

Education in England: Annual Report 2019

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Vulnerable Learners
and Social Mobility



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This report has been produced in partnership with the Fair Education Alliance (FEA).

The Fair Education Alliance is a coalition of over 150 of the UK's leading organisations from business, education and the third sector. The aim of the Alliance is to work towards ending the persistent achievement gap between young people from the poorest communities and their wealthier peers by aligning efforts of schools, charities, government, and businesses.

About the Education Policy Institute

The Education Policy Institute is an independent, impartial and evidence-based research institute that promotes high quality education outcomes, regardless of social background. We achieve this through data-led analysis, innovative research and high-profile events.

Education can have a transformative effect on the life chances of young people, enabling them to fulfil their potential, have successful careers, and grasp opportunities. As well as having a positive impact on the individual, good quality education and child wellbeing also promotes economic productivity and a cohesive society.

Through our research, we provide insight, commentary, and a constructive critique of education policy in England – shedding light on what is working and where further progress needs to be made. Our research and analysis spans a young person's journey from the early years through to entry to the labour market.

Our core research areas include:

- Benchmarking English Education
- School Performance, Admissions, and Capacity
- Early Years Development
- Vulnerable Learners and Social Mobility
- Accountability, Assessment, and Inspection
- Curriculum and Qualifications
- Teacher Supply and Quality
- Education Funding
- Higher Education, Further Education, and Skills

Our experienced and dedicated team works closely with academics, think tanks, and other research foundations and charities to shape the policy agenda.

This publication includes analysis of the National Pupil Database (NPD) <https://www.gov.uk/government/collections/national-pupil-database> The Department for Education is responsible for the collation and management of the NPD and is the Data Controller of NPD data. Any inferences or conclusions derived from the NPD in this publication are the responsibility of the Education Policy Institute and not the Department for Education.

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Foreword: Education Policy Institute

The Education Policy Institute is an independent, impartial and evidence-based research institute which aims to promote high quality education outcomes, regardless of social background.

Central to our work is the challenge of improving educational outcomes for England's most vulnerable learners - often those children who grow up in the most disadvantaged households. Top attainers in England perform at a similar standard as high achievers in some of the most successful developed nations in the world. But it is the long tail of low attainment, highly correlated with family income and background, which is arguably where performance in England most needs to be improved.

Each year, EPI reports on the gaps between more disadvantaged pupils and their peers - our researchers look at how these gaps are changing across the phases of education, and how they vary across the country, and by ethnic group and type of vulnerability.

We have developed a measure of the gap – in terms of months of learning - which has the twin merits of being readily comprehensible and able to consistently track changes over time, in spite of the regular changes in the design of both qualifications and the accountability framework.

Over the last 20 years, successive governments have used a wide and varying range of policy interventions to seek to close the outcome gaps in English education. Our research finds that - at least in recent years – policy-makers and practitioners have been successful in closing gaps across all phases of education – though, disappointingly, this is not true for the most persistently disadvantaged pupils.

Our most recent reports, however, have highlighted a worrying development - that the closure of disadvantage gaps in education seems to have been slowing down markedly. This year's report finds that progress in gap narrowing at Key Stage 4 (GCSE phase) may have ground to a complete halt.

This poses a major challenge to policy-makers and practitioners, in a country that needs disadvantaged children to have better education outcomes, both to improve our productivity, and to help transform England into a country where opportunities in life are less determined by parental background.

We hope that this report will help improve understanding of the education attainment gaps and stimulate more debate about how our country can return to making progress in this area.



Rt. Hon. David Laws, Executive Chairman, Education Policy Institute

Foreword: The Fair Education Alliance

The Fair Education Alliance (FEA) is a coalition of organisations driven by a common purpose: to reduce the inequalities in educational outcomes between children experiencing financial and social hardship and their more affluent peers.

The Alliance shines a light on child poverty and disadvantage – their causes and effects – and their impact on children and their education. We raise awareness amongst policy makers, practitioners, NGOs, partners in business and industry and across wider society, bringing people together who believe it is simply wrong to allow the negative impact of disadvantage on education to persist. We seek solutions, acting positively to drive transformation for children affected by it – and we do all of this within a context of rigour, research and well-informed activity.

One of our most valuable tools is the EPI's 'Education in England' report, directing our coalition's work over time as we seek change. In this year's report, it is disappointing that after so much intervention over the past two decades (and some hard-won progress in closing the gaps), the data shows we are stalling – possibly even reversing – the gains made, especially at secondary level. For children where disadvantage is most entrenched, educational achievement remains stubbornly low. At a time in history when our country most needs a well-educated, energetic, skilful cadre of young people to compete on the world stage, we cannot fall back. Inaction is not an option.

As a powerful alliance of diverse voices and actors who all believe that if we work together, transformation is possible, the FEA argues that we have a cross-sector responsibility to deal with the problems. By creating a dialogue across the coalition, we build consensus on what needs to change and we take collective action. We influence policy and practice, providing space to catalyse solutions and build momentum for system-wide support for the education of disadvantaged children. From 2019, we will be providing active backing of grassroots action, finding and nurturing new social innovations and helping to scale up existing successful practice.

The shared vision amongst the Alliance is of an education system where no child's success is limited by their background. The Alliance has identified three priorities for the change needed to make this happen:

- **We need an education system that develops the whole child:** a system which values and incentivises skills and social and emotional competencies alongside academic attainment. Accountability and funding incentives need to be directed to outcomes beyond a sole emphasis on academic attainment. Recent changes to the Ofsted framework help us to re-focus, but this needs to be further embedded in what we are assessing, measuring and incentivising.
- **We need to focus on supporting great teachers and leaders:** to achieve fair education for every child we need great teachers in every school, serving every community. To empower teachers to deliver the best for pupils, we need school leaders who set a vision and climate in which their teams can thrive.
- **We need better support for young people on what their options are post-16:** all young people need access to clear, timely, easy to understand information about the opportunities available to them after school, as well as exposure to different routes. They need this so that they can make the right choices for their future. That future will require high levels of technical skill as well as deep knowledge; intellectually rigorous technical provision must stand alongside academic options.

As the new Chair of the Fair Education Alliance, I believe we are at a moment of great change – and of opportunity. What the future holds is in our hands. We need to address with urgency the inequalities exposed in this report. To do this we must come together across sectors, across societal divisions and across our country’s regions to continue our work with renewed force in building an education system that will serve all young people – whatever their background. The stakes for our children and young people are high; they deserve no less than that we all give them our best.

A handwritten signature in black ink, appearing to read 'Vanessa Ogden', written in a cursive style.

Dr Vanessa Ogden, Chair, The Fair Education Alliance

Summary of Findings

Unless otherwise stated, the data presented in this report relates to attainment by pupils in state-funded schools only in the summer of 2018. This is the latest year for which we have pupil-level data from the National Pupil Database.

1. Overall attainment has increased slightly in secondary schools, less so in primary schools and there has been no real change in attainment in the early years

Our measures of overall attainment consider national trends in attainment at age five, by the end of primary school and by the end of secondary school.

The early years

To measure overall attainment and the disadvantage gap in the early years, we look at the average total point score children achieve in the Early years Foundation Stage Profile (EYFSP). This is a national assessment which takes place towards the end of the Reception Year.

We find that, in 2018, the average total point score was 34.6 (on a scale of 17 to 51). This figure showed little change from 2017, when the average point score was 34.5.

From the summer of 2020, schools and nurseries will use a new “Reception Baseline” assessment in order to measure both attainment in the early years and progress from the early years to the end of primary school. We will consider whether to adopt the Reception Baseline as our new measure for this annual report once it has been implemented.

Key Stage 2

We use the average scaled score in reading and maths as our attainment measure for the primary phase.

In 2018, the average scaled score was 104.5. This represents a modest increase from 2017 when the average scaled score was 104.0.

Since new Key Stage 2 tests were introduced in 2016, average attainment has increased by 1.5 scaled score points – from 103.0 to 104.5. In addition, the proportion of pupils achieving the expected standard in reading, writing and maths has increased from 53 per cent in 2016 to 64 per cent in 2018.¹ We use average scaled score rather than the proportion of pupils achieving the expected standard as our headline measure because the latter relates to a threshold, which can incentivise schools to get pupils “over the line”.

¹ <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2018-revised> (note that figures in 2018 are not directly comparable to previous years due to changes in the writing teacher assessment frameworks).

Key Stage 4

Here, we measure performance by using the average GCSE grade per subject across all GCSE entries.² We also use the 9 to 1 grading scale (which was introduced in 2017 for English and maths and in 2018 for some other GCSE subjects), with 9 being the highest grade.³

In 2018, the average GCSE grade per subject was 4.4. This is an increase of 2.9 per cent (or 0.1 of a grade) compared with 2017.

2. The disadvantage gap continues to narrow during the primary phase but has now stopped closing in the early years and by the end of secondary school, at Key Stage 4. Indeed, between 2017 and 2018, these gaps have widened slightly

We measure the disadvantage gap by comparing attainment between pupils eligible for Pupil Premium funding due to deprivation and the rest. This is consistent with the definition used by the Department for Education. We present the disadvantage gap in terms of months of progress.

Our analysis covers the period from 2011 to 2018 (for the early years, our time series starts in 2013 in order to coincide with the introduction of the current EYFSP). Over this period the gap has closed in all three phases, as shown in Figure 1.1. The largest closures are observed in the early years (since 2013) and primary phases (by three3 per cent and 14 per cent respectively).

However, between 2017 and 2018, **only primary schools continued to narrow the gap - by 0.3 months. In the early years, there was no substantial change to the gap - it widened slightly by 0.1 months to 4.5 months. Meanwhile in secondary schools, the gap widened by 0.2 months to 18.1 months.** This is based on our headline measure of attainment in English language and maths alone. For all GCSE subjects, the gap is largely unchanged.⁴

We use the gap in English and maths as our headline figure for changes in the gap over time because, as reported last year, progress in recent years across all GCSEs has been influenced by changes in patterns of subject entry. These changes have meant that more pupils, including disadvantaged pupils, are entering English literature and science, for example. While this represents a narrowing of the gap in terms of access to the curriculum, it is not necessarily reflected in improved grades.

While these are all relatively modest changes, the reversal of the trend direction by the end of secondary school is noteworthy because the gap had been closing, albeit increasingly slowly, in recent years. The change in direction in 2018 means it may have reached a turning point, and if this continues in future years it could lead to the progress of recent years being undone.

² This excludes non-GCSE Level 1 and 2 qualifications. AS level qualifications also count towards this measure (although few are taken at age 16).

³ For GCSEs which had not converted to the new scale by 2018, we rescale the existing grades – our methodology is set out in more detail in the accompanying technical annex to this summary.

⁴ The gap in average GCSE grade across all GCSE subjects widened by 0.1 months when rounded to one decimal place but this is not visible in the gap figures for 2017 and 2018 which both round to 18.4 months. The apparent inconsistency of these figures is due to rounding error.

Figure 1.1: Trends in the size of the disadvantage gap since 2011⁵

| | Early years | Key Stage 2 | Key Stage 4 | |
|----------------------|-------------------|-----------------------------------|--------------------|--|
| | Total point score | Scaled score in reading and maths | GCSE average grade | GCSE English and maths (average grade) |
| 2011 | - | 10.6 | 20.4 | 19.7 |
| 2012 | - | 10.1 | 20.0 | 18.9 |
| 2013 | 4.6 | 10.0 | 19.6 | 18.6 |
| 2014 | 4.6 | 10.0 | 19.6 | 18.2 |
| 2015 | 4.5 | 9.7 | 19.4 | 18.1 |
| 2016 | 4.5 | 9.6 | 19.3 | 18.1 |
| 2017 | 4.4 | 9.5 | 18.4 | 17.9 |
| 2018 | 4.5 | 9.2 | 18.4 | 18.1 |
| 2017-2018 change (%) | +0.1 (+2.1%) | -0.3 (-3.4%) | +0.1 (+0.4%) | +0.2 (+1.0%) |
| 2011-2018 change (%) | n/a | -1.5 (-13.8%) | -2.0 (-9.6%) | -1.6 (-8.0%) |

3. If the recent five-year trend continues, it would take over 500 years for the disadvantage gap to close by the end of secondary school

As we saw above, in 2018 the gap in attainment in GCSE English and maths widened from the previous year. When we feed this latest year into our projection, based on a five-year rolling average, we expect the gap to close in 2581. This year's projection is based on the gap in 2014, 2015, 2016, 2017 (when the gap was closing, but at a slowing rate) and 2018 (when the gap has widened for the first time in the time series). This results in a projection of over 500 years until the gap will close. However, based on the change from 2017 to 2018 and the rapidly increasing number of years until gap closure, the most recent data is actually suggesting that the gap may widen in future years and, if this happens, it will no longer make sense to measure the trend in terms of when the gap will close.

Figures 1.2 and 1.3 show how the five-year rolling projections have changed since 2015.

Figure 1.2: Forecast year of when the gap might close, based on a five-year rolling average

| Year | Forecast year when GCSE Disadvantage Gap in English and maths is fully closed | Forecast number of years from 2019 for GCSE Disadvantage Gap in English and maths to fully close |
|------|---|--|
| 2015 | 2062 | 43 |
| 2016 | 2103 | 84 |
| 2017 | 2154 | 135 |
| 2018 | 2581 | 562 |

⁵ Totals may not appear to sum from their constituent parts in tables due to rounding errors.

Figure 1.3: Forecast year of when the gap might close, based on a five-year rolling average



4. For the most persistently disadvantaged pupils, the gap continues to narrow in primary but is widening in secondary

The most persistently disadvantaged pupils are those who have been eligible for Free School Meals for at least 80 per cent of their time at school, indicating that they have lived in households with little or no employment income, not just temporarily, but long term.

