

Attainment and attendance update

Education and Children's Social Care Overview and Scrutiny Committee: 12 January 2022

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Aims

- In this session we aim to:
 - provide an overview of attainment and attendance data for the period 2019 – 2021
 - highlight strengths and areas for development
 - answer questions from the committee

** This presentation focuses on attainment at KS4 only. This is because the DfE has published KS4 data only for this period; there is no national data available for the primary phase*

Key Stage 4: Pupil overview

Academic Year 2020-2021*

Key Stage 4 All Pupils		Birmingham	National	Difference	Rank out of 151 LAs	Percentile (of Rank)
Student Numbers	Total	14036 (+63)	575863	-	3rd (no chg)	2 (no chg)
	Disadvantaged (43%)	6012 (-44)	151973 (26%)	+17%	1st (no chg)	1 (no chg)
	FSM (31%)	4401 (+500)	107838 (19%)	+12%	1st (no chg)	1 (no chg)
	EAL (39%)	5448 (-82)	97406 (17%)	+22%	1st (no chg)	1 (no chg)
	Non SEN (84%)	11724 (+2)	487466 (85%)	-1%	3rd (no chg)	2 (no chg)
	SEN (16%)	2213 (+66)	87210 (15%)	+1%	3rd (down 1)	2 (down 1)
	SEN Support (12%)	1700 (+68)	63926 (11%)	+1%	2nd (no chg)	1 (no chg)
	EHC Plan (4%)	513 (-2)	23284 (4%)	0%	5th (down 2)	3 (down 1)

KS4 Attainment data: Guidance from DfE

- In 2019/20 pupils were awarded either a centre assessment grade (based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.
- For 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.
- The changes to the way grades have been awarded over the last two years (with Centre Assessment Grades and Teacher Assessed Grades replacing exams) mean **pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.**

2021 Key Stage 4 outcomes

DfE Note: Each of the pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 and 2020/21 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance. As a result the 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance

Progress 8

Year	2018	2019	2020	2021
National	-0.02	-0.03	-	-
B'ham	-0.04	0.09	-	-
Core Cities	-0.09	-0.05	-	-
Stat N'Bours	-0.07	-0.01	-	-

% of pupils achieving standard 9-4 passes in both English and mathematics GCSEs

Year	2018	2019	2020	2021
National	64.2%	64.6%	71.2%	72.2%
B'ham	59.6%	61.9%	67.1%	69.4%
Core Cities	59.3%	59.6%	66.3%	67.7%
Stat N'Bours	58.5%	59.8%	66.1%	67.1%

Average EBacc APS score per pupil

Year	2018	2019	2020	2021
National	4.04	4.07	4.38	4.45
B'ham	3.98	4.10	4.33	4.45
Core Cities	3.83	3.89	4.17	4.24
Stat N'Bours	3.83	3.92	4.22	4.29

Attainment 8¹

2018	2019	2020	2021
46.5	46.7	50.2	50.9
45.8	46.6	49.2	50.1
44.6	44.8	48.0	48.7
44.6	45.2	48.4	49.1

% of pupils achieving strong 9-5 passes in both English and mathematics GCSEs

2018	2019	2020	2021
43.3%	43.4%	49.9%	51.9%
40.1%	42.5%	47.5%	49.7%
38.9%	39.3%	45.7%	47.6%
38.2%	39.2%	45.3%	47.1%

% of key stage 4 pupils with entries in all English Baccalaureate subject areas

2018	2019	2020	2021
38.4%	40.0%	39.8%	38.7%
40.0%	44.5%	44.4%	45.7%
36.9%	39.2%	38.8%	38.1%
36.8%	40.5%	40.3%	40.1%

KS4: Birmingham compared to national (2020-21)

