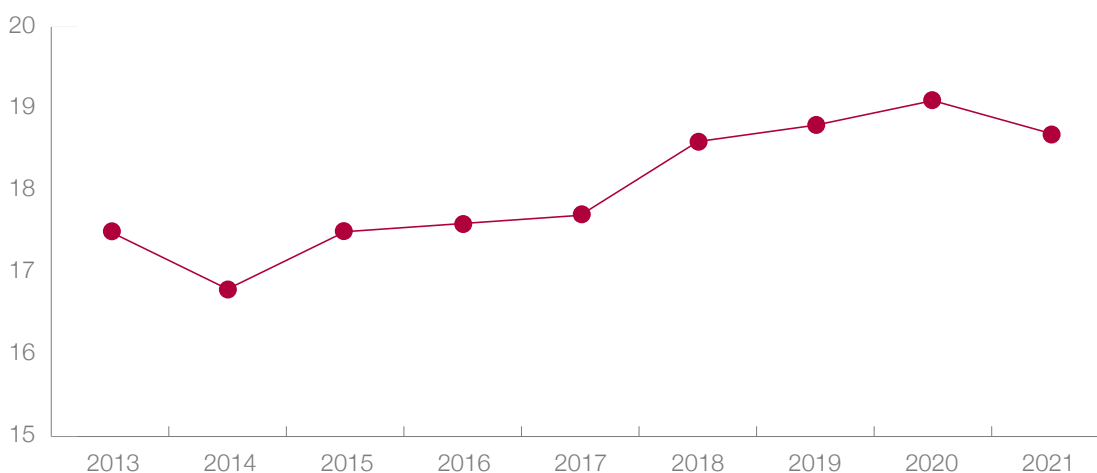
At high tariff universities, the participation of non-White pupils (Mixed, Asian, Black and Chinese) in HE has increased year on year over the last decade. The greatest increase has been amongst Black pupils, with the percentage increasing from 50.1% in 2013 to 62.1% in 2021, followed by Asian pupils who saw an increase of 10.1% from 55.6% to 65.7%. White pupils continue to be the ethnic group least likely to attend year on year, with only 39.7% attending in 2021, up from 33.8% in 2013. Chinese pupils are the most likely to attend year on year, with 81% attending in 2021, up from 76.1% in 2013⁶⁹.

As shown in Figure 9, the proportion of FSM pupils progressing to university has increased in the last ten years, rising from 20.3% in 2013 to 28.1% in 2021.

What has changed in the last 10 years?

While there has been significant work done to increase participation in university, disparities continue to persist. For example, while the gap between FSM and non-FSM progression to HE fell in the last academic year (2020/21), the gap has generally been increasing over the last decade.

Figure 9: Gap in rate of progression to university between FSM and non-FSM pupils



II. What is needed

As this report demonstrates, we are further than we have been in the last decade from giving every child – regardless of their background – a fair chance at a great education. To make this right for children who are moving through the education system now, and for those who are yet to begin, our work focuses on four priorities for creating a more inclusive education system. These are:



Giving all young people a rounded education, ensuring that skills and wellbeing are prioritised alongside attainment



Engaging parents and carers so learning goes beyond the school gates



Supporting, incentivising and rewarding teachers and leaders to enable all children to thrive



Giving all young people the knowledge, skills and awareness to succeed in life after school



Photo credit: Tutor Trust



Giving all young people a rounded education, ensuring that skills and wellbeing are prioritised alongside attainment

Covid has intensified existing inequalities and created new challenges to ensuring every child is supported to build the skills they need to succeed academically and in life. These include support for mental health, wellbeing, and the essential skills we know are linked with professional outcomes.

We need a dramatic improvement to the safety nets that help keep children safe and well. Amidst rising mental health concerns for children and young people, provision remains inconsistent nationally, with demand for Children's and Young People's Mental Health Services (CAMHS) far outstripping supply and without enough investment in prevention⁷⁰. In the meanwhile, the social care system is equally 'focused on crisis intervention, with outcomes for children that continue to be unacceptably poor and costs that continue to rise' according to the final report of the Independent Report of Children's Social Care⁷¹. We are not investing enough in the agencies that enable pupils to arrive at school physically and mentally well and able to learn.