We find that, in 2018, the gap for persistently disadvantaged primary pupils narrowed by 0.4 months (2.9 per cent). Indeed, in the single year between 2017 and 2018, the gap for persistently disadvantaged primary pupils closed twice as much as it did between 2011 and 2017 (2.9 per cent compared with 1.4 per cent).

The gap for persistently disadvantaged secondary pupils in English and maths, however, widened in 2018 by 0.3 months (1.3 per cent). Since 2011, this gap has widened by 0.4 months in total (1.8 per cent) meaning that three-quarters of the widening of the gap occurred during 2017 and 2018.

Figure 1.4: Trends in the size of the persistently disadvantaged gap since 2011

| | Key stage 2 | Key stage 4 | |
|----------------------|-----------------------------------|--------------------|--|
| | Scaled score in reading and maths | GCSE average grade | GCSE English and maths (average grade) |
| 2011 | 12.6 | 22.8 | 22.2 |
| 2012 | 12.2 | 22.8 | 21.8 |
| 2013 | 12.2 | 23.2 | 22.2 |
| 2014 | 12.5 | 23.2 | 21.8 |
| 2015 | 12.4 | 23.3 | 22.4 |
| 2016 | 12.4 | 23.3 | 22.4 |
| 2017 | 12.5 | 22.6 | 22.3 |
| 2018 | 12.1 | 22.5 | 22.6 |
| 2017-2018 change (%) | -0.4 (-2.9%) | -0.1 (-0.4%) | +0.3 (+1.3%) |
| 2011-2018 change (%) | -0.5 (-4.3%) | -0.3 (-1.4%) | +0.4 (+1.8%) |

5. The attainment of pupils by ethnic background is similar to recent years

As with previous years, we measure the ethnicity gap by comparing the performance of White British pupils to those from other ethnic groups.

By the end of primary school, Chinese pupils are around 12 months ahead of White British pupils, closely followed by Indian pupils who are around seven months ahead. Pupils from Gypsy/Roma backgrounds are 18 months behind White British families, travellers of Irish Heritage are 14 months behind, and Black Caribbean pupils are five months behind.

By the end of secondary school (using our headline measure of the gap in GCSE English and maths), we see those gaps widen. Chinese and Indian pupils still attain significantly higher than their White British peers and are ahead by 24.8 and 14.2 months respectively. It is, however, important to note that Chinese pupils represent a very small minority of the overall cohort, around 0.4 per cent in both primary and secondary schools (and this figure has been stable since 2011).

The performance of Chinese and Indian pupils is then followed by pupils from any other Asian background and pupils from White Irish background, who are ahead of White British pupils by 10.6 and 9.6 months respectively.

At the other end of the scale, we see that pupils from some other ethnicities remain significantly behind their White British peers: Gypsy/Roma backgrounds (by 34.1 months), Travellers of Irish Heritage (by 28.9 months) and Black Caribbean pupils (by 9.3 months).

While it is difficult, given some of the small numbers involved, to draw firm conclusions from the year-on-year trends, we see much clearer differences in some cases when we look at trends since 2011. Figure 1.4 below shows that **Black Caribbean pupils have fallen further behind White British pupils since 2011 (by an additional 2.2 months). Conversely, Pakistani pupils who were 3.4 months behind White British pupils in 2011 have now narrowed that gap to 0.5 months in 2018.**

We also find that some groups of pupils who were already ahead of White British pupils, have raced even further ahead since 2011. These include pupils from any other Asian background (by an additional 4.5 months), Bangladeshi pupils (by 4.3 months), Chinese pupils (by 2.6 months) and Black African pupils (by 2.4 months). Indeed, with the exception of Black Caribbean pupils, White and Black Caribbean pupils and White and Black African pupils, all other ethnic groups have either pulled further away from White British pupils or have caught up with them, to some degree, compared with 2011.

However, in some cases, including Gypsy/Roma Travellers, White and Black Caribbean pupils and late-arriving pupils for whom English is an additional language, the improvements have been small, and the gap has barely changed since 2011.⁶

⁶ We define late arriving EAL pupils as those who are recorded as having EAL, and who have entered the English state-school system in either year 10 or year 11. The reference group these pupils are ranked against are all those who have been recorded with English as their first language in the current year, and who have never in the past been recorded as having EAL.

Figure 1.5: Trends in the size of the secondary ethnicity gap (relative to white British children) since 2011

| Ethnicity | Gap in months 2011 | Gap in months 2018 | Difference |
|------------------------------|--------------------|--------------------|------------|
| Gypsy / Roma | -34.8 | -34.1 | 0.7 |
| Traveller of Irish Heritage | -31.3 | -28.9 | 2.4 |
| Black Caribbean | -7.2 | -9.3 | -2.2 |
| White and Black Caribbean | -6.5 | -6.7 | -0.1 |
| Information Not Yet Obtained | -3.9 | -4.4 | -0.5 |
| Any Other Black Background | -4.0 | -3.9 | 0.1 |
| Pakistani | -3.4 | -0.5 | 2.9 |
| White British | 0.0 | 0.0 | 0.0 |
| Refused | 1.2 | 0.7 | -0.5 |
| White and Black African | 1.3 | 1.2 | -0.1 |
| Any Other White Background | 0.9 | 2.0 | 1.1 |
| Black - African | -0.1 | 2.3 | 2.4 |
| Any Other Ethnic Group | 0.7 | 2.6 | 1.9 |
| Any Other Mixed Background | 4.2 | 4.7 | 0.5 |
| Bangladeshi | 1.2 | 5.4 | 4.3 |
| White and Asian | 9.0 | 9.1 | 0.1 |
| White - Irish | 7.9 | 9.6 | 1.7 |
| Any Other Asian Background | 6.1 | 10.6 | 4.5 |
| Indian | 13.2 | 14.2 | 1.0 |
| Chinese | 22.2 | 24.8 | 2.6 |
| Late-arrival EAL | -13.8 | -13.5 | 0.3 |

6. Pupils with Special Educational Needs and Disabilities (SEND) remain significantly behind their peers at every stage

We look at the gap in two ways. First, between pupils with SEND but no statement or Education, Health and Care Plan (EHCP), and their peers without SEND. Second, the gap between pupils with SEND who have either a statement or EHCP, and their peers without SEND.

Both groups of pupils with SEND are significantly behind their peers at every stage, with pupils with a statement or EHCP experiencing the largest gap. As shown in Figure 1.6, these pupils are 40 months behind their peers by the end of secondary school. Even those pupils with SEND but without a statement or EHCP (whose needs might accordingly be considered less acute), are still over two years behind their peers at age 16. These gaps are almost identical to those reported last year.

Figure 1.6: The gap in months between pupils with SEND and their peers

| | Early Years | Key stage 2 | Key stage 4 |
|--------------------------|-------------|-------------|-------------|
| SEND no statement / EHCP | 9.9 | 17.8 | 24.5 |
| SEND statement / EHCP | 15.3 | 24.5 | 40.0 |

7. Disadvantage gaps still tend to be larger, and growing, in parts of the North of the country

In 2018 there were 17 local authorities where the disadvantage gap was already at least six months in size by age five; these were most concentrated in the **North West**. However, the gap had grown most by the end of primary school in six local authority areas mainly in the **South**.

The largest disadvantage gaps at age 16 were equivalent to over two years of learning. These were more concentrated in the **North**, as were the authorities with the largest local growth in the gap between primary and secondary school.

The largest increases in the primary gap since 2012 were over three months in size and were found in the North West (**St. Helens** and **Halton**) and South West (**Bath** and **Poole**). The largest reductions in the primary gap since 2012 were over four months in size and were found in Yorkshire (**Kingston upon Hull**) and in London (**Newham** and **Havering**).

Authorities with the largest increases in the secondary gap since 2012, of around five months, were found in the North West (**Bury**, **Halton** and **Wigan**). The authorities with the largest reductions in the secondary gap were clustered in London.

In the Opportunity Areas, performance since 2017 has been very mixed. For example, in **Doncaster**, both attainment and disadvantage gaps improved. At the other end of the scale, **Blackpool** saw decreases in attainment and increases in the disadvantage gap in both the early years and the end of primary school.

A fuller analysis of regional trends, including the disadvantage gap in each phase in each local authority, can be found in **Annex A**.

8. Post-16 destinations are increasingly segregated

Our current measure for post-16 education considers the extent to which there is equity in post-16 destinations. Those destinations include:

- Further education college or other FE
- 6th Form: college or secondary school
- Other education destination (e.g. special schools, independent schools, alternative provision, higher education institutions and post-16 specialist institutions)

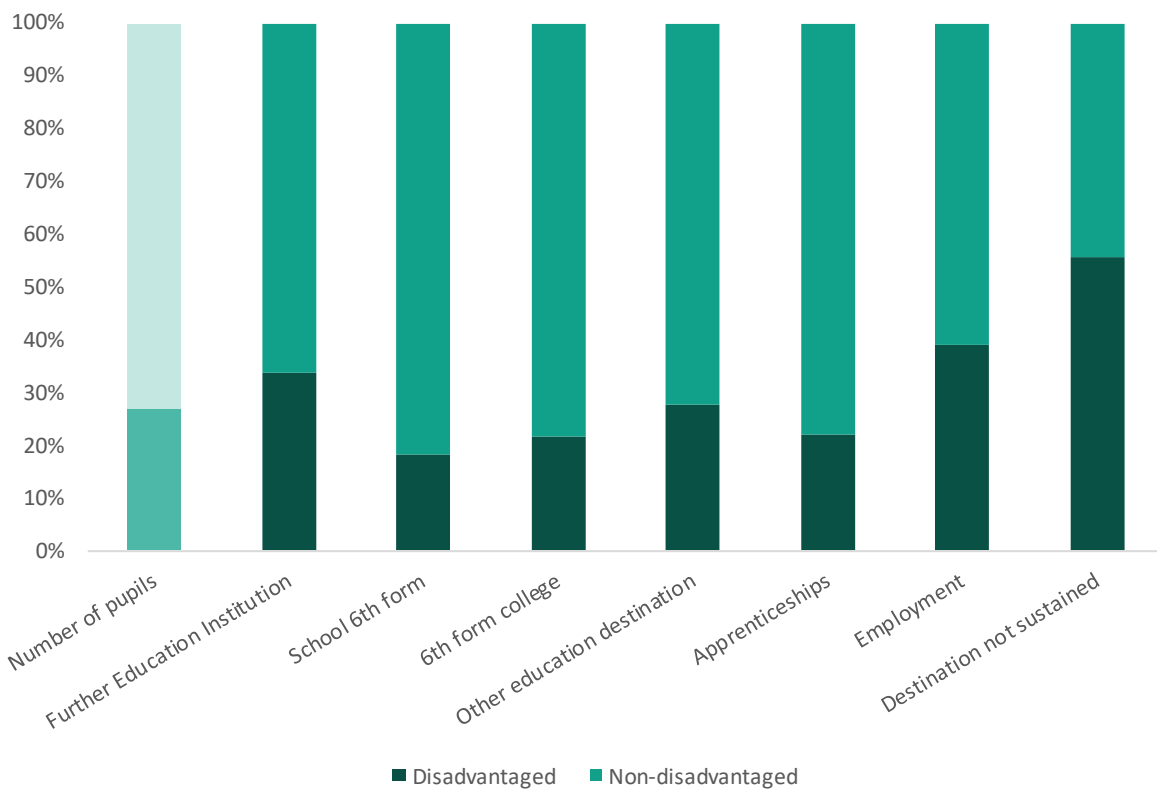
- Sustained employment and/or training destination⁷
- Destination not sustained (e.g. those who participated in education or employment for fewer than two terms, or who had no participation and claimed out-of-work benefits).

We are interested in whether there is a gap in the choices and routes that disadvantaged young people take, compared with their peers. In a fully equitable system, our segregation index would be 0 – indicating that disadvantaged and non-disadvantaged young people alike are accessing similar post-16 pathways.

In 2017 (the latest year for which we have data), the segregation index was 21.8 per cent – signalling a continued increase in segregation since 2013 (when it stood at 21.0).

As Figure 1.7 below shows, the gap is largely driven by an *over-representation* of disadvantaged students in further education, employment and an unknown or un-sustained destination and an *under-representation* in school sixth forms, sixth form colleges and apprenticeships. Despite their desired role in supporting social mobility, disadvantaged young people have been under-represented in apprenticeships in recent years. And whilst the proportion of disadvantaged young people taking up apprenticeships has risen in recent years, so has the proportion of non-disadvantaged young people. As such, their contribution to segregation has changed little since 2013.

Figure 1.7: The post-16 destinations of young people in 2017



Compared with last year, the rates of disadvantaged young people going to 6th form colleges have increased slightly and is now more in line with population proportions, but this has not been enough

⁷ To count as a ‘sustained destination’, the young person has to be participating for at least two terms or six months of the academic year after they have completed Key Stage 4.

to offset the parallel increase in disadvantaged young people going into further education. In both cases, the shifts are small (of around one per cent of the cohort), but still contributes to a net increase in segregation.

Conclusion

This year's Annual Report provides a mixed view of educational performance. The fact that overall attainment is broadly stable across all phases and has increased slightly in Key Stage 4, suggests that there has not been a decline in standards.

There is further positive news in relation to the gap between disadvantaged primary pupils and their peers, particularly for those who are persistently disadvantaged. In both cases, the gap continued to narrow in 2018.

We are, however, seeing a more worrying trend in relation to the gap at the end of secondary school (Key Stage 4). Over recent years, there has been a dramatic slowing down in the closure of the disadvantage gap in this phase, to the extent that the five-year rolling average now suggests that it would take 560 years to close the gap. Furthermore, the most recent data shows an increase in the gap in 2018 suggesting there is a real risk that we could be at a turning point and that we could soon enter a period where the gap starts to widen.

Another concerning finding is that, for persistently disadvantaged secondary pupils, the gap has widened more significantly – by 0.3 months between 2017 and 2018 and by 0.4 months overall since 2011.