	Pupil group		Birmingham		National	Rank of 151 LAs
Attainment 8 Overall	Total	●	50.1 (+0.9)	▲	50.9 (+0.7)	83rd (up 3)
	Disadvantaged	●	43.7 (+0.5)	▲	40.3 (+0.1)	30th (up 3)
	FSM	●	42.4 (+0.8)	▲	39.1 (+0.5)	29th (up 2)
	EAL	●	49.8 (+1.1)	▲	52.1 (+1.2)	97th (up 5)
	Non SEN	●	54.2 (+1.1)	▲	54.5 (+0.8)	74th (down 1)
	SEN	●	30 (+0.4)	▲	31.1 (+0.4)	89th (down 5)
	SEN Support	●	35.3 (+0.4)	▲	36.7 (+0.3)	98th (down 7)
	EHC Plan	●	12.6 (-0.1)	▼	15.7 (+0.5)	122nd (down 18)
English and Maths % 9-5 (Strong)	Total	●	49.7 (+2.2)	▲	51.9 (+2)	94th (down 1)
	Disadvantaged	●	37.2 (+1.7)	▲	31.7 (+1.3)	29th (up 4)
	FSM	●	35.1 (+2.1)	▲	29.9 (+2.1)	30th (up 1)
	EAL	●	48.3 (+3.3)	▲	52.8 (+2.8)	104th (down 7)
	Non SEN	●	56.2 (+2.4)	▲	58 (+2.2)	88th (down 2)
	SEN	●	16.6 (+1.6)	▲	18.3 (+1.5)	93rd (down 2)
	SEN Support	●	19.8 (+1.9)	▲	22.2 (+1.7)	92nd (down 1)
	EHC Plan	●	5.8 (+0.2)	▲	7.8 (+1.3)	108th (down 20)
English and Maths % 9-4 (Standard)	Total	●	69.4 (+2.3)	▲	72.2 (+1)	111st (up 5)
	Disadvantaged	●	58.9 (+2.5)	▲	53.1 (+0.6)	30th (up 4)
	FSM	●	56.4 (+3.3)	▲	50.9 (+1.7)	30th (up 6)
	EAL	●	68.2 (+2.9)	▲	71.7 (+1.8)	105th (up 3)
	Non SEN	●	76.7 (+2.2)	▲	79 (+1)	110th (up 9)
	SEN	●	32.7 (+3.5)	▲	35.1 (+2)	92nd (up 13)
	SEN Support	●	39.1 (+4.5)	▲	42.1 (+2.2)	93rd (up 20)
	EHC Plan	●	11.3 (-0.9)	▼	15.8 (+1.7)	125th (down 33)

KS4: Birmingham compared to Core Cities (2020-21)

	Pupil group		Birmingham		Core Cities	Rank of 8 LAs
Attainment 8 Overall	Total	●	50.1 (+0.9)	▲	48.7 (+0.7)	1st (no chg)
	Disadvantaged	●	43.7 (+0.5)	▲	40.6 (+0.4)	1st (no chg)
	FSM	●	42.4 (+0.8)	▲	39.1 (+0.8)	1st (no chg)
	EAL	●	49.8 (+1.1)	▲	48.7 (+1)	1st (up 2)
	Non SEN	●	54.2 (+1.1)	▲	52.7 (+0.9)	1st (no chg)
	SEN	●	30 (+0.4)	▲	29.1 (-0.1)	3rd (up 1)
	SEN Support	●	35.3 (+0.4)	▲	34.7 (-0.1)	3rd (up 1)
	EHC Plan	●	12.6 (-0.1)	▼	12.1 (+0.2)	3rd (no chg)
English and Maths % 9-5 (Strong)	Total	●	49.7 (+2.2)	▲	47.6 (+1.9)	2nd (down 1)
	Disadvantaged	●	37.2 (+1.7)	▲	32.6 (+2.2)	1st (no chg)
	FSM	●	35.1 (+2.1)	▲	30.3 (+3)	1st (no chg)
	EAL	●	48.3 (+3.3)	▲	46.4 (+3.4)	2nd (up 1)
	Non SEN	●	56.2 (+2.4)	▲	53.8 (+2.2)	2nd (down 1)
	SEN	●	16.6 (+1.6)	▲	16.5 (+0.6)	3rd (up 3)
	SEN Support	●	19.8 (+1.9)	▲	20 (+0.7)	3rd (up 4)
	EHC Plan	●	5.8 (+0.2)	▲	5.5 (+0.2)	3rd (up 1)
English and Maths % 9-4 (Standard)	Total	●	69.4 (+2.3)	▲	67.7 (+1.4)	2nd (up 2)
	Disadvantaged	●	58.9 (+2.5)	▲	53.5 (+2)	1st (no chg)
	FSM	●	56.4 (+3.3)	▲	50.5 (+2.9)	1st (no chg)
	EAL	●	68.2 (+2.9)	▲	65.7 (+1.8)	1st (up 1)
	Non SEN	●	76.7 (+2.2)	▲	74.8 (+1.3)	2nd (no chg)
	SEN	●	32.7 (+3.5)	▲	31.8 (+1.6)	3rd (up 3)
	SEN Support	●	39.1 (+4.5)	▲	38 (+2)	3rd (up 4)
	EHC Plan	●	11.3 (-0.9)	▼	12.7 (+0.4)	7th (down 2)