Without these basic needs being met, schools cannot do their jobs. However, how we conceive of a successful school is also currently too narrowly focused on attainment via high-stakes exams. One challenge to prioritising wellbeing and skills is a lack of comprehensive national data to better understand the challenges and how to meet them. Our system often values what we measure, and while we have attainment data for every pupil in the country, we are nowhere near this for pupil mental health and wellbeing. Our own [Ecosystem Map](#) provides a wealth of information about need, attainment, destinations, and where members are working, but we're aware that without data about wellbeing, this is an incomplete picture. It is our ambition that we will one day have this data available nationally. Our member #BeeWell demonstrated how this could be done with the launch of an ambitious census in greater Manchester and has put youth voice at the centre of the process, so both the data collected and the actions taken are right for those who stand to benefit. While #BeeWell's mission relates to wellbeing, the census tells us a lot about the range of provision for young people, from availability of enriching activities to feelings of safety to physical activities. This data helps give us a more complete

picture of the ways in which young people feel confident and secure, where we need to do more, and what's working. Being able to measure specific aspects of wellbeing on a local level will help schools and communities choose solutions tailored to the challenges their young people face, which will be key to place-based initiatives. Consistent data will help break down silos between agencies and will clarify the specific support needed. It will also help us have national conversations that use consistent language and measurement and that go beyond reductive attainment measures.



Photo credit: Place2Be

Our ask: A national wellbeing census of young people in line with #BeeWell's 10-year plan to collect and embed rigorous and consistent national data about various aspects of the wellbeing of young people.

Case Study: #BeeWell is pushing wellbeing to the top of the agenda



[#BeeWell](#) is a programme that aims to make the wellbeing of young people everybody's business. In 2019, the programme convened over 100 expert coalition partners, including The University of Manchester, The Anna Freud Centre and The Greater Manchester Combined Authority. Their shared objective is to make the wellbeing of young people a top priority – in part through collecting rigorous and consistent data.

[#BeeWell](#) collects this data on an annual basis via a co-produced [survey](#) – the first of its kind across a city region. Importantly, the survey was co-designed not just with local government and experts from the voluntary sector, but with more than 150 young people from across Greater Manchester to ensure it captures what matters to them. The [#BeeWell](#) annual survey heard from almost 40,000 young people across 160 settings in its first year, representing about 50% of the population of year 8 and 10 pupils in Greater Manchester.

The year 1 results are already helping Greater Manchester's schools and communities better support young people. All schools that completed the survey received a confidential dashboard of results and the offer of a 1:1 session with the Anna Freud Centre. Most schools felt that the data gathered through the [#BeeWell](#) survey would be useful to them going forward: 40% were planning to make changes after running the survey and suggested they would use results to design interventions to target specific cohorts or conduct future research into the needs of their young people.

While the survey revealed wellbeing inequalities among young people of different sexes and sexual orientation, the correlation between poverty and wellbeing was not as straightforward.

Analysis of the findings by the Education Policy Institute showed the relationship between disadvantage and wellbeing to be complex and in need of further study⁷². Elements impacted by poverty, such as crime, health deprivation, and availability of sports facilities were correlated with different elements impacting wellbeing, such as safety, health, and physical activity. Aligning with the FEA's call for long-term backing of community-led initiatives, EPI urges that interventions reach across governmental boundaries and take local characteristics and needs into account.

[#BeeWell](#) is already helping to drive this contextualised change, including through £600,000 of direct investment in Greater Manchester in response to its data. Among this is investment from the Integrated Care Partnership and Children in Need into a youth social prescribing pilot. [#BeeWell](#)'s 100 coalition partners have committed to utilising the [#BeeWell](#) data in their work, including the dispersion of new grants from national funders and contributions by smaller third-sector organisations.

Key to Impact Goal 3 – achieving equality of socio-emotional competencies and skills – is gaining prominence and priority for non-academic measures. This comprehensive collection of data, which placed young people at the centre of the purpose and the process, is a leap forward towards putting wellbeing on equal footing with attainment in schools. Further, the relationships being built across sectors and with young people in Greater Manchester lay the foundations for a deeper understanding of wellbeing and more impactful long-term investment in youth services.



Engaging parents and carers so learning goes beyond the school gates

Over the past year, families have figured more prominently in education policy than previously. The Schools White Paper acknowledged the importance of families, creating the ‘Parent Pledge’ mandating that schools tell parents and carers if their child is falling behind in English or Maths and keep them informed of the support in place.

Likewise, the new attendance standards proposed in the Schools Bill acknowledge that poor attendance is often a symptom of wider problems being faced by the family⁷³. The Department for Education’s recent [Behaviour in Schools](#) guidance also states that the role of parents is crucial in maintaining good behaviour.

In each case, this recognition of the home environment is very welcome. These policies, however, address the symptoms of children struggling to engage with their education, rather than the root causes. As we emerge from the pandemic and enter a cost-of-living crisis, the poorest families are facing greater challenges to their mental health, housing security, and ability to make ends meet. Children’s behavioural difficulties are especially distressing for families facing inequality, as they can impact parents’ ability to work and put further stress on the family⁷⁴. Families need more support than ever to ensure they and their children are safe, in good health, have their basic needs met, and can thus engage with learning.