It is difficult to know for certain why the gap is narrowing in primary but widening in secondary. The consistency of the trend in secondary means that it is unlikely to be caused by changes to assessments and qualifications. One possible explanation could be that secondary pupils are, generally, more exposed to austerity measures than primary pupils. Secondary school is a sensitive period for the disadvantage gap during which it grows faster than during primary school. Younger children are, for example, less likely to be unsupervised and engage in risky behaviours than older children. In addition, the higher rates of Pupil Premium funding in primary schools could be contributing to a narrowing of the gap. We know that secondary schools are more likely to be in deficit than primary schools and so school financial pressures, as well as pressures on local authority children's services, may be having a dual impact on support for disadvantaged pupils in secondary schools. It is clear that further research is needed in order to understand fully the causes of this trend.

We find that the disadvantage gap is still generally larger in many areas in the North of the country and, particularly the North West, where the gaps have been widening in more areas in both primary and secondary phases since 2012. However, between the early years and primary phases, we find that the gap is growing most in parts of the South of the country.

The widening of the gap appears to continue beyond the age of 16, where we find that the routes taken by young people are becoming increasingly segregated by socio-economic status.

Taken together, the trends in secondary and post-16 education should encourage the government to review its policies and resourcing in these phases. If current trends continue, we could plausibly undo some of the real progress that has been made in recent years.

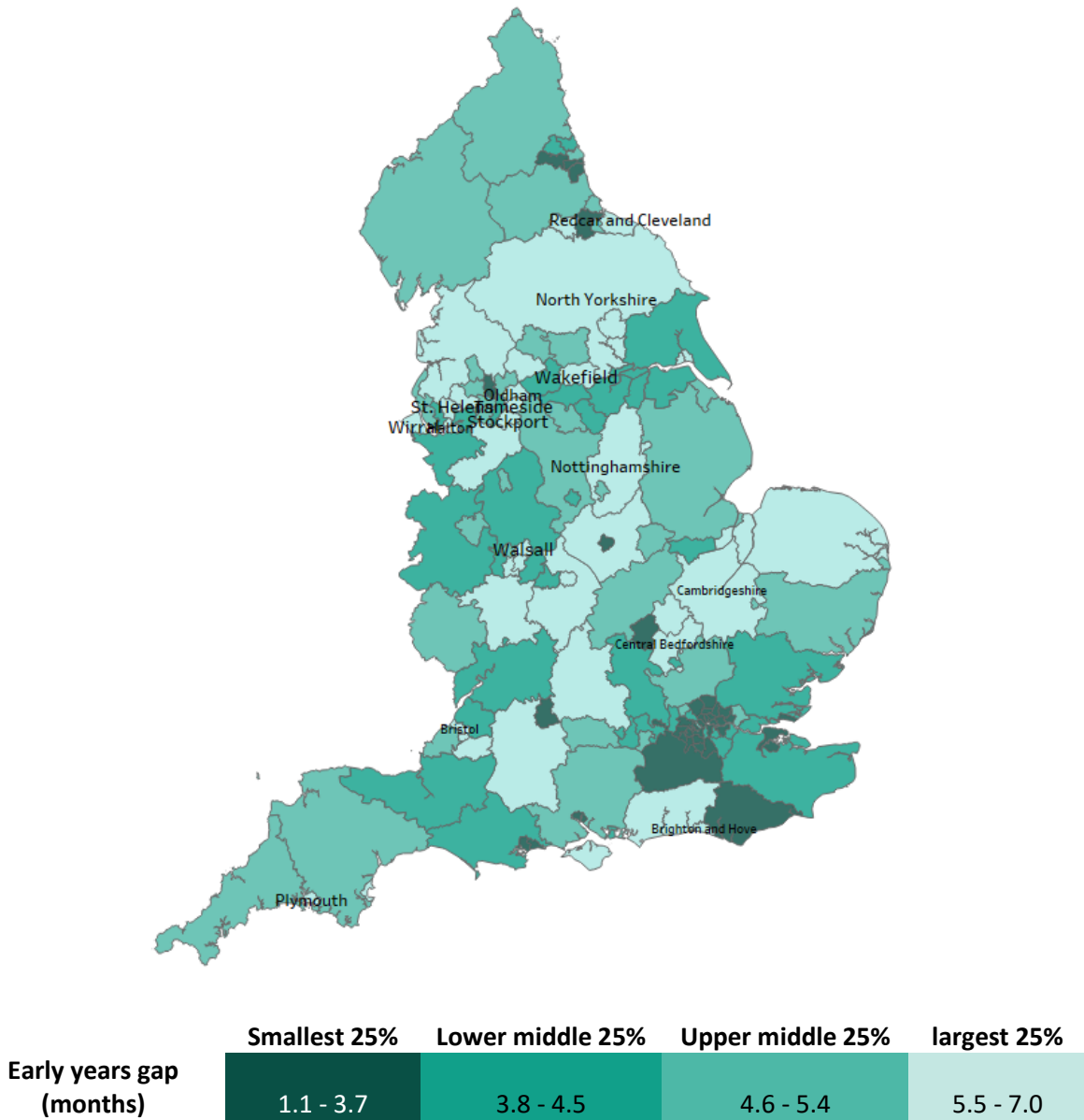
Annex A: Regional Analysis of the Disadvantage Gap

The gap in the early years and primary school

Beginning with early years attainment, in 2018 there were 17 local authority areas where the disadvantage gap was already at least six months by age five; this is a third larger than the national average of 4.5 months. The seventeen authorities were: Plymouth, Halton, Wakefield, Tameside, Redcar & Cleveland, Nottinghamshire, Wigan, Central Bedfordshire, Brighton & Hove, North Yorkshire, St. Helens, Oldham, Walsall, Bristol, Stockport, the Wirral and Cambridgeshire.

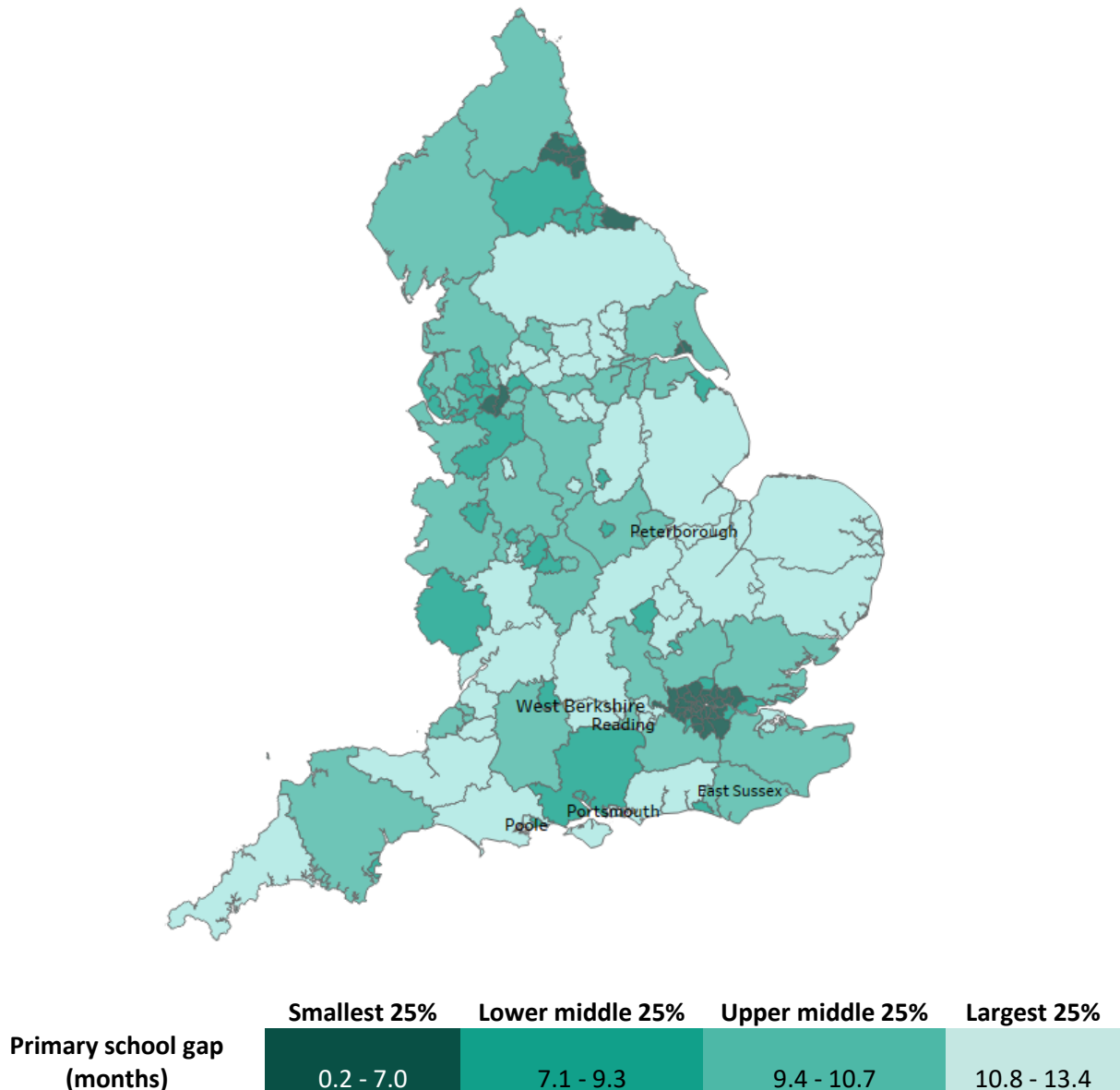
In all of these areas, the early years gap has grown since 2012. All have key stage 4 gaps that are above the national average, and all but three also have above average sized gaps at key stage 2. Ten of these areas with large early years gaps are in the North, of which seven are in the North West. The remaining seven areas are scattered across England.

Figure A1: The early years gap in England in 2018



Nationally, the disadvantage gap grows over the course of childhood. In 2018, by the end of primary school the gaps were over eight months larger than at age five in six local authority areas; this was over two-thirds larger than the national difference between age five and key stage 2, which was 4.7 months. These areas were mostly clustered in the South: Peterborough, Reading, Poole, East Sussex, West Berkshire and Portsmouth. Five of these six authorities had below-average gaps in the early years in contrast with their large key stage 2 gaps. However, five of the six had above-average key stage 4 gaps; the worst case was 24.2 months in Peterborough.

Figure A2: The primary gap in England in 2018



In a handful of authorities, this national pattern was reversed and the gap at key stage 2 was actually smaller than the gap at age five: Kensington & Chelsea, Westminster, Havering, Redcar & Cleveland, Tower Hamlets, Newham and Kingston upon Hull. All of these areas have seen decreases in the gap at key stage 2 since 2012 relative to authorities with similar starting points. Three also experienced relative growth in their early years gaps. Looking beyond primary school for these areas, the five London authorities all have smaller than average key stage 4 gaps. However, in

the two North East authorities the key stage 4 gap was larger than average, suggesting that different dynamics were at play.

Figure A3: Local authorities with a smaller gap in primary than in the early years

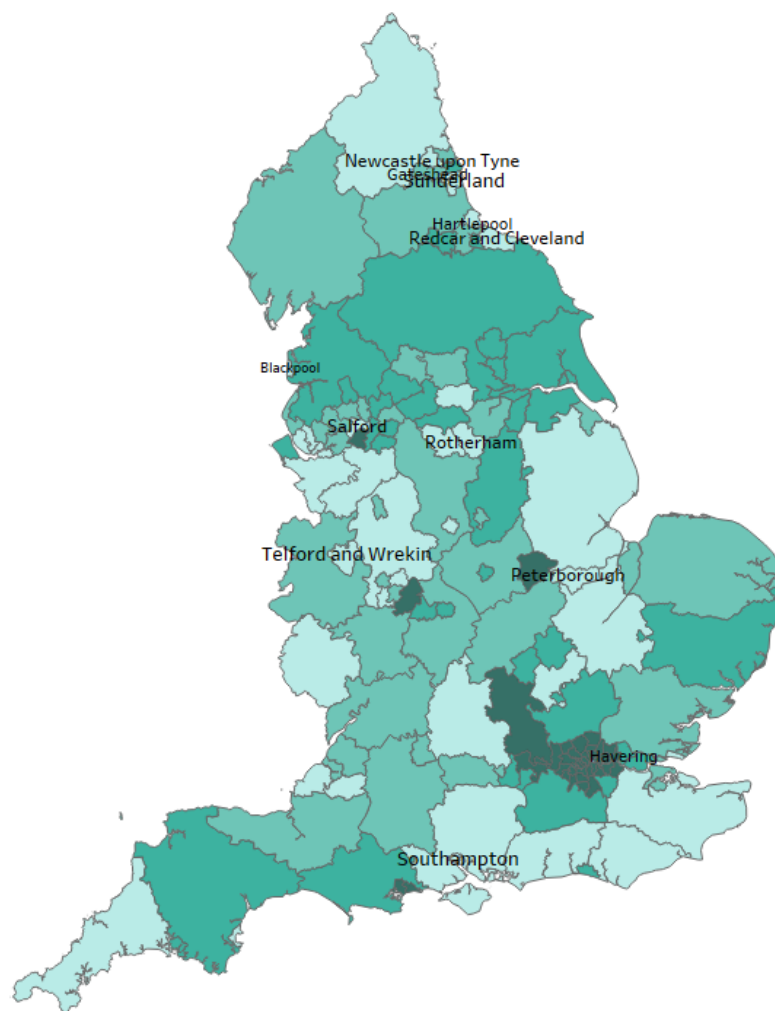
| Local Authority | Gap in months relative to non-disadvantaged pupils nationally | | | Change in gap since 2012 - comparison with local authorities with similar 2012 gap | | |
|----------------------------|---|----------------|------------------|--|-----------------|-------------------|
| | Early years | Primary school | Secondary school | Early years | Primary schools | Secondary schools |
| Kensington and Chelsea | 4.6 | 0.2 | 6.9 | +0.5 | -1.4 | +2.0 |
| Westminster | 3.7 | 2.6 | 3.9 | -0.3 | -1.7 | -0.7 |
| Havering | 4.5 | 3.5 | 17.9 | -0.0 | -4.3 | +2.7 |
| Redcar and Cleveland | 6.5 | 5.6 | 22.6 | +1.7 | -3.6 | +1.1 |
| Tower Hamlets | 3.2 | 2.4 | 5.3 | -0.8 | -2.2 | -1.1 |
| Newham | 1.1 | 0.7 | 7.0 | -1.3 | -4.4 | +0.3 |
| Kingston upon Hull City of | 5.4 | 5.3 | 19.1 | +0.6 | -5.2 | -2.3 |

The gap in secondary school

At age 16 the disadvantage gaps in GCSE English and maths were equivalent to over two years of learning (almost one third larger than the national average) in three local authorities. These were: Blackpool, Peterborough and Rotherham. All three also had above-average sized gaps at key stage 2, and the key stage 4 gap had grown since 2012 relative to other areas with similar starting points.