KS4: Birmingham compared to West Midlands (2020-21)

	Pupil group	Birmingham		West Midlands	Rank of 14 LAs
Attainment 8 Overall	Total	●	50.1 (+0.9) ▲	49.5 (+0.5)	5th (up 2)
	Disadvantaged	●	43.7 (+0.5) ▲	40.4 (0)	1st (no chg)
	FSM	●	42.4 (+0.8) ▲	39.3 (+0.4)	1st (no chg)
	EAL	●	49.8 (+1.1) ▲	49.9 (+1.2)	7th (up 1)
	Non SEN	●	54.2 (+1.1) ▲	53.1 (+0.7)	6th (no chg)
	SEN	●	30 (+0.4) ▲	30.5 (+0.4)	8th (down 1)
	SEN Support	●	35.3 (+0.4) ▲	35.9 (+0.4)	9th (down 1)
	EHC Plan	●	12.6 (-0.1) ▼	14.2 (+0.4)	10th (down 1)
English and Maths % 9-5 (Strong)	Total	●	49.7 (+2.2) ▲	48.7 (+2)	5th (no chg)
	Disadvantaged	●	37.2 (+1.7) ▲	31 (+1.4)	1st (no chg)
	FSM	●	35.1 (+2.1) ▲	29 (+1.5)	1st (no chg)
	EAL	●	48.3 (+3.3) ▲	48.5 (+3.6)	9th (down 2)
	Non SEN	●	56.2 (+2.4) ▲	54.9 (+2.3)	5th (down 1)
	SEN	●	16.6 (+1.6) ▲	16.1 (+1.5)	5th (up 1)
	SEN Support	●	19.8 (+1.9) ▲	19.4 (+2)	6th (no chg)
	EHC Plan	●	5.8 (+0.2) ▲	6.3 (+0.4)	7th (up 2)
English and Maths % 9-4 (Standard)	Total	●	69.4 (+2.3) ▲	69.5 (+0.9)	7th (up 1)
	Disadvantaged	●	58.9 (+2.5) ▲	52.5 (+1)	1st (no chg)
	FSM	●	56.4 (+3.3) ▲	50 (+1.5)	1st (no chg)
	EAL	●	68.2 (+2.9) ▲	68.6 (+3.3)	9th (no chg)
	Non SEN	●	76.7 (+2.2) ▲	76.6 (+1)	8th (up 1)
	SEN	●	32.7 (+3.5) ▲	32.3 (+1.8)	7th (up 1)
	SEN Support	●	39.1 (+4.5) ▲	38.8 (+2.5)	7th (up 2)
	EHC Plan	●	11.3 (-0.9) ▼	12.8 (0)	9th (down 3)

Attendance

- This report is based on data sets relating to Autumn term absence data for Sept-Dec 2019 and for Sept-Dec 2020
- The full-year absence data release for 2019-20 was cancelled by the DfE

To note:

- Autumn 2019 was not affected by the COVID pandemic
- Autumn 2020 data relates to the period during the pandemic when schools had fully reopened in September and the subsequent period of national lockdown in November 2020 when schools remained open

Overall absence: Autumn terms 2019 and 2020

- Overall absence is measured as the proportion of each pupil's possible sessions which have been missed.
- In Birmingham, overall absence was 0.6% higher in Autumn 2020 than Autumn 2019 and with slightly higher than average rises for pupils eligible for free school meals and those on SEN support.
- The smallest rise was for pupils attending special schools.
- During the same period, however, absence rates in England fell slightly, so there is now a gap of 0.8% between Birmingham's overall absence rate and the national picture.

Absence rates	Birmingham		National	
	Sept-Dec 2020	Sept-Dec 2019	Sept-Dec 2020	Sept-Dec 2019
All pupils	5.5%	4.90%	4.70%	4.90%
Pupils eligible for FSM	7.20%	6.30%	7.80%	7.60%
Pupils with an EHCP	11.10%	10.50%	9.40%	9.20%
Pupils on SEN support	7.50%	6.50%	6.60%	6.80%
Primary school pupils	5.00%	4.40%	3.70%	4.30%
Secondary school pupils	5.90%	5.30%	5.70%	5.60%
Special school pupils	11.90%	11.70%	10.60%	10.50%

Overall absence: Autumn terms 2019 and 2020

- Absence rates in Birmingham usually compare favourably to core cities
- However, in Sept-Dec 2020 overall absence in Birmingham was higher than the core city average
- This was primarily a result of the rise in absence rates in primary schools in Birmingham

Absence rate	Birmingham		Core Cities	
	Sept-Dec 2020	Sept-Dec 2019	Sept-Dec 2020	Sept-Dec 2019
Pupil Group				
All pupils	5.50%	4.90%	5.30%	5.20%
Pupils eligible for FSM	7.20%	6.30%	7.80%	7.30%
Pupils with an EHCP	11.10%	10.50%	11.60%	11.10%
Pupils on SEN support	7.50%	6.50%	7.40%	7%
Primary school pupils	5.00%	4.40%	4.30%	4.60%
Secondary school pupils	5.90%	5.30%	6.20%	5.80%
Special school pupils	11.90%	11.70%	12.80%	12.30%

Persistent absence rates: Autumn terms 2019 and 2020

- Persistent absence rates are measured as the proportion of pupils who have missed more than 10% of their own possible sessions.
- There was a large increase in persistent absence in Birmingham compared with the national picture between Autumn term 2019 and 2020.
- Primary school pupils in Birmingham are now almost 50% more likely than average to have persistent absence.

Persistent absence rate	Birmingham		National	
	Sept-Dec 2020	Sept-Dec 2019	Sept-Dec 2020	Sept-Dec 2019
Pupil Group				
All pupils	16.20%	13.50%	13.00%	13.10%
Pupils eligible for FSM	21.90%	18.70%	24.00%	23.80%
Pupils with an EHCP	30.10%	29.40%	25.60%	26.30%
Pupils on SEN support	22.40%	19.20%	19.30%	19.80%
Primary school pupils	14.70%	12.10%	9.90%	11.20%
Secondary school pupils	17.30%	14.20%	16.30%	15.00%
Special school pupils	32.80%	32.60%	29.20%	30.00%

Persistent absence rates: Autumn terms 2019 and 2020

- Persistent absence rates in Birmingham have risen more than core cities as a whole
- Again this is largely due to the significant rise in rates in Birmingham's primary schools.