Any new accountabilities must acknowledge these complexities, which often lie outside of the education system, in health, housing, or social care. Many schools find it difficult to meaningfully collaborate with other locally provided services, which are underfunded and don’t share common objectives. However, engagement of the hardest to reach families requires a joining up of these services. Schools are too often becoming the service of last resort for the children in greatest need.

While an increasing number of pupils are facing stressors at home that manifest as challenges at school, parental involvement in education and parental engagement with school are essential for the Government to advance its education priorities. We know that parental involvement is one of the single most influential factors in a child’s education⁷⁵, but parents must have the physical and emotional capacity to be involved.

As the case study here describes, our member and Scaling Award winner [School Home Support](#) have taken an intensive, family-centred

approach to re-engaging pupils in school and have seen a positive impact, and our member Redbridge Community School prioritises gaining the trust of parents and carers as the foundation for parental engagement. But they need joined up and better-resourced systems to enable every child to learn.

While target-driven and punitive measures may get short-term results, feeling judged or mistrusted has a huge impact on families getting support and can erode fragile relationships with school⁷⁶. We know that investing in building relationships and linking together support provided by different services are more likely to lead to better outcomes for disadvantaged pupils.

Schools cannot do this alone. They need clear structures for working together with the various services provided by local and central government. We also need to preserve local expertise and collaboration, with evaluation of what works at a national level.



Photo credit: Boromi

Our ask: We’re supporting the proposal made in a paper commissioned by our member [Campaign for Learning](#) for a holistic Children and Families Strategy that brings together policy on children’s social care, SEND, mental health, parental engagement and family learning.

Case Study: Supporting families within and beyond the school gates



Photo credit:
School Home Support

Engaging parents in school life: Redbridge Community School (Southampton, England)

Serving an area of high deprivation often means that a large proportion of parents may have had negative secondary school experiences themselves, which makes engagement difficult. Redbridge has put relationships and communication at the centre of its culture to win back this lost trust. It actively solicits the feedback of parents and carers, and this shapes its operations. All members of the school are expected to develop positive relationships with families to reassure them that they will be supported, right down to using forenames in greetings. Redbridge also regularly welcomes families onto the site to hear their views and build their confidence in the school.

But prioritising parental engagement across the school isn't enough in our current context. Redbridge continues to feel the effects of Covid-19 profoundly: families have found it difficult to re-adjust to the routine of school, with many experiencing heightened anxiety. This can translate into persistent absences, poor behaviour, and a lack of engagement from families. What's needed is specialist support from better-funded mental health services.

Many of these same families are now at the sharp end of the cost-of-living crisis. Redbridge has offered opportunities for parents to cook wholesome meals on site, and to study for their GCSEs in English and Mathematics. However, there are more families suffering the effects of deep and persistent poverty than such initiatives could ever hope to reach. We cannot expect schools like Redbridge to provide the safety net for worsening poverty. Instead, we must enable them to focus on what they do best: ensuring the best possible education for every child.

The most disadvantaged families continue to be among those most affected by the legacy of the pandemic, and these are the same families now at the front line of the cost-of-living crisis. Support from schools, specialist services, and the third sector have never been more needed. Here we look at two FEA members working to bridge gaps for families.

Supporting the home environment: School Home Support

Since 1984, SHS has been working with children and families to address issues at home and create a stronger bridge with school. Because the biggest influence on a child's life is their experience at home, not all children enter the classroom on a level playing field. SHS Practitioners help to close that gap by working with the whole family.

In the last school year, more families have needed support, and the need has been more intense. Over two thirds of families had at least two presenting issues at referral (of poverty, unsuitable housing, and domestic violence). There have also been dramatic increases in families needing support in the areas of housing and money. These all contribute to poor mental health and barriers to learning, and can lead to children being absent from school. Many children are not safe when they aren't in school: SHS practitioners have had a 174% increase in safeguarding alerts last year, as issues that had been hidden at home were identified as children returned to school.

Attendance is often a symptom of deeper problems. SHS joined with the Centre for Social Justice on its second report on attendance – [Lost but not forgotten: the reality of severe absence in schools post-lockdown](#) – which highlights the increase in severe absence in schools post-lockdown. But while the Government has put attendance at the front and centre of its legislative programme, the root causes are complex and require holistic support.

SHS provides this through building trust and an appreciation of what's happening at home, and through guidance on access to benefits, referrals to other services, help designing routines at home and, in some cases, financial support from a welfare fund. This practical help is what's desperately needed for children make the most of education. Putting families at the centre of early intervention and a joining up of services leaves them in a stronger position, with children better able to engage with learning.



