

EDUCATIONAL ATTAINMENT Fact Sheet

Background

Educational qualifications and attainment are key determinants of later life opportunities and income. There is evidence that overall, children from poorer families have lower levels of educational attainment, a major contributing factor to social mobility and poverty. Therefore it is important to do all that we can to improve the life chances of children from all backgrounds.¹

Local Picture

The map at **Fig. 1** profiles the extent of deprivation in education, skills and training by small local area within Sutton. This measure includes education deprivation for children and young people, and also the lack of skills and qualifications among the working age population.

There are seven areas that fall within the 20% most deprived for education in Sutton. One of these areas is in the most deprived 10%, in Beddington South. This map should be reviewed in line with **Fig. 2** which profiles Income Deprivation Affecting Children for which there are ten areas in the most deprived quintile. Four of these areas are in the most deprived 10%, two in Beddington South, one in the Wrythe and one in Wandle Valley. These maps illustrate the link between educational deprivation and poverty.

Fig.1: Indices of Deprivation: Education

Fig. 2: Indices of Deprivation: Income Deprivation Affecting Children

Sutton progress

Educational attainment is a key national performance target. However, some pupils start life at a disadvantage due to their family circumstances. Poorer attainment in Key Stages of Education (KS2 – 11 year olds and KS 4 – GCSEs) is associated with higher levels of deprivation. Educational attainment at secondary school level is measured as the percentage of pupils with 5 or more GCSE (KS4) passes at grades A*–C (including English and Maths).

As described, evidence shows that lower educational attainment is strongly associated with deprivation).¹ In Sutton, the achievement gap at KS2 (11 year olds) between children eligible for Free School Meals and their peers is in line with the national position (using eligibility for free school meals as a proxy for deprivation). For this age group, our school population is more coterminous with the resident population (**Fig. 7**).

¹ Poorer children's educational attainment: how important are attitudes and behaviour?
Goodman A, Gregg P. Joseph Rowntree Foundation, 2010. <http://www.jrf.org.uk/system/files/poorer-children-education-full.pdf>

Overall, Sutton's KS4 educational attainment is much higher than the average for both London and for England (**Fig. 3**). However, at this age the achievement gap (i.e. the difference) between the key stage results of the general population compared to those children eligible for free school meals is greater than for England (**Fig. 8**). At KS2 **Fig. 4** shows the percentage of pupils achieving Level 4 according to eligibility for Free School Meals (FSM). Achievement is lower than for those non on FSM (86% FSM compared to 95% non-FSM), though levels are in line with the regional and national average.

It should be taken into account that Sutton has a number of selective schools who have the freedom to take applicants from outside the borough, so many children at Sutton's schools, particularly secondary school, are resident elsewhere. However, improving the attainment of local vulnerable young people should continue to be a focus of the borough.

Fig. 3: Educational Attainment at Key Stage KS4

Fig. 4: Achievement at Key Stage 2, Level 4+ in Reading, Writing, Maths by Free School Meals

Fig. 5: Educational Attainment at Key Stage 4 by Special Needs

In terms of the level of attainment by ethnicity, this is higher for all Sutton's ethnic groups compared to London and England averages (**Fig. 6**). However, it should be noted that statistics are based on the school population, and as noted given the net import of children into Sutton schools, may not necessarily reflect resident ethnic groups.

Fig. 6: Educational Attainment at Key Stage 4 by ethnicity

Fig. 7: National Indicator 102a: Achievement gap between pupils eligible for Free School Meals and their peers, Level 4+ at Key Stage 2 including English & Maths

Fig. 8: National Indicator 102b: Achievement gap between pupils eligible for Free School Meals and their peers, GCSE including English & Maths

Figs. 9 and 10 profile the attainment gap between children with special educational needs and their peers at Key Stage 2. For GCSE including English & Maths, the attainment gap is larger for Sutton than for England. However, **Fig. 5** shows that overall attainment for those with statements for special needs is higher than for London and England.

Fig. 9: National Indicator 104: Achievement gap between pupils with Special Educational Needs and their peers, Level 4+ at Key Stage 2 including English & Maths

Fig. 10: National Indicator 105: Achievement gap between pupils with Special Educational Needs and their peers, GCSE including English & Maths

Young people who remain in education or employment have better outcomes than those that do not. **Fig. 11** shows the trend in the proportion of young people not in education, employment or training aged 16-18 years (NEET) compared to London and England. In 2015 there were 170 young people in Sutton NEET representing 2.4% in this age group. This is significantly lower than for London and England overall. The proportion has decreased in the past three years.

Fig. 11: Trend in proportion of 16-18 year olds in Sutton Not in Education, Employment or Training

Based on data for July 2014, the main reasons for being recorded as NEET in the borough are linked to teenage parenthood and those with statements (**Fig. 12**). The largest number of young people recorded as NEET were of White ethnicity (74.7%, **Fig. 13**).

Fig. 12: Ethnicity of Young People in Sutton not in Education, Employment or Training

Fig. 13: Reasons for Young People in Sutton not being in Education, Employment or Training

Relevant indicators

Public Health Outcomes Framework <http://www.phoutcomes.info/>

- *Wider determinants of health*: 1.03: Pupil Absence, 1.05 16-18 year olds not in education employment or training

Links to further information

Department for Education at: <https://www.gov.uk/government/organisations/department-for-education>

See also **Fact Sheet on INDICES OF DEPRIVATION 2015**

Priorities for Sutton

There are clear links between attainment and both current and future health outcomes for children and young people. Education and skills are key to breaking the intergenerational cycle of inequalities in income and employment opportunity which impact on health. Those without the necessary education or skill set to adapt are at risk of unemployment and poverty. Lack of further education and training can lead to poor basic skills and limited academic and vocational qualifications. The main risk factors associated with non participation in post 16 education, training and employment are:²

- Family disadvantage and poverty
- Having a special educational need
- Truancy and exclusion from school before the age of 16
- Low, or no, educational achievements at the age of 16
- Having poor health (including mental health problems)

² Coles B, Hutton S, Bradshaw J, Craig G, Godfrey C, Johnson J. Literature Review of the Costs of Being 'Not in Education, Employment or Training' at Age 16-18. Department for Education and Skills, 2002. <http://dera.ioe.ac.uk/4619/1/RR347.pdf>

- Teenage pregnancy
- Having parent(s) who are unemployed
- Membership of some minority ethnic groups
- Drop out from post-16 education
- Drop out from Government training

Given the gap in attainment for Sutton's more disadvantaged young people compared to their peers, there should be continued focus on work with schools to ensure that disadvantaged children have the necessary skills and education to enable them to gain full employment in the future.

In light of the current national economic position, a better understanding of the impact of poverty on educational attainment for our young people is needed. This should be considered in line with levels of teenage pregnancy, offending behaviour, truancy, and alcohol and drug misuse linked to poor educational attainment.

Commissioners should also focus on primary preventative measures for all children, as well as supporting those already at risk. Partnership working structures need to reflect this approach. Education and health services need to review how schools can be encouraged and supported to commission appropriate services and early intervention activities so that positive health and lifestyle choices support children's attainment.