Ten authorities had secondary gaps that were at least 14 months larger than their primary gaps in 2018. These were: Redcar & Cleveland, Southampton, Salford, Hartlepool, Sunderland, Blackpool, Newcastle upon Tyne, Havering, Gateshead and Telford & Wrekin. Of these areas with large growth in their gaps during secondary school, nine had below-average sized primary gaps. However, nine had experienced increases in their secondary gaps relative to other authorities with similar starting points since 2012. Five of the ten areas with large secondary gap growth were in the North East and two in the North West.

Figure A4: The secondary gap in England in 2018



| Secondary school gap (months) | Smallest 25% | Lower middle 25% | Upper middle 25% | Largest 25% |
|-------------------------------|--------------|------------------|------------------|-------------|
| | 3.9 - 16.1 | 16.2 - 19.8 | 19.9 - 21.4 | 21.5 - 24.4 |

Changes in the gap since 2012

We have analysed changes in the gap over time since 2012. In this analysis, each local authority in 2018 is compared with others that had a similar sized gap in 2012, and the reported change in the gap is relative to those with similar starting points.

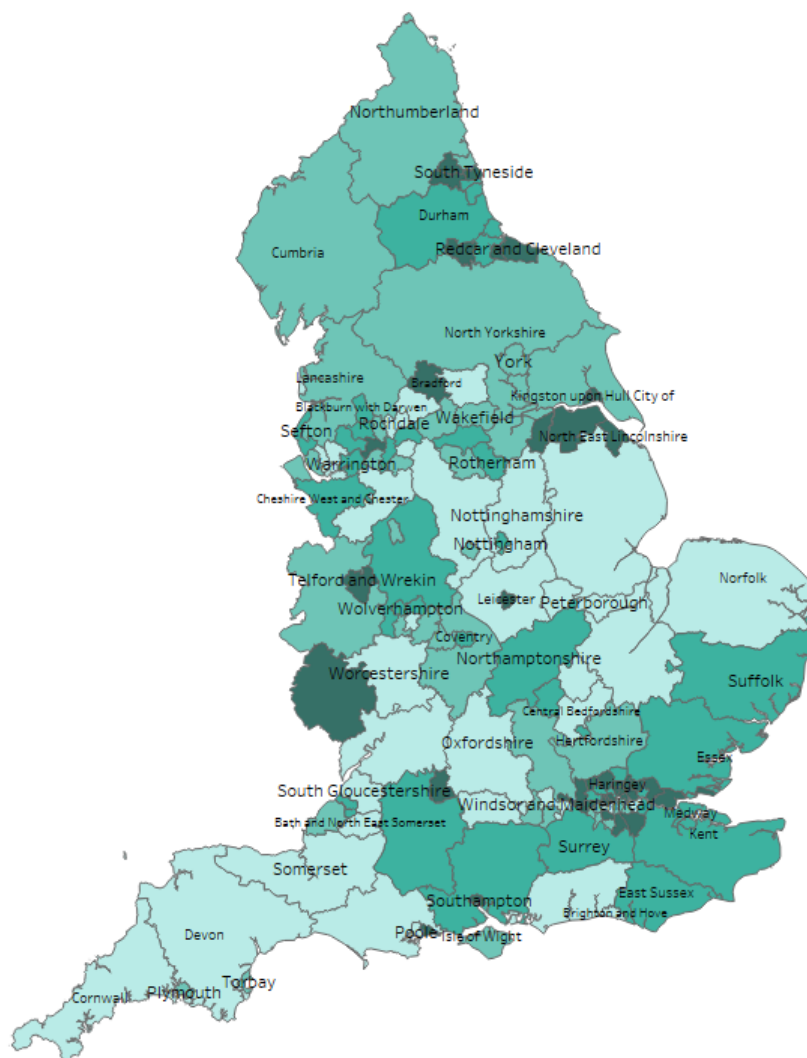
At key stage 2, the gaps that have worsened most since 2012 were in St. Helens (+4.3 months), Rutland⁸ (+3.7 months) and Bath & North East Somerset (+3.5 months). These increases in the primary gap feed through from large gaps in the early years; they are followed by above-average gaps at the end of secondary school in St. Helens and Bath & North East Somerset. **Of the six**

⁸ Rutland is a small local authority with fewer than 100 disadvantaged pupils in the key stage 2 cohort which makes large changes in the gap more likely to occur.

authorities with the biggest relative increases in the primary gap, two were in the North West and two were in the South West.

Compared with other authorities with similar starting points, the largest reductions in the primary gap since 2012 were 5.2 months in Kingston upon Hull, 4.4 months in Newham, and 4.3 months in Havering. Three of the six authorities with the largest reductions were in London.

Figure A5: Changes in the primary gap in England between 2012 and 2018



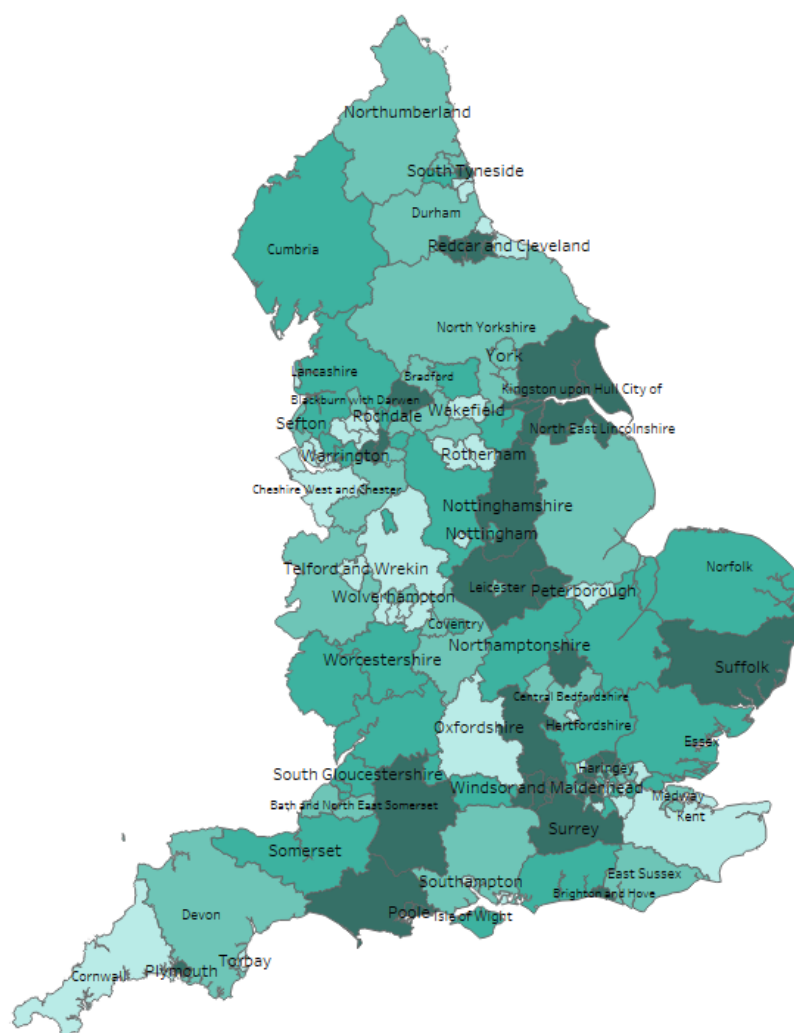
| Primary school gap (months) | 25% most improved | Upper middle 25% change | Lower middle 25% change | 25% most deteriorated |
|-----------------------------|-------------------|-------------------------|-------------------------|-----------------------|
| | -5.2 - -1.3 | -1.2 - 0.2 | 0.3 - 1.1 | 1.2 - 4.3 |

Authorities with the largest increases in the secondary gap since 2012 were clustered in the North West. The gap in Bury had increased by 5.1 months relative to authorities with similar starting points; in Halton it increased by 4.7 months, and in Wigan by 4.5 months.

In some cases, large increases in the secondary gap coincided with high rates of persistent disadvantage (for example, 19.8 per cent of Halton’s secondary pupils were persistently disadvantaged), but in other cases with large gap increases persistent disadvantage was not unusually high (in Bury the persistent disadvantage rate of 9.2 per cent is close to the average). Outside of London about 10 per cent of the variation in changes in the gap since 2012 is explained by persistent disadvantage.⁹

Four out of five of the authorities with the largest reductions in their secondary gaps were in London and the South.

Figure A6: Changes in the secondary gap in England between 2012 and 2018



| Secondary school gap (months) | 25% most improved | Upper middle 25% change | Lower middle 25% change | 25% most deteriorated |
|-------------------------------|-------------------|-------------------------|-------------------------|-----------------------|
| | -6.5 - -1.2 | -1.1 - 0.2 | 0.3 - 1.1 | 1.2 - 5.1 |

⁹ London is atypical in its pattern of higher levels of disadvantage but above-average attainment for disadvantaged children. If London is included in the analysis there is no relationship between persistent disadvantage and changes to the secondary disadvantage gap since 2012.

Progress in Opportunity Areas

When considering progress in the Opportunity Areas, it is important to remember that the first wave (Blackpool, Derby, Norwich, Oldham, Scarborough and West Somerset) were announced in October 2016 and had only published their plans for intervention just under a year before the 2018 results. The second wave (Bradford, Doncaster, East Cambridgeshire & Fenland, Hastings, Ipswich and Stoke-on-Trent) were announced in January 2017 and had only published their plans around half a school year before the 2018 assessments. Keeping the short time since Opportunity Area plans were agreed in mind, we review the latest results and find a mixed picture.

At each phase, overall attainment has increased between 2017 and 2018 in at least half of the Opportunity Areas, although it typically remains below the national average. The picture is inconsistent for the disadvantage gap. Six of the thirteen areas¹⁰ saw increased gaps in English and maths GCSE grades since 2017 (Derby, Fenland, Hastings, Oldham, Scarborough and West Somerset). The results are slightly better at primary with five of the 13 areas experiencing increased key stage 2 gaps (Blackpool, East Cambridgeshire, Fenland, Stoke-on-Trent and West Somerset). However, the early years fared worse with seven areas experiencing increased gaps at age five (Blackpool, Bradford, Ipswich, Norwich, Scarborough, Stoke-on-Trent and West Somerset).

In Doncaster, the disadvantage gap decreased in 2018 in all three phases and overall attainment also rose in primary and secondary; attainment at age five was unchanged. In Norwich, attainment rose in all three phases and the gap decreased in primary and secondary, although the gap increased at age five. At the other end of the scale, Blackpool saw decreases in attainment and increases in the disadvantage gap in the early years and at the end of primary school. West Somerset saw attainment decrease at key stage 2 and the gap widened in all phases; however, it should be noted that the cohort size in this area is much smaller than other areas which means that year-on-year changes should be treated with caution.

¹⁰ There are twelve Opportunity Areas, but we count East Cambridgeshire separately from Fenland in our analysis because they are statistically very different from one another in terms of attainment and disadvantage; hence we report results for thirteen areas.