Supporting, incentivising and rewarding teachers and leaders to enable all children to thrive

It is well-documented that we are in a teacher recruitment and retention crisis that is predicted to worsen⁷⁷. Recruiting, retaining, and developing high-quality teachers in every school is a challenge the Government and many of our members seek to address. To do this, however, we need to ensure that teaching is a profession that a range of candidates want to enter and progress through. This means paying teachers fairly and competitively, helping them develop, and creating the conditions for them to thrive in their roles.

As of Summer 2022 – before peak inflation – teachers saw their real terms pay decrease by a fifth since 2010⁷⁸. The pay rise announced by Government in July – 5% for most teachers – is needed but hasn't been funded. In the meanwhile, the announced pay rise will still fall far short of restoring real terms pay to 2010 levels⁷⁹, and teacher pay has become less and less competitive relative to other professions⁸⁰.

While pay is a real problem, if we are to improve recruitment and retention long-term, we need to ensure teaching is a profession high-potential people want to enter and stay in. Teachers work longer hours than other comparable professions, and schools are finding it more difficult to find the capacity to mentor early career teachers, which we know to be important to development and retention – particularly of underrepresented groups⁸¹. At the same time, increasing accountabilities have ratcheted up workload and stress for teachers and leaders⁸², leading to a narrowing of the curriculum and disincentivising teachers and leaders from working in the areas facing the greatest challenges. These working conditions have made teaching a less attractive profession overall – especially in the schools serving the poorest pupils.

We also need to ensure that the profession supports people of different backgrounds to thrive. There is profound racial inequality in the teaching workforce⁸³. Racial diversity is a key piece of addressing the current workforce crisis, but we also believe that attracting, retaining, and developing teachers reflective of the communities they

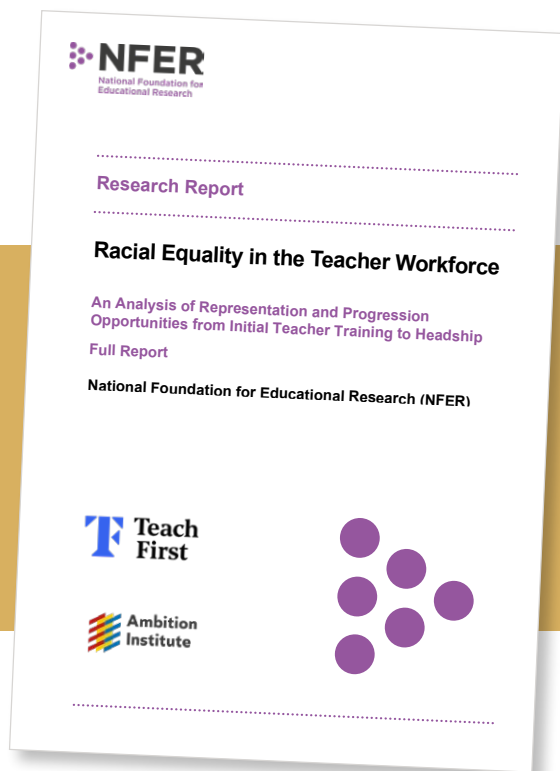
serve is essential for improving outcomes for all pupils. Research from the U.S. found that children who were taught by teachers of their own ethnicity have substantially better educational outcomes⁸⁴. For these reasons, many of our members have focused their efforts on this, as the case study here describes.

The current accountability system doesn't reward schools for creating inclusive environments, retaining and progressing staff of all backgrounds, or meeting the needs of the pupils with the greatest challenges. The work done by teachers within schools serving children who are in poverty, in social care, or who speak English as an additional language is unrecognised by league tables and Ofsted judgments. They also fail to account for the long-term difficulties that rural, coastal, or deprived areas have in recruiting staff or leaders.

Teaching is one of the more rewarding and important professions there is – we need Government to value it as such through long-term solutions that make teaching a more attractive and sustainable profession for a diverse range of people.



Our asks: We're supporting our members [ASCL](#) and [NAHT](#) in calling for more balanced and shared school accountabilities that are tailored to a school's context. This would include attainment measures as well as others set nationally and locally, related to inclusion, staff retention, and other factors important to a school's success.



Case Study: Tackling racial inequality in the teaching profession

It is well-documented that the teaching profession is not racially diverse, and that this problem grows more acute with each step up the ladder: 92.7% of head teachers in England are white British⁸⁵ (compared with 66.4% of the pupil population⁸⁶). However, there's not one easy policy solution to this problem, nor one single group of people who can solve it. Progress needs to come from the many players who influence an individual's journey into and through the teaching profession – researchers, policymakers, school leaders, trust leaders, and teacher training programmes.