Persistent absence rate	Birmingham		Core Cities	
	Sept-Dec 2020	Sept-Dec 2019	Sept-Dec 2020	Sept-Dec 2019
Pupil Group				
All pupils	16.20%	13.50%	15.30%	14.40%
Pupils eligible for FSM	21.90%	18.70%	24%	24.40%
Pupils with an EHCP	30.10%	29.40%	30.70%	30%
Pupils on SEN support	22.40%	19.20%	21.80%	21%
Primary school pupils	14.70%	12.10%	12.50%	12.90%
Secondary school pupils	17.30%	14.20%	18.00%	15.70%
Special school pupils	32.80%	32.60%	33.80%	33.20%

Managing attendance during the pandemic

- Throughout the pandemic additional support has been in place for schools and families around attendance.
- Legal action was suspended from the start of the pandemic until the end of the summer term in July 2020, for the first half-term of the autumn term and then again from January 2021 until after May half-term 2021.
- The focus continues to be on early help since the enforcement stages of our attendance processes were reintroduced for the remainder of the summer term and autumn term 2021.
- Officers have been working closely with colleagues from the range of agencies, particularly social care, on supporting groups of children who may be deemed to be 'out of sight' or who may be 'missing education'; this includes those children who may have poor attendance, may be on part-time timetables or who may be electively home educated.

#you'vebeenmissed

- *#you'vebeenmissed* is an early help initiative that seeks to tackle emotionally based school avoidance.
- It was initiated by BCC's lead attendance officer Edwina Langley and jointly developed between Forward Thinking Birmingham, the Education Psychology Service, the Education Legal Intervention Team and Birmingham Education Partnership.
- The resources for schools, professionals, parents and children can be found here <https://bwc.nhs.uk/youve-been-missed>
- In October 2021 at the Association of Education Welfare Management conference the Secretary of State for Education, Nadhim Zahawi raised the key role of local authorities getting children back into school during the pandemic and mentioned the initiatives of two local authorities in particular, one of which was the *#you'vebeenmissed*' campaign in Birmingham.

Attendance data: Autumn 2021

- During the pandemic schools have been completing daily attendance returns to the DfE which have been closely monitored by BCC
- The data from these returns has indicated that, for most of the autumn term, attendance in Birmingham schools has been in line, and on 39 of the 70 days reported, above, elsewhere in the country and region, for example:

Pupils attending on site	Tuesday 16th November	Monday 18th October	Friday 24th September
Birmingham	90.20%	88.60%	88.60%
National	89.80%	88.60%	88.20%
Core Cities	89.60%	88.10%	87.90%
Statistical neighbours	90.20%	89.00%	88.40%
West Midlands	88.80%	88.10%	85.80%

COVID absences: Autumn 2021

- The data from schools' daily returns has shown that COVID absence in Birmingham has been below elsewhere in the country and region on every day in Autumn term 2021. For example:

Phase	Tue 16/11 (Birmingham)	Tue 16/11 (National)
Primary	1.3	2.3
Secondary	1	1.8
Special	2.6	3
PRU/Alternate	2.4	2.2
16 Plus	0.3	1
Independent	1.1	2.5
State Funded	1.2	2.1
All	1.1	2

Next steps - attendance

BCC officers continue to support children's attendance at this critical point through:

- close working with Birmingham Public health colleagues when schools identify a Covid outbreak to put appropriate mitigation in place
- support for schools with Outbreak Management templates and risk assessments, developed with health and safety and teaching union colleagues
- support, advice and guidance from school and governor support and the education infrastructure hotline
- actively working with colleagues from health, the police and social care to support children who may be deemed to be 'out of sight' through the Partnership Operational Group and the Joint Response Group

Next steps – improving attainment

School improvement support, delivered by Birmingham Education Partnership, is focusing on:

- reaching the highest academic standards for all Birmingham's children and young people with a particular emphasis on the primary phase and improving attendance
- supporting equity so that all vulnerable children and young people are provided with the education they need to ensure positive life outcomes
- working in strong partnerships across and between sectors and stakeholders which impact positively on outcomes for children and school

Immediate priorities include:

- building self-sustaining networks of schools
- addressing the gaps in attainment as a result of Covid
- targeting vulnerable schools
- focusing on the development of headteachers and senior leaders
- ensuring that Birmingham schools benefit from a wide range of high-quality continuous professional development
- brokering partnerships to maximise the learning potential of the Commonwealth Games