Figure A7: The disadvantage gap in Opportunity Areas

| Gap in months relative to non-disadvantaged pupils nationally | | | | | | |
|---|-------------|------|----------------|------|------------------|------|
| | Early years | | Primary school | | Secondary school | |
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 |
| Blackpool | 5.0 | 5.9 | 8.2 | 9.6 | 24.8 | 24.4 |
| Bradford | 4.1 | 4.7 | 10.5 | 9.7 | 20.5 | 20.1 |
| Derby | 5.1 | 4.3 | 12.3 | 11.9 | 23.6 | 23.8 |
| Doncaster | 4.9 | 4.5 | 11.7 | 10.6 | 22.4 | 21.3 |
| East Cambridgeshire | 6.4 | 5.9 | 9.4 | 11.1 | 23.4 | 19.6 |
| Fenland | 6.2 | 5.4 | 14.3 | 16.5 | 23.3 | 25.4 |
| Hastings | 1.4 | 1.2 | 12.0 | 9.4 | 24.2 | 24.3 |
| Ipswich | 4.7 | 5.2 | 10.4 | 10.4 | 21.7 | 20.6 |
| Norwich | 5.4 | 5.8 | 11.6 | 11.2 | 21.7 | 20.5 |
| Oldham | 6.1 | 6.0 | 9.4 | 9.1 | 19.1 | 20.1 |
| Scarborough | 6.0 | 7.1 | 13.9 | 12.9 | 23.5 | 24.3 |
| Stoke-on-Trent | 4.8 | 4.9 | 10.6 | 10.8 | 23.4 | 20.4 |
| West Somerset | 3.9 | 4.8 | 8.0 | 16.1 | 20.7 | 23.2 |

Figure A8: Pupil attainment by local authority

| | Pupil attainment | | |
|------------------------------|----------------------------------|---------------------------------------|---|
| | Early years (Total points score) | Primary school (Average scaled score) | Secondary school (Average grade per GCSE subject) |
| Barking and Dagenham | 34.1 | 104.0 | 4.4 |
| Barnet | 34.9 | 105.7 | 5.3 |
| Barnsley | 34.3 | 103.6 | 4.3 |
| Bath and North East Somerset | 34.3 | 104.3 | 4.8 |
| Bedford | 33.3 | 102.0 | 4.4 |
| Bexley | 35.4 | 105.1 | 4.7 |
| Birmingham | 33.3 | 102.9 | 4.3 |
| Blackburn with Darwen | 33.5 | 103.8 | 4.5 |
| Blackpool | 32.8 | 102.9 | 3.9 |
| Bolton | 33.9 | 103.9 | 4.3 |
| Bournemouth | 36.2 | 104.3 | 4.7 |
| Bracknell Forest | 36.0 | 103.8 | 4.7 |
| Bradford | 33.7 | 103.0 | 4.2 |
| Brent | 33.4 | 103.7 | 4.8 |
| Brighton and Hove | 34.3 | 104.6 | 4.8 |
| Bristol City of | 33.8 | 103.5 | 4.4 |
| Bromley | 35.5 | 106.0 | 5.0 |
| Buckinghamshire | 35.7 | 105.0 | 5.2 |
| Bury | 35.6 | 103.9 | 4.5 |
| Calderdale | 34.2 | 103.6 | 4.6 |
| Cambridgeshire | 34.2 | 103.9 | 4.7 |
| Camden | 34.6 | 105.3 | 4.7 |
| Central Bedfordshire | 34.7 | 103.5 | 4.5 |
| Cheshire East | 35.2 | 104.8 | 4.8 |
| Cheshire West and Chester | 35.8 | 104.0 | 4.6 |
| Cornwall | 34.5 | 103.4 | 4.4 |
| Coventry | 33.0 | 103.1 | 4.2 |
| Croydon | 34.3 | 104.2 | 4.6 |
| Cumbria | 34.3 | 103.9 | 4.6 |
| Darlington | 33.7 | 104.7 | 4.5 |
| Derby | 34.3 | 102.5 | 4.2 |
| Derbyshire | 35.0 | 103.9 | 4.5 |
| Devon | 34.6 | 104.1 | 4.6 |
| Doncaster | 34.2 | 103.0 | 4.3 |
| Dorset | 35.2 | 103.4 | 4.7 |
| Dudley | 33.3 | 102.5 | 4.3 |
| Durham | 35.2 | 104.2 | 4.4 |
| Ealing | 35.2 | 104.4 | 5.0 |
| East Riding of Yorkshire | 35.7 | 104.1 | 4.7 |
| East Sussex | 36.9 | 103.6 | 4.5 |
| Enfield | 34.3 | 103.1 | 4.5 |
| Essex | 35.2 | 104.0 | 4.5 |
| Gateshead | 37.0 | 105.1 | 4.4 |
| Gloucestershire | 35.3 | 104.0 | 4.7 |
| Greenwich | 35.5 | 104.6 | 4.5 |

| | | | Pupil attainment | |
|----------------------------|----------------------------------|--|---------------------------------------|---|
| | Early years (Total points score) | | Primary school (Average scaled score) | Secondary school (Average grade per GCSE subject) |
| Hackney | 35.3 | | 104.9 | 4.7 |
| Halton | 32.8 | | 103.6 | 4.1 |
| Hammersmith and Fulham | 35.1 | | 106.1 | 4.8 |
| Hampshire | 35.7 | | 104.6 | 4.7 |
| Haringey | 35.8 | | 104.1 | 4.6 |
| Harrow | 34.2 | | 105.6 | 5.1 |
| Hartlepool | 34.4 | | 103.6 | 4.2 |
| Havering | 34.3 | | 105.3 | 4.6 |
| Herefordshire | 34.9 | | 104.4 | 4.5 |
| Hertfordshire | 35.4 | | 104.9 | 5.0 |
| Hillingdon | 34.8 | | 104.7 | 4.8 |
| Hounslow | 35.0 | | 104.7 | 4.7 |
| Isle of Wight | 34.2 | | 102.3 | 4.1 |
| Islington | 34.7 | | 104.7 | 4.7 |
| Kensington and Chelsea | 34.7 | | 106.3 | 4.8 |
| Kent | 35.5 | | 104.1 | 4.5 |
| Kingston upon Hull City of | 32.8 | | 103.9 | 4.1 |
| Kingston upon Thames | 37.0 | | 105.8 | 5.3 |
| Kirklees | 34.4 | | 103.2 | 4.5 |
| Knowsley | 33.9 | | 103.2 | 4.0 |
| Lambeth | 33.8 | | 104.5 | 4.4 |
| Lancashire | 34.3 | | 103.8 | 4.6 |
| Leeds | 34.5 | | 103.0 | 4.5 |
| Leicester | 34.0 | | 102.9 | 4.1 |
| Leicestershire | 34.8 | | 104.2 | 4.6 |
| Lewisham | 33.7 | | 104.4 | 4.6 |
| Lincolnshire | 34.4 | | 102.9 | 4.4 |
| Liverpool | 34.1 | | 103.1 | 4.1 |
| Luton | 33.2 | | 102.5 | 4.2 |
| Manchester | 33.0 | | 103.3 | 4.1 |
| Medway | 34.5 | | 103.2 | 4.4 |
| Merton | 35.5 | | 105.3 | 5.1 |
| Middlesbrough | 32.7 | | 102.9 | 4.3 |
| Milton Keynes | 35.7 | | 104.1 | 4.5 |
| Newcastle upon Tyne | 35.0 | | 104.3 | 4.3 |
| Newham | 35.3 | | 105.3 | 4.6 |
| Norfolk | 33.4 | | 102.9 | 4.4 |
| North East Lincolnshire | 33.9 | | 103.6 | 4.4 |
| North Lincolnshire | 34.0 | | 103.2 | 4.5 |
| North Somerset | 35.6 | | 104.1 | 4.6 |
| North Tyneside | 35.4 | | 104.3 | 4.5 |
| North Yorkshire | 35.0 | | 103.7 | 4.7 |
| Northamptonshire | 34.3 | | 103.1 | 4.4 |
| Northumberland | 35.8 | | 103.8 | 4.5 |
| Nottingham | 33.1 | | 102.9 | 4.0 |

| | Early years (Total points score) | | Pupil attainment | |
|-----------------------|----------------------------------|------|---------------------------------------|---|
| | | | Primary school (Average scaled score) | Secondary school (Average grade per GCSE subject) |
| Nottinghamshire | | 33.7 | 103.8 | 4.7 |
| Oldham | | 32.6 | 103.1 | 4.1 |
| Oxfordshire | | 34.8 | 104.1 | 4.7 |
| Peterborough | | 34.2 | 101.8 | 4.1 |
| Plymouth | | 32.8 | 103.2 | 4.2 |
| Poole | | 35.8 | 103.7 | 4.8 |
| Portsmouth | | 34.6 | 102.2 | 4.1 |
| Reading | | 34.5 | 103.3 | 4.4 |
| Redbridge | | 36.3 | 105.1 | 5.2 |
| Redcar and Cleveland | | 32.8 | 104.8 | 4.3 |
| Richmond upon Thames | | 38.6 | 108.0 | 5.4 |
| Rochdale | | 33.1 | 103.0 | 4.3 |
| Rotherham | | 34.7 | 102.8 | 4.1 |
| Rutland | | 36.3 | 104.2 | 5.2 |
| Salford | | 33.3 | 103.6 | 4.0 |
| Sandwell | | 32.4 | 102.8 | 4.0 |
| Sefton | | 34.2 | 104.3 | 4.5 |
| Sheffield | | 34.4 | 103.0 | 4.3 |
| Shropshire | | 35.7 | 104.2 | 4.5 |
| Slough | | 33.9 | 104.6 | 4.8 |
| Solihull | | 34.6 | 104.7 | 4.9 |
| Somerset | | 34.7 | 103.5 | 4.5 |
| South Gloucestershire | | 35.9 | 103.8 | 4.6 |
| South Tyneside | | 34.1 | 104.2 | 4.3 |
| Southampton | | 34.6 | 104.1 | 4.2 |
| Southend-on-Sea | | 35.7 | 104.8 | 4.5 |
| Southwark | | 34.7 | 104.3 | 4.7 |
| St. Helens | | 33.7 | 103.6 | 4.5 |
| Staffordshire | | 35.6 | 104.0 | 4.4 |
| Stockport | | 34.8 | 104.7 | 4.8 |
| Stockton-on-Tees | | 35.4 | 104.3 | 4.6 |
| Stoke-on-Trent | | 33.4 | 102.2 | 4.0 |
| Suffolk | | 34.4 | 103.0 | 4.5 |
| Sunderland | | 35.1 | 104.6 | 4.2 |
| Surrey | | 37.0 | 105.4 | 5.0 |
| Sutton | | 35.8 | 106.3 | 5.2 |
| Swindon | | 35.2 | 103.7 | 4.5 |
| Tameside | | 32.5 | 103.4 | 4.4 |
| Telford and Wrekin | | 33.9 | 103.9 | 4.3 |
| Thurrock | | 34.2 | 104.1 | 4.4 |
| Torbay | | 33.3 | 103.4 | 4.3 |
| Tower Hamlets | | 34.3 | 104.7 | 4.7 |
| Trafford | | 37.0 | 106.2 | 5.3 |
| Wakefield | | 33.6 | 102.9 | 4.3 |
| Walsall | | 32.4 | 103.2 | 4.1 |

| | Early years (Total points score) | | Pupil attainment | |
|------------------------|----------------------------------|------|---------------------------------------|---|
| | | | Primary school (Average scaled score) | Secondary school (Average grade per GCSE subject) |
| Waltham Forest | | 35.5 | | 4.6 |
| Wandsworth | | 36.0 | | 5.0 |
| Warrington | | 35.3 | | 4.7 |
| Warwickshire | | 34.3 | | 4.7 |
| West Berkshire | | 36.6 | | 4.8 |
| West Sussex | | 33.8 | | 4.5 |
| Westminster | | 34.5 | | 4.8 |
| Wigan | | 33.7 | | 4.4 |
| Wiltshire | | 34.6 | | 4.7 |
| Windsor and Maidenhead | | 36.8 | | 5.2 |
| Wirral | | 33.4 | | 4.6 |
| Wokingham | | 36.4 | | 5.4 |
| Wolverhampton | | 33.1 | | 4.2 |
| Worcestershire | | 34.6 | | 4.6 |
| York | | 35.7 | | 4.9 |

Figure A9: Disadvantage gap in local authorities

| Gap in months relative to non-disadvantaged pupils nationally | | | |
|---|-------------|----------------|------------------|
| | Early years | Primary school | Secondary school |
| Barking and Dagenham | 2.3 | 6.1 | 12.8 |
| Barnet | 3.4 | 4.4 | 6.4 |
| Barnsley | 3.8 | 9.3 | 19.7 |
| Bath and North East Somerset | 5.9 | 12.8 | 21.7 |
| Bedford | 5.9 | 11.5 | 18.4 |
| Bexley | 3.7 | 7.1 | 15.9 |
| Birmingham | 4.4 | 8.3 | 15.7 |
| Blackburn with Darwen | 4.5 | 8.4 | 16.7 |
| Blackpool | 5.9 | 9.6 | 24.4 |
| Bolton | 4.9 | 8.0 | 20.5 |
| Bournemouth | 2.3 | 8.0 | 13.5 |
| Bracknell Forest | 5.0 | 11.2 | 17.2 |
| Bradford | 4.7 | 9.7 | 20.1 |
| Brent | 4.4 | 6.6 | 7.5 |
| Brighton and Hove | 6.2 | 9.3 | 18.2 |
| Bristol City of | 6.0 | 10.3 | 20.7 |
| Bromley | 4.4 | 6.1 | 16.7 |
| Buckinghamshire | 4.4 | 10.6 | 14.6 |
| Bury | 3.1 | 9.6 | 20.2 |
| Calderdale | 5.6 | 10.9 | 17.3 |
| Cambridgeshire | 6.0 | 12.4 | 21.5 |
| Camden | 3.0 | 3.2 | 8.1 |
| Central Bedfordshire | 6.2 | 12.2 | 22.2 |
| Cheshire East | 5.5 | 8.9 | 21.7 |
| Cheshire West and Chester | 3.9 | 9.6 | 22.8 |
| Cornwall | 5.0 | 10.9 | 22.1 |
| Coventry | 5.7 | 9.4 | 19.6 |
| Croydon | 3.0 | 6.5 | 14.2 |
| Cumbria | 5.0 | 9.8 | 20.5 |
| Darlington | 5.7 | 7.3 | 19.3 |
| Derby | 4.3 | 11.9 | 23.8 |
| Derbyshire | 5.0 | 10.0 | 21.0 |
| Devon | 5.4 | 9.8 | 19.3 |
| Doncaster | 4.5 | 10.6 | 21.3 |
| Dorset | 4.3 | 11.4 | 17.2 |
| Dudley | 5.8 | 11.7 | 22.7 |
| Durham | 4.7 | 8.5 | 20.3 |
| Ealing | 3.2 | 5.4 | 6.4 |
| East Riding of Yorkshire | 3.8 | 9.9 | 17.0 |
| East Sussex | 1.5 | 10.1 | 21.5 |
| Enfield | 3.0 | 8.5 | 13.9 |
| Essex | 4.2 | 9.6 | 20.1 |
| Gateshead | 2.7 | 5.6 | 19.9 |
| Gloucestershire | 4.3 | 11.5 | 20.1 |
| Greenwich | 2.6 | 4.8 | 14.9 |