This year, our members modelled the collaboration necessary to turn the dial on racial inequality in the teaching profession. FEA members Ambition Institute, The Chartered College of Teaching and Teach First, as well as The Confederation of School Trusts, commissioned a study by the National Foundation for Educational Research (NFER) to better understand the key issues in the teaching progression pipeline. Russell Hobby, CEO of Teach First, said: "Ethnic diversity and representation in the teaching workforce are key goals if we want an education system that is truly inclusive and allows every young person to thrive. We know that a diverse teaching workforce has a positive impact on outcomes for pupils from under-represented backgrounds – but it is also beneficial to all pupils, bringing different perspectives to the classroom and enriching their education experience as a whole.

What resulted was [Racial Inequality in the Teaching Profession](#), which shed new light on the stages of progression through the profession where inequality steps up and found a significant disparity right from the point of acceptance onto initial teacher training programmes. The report has been nominated for a Research Excellence Award by the Office for National Statistics.

Then, in June 2022, the FEA convened members from across the sector to respond to NFER's findings and discuss concrete steps needed to make change. Nadine Bernard, founder of FEA Innovation Award winner Aspiring Heads, stated, 'The meeting in June reminded me of the size of the task we are dealing with, but also served as a reminder that work is being done; and one step at a time is most certainly better than no movement at all.'

This meeting was the start of a commitment to keep working toward concrete solutions. As Raza Ali, Head Teacher of Chalk Farm Secondary School and a facilitator of the meeting, put it, 'Racial inequality is such a huge and growing problem in our society that it cannot be done by one sector or institution alone. There needs to be full commitment from all sectors and organisations for us to have a lasting impact similar to the success in addressing gender inequality in recent years.'

Proposals from the group for achieving concrete change included:

- Better data and monitoring of racial characteristics of the teaching workforce, leading to increased understanding and accountability
- Professional development, starting from initial teacher training, to help teachers understand barriers to racial equality in the curriculum and how to overcome these.
- Increased investment in mentoring ethnic minority teachers

Moving forward, we need to keep these conversations going to develop tangible solutions that will make teaching a profession that people of all races can access and thrive in equally.



Giving all young people the knowledge, skills and awareness to succeed in life after school

We want every young person to be supported in pursuing high-quality opportunities that are right for them. This is about continuing to narrow the gap in university attendance and completion, but also ensuring there are a variety of routes to success in work and life which are respected and accessible.

Worryingly, the recent Youth Voice Census Report⁸⁷ found that most students don't feel that they understand or have the skills that employers need – and the CBI surveys referenced earlier in this report show that employers agree⁸⁸. Further, poorer students are more likely to suffer the impacts of this: analysis of 2019/20 data by FEA member Teach First found that that **1 in 3 (33%) young people** from disadvantaged backgrounds are not in any form of sustained education, apprenticeship or employment destination five years after they finish their GCSEs, compared to just 1 in 7 (14%) of their non-disadvantaged peers⁸⁹.

In responding to the Government's further and higher education proposals in spring 2022, our Youth Steering Group remarked on how students often didn't pass academic thresholds because they had been failed by the education system, but support seems increasingly targeted at economically disadvantaged high-attainers (their full response can be seen on [our website](#)). Low academic attainers, however, are overwhelmingly more likely than others to not be in education, employment or training by age 24⁹⁰.

While we stand with our members in supporting the introduction of T Levels, we also stand with them in [urging government to reverse the plan](#) to defund a number of Level 3 options, including valuable Applied General Qualifications. The 27% of students who did not achieve a standard pass at GCSE in 2022⁹¹ need quality training to secure future employment (*and we need to drive down the percentage of students who do not achieve a good pass in the future*).

Further, our system must properly invest in vocational routes. We have drawn a stark line between 'academic' and other routes, with schools often valorising progression to sixth form colleges and then to university⁹². To achieve parity between academic and vocational routes, leading to more investment and support for the latter, these must not be a binary choice. The case study included here details FEA member Allen and Overy's Solicitor Apprenticeship Programme, which provides a model for how we might provide alternative routes to prestigious careers, while also widening access to those from lower socio-economic backgrounds.

Apprenticeships are one part of the mix of options needed, but currently the Apprenticeships Levy isn't serving a targeted purpose. More than half of apprentices are now aged 25 or over, and 55% of apprentices have worked for their employer for at least three months before their apprenticeship began⁹³. We should target the levy toward creating additional routes for young people entering the workforce, while supporting businesses to upskill and reskill staff in other ways. Further, small businesses often find it burdensome or financially unsustainable to take part⁹⁴. We must grow the supply of apprenticeships, ensuring a system that works for local businesses and sufficient supply for a range of applicants.



Photo credit: Career Accelerator

Our ask: We support calls by our member [Edge Foundation](#) to invest in a variety of vocational qualifications for students with a range of GCSE attainment levels, including maintaining BTECs, refocussing the apprenticeship levy on young people aged 16-24, and supporting small businesses across the country to bring on apprentices.

Three Big Themes



While there are pockets of brilliant and scalable practice happening across our membership, we need a dramatic shift in how we tackle the root causes of the inequality we see manifested in the persistent gaps in our Impact Goals. We find ourselves in a high-stakes moment for the young people in this country.

We are not alone in calling for a radical rethink of the system. Reports this year by the [Times Education Commission](#) and the [Foundation for Educational Development](#), among others, urge the sector and decisionmakers in Government to put aside short-term political thinking and develop a bolder, longer-term plan for the future of education. We stand with them in this.

But any ambitious long-term plan must consider three key factors that can accelerate or disable our progress. Our asks for those working for a fairer education system are that we address:

1. Poverty

The current cost-of-living crisis, and years of underinvestment in education and supportive structures in communities have left many schools and families at breaking point. The current inflation rate of 9.9% means that school budgets are being stretched thinner and thinner. Meanwhile, [persistent poverty](#), [deep poverty](#), and [overall child poverty](#) are each at a 20-year high. Further, it is predicted that an additional 1.3 million people – including 500,000 children – will be pulled into poverty next year⁹⁵.

Financial stress has a range of impacts on pupils' education. As Mahalia, a panellist at our recent youth-led [event on Exam Stress and the Cost-of Living Crisis](#) representing the National Children's Bureau Youth Board put it, "This year has been quite traumatic for a lot of children. Because of Covid we were already disadvantaged, and we didn't have the same experiences or mindsets we would have had, and the cost-of-living crisis made this even worse. Children have been put in situations they shouldn't have been in. A lot of my friends have had to balance study and jobs because they haven't been able to afford basic food or heating. It's been a real struggle for a lot of people, and it's taken a toll on their mental health." The evidence supports this: poverty and its effects hamper students' wellbeing and ability to learn.

Poverty also impacts pupils' access to enriching activities at school, which we know to benefit their wellbeing and academic outcomes. With more families slipping into poverty, fewer and fewer will be able to afford for their children to access these activities. With school budgets increasingly pinched, fewer and fewer schools will be able to subsidise participation for all.

We need, as a society, to urgently need to address rising poverty. Our asks, however, relate directly to schools.

- **Create a School Funding Index.** The current cost-of-living crisis has seen schools unfairly needing to bear the brunt of skyrocketing costs. Schools – and the pupils they serve – should not be punished for macroeconomic factors outside of their control. School funding, including Pupil Premium and Free School Meals, should be indexed to inflation so that schools can budget in confidence that their funds will hold their value in real terms.

- **Extend Free School Meals eligibility to all children from households eligible for Universal Credit.** This echoes the recommendations of the [Feed the Future](#) campaign, including our members [Bite Back 2030](#) and the [Child Poverty Action Group](#). Currently, after Key Stage 2 (when free school meals are universal), the eligibility threshold is set at an annual household income of less than £7,400 before benefits. This leaves many children with ‘very low food security’, as defined by the government, going hungry⁹⁶. We know hunger impacts a child’s ability to engage, behave, and learn⁹⁷. We therefore support the proposal to extend Free School Meal eligibility to children from all households eligible for Universal Credit, including those with no recourse to public funds. A recent report by PwC, commissioned by Impact on Urban Health, highlights the financial as well as moral case for this – for every £1 spent on free school meals, the Government would see an estimated £1.38 return⁹⁸.
- **Automatic enrolment for Free School Meals.** Although schools have made great strides in eliminating stigma in the implementation of free school meals many families still have strong memories of stigma from their own childhood that can prevent them from enrolling their children. Further, this needless administrative step creates an extra hurdle that can reduce uptake. We support calls from across our membership to make enrolment automatic.
- **Target additional investment to those who most need it.** Schools with higher numbers of the most underserved pupils need the funding to support them. We know that high-quality

2. Place

‘Levelling up’ is a focus for Government, business, and the third sector, and if we are to equip the next generation to build happy and fulfilling lives for themselves, surely creating equal opportunities for young people across the country is key. Still, we see from the first part of this report that regional disparities in educational outcomes are growing, and that these can be linked to disparities in wealth.

Levelling up cannot be a singular blueprint applied up and down the country. It must be deeply contextualised – created and led by those who live in a community and know its strengths and challenges well. Within our membership, we have organisations who have been supporting communities over the long-term to develop their own solutions. Organisations like Right to Succeed, #BeeWell, and the National Literacy Trust have played a variety of roles – including backbone support, focussed research, and delivery capacity – in enabling communities to be the architects of their own solutions.