| Gap in months relative to non-disadvantaged pupils nationally | | | | | |
|---|-------------|--|----------------|--|------------------|
| | Early years | | Primary school | | Secondary school |
| Hackney | 1.9 | | 2.6 | | 8.6 |
| Halton | 6.8 | | 9.3 | | 22.6 |
| Hammersmith and Fulham | 1.9 | | 1.9 | | 6.9 |
| Hampshire | 4.5 | | 9.2 | | 21.6 |
| Haringey | 1.3 | | 7.0 | | 12.4 |
| Harrow | 4.7 | | 5.5 | | 10.4 |
| Hartlepool | 4.6 | | 7.9 | | 23.0 |
| Havering | 4.5 | | 3.5 | | 17.9 |
| Herefordshire | 4.9 | | 9.1 | | 21.6 |
| Hertfordshire | 5.3 | | 10.2 | | 16.9 |
| Hillingdon | 3.8 | | 6.3 | | 12.5 |
| Hounslow | 2.6 | | 6.3 | | 12.2 |
| Isle of Wight | 5.4 | | 12.6 | | 21.5 |
| Islington | 3.4 | | 4.7 | | 9.0 |
| Kensington and Chelsea | 4.6 | | 0.2 | | 6.9 |
| Kent | 3.7 | | 9.5 | | 23.3 |
| Kingston upon Hull City of | 5.4 | | 5.3 | | 19.1 |
| Kingston upon Thames | 2.1 | | 8.0 | | 11.3 |
| Kirklees | 4.5 | | 11.3 | | 19.2 |
| Knowsley | 4.4 | | 9.5 | | 22.7 |
| Lambeth | 4.2 | | 5.4 | | 13.0 |
| Lancashire | 5.4 | | 9.8 | | 19.5 |
| Leeds | 4.7 | | 11.6 | | 20.4 |
| Leicester | 3.2 | | 7.9 | | 19.8 |
| Leicestershire | 5.6 | | 10.6 | | 19.9 |
| Lewisham | 3.9 | | 6.0 | | 12.8 |
| Lincolnshire | 4.8 | | 11.6 | | 22.0 |
| Liverpool | 4.9 | | 8.6 | | 22.1 |
| Luton | 4.1 | | 8.7 | | 16.6 |
| Manchester | 4.2 | | 6.3 | | 17.2 |
| Medway | 3.7 | | 11.0 | | 20.3 |
| Merton | 2.3 | | 5.8 | | 8.6 |
| Middlesbrough | 5.0 | | 8.2 | | 18.8 |
| Milton Keynes | 2.1 | | 8.5 | | 19.3 |
| Newcastle upon Tyne | 3.7 | | 6.8 | | 21.5 |
| Newham | 1.1 | | 0.7 | | 7.0 |
| Norfolk | 5.6 | | 12.0 | | 20.7 |
| North East Lincolnshire | 4.8 | | 8.3 | | 20.1 |
| North Lincolnshire | 4.3 | | 10.0 | | 17.9 |
| North Somerset | 5.2 | | 10.6 | | 21.6 |
| North Tyneside | 4.1 | | 8.4 | | 20.4 |
| North Yorkshire | 6.1 | | 10.8 | | 19.7 |
| Northamptonshire | 4.7 | | 10.7 | | 20.2 |
| Northumberland | 4.8 | | 10.7 | | 22.2 |
| Nottingham | 4.7 | | 8.9 | | 21.1 |

Gap in months relative to non-disadvantaged pupils nationally

| | Early years | Primary school | Secondary school |
|-----------------------|-------------|----------------|------------------|
| Nottinghamshire | 6.5 | 11.0 | 18.2 |
| Oldham | 6.0 | 9.1 | 20.1 |
| Oxfordshire | 5.5 | 11.5 | 21.5 |
| Peterborough | 3.8 | 12.9 | 24.2 |
| Plymouth | 7.0 | 9.5 | 18.9 |
| Poole | 3.4 | 12.3 | 15.0 |
| Portsmouth | 4.0 | 12.1 | 23.3 |
| Reading | 3.8 | 12.7 | 20.6 |
| Redbridge | 1.2 | 5.7 | 6.0 |
| Redcar and Cleveland | 6.5 | 5.6 | 22.6 |
| Richmond upon Thames | 2.7 | 5.9 | 9.9 |
| Rochdale | 4.9 | 11.0 | 18.3 |
| Rotherham | 4.2 | 11.2 | 24.1 |
| Rutland | 4.9 | 10.2 | 15.4 |
| Salford | 4.8 | 7.7 | 23.3 |
| Sandwell | 5.6 | 10.2 | 21.0 |
| Sefton | 5.3 | 8.3 | 20.0 |
| Sheffield | 5.0 | 10.9 | 23.7 |
| Shropshire | 4.2 | 9.4 | 20.6 |
| Slough | 2.7 | 6.9 | 13.7 |
| Solihull | 4.5 | 8.7 | 18.3 |
| Somerset | 4.1 | 11.0 | 21.2 |
| South Gloucestershire | 3.9 | 11.1 | 20.7 |
| South Tyneside | 4.9 | 6.7 | 19.3 |
| Southampton | 3.1 | 7.0 | 22.7 |
| Southend-on-Sea | 2.1 | 8.1 | 21.6 |
| Southwark | 2.8 | 5.2 | 10.0 |
| St. Helens | 6.0 | 9.7 | 20.7 |
| Staffordshire | 3.8 | 9.7 | 22.7 |
| Stockport | 6.0 | 9.3 | 19.0 |
| Stockton-on-Tees | 3.5 | 9.1 | 20.1 |
| Stoke-on-Trent | 4.9 | 10.8 | 20.4 |
| Suffolk | 5.0 | 11.2 | 19.2 |
| Sunderland | 3.2 | 6.6 | 21.6 |
| Surrey | 2.8 | 9.5 | 18.0 |
| Sutton | 3.4 | 5.4 | 15.0 |
| Swindon | 3.3 | 8.4 | 20.7 |
| Tameside | 6.6 | 9.7 | 19.5 |
| Telford and Wrekin | 4.6 | 8.9 | 23.1 |
| Thurrock | 4.1 | 7.9 | 18.2 |
| Torbay | 5.9 | 8.7 | 22.6 |
| Tower Hamlets | 3.2 | 2.4 | 5.3 |
| Trafford | 5.0 | 6.9 | 11.8 |
| Wakefield | 6.7 | 12.0 | 22.5 |
| Walsall | 6.0 | 9.6 | 22.0 |

Gap in months relative to non-disadvantaged pupils nationally

| | Early years | Primary school | Secondary school |
|------------------------|-------------|----------------|------------------|
| Waltham Forest | 3.0 | 4.9 | 9.8 |
| Wandsworth | 2.5 | 6.6 | 9.0 |
| Warrington | 4.1 | 8.1 | 20.2 |
| Warwickshire | 5.4 | 10.2 | 21.4 |
| West Berkshire | 4.8 | 13.4 | 20.5 |
| West Sussex | 5.7 | 11.4 | 21.4 |
| Westminster | 3.7 | 2.6 | 3.9 |
| Wigan | 6.5 | 7.1 | 20.8 |
| Wiltshire | 5.7 | 10.6 | 19.8 |
| Windsor and Maidenhead | 4.1 | 10.7 | 15.6 |
| Wirral | 6.0 | 10.6 | 19.3 |
| Wokingham | 4.0 | 9.4 | 17.9 |
| Wolverhampton | 4.8 | 8.1 | 20.6 |
| Worcestershire | 5.5 | 12.4 | 20.6 |
| York | 5.7 | 11.0 | 19.2 |

Figure A10: Prevalence of disadvantage by local authority

| Percentage share of disadvantaged pupils in local authorities | | | | | | |
|---|-------------|------|----------------|------|------------------|------|
| | Early years | | Primary school | | Secondary school | |
| Barking and Dagenham | | 13.3 | | 40.7 | | 39.0 |
| Barnet | | 13.4 | | 31.0 | | 28.2 |
| Barnsley | | 20.8 | | 34.9 | | 30.8 |
| Bath and North East Somerset | | 13.6 | | 19.7 | | 17.9 |
| Bedford | | 13.2 | | 26.5 | | 21.9 |
| Bexley | | 13.2 | | 25.8 | | 20.2 |
| Birmingham | | 25.5 | | 47.1 | | 45.0 |
| Blackburn with Darwen | | 17.7 | | 33.0 | | 30.8 |
| Blackpool | | 28.4 | | 49.3 | | 38.2 |
| Bolton | | 18.0 | | 36.0 | | 32.3 |
| Bournemouth | | 10.3 | | 25.1 | | 22.0 |
| Bracknell Forest | | 6.4 | | 19.4 | | 13.0 |
| Bradford | | 15.9 | | 37.1 | | 32.6 |
| Brent | | 7.7 | | 34.5 | | 33.1 |
| Brighton and Hove | | 14.8 | | 26.9 | | 22.2 |
| Bristol City of | | 16.4 | | 35.9 | | 32.2 |
| Bromley | | 8.9 | | 22.5 | | 18.1 |
| Buckinghamshire | | 8.2 | | 15.7 | | 12.0 |
| Bury | | 16.1 | | 28.7 | | 23.2 |
| Calderdale | | 18.3 | | 31.6 | | 26.0 |
| Cambridgeshire | | 11.6 | | 20.4 | | 17.3 |
| Camden | | 26.4 | | 52.0 | | 53.2 |
| Central Bedfordshire | | 7.9 | | 19.9 | | 14.8 |
| Cheshire East | | 7.7 | | 20.5 | | 15.8 |
| Cheshire West and Chester | | 10.8 | | 24.3 | | 19.2 |
| Cornwall | | 12.2 | | 27.6 | | 21.0 |
| Coventry | | 15.5 | | 35.4 | | 29.4 |
| Croydon | | 22.3 | | 37.8 | | 30.7 |
| Cumbria | | 11.5 | | 23.3 | | 17.3 |
| Darlington | | 20.7 | | 33.9 | | 27.6 |
| Derby | | 18.3 | | 36.1 | | 31.0 |
| Derbyshire | | 15.3 | | 26.5 | | 22.1 |
| Devon | | 10.8 | | 22.7 | | 17.9 |
| Doncaster | | 16.0 | | 37.2 | | 29.4 |
| Dorset | | 9.4 | | 21.1 | | 16.2 |
| Dudley | | 16.0 | | 32.0 | | 26.9 |
| Durham | | 22.3 | | 35.0 | | 30.0 |
| Ealing | | 12.9 | | 32.1 | | 31.3 |
| East Riding of Yorkshire | | 11.7 | | 23.0 | | 16.2 |
| East Sussex | | 15.2 | | 25.9 | | 20.7 |
| Enfield | | 17.6 | | 39.6 | | 36.3 |
| Essex | | 11.5 | | 24.0 | | 19.5 |
| Gateshead | | 19.8 | | 34.3 | | 28.9 |
| Gloucestershire | | 9.8 | | 22.6 | | 16.8 |
| Greenwich | | 17.5 | | 42.9 | | 36.6 |

Percentage share of disadvantaged pupils in local authorities

| | Early years | Primary school | Secondary school |
|----------------------------|-------------|----------------|------------------|
| Hackney | 25.3 | 51.3 | 53.5 |
| Halton | 29.1 | 41.7 | 38.6 |
| Hammersmith and Fulham | 24.1 | 47.0 | 48.5 |
| Hampshire | 9.4 | 20.5 | 17.0 |
| Haringey | 16.7 | 40.3 | 45.1 |
| Harrow | 6.7 | 25.1 | 25.1 |
| Hartlepool | 31.8 | 44.1 | 34.7 |
| Havering | 13.4 | 28.4 | 22.5 |
| Herefordshire | 10.0 | 20.2 | 17.5 |
| Hertfordshire | 8.8 | 20.8 | 17.3 |
| Hillingdon | 11.8 | 29.8 | 26.5 |
| Hounslow | 13.3 | 32.1 | 31.0 |
| Isle of Wight | 15.3 | 31.7 | 25.2 |
| Islington | 29.4 | 60.5 | 61.4 |
| Kensington and Chelsea | 19.4 | 48.3 | 51.0 |
| Kent | 12.4 | 26.8 | 20.7 |
| Kingston upon Hull City of | 21.8 | 44.8 | 37.1 |
| Kingston upon Thames | 8.4 | 19.9 | 17.3 |
| Kirklees | 14.3 | 29.6 | 24.8 |
| Knowsley | 29.2 | 46.0 | 38.2 |
| Lambeth | 21.6 | 49.7 | 47.5 |
| Lancashire | 13.2 | 28.6 | 22.5 |
| Leeds | 20.3 | 34.7 | 30.2 |
| Leicester | 14.4 | 35.0 | 32.5 |
| Leicestershire | 7.7 | 19.4 | 15.6 |
| Lewisham | 13.6 | 42.4 | 36.0 |
| Lincolnshire | 16.8 | 27.1 | 21.1 |
| Liverpool | 21.3 | 45.0 | 42.0 |
| Luton | 14.5 | 34.3 | 33.9 |
| Manchester | 26.2 | 49.6 | 49.7 |
| Medway | 12.6 | 29.4 | 22.2 |
| Merton | 13.5 | 26.1 | 23.3 |
| Middlesbrough | 25.6 | 49.1 | 41.0 |
| Milton Keynes | 6.9 | 25.4 | 22.9 |
| Newcastle upon Tyne | 25.2 | 41.0 | 35.5 |
| Newham | 11.1 | 45.4 | 53.7 |
| Norfolk | 13.6 | 27.1 | 21.9 |
| North East Lincolnshire | 18.3 | 36.9 | 28.7 |
| North Lincolnshire | 14.4 | 32.4 | 24.5 |
| North Somerset | 9.9 | 22.1 | 16.9 |
| North Tyneside | 14.6 | 31.0 | 22.9 |
| North Yorkshire | 8.6 | 20.0 | 15.5 |
| Northamptonshire | 8.7 | 24.1 | 20.4 |
| Northumberland | 15.1 | 28.4 | 22.3 |
| Nottingham | 22.8 | 45.6 | 40.8 |