There is much we can learn internationally about how to do this work well. For example, over the past 20 years, [Tamarack Institute](#) has served as a learning centre for community-based programmes in Canada, effectively helping more than one million Canadians rise out of poverty. Tamarack’s nine ‘[game changers](#)’ in reducing poverty – identified over two decades of work in this area – include Education and Early Childhood Development. The list of game changers is also a reminder that any successful levelling up or poverty reduction effort needs to address several interconnecting issues and opportunities, more often than not involving education. Cross-sector collaboration is, therefore, essential in place-based work.

early years education can have a significant impact in closing the gap for disadvantaged pupils⁹⁹, and also that post-16 institutions are among the most severely underfunded¹⁰⁰. However, pupil premium funding currently begins at the start of primary school and ends at secondary school. **We support our member [Teach First’s Rethinking Pupil Premium](#) campaign to extend the current rate of Pupil Premium funding to cover a child’s entire education (including early years and 16-19), and to create a new high-rate category for persistently disadvantaged pupils (those who have been eligible for free school meals for 80% or more of their school life).** As demonstrated by the first half of this report, the gap is growing at an alarming rate for these pupils.

We also join members of our Tuition Advocacy Working Group, led by [Action Tutoring](#) and [The Tutor Trust](#), in continuing to call for the National Tutoring Programme (NTP) to be targeted towards those pupils most in need. This significant investment by Government in catching up the pupils at risk of falling furthest behind post-Covid should be re-focused on its original purpose. That’s why we’ve joined members¹⁰¹ in recommending the **reinstatement of an explicit target for the proportion of Pupil Premium-eligible pupils served by the NTP, a higher subsidy level than the proposed drop from 60% to 25% in 2023-24 (which will make it unaffordable for schools to deliver to a substantial number of disadvantaged pupils) and an additional year of funding to 2024-25 to embed and improve the programme.**

[Place Matters](#) is serving as such a learning centre in the UK, increasing the impact of place-based programmes through learning. There are some features they, through their partners, know to be common to successful place-based change:

1. **Trusted partnership with a common agenda:** Communities need financial backing from both national and local governments and agencies to set their own priorities and make their own decisions.
2. **Long-term investment:** Trust, relationships, and capacity-building are essential, and these take time. We need investment beyond political cycles, over 15-20 years.
3. **Building institutional memory and learning:** Community-based initiatives are not new, and a wealth of learning from the past is failing to be put into practice. We need to convene those working on place-based initiatives to consolidate learnings and understand what’s working. Our Digital Membership Tools, which launched in September, will help give us visibility of the landscape, but we also need an organisation with the expertise and capacity to support players to learn from each other.

For these reasons, we’re calling for **the endowment of a national learning centre to convene practitioners, evaluate progress, and consolidate great practice related to place-based change.**

3. Power

The conversations and decision-making across the education sector too often happen without the input of those who are directly impacted. Young people experience the challenges we seek to address and will experience the results of our policies and our work. Yet, their input isn't often meaningfully sought in defining the problems and solutions in education.

As we've heard through our Youth Engagement Working Group, FEA members and others across the sector are, increasingly engaging young people in their work. Our Youth Steering Group has reflected on how much they've valued opportunities to put their views forward to policymakers at Ofsted and Number 10, and we've been encouraged by the space young people have been given.

However, youth participation should be the norm rather than the exception. It is time to share power with the people who will benefit from or struggle against our ideas. This is the only way to reach the ambition set out in our co-developed Youth Engagement Strategy, that young people, including those who have faced barriers to a fair education, are respected and heard in decisions affecting their education.

Building on the strategy consultations and co-development process, in the run up to this report, we consulted with youth representatives from twelve member and sector stakeholder organisations, including British Youth Council, NCS and UK Youth, on what change they think is needed to increase the representation of young people in education.

These young people agreed with our recommendation: **a diversity of young people should be given the opportunity to meaningfully participate in decisions impacting their education.**

Views from a range of young people – not just the most engaged, academic, or privileged – should be sought and valued, and the channels for input should be accessible to those with different strengths and needs.

Youth participation is relevant at different levels and across different domains. For example:

- Organisations directly serving young people, including schools and the third-sector organisations that support them, should maintain open communication with young people and their families, and bring them into decision-making. This might look like strong school councils, co-designing and seeking feedback on school policies, or consultation on programme development and implementation.
- Government and policymakers, such as the Department for Education, Ofsted, and Ofqual, should always seek young people's input in the development, implementation and evaluation of policy. This must be more than an occasional or tick box exercise, but rather a mandatory and valued part of developing our vision of what a school and education system should be and ensuring it remains accountable to all the young people they serve

The experience of those currently in education stands to provide currently unincorporated insight into the impacts of the current system on their wellbeing, preparation for life and work, and confidence about the future. If we don't capture their views and experiences, we've missed a huge opportunity to better serve them.