Percentage share of disadvantaged pupils in local authorities

| | Early years | Primary school | Secondary school |
|-----------------------|-------------|----------------|------------------|
| Nottinghamshire | 12.8 | 26.0 | 21.2 |
| Oldham | 21.2 | 38.0 | 34.4 |
| Oxfordshire | 8.5 | 19.5 | 15.9 |
| Peterborough | 16.1 | 31.8 | 27.7 |
| Plymouth | 18.4 | 33.4 | 34.7 |
| Poole | 12.2 | 23.5 | 18.1 |
| Portsmouth | 20.0 | 38.6 | 31.6 |
| Reading | 14.7 | 28.7 | 26.9 |
| Redbridge | 7.2 | 23.9 | 24.8 |
| Redcar and Cleveland | 25.3 | 37.7 | 33.3 |
| Richmond upon Thames | 6.4 | 13.7 | 17.6 |
| Rochdale | 16.6 | 37.0 | 34.4 |
| Rotherham | 15.0 | 34.2 | 30.5 |
| Rutland | 5.1 | 18.8 | 11.9 |
| Salford | 22.2 | 40.9 | 36.4 |
| Sandwell | 20.5 | 40.9 | 36.6 |
| Sefton | 17.0 | 29.0 | 24.3 |
| Sheffield | 23.5 | 35.8 | 29.1 |
| Shropshire | 10.7 | 21.1 | 18.1 |
| Slough | 9.1 | 27.6 | 26.0 |
| Solihull | 14.4 | 25.9 | 19.6 |
| Somerset | 16.1 | 22.9 | 18.7 |
| South Gloucestershire | 6.7 | 18.6 | 14.8 |
| South Tyneside | 24.8 | 39.4 | 33.6 |
| Southampton | 18.9 | 36.1 | 30.6 |
| Southend-on-Sea | 16.5 | 31.1 | 27.0 |
| Southwark | 20.9 | 48.2 | 50.5 |
| St. Helens | 18.2 | 37.2 | 26.8 |
| Staffordshire | 9.7 | 23.7 | 18.7 |
| Stockport | 12.3 | 25.5 | 21.8 |
| Stockton-on-Tees | 18.6 | 34.2 | 26.9 |
| Stoke-on-Trent | 23.1 | 40.6 | 33.3 |
| Suffolk | 12.1 | 26.5 | 20.8 |
| Sunderland | 19.9 | 38.1 | 32.7 |
| Surrey | 7.8 | 16.2 | 14.9 |
| Sutton | 9.7 | 23.5 | 19.6 |
| Swindon | 12.8 | 25.1 | 19.2 |
| Tameside | 13.8 | 35.2 | 29.8 |
| Telford and Wrekin | 15.6 | 34.0 | 27.6 |
| Thurrock | 11.5 | 29.7 | 23.1 |
| Torbay | 21.0 | 33.0 | 26.0 |
| Tower Hamlets | 25.6 | 58.1 | 61.3 |
| Trafford | 6.6 | 19.4 | 18.3 |
| Wakefield | 14.4 | 32.4 | 25.0 |
| Walsall | 24.2 | 40.8 | 36.1 |

Percentage share of disadvantaged pupils in local authorities

| | Early years | Primary school | Secondary school |
|------------------------|-------------|----------------|------------------|
| Waltham Forest | 11.7 | 35.2 | 33.8 |
| Wandsworth | 14.7 | 39.3 | 38.0 |
| Warrington | 13.8 | 22.5 | 19.8 |
| Warwickshire | 9.6 | 20.6 | 17.1 |
| West Berkshire | 5.5 | 15.1 | 13.7 |
| West Sussex | 8.9 | 19.8 | 16.6 |
| Westminster | 19.8 | 50.5 | 55.9 |
| Wigan | 16.8 | 30.5 | 24.8 |
| Wiltshire | 8.2 | 18.6 | 15.4 |
| Windsor and Maidenhead | 5.6 | 13.4 | 10.5 |
| Wirral | 21.9 | 34.5 | 28.3 |
| Wokingham | 5.0 | 11.2 | 8.3 |
| Wolverhampton | 24.4 | 42.6 | 35.8 |
| Worcestershire | 12.4 | 24.1 | 18.7 |
| York | 9.7 | 20.2 | 14.7 |

Figure A11: Prevalence of persistent disadvantage by local authority

| Percentage share of persistently disadvantaged pupils in local authorities | | | | |
|--|----------------|------|------------------|------|
| | Primary school | | Secondary school | |
| Barking and Dagenham | | 12.7 | | 12.7 |
| Barnet | | 8.4 | | 8.9 |
| Barnsley | | 12.8 | | 12.0 |
| Bath and North East Somerset | | 5.8 | | 6.3 |
| Bedford | | 8.0 | | 7.0 |
| Bexley | | 7.8 | | 6.8 |
| Birmingham | | 19.7 | | 19.2 |
| Blackburn with Darwen | | 11.8 | | 11.4 |
| Blackpool | | 19.1 | | 14.5 |
| Bolton | | 11.7 | | 12.2 |
| Bournemouth | | 8.0 | | 7.4 |
| Bracknell Forest | | 5.6 | | 4.1 |
| Bradford | | 14.2 | | 13.5 |
| Brent | | 10.7 | | 10.6 |
| Brighton and Hove | | 8.2 | | 9.0 |
| Bristol City of | | 14.1 | | 13.9 |
| Bromley | | 6.9 | | 5.2 |
| Buckinghamshire | | 3.5 | | 2.8 |
| Bury | | 10.8 | | 9.2 |
| Calderdale | | 10.6 | | 8.8 |
| Cambridgeshire | | 5.8 | | 5.0 |
| Camden | | 20.7 | | 23.4 |
| Central Bedfordshire | | 5.4 | | 4.4 |
| Cheshire East | | 6.2 | | 5.4 |
| Cheshire West and Chester | | 7.6 | | 6.7 |
| Cornwall | | 7.3 | | 7.1 |
| Coventry | | 11.9 | | 11.1 |
| Croydon | | 15.2 | | 10.7 |
| Cumbria | | 7.2 | | 5.8 |
| Darlington | | 11.1 | | 9.0 |
| Derby | | 10.4 | | 11.2 |
| Derbyshire | | 8.7 | | 8.3 |
| Devon | | 7.7 | | 8.2 |
| Doncaster | | 11.9 | | 11.8 |
| Dorset | | 8.1 | | 7.1 |
| Dudley | | 12.1 | | 10.9 |
| Durham | | 13.7 | | 12.5 |
| Ealing | | 9.9 | | 10.7 |
| East Riding of Yorkshire | | 7.7 | | 6.1 |
| East Sussex | | 8.1 | | 7.8 |
| Enfield | | 11.1 | | 12.1 |
| Essex | | 6.5 | | 6.0 |
| Gateshead | | 13.0 | | 12.9 |
| Gloucestershire | | 6.7 | | 5.4 |
| Greenwich | | 11.8 | | 12.9 |

Percentage share of persistently disadvantaged pupils in local authorities

| | Primary school | Secondary school |
|----------------------------|----------------|------------------|
| Hackney | 20.2 | 25.5 |
| Halton | 17.3 | 19.8 |
| Hammersmith and Fulham | 17.1 | 20.1 |
| Hampshire | 5.0 | 5.0 |
| Haringey | 12.4 | 17.7 |
| Harrow | 6.7 | 8.2 |
| Hartlepool | 19.5 | 14.2 |
| Havering | 8.2 | 6.6 |
| Herefordshire | 4.4 | 5.0 |
| Hertfordshire | 5.2 | 5.1 |
| Hillingdon | 8.7 | 8.2 |
| Hounslow | 10.3 | 9.7 |
| Isle of Wight | 9.1 | 8.7 |
| Islington | 24.0 | 24.9 |
| Kensington and Chelsea | 17.8 | 19.6 |
| Kent | 8.3 | 6.7 |
| Kingston upon Hull City of | 19.1 | 15.5 |
| Kingston upon Thames | 5.5 | 4.8 |
| Kirklees | 15.5 | 14.6 |
| Knowsley | 21.4 | 18.8 |
| Lambeth | 18.3 | 16.4 |
| Lancashire | 10.1 | 8.7 |
| Leeds | 12.1 | 10.7 |
| Leicester | 11.6 | 13.3 |
| Leicestershire | 5.2 | 4.7 |
| Lewisham | 12.1 | 12.1 |
| Lincolnshire | 7.5 | 6.6 |
| Liverpool | 20.6 | 20.9 |
| Luton | 10.1 | 11.5 |
| Manchester | 19.6 | 19.4 |
| Medway | 9.2 | 7.1 |
| Merton | 8.6 | 8.5 |
| Middlesbrough | 23.1 | 18.9 |
| Milton Keynes | 5.7 | 7.0 |
| Newcastle upon Tyne | 19.1 | 17.1 |
| Newham | 9.5 | 14.0 |
| Norfolk | 9.1 | 7.7 |
| North East Lincolnshire | 11.6 | 8.7 |
| North Lincolnshire | 8.9 | 8.1 |
| North Somerset | 5.4 | 5.3 |
| North Tyneside | 9.6 | 8.8 |
| North Yorkshire | 4.8 | 4.4 |
| Northamptonshire | 6.9 | 7.0 |
| Northumberland | 9.8 | 8.1 |
| Nottingham | 17.9 | 16.8 |

Percentage share of persistently disadvantaged pupils in local authorities

| | Primary school | | Secondary school | |
|-----------------------|----------------|------|------------------|------|
| Nottinghamshire | | 8.9 | | 8.3 |
| Oldham | | 12.7 | | 13.6 |
| Oxfordshire | | 6.0 | | 4.6 |
| Peterborough | | 11.0 | | 8.6 |
| Plymouth | | 12.8 | | 9.1 |
| Poole | | 6.5 | | 5.6 |
| Portsmouth | | 11.8 | | 12.4 |
| Reading | | 8.7 | | 9.8 |
| Redbridge | | 9.9 | | 11.7 |
| Redcar and Cleveland | | 14.2 | | 13.8 |
| Richmond upon Thames | | 3.4 | | 5.5 |
| Rochdale | | 13.2 | | 13.7 |
| Rotherham | | 11.2 | | 10.5 |
| Rutland | | 3.7 | | 2.9 |
| Salford | | 15.3 | | 14.2 |
| Sandwell | | 14.8 | | 14.7 |
| Sefton | | 10.6 | | 10.3 |
| Sheffield | | 14.3 | | 13.0 |
| Shropshire | | 5.0 | | 5.9 |
| Slough | | 6.7 | | 7.0 |
| Solihull | | 10.3 | | 7.6 |
| Somerset | | 6.1 | | 5.2 |
| South Gloucestershire | | 4.6 | | 4.6 |
| South Tyneside | | 14.0 | | 14.5 |
| Southampton | | 12.5 | | 11.8 |
| Southend-on-Sea | | 9.6 | | 8.1 |
| Southwark | | 11.1 | | 20.6 |
| St. Helens | | 13.6 | | 10.2 |
| Staffordshire | | 6.1 | | 6.3 |
| Stockport | | 8.6 | | 9.0 |
| Stockton-on-Tees | | 13.9 | | 11.7 |
| Stoke-on-Trent | | 15.3 | | 13.4 |
| Suffolk | | 8.0 | | 7.1 |
| Sunderland | | 16.6 | | 16.0 |
| Surrey | | 4.5 | | 4.4 |
| Sutton | | 9.1 | | 8.0 |
| Swindon | | 8.0 | | 6.8 |
| Tameside | | 11.5 | | 11.4 |
| Telford and Wrekin | | 11.1 | | 11.1 |
| Thurrock | | 8.9 | | 8.5 |
| Torbay | | 11.4 | | 10.1 |
| Tower Hamlets | | 28.4 | | 33.7 |
| Trafford | | 7.0 | | 6.2 |
| Wakefield | | 10.5 | | 8.9 |
| Walsall | | 15.9 | | 13.9 |

Percentage share of persistently disadvantaged pupils in local authorities

| | Primary school | | Secondary school | |
|------------------------|----------------|------|------------------|------|
| Waltham Forest | | 10.9 | | 11.3 |
| Wandsworth | | 13.4 | | 12.3 |
| Warrington | | 5.6 | | 6.7 |
| Warwickshire | | 5.6 | | 5.4 |
| West Berkshire | | 4.0 | | 5.1 |
| West Sussex | | 4.6 | | 4.6 |
| Westminster | | 22.0 | | 24.8 |
| Wigan | | 9.9 | | 9.0 |
| Wiltshire | | 4.2 | | 4.5 |
| Windsor and Maidenhead | | 2.5 | | 2.5 |
| Wirral | | 13.9 | | 11.2 |
| Wokingham | | 3.3 | | 2.3 |
| Wolverhampton | | 16.2 | | 14.5 |
| Worcestershire | | 7.6 | | 6.5 |
| York | | 5.7 | | 4.5 |