Poverty, place and power: shifting these will create the conditions for a more inclusive education system and will accelerate the progress our members are making. Let's rise to the challenge this moment presents together.



Methodology and References

To produce this year's Fair Education Alliance Report, the Centre for Education and Youth (CFEY) conducted a literature review of evidence, research and reports. They conducted this review online. A full list of cited evidence can be found in the references below.

All of the attainment data (e.g. GCSE results for Impact Goal 2) and progression data (e.g. on the percentage of Key Stage 4 pupils proceeding to further education for Impact Goal 4) in this report is drawn from Department for Education data tables that are published annually. For each Impact Goal, CFEY also conducted keyword searches in Google Scholar to identify relevant academic literature and technical reports that are summarised and included in their analysis as appropriate.

- ¹ [Key stage 2 attainment, Academic Year 2021/22.](#)
- ^{2,3,4} [Ibid.](#)
- ⁵ [Overall UK Poverty rates.](#)
- ⁶ [Key stage 2 attainment, Academic Year 2021/22.](#)
- ⁷ [Key stage 1 and phonics screening check attainment.](#)
- ⁸ [Ibid.](#)
- ⁹ [Assessing the impact of Pupil Premium funding on primary school segregation and attainment & Funding for disadvantaged pupils – National Audit Office \(NAO\) report.](#)
- ¹⁰ [UK: Institute of Fiscal Studies reports largest drop in per-pupil schools funding in 40 years & Schools with most disadvantaged pupils suffer biggest funding cuts.](#)
- ¹¹ [Key stage 2 attainment, Academic Year 2021/22.](#)
- ¹² [Ibid.](#)
- ¹³ [Exam results 2022: 10 things to know about GCSE, AS and A level.](#)
- ¹⁴ [Infographics for GCSE results, 2022.](#)
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- ¹⁸ [Scale of Omicron teacher absence in UK is worse than previous Covid waves.](#)
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- ²² [Analysis of results: A levels and GCSEs, summer 2021.](#)
- ^{23,24} [Ibid.](#)
- ²⁵ [Inequalities in GCSE results across England and Wales.](#)
- ²⁶ [School spending and costs: the coming crunch.](#)
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- ³⁵ [State of the nation 2021: children and young people's wellbeing.](#)
- ³⁶ [Changes in mental health and mental health symptoms over the pandemic.](#)
- ³⁷ [Essential Skills Tracker 2022.](#)
- ³⁸ [The road not taken: the drivers of course selection.](#)
- ³⁹ [Poverty dynamics and parental mental health: Determinants of childhood mental health in the UK.](#)
- ⁴⁰ [Ibid.](#)
- ⁴¹ [The Millennium Cohort Study framed questions around 'opposite/same sex orientation' at age 14 and then as more granular categories at age 17. However, as documented by Stonewall, LGBTQ+ young people continue to experience particularly high rates of poor mental health.](#)
- ⁴² [Mental health, social adversity, and health-related outcomes in sexual minority adolescents: a contemporary national cohort study.](#)
- ⁴³ [Mental ill-health at age 17 in the UK.](#)
- ⁴⁴ [Learning to grow: what employers need from education and skills \(CBI Education and skills survey 2012\), Changing the pace: CBI/Pearson education and skills survey 2013, Gateway to growth: CBI/Pearson Education and Skills Survey 2014, Inspiring Growth: CBI/Pearson Education and Skills Survey 2015, The Right Combination: CBI/Pearson Education and Skills Survey 2016, Helping the UK Thrive: CBI/Pearson Education and Skills Survey 2017, Educating for the modern world: CBI/Pearson Education and Skills Survey 2018, Education and learning for the modern world: CBI/Pearson Education and Skills Survey report 2019, Skills for an inclusive economy: CBI/Birkbeck Education and Skills survey 2021.](#)
- ⁴⁵ [Infographic: A level results 2022.](#)
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- ⁶⁸ [Even high-achieving pupils from disadvantaged backgrounds miss out on some university opportunities – but mentoring programmes can help.](#)
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- ⁷⁴ [No Timeouts: Understanding the impacts of behavioural difficulties on children and families.](#)
- ⁷⁵ [The Impact of Parental Involvement on Children's Education.](#)
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- ⁷⁷ [Teacher Labour Market in England.](#)
- ⁷⁸ [NEU calls for inflation-plus pay increase for all teachers.](#)
- ⁷⁹ [School spending and costs: the coming crunch.](#)
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- ⁸¹ [Ibid.](#)
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- ⁸⁵ [School Teacher Workforce, 2021.](#)
- ⁸⁶ [Outcomes by ethnicity in schools in England, Topic note, 2022.](#)
- ⁸⁷ [Youth Voice Census Report 2022.](#)
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