Figure A12: Change in disadvantage gap by local authority

| Change in gap since 2012 - comparison with local authorities with similar 2012 gap | | | | | |
|--|-------------|--|----------------|--|------------------|
| | Early years | | Primary school | | Secondary school |
| Barking and Dagenham | -2.4 | | -1.1 | | +0.9 |
| Barnet | -0.3 | | -2.1 | | -3.0 |
| Barnsley | -1.0 | | -0.3 | | +0.3 |
| Bath and North East Somerset | +1.2 | | +3.5 | | +0.6 |
| Bedford | +1.3 | | +2.5 | | -2.6 |
| Bexley | +0.0 | | -0.9 | | +0.0 |
| Birmingham | +0.2 | | +0.4 | | +1.6 |
| Blackburn with Darwen | -0.0 | | -0.8 | | +0.9 |
| Blackpool | +1.4 | | +1.4 | | +2.9 |
| Bolton | +0.1 | | +0.1 | | +1.1 |
| Bournemouth | -0.6 | | -1.6 | | -6.5 |
| Bracknell Forest | +0.8 | | +0.7 | | -2.5 |
| Bradford | -0.0 | | -1.4 | | +0.4 |
| Brent | +1.7 | | -0.0 | | -2.8 |
| Brighton and Hove | +1.4 | | +1.1 | | -2.0 |
| Bristol City of | +1.4 | | -0.0 | | -0.6 |
| Bromley | -0.1 | | -2.5 | | +1.5 |
| Buckinghamshire | -0.3 | | +0.8 | | -3.8 |
| Bury | -1.7 | | +1.1 | | +5.1 |
| Calderdale | +0.8 | | +3.0 | | -2.6 |
| Cambridgeshire | +1.4 | | +1.1 | | +0.1 |
| Camden | -1.7 | | +0.1 | | +0.6 |
| Central Bedfordshire | +1.8 | | +2.7 | | +0.9 |
| Cheshire East | +0.9 | | +1.5 | | +0.9 |
| Cheshire West and Chester | -0.7 | | +0.1 | | +1.3 |
| Cornwall | +0.5 | | +1.4 | | +2.5 |
| Coventry | +1.5 | | -1.0 | | -0.3 |
| Croydon | -1.6 | | -1.9 | | +0.1 |
| Cumbria | +0.2 | | +0.6 | | -1.0 |
| Darlington | +0.9 | | -2.0 | | -1.2 |
| Derby | -0.5 | | +1.0 | | +3.5 |
| Derbyshire | +0.5 | | +1.6 | | +0.1 |
| Devon | +1.6 | | +2.2 | | +0.9 |
| Doncaster | -0.3 | | +0.8 | | +0.2 |
| Dorset | +0.1 | | +1.8 | | -3.0 |
| Dudley | +1.2 | | +1.1 | | +1.4 |
| Durham | -0.1 | | +0.1 | | +0.2 |
| Ealing | -0.1 | | -0.6 | | -3.3 |
| East Riding of Yorkshire | -0.5 | | +0.7 | | -2.4 |
| East Sussex | -3.3 | | -0.4 | | +0.7 |
| Enfield | -0.8 | | -0.4 | | -1.4 |
| Essex | -0.2 | | -0.2 | | -0.1 |
| Gateshead | -2.1 | | -1.3 | | -0.1 |
| Gloucestershire | -0.1 | | +2.7 | | +0.2 |
| Greenwich | +0.4 | | +2.1 | | +4.2 |

Change in gap since 2012 - comparison with local authorities
with similar 2012 gap

| | Early years | Primary school | Secondary school |
|----------------------------|-------------|----------------|------------------|
| Hackney | -1.5 | -3.4 | +0.4 |
| Halton | +2.1 | +3.2 | +4.7 |
| Hammersmith and Fulham | -2.5 | -1.7 | -2.0 |
| Hampshire | +0.2 | +0.1 | +0.3 |
| Haringey | -3.2 | -2.1 | +0.9 |
| Harrow | -0.0 | -2.3 | +1.2 |
| Hartlepool | -0.2 | -0.6 | +1.8 |
| Havering | -0.0 | -4.3 | +2.7 |
| Herefordshire | +0.2 | -1.3 | +0.2 |
| Hertfordshire | +1.2 | +1.0 | -0.2 |
| Hillingdon | -1.0 | -2.2 | -1.2 |
| Hounslow | -2.2 | -2.5 | +1.1 |
| Isle of Wight | +0.7 | +1.1 | +0.2 |
| Islington | -1.1 | -1.7 | -2.0 |
| Kensington and Chelsea | +0.5 | -1.4 | +2.0 |
| Kent | +0.7 | -1.2 | +2.3 |
| Kingston upon Hull City of | +0.6 | -5.2 | -2.3 |
| Kingston upon Thames | -2.2 | +0.7 | +0.3 |
| Kirklees | -0.1 | +0.7 | +0.6 |
| Knowsley | +0.1 | +2.2 | +1.3 |
| Lambeth | -0.5 | +0.9 | +2.8 |
| Lancashire | +1.0 | +0.4 | -0.5 |
| Leeds | -0.1 | +1.5 | -1.0 |
| Leicester | -1.5 | -1.7 | +0.6 |
| Leicestershire | +0.8 | +1.2 | -1.4 |
| Lewisham | +0.4 | +0.7 | -0.6 |
| Lincolnshire | +1.2 | +1.7 | +1.0 |
| Liverpool | +0.4 | +0.7 | +1.7 |
| Luton | -0.3 | -1.2 | +1.9 |
| Manchester | -0.3 | -1.1 | -1.6 |
| Medway | -0.5 | +0.1 | +0.5 |
| Merton | -2.4 | -3.0 | -1.6 |
| Middlesbrough | +0.2 | -2.5 | -2.3 |
| Milton Keynes | -2.6 | -0.2 | +0.9 |
| Newcastle upon Tyne | -1.0 | -1.9 | +0.3 |
| Newham | -1.3 | -4.4 | +0.3 |
| Norfolk | +0.9 | +1.5 | +0.2 |
| North East Lincolnshire | +0.6 | -2.5 | -1.3 |
| North Lincolnshire | -0.2 | -1.6 | -3.2 |
| North Somerset | +0.9 | +0.8 | +1.0 |
| North Tyneside | -0.4 | +0.5 | +0.5 |
| North Yorkshire | +1.3 | +0.3 | +0.8 |
| Northamptonshire | +0.4 | -0.5 | -0.3 |
| Northumberland | -0.0 | +0.3 | +0.7 |
| Nottingham | -0.1 | -0.2 | +0.1 |

Change in gap since 2012 - comparison with local authorities
with similar 2012 gap

| | Early years | Primary school | Secondary school |
|-----------------------|-------------|----------------|------------------|
| Nottinghamshire | +2.0 | +1.7 | -2.8 |
| Oldham | +1.2 | +0.2 | +0.3 |
| Oxfordshire | +0.8 | +1.5 | +1.1 |
| Peterborough | -0.8 | +1.4 | +3.0 |
| Plymouth | +2.5 | +0.7 | -1.8 |
| Poole | -0.9 | +3.2 | -3.9 |
| Portsmouth | +0.8 | +1.2 | +2.2 |
| Reading | -0.2 | +2.3 | -0.7 |
| Redbridge | -1.1 | -1.6 | +0.9 |
| Redcar and Cleveland | +1.7 | -3.6 | +1.1 |
| Richmond upon Thames | -2.1 | +0.3 | -5.8 |
| Rochdale | +0.1 | +2.0 | -0.9 |
| Rotherham | -0.1 | -0.6 | +3.5 |
| Rutland | +0.6 | +3.7 | -5.8 |
| Salford | +0.2 | -1.6 | +2.9 |
| Sandwell | +0.9 | +1.8 | +1.4 |
| Sefton | +0.7 | +0.1 | +0.3 |
| Sheffield | +0.3 | +0.2 | +2.5 |
| Shropshire | -0.1 | +0.4 | +0.4 |
| Slough | -1.9 | -3.2 | -1.2 |
| Solihull | -0.2 | +0.3 | +0.6 |
| Somerset | -0.4 | +2.4 | +0.2 |
| South Gloucestershire | -0.1 | +2.0 | +0.2 |
| South Tyneside | +0.1 | -1.9 | -1.4 |
| Southampton | -0.9 | -2.6 | +2.7 |
| Southend-on-Sea | -2.5 | -2.0 | +0.2 |
| Southwark | -0.2 | +0.9 | +1.8 |
| St. Helens | +1.4 | +4.3 | -0.4 |
| Staffordshire | -0.5 | -0.9 | +2.2 |
| Stockport | +1.2 | +0.2 | +0.4 |
| Stockton-on-Tees | -1.2 | -0.8 | -1.4 |
| Stoke-on-Trent | +0.7 | +1.0 | -1.0 |
| Suffolk | +0.3 | -0.2 | -2.3 |
| Sunderland | -1.5 | -1.3 | +1.3 |
| Surrey | -2.0 | -0.2 | -1.7 |
| Sutton | -1.3 | +1.0 | +1.1 |
| Swindon | -0.7 | -1.4 | -0.8 |
| Tameside | +1.8 | +1.3 | -0.0 |
| Telford and Wrekin | -0.0 | -1.6 | +3.1 |
| Thurrock | -0.2 | -2.0 | -0.6 |
| Torbay | +1.2 | +0.7 | +1.6 |
| Tower Hamlets | -0.8 | -2.2 | -1.1 |
| Trafford | +0.7 | +0.8 | -3.1 |
| Wakefield | +2.0 | +0.5 | +1.3 |
| Walsall | +1.2 | -0.1 | +0.7 |

Change in gap since 2012 - comparison with local authorities
with similar 2012 gap

| | Early years | Primary school | Secondary school |
|------------------------|-------------|----------------|------------------|
| Waltham Forest | +0.1 | -3.0 | -4.5 |
| Wandsworth | -1.7 | +2.4 | -1.3 |
| Warrington | -0.6 | -0.5 | -0.0 |
| Warwickshire | +0.6 | +0.7 | +1.1 |
| West Berkshire | +0.9 | +2.1 | -0.8 |
| West Sussex | +1.1 | +1.3 | +0.2 |
| Westminster | -0.3 | -1.7 | -0.7 |
| Wigan | +1.9 | -0.9 | +4.5 |
| Wiltshire | +1.0 | +0.2 | -1.2 |
| Windsor and Maidenhead | +0.3 | +1.5 | -4.3 |
| Wirral | +1.2 | +1.0 | +4.1 |
| Wokingham | -0.7 | +0.5 | -2.6 |
| Wolverhampton | +0.1 | -0.9 | +0.8 |
| Worcestershire | +0.8 | +1.8 | -0.4 |
| York | +0.9 | +0.7 | +0.4 |

Figure A13: Post-16 segregation index by local authority
















| Segregation index for local authorities in 2017 | |
|---|-------------------------|
| | Segregation index score |
| Barking and Dagenham | 18.6 |
| Barnet | 20.7 |
| Barnsley | 19.6 |
| Bath and North East Somerset | 26.3 |
| Bedford | 20.4 |
| Bexley | 22.0 |
| Birmingham | 19.0 |
| Blackburn with Darwen | 17.2 |
| Blackpool | 32.8 |
| Bolton | 17.0 |
| Bournemouth | 35.1 |
| Bracknell Forest | 29.0 |
| Bradford | 22.0 |
| Brent | 10.6 |
| Brighton and Hove | 27.0 |
| Bristol, City of | 31.4 |
| Bromley | 28.3 |
| Buckinghamshire | 31.7 |
| Bury | 22.9 |
| Calderdale | 26.4 |
| Cambridgeshire | 32.1 |
| Camden | 18.2 |
| Central Bedfordshire | 29.0 |
| Cheshire East | 32.5 |
| Cheshire West and Chester | 34.6 |
| Cornwall | 11.0 |
| Coventry | 20.4 |
| Croydon | 16.6 |
| Cumbria | 30.8 |
| Darlington | 35.2 |
| Derby | 23.2 |
| Derbyshire | 29.9 |
| Devon | 17.0 |
| Doncaster | 26.6 |
| Dorset | 27.2 |
| Dudley | 19.9 |
| Durham | 30.5 |
| Ealing | 12.0 |
| East Riding of Yorkshire | 24.6 |
| East Sussex | 25.6 |
| Enfield | 16.0 |
| Essex | 24.3 |
| Gateshead | 34.1 |
| Gloucestershire | 28.3 |
| Greenwich | 21.0 |

| Segregation index for local authorities in 2017 | |
|---|-------------------------|
| | Segregation index score |
| Hackney | 14.6 |
| Halton | 15.7 |
| Hammersmith and Fulham | 18.8 |
| Hampshire | 30.0 |
| Haringey | 22.3 |
| Harrow | 19.1 |
| Hartlepool | 35.2 |
| Havering | 25.9 |
| Herefordshire | 17.7 |
| Hertfordshire | 31.8 |
| Hillingdon | 18.4 |
| Hounslow | 10.1 |
| Isle of Wight | 25.5 |
| Islington | 11.7 |
| Kensington and Chelsea | 14.3 |
| Kent | 28.2 |
| Kingston upon Hull, City of | 24.3 |
| Kingston upon Thames | 28.5 |
| Kirklees | 29.3 |
| Knowsley | 17.8 |
| Lambeth | 14.7 |
| Lancashire | 22.5 |
| Leeds | 28.3 |
| Leicester | 18.5 |
| Leicestershire | 28.5 |
| Lewisham | 19.4 |
| Lincolnshire | 27.4 |
| Liverpool | 25.8 |
| Luton | 14.8 |
| Manchester | 24.0 |
| Medway | 24.8 |
| Merton | 16.9 |
| Middlesbrough | 21.1 |
| Milton Keynes | 27.5 |
| Newcastle upon Tyne | 21.5 |
| Newham | 11.9 |
| Norfolk | 24.9 |
| North East Lincolnshire | 26.5 |
| North Lincolnshire | 24.0 |
| North Somerset | 31.2 |
| North Tyneside | 29.7 |
| North Yorkshire | 26.3 |
| Northamptonshire | 25.3 |
| Northumberland | 28.9 |
| Nottingham | 20.0 |

Segregation index for local authorities in 2017

| | Segregation index score |
|-----------------------|-------------------------|
| Nottinghamshire | 28.7 |
| Oldham | 24.3 |
| Oxfordshire | 27.3 |
| Peterborough | 20.3 |
| Plymouth | 16.2 |
| Poole | 32.0 |
| Portsmouth | 15.5 |
| Reading | 34.3 |
| Redbridge | 15.3 |
| Redcar and Cleveland | 20.8 |
| Richmond upon Thames | 38.3 |
| Rochdale | 17.3 |
| Rotherham | 27.7 |
| Rutland | 23.3 |
| Salford | 13.2 |
| Sandwell | 12.1 |
| Sefton | 24.5 |
| Sheffield | 29.6 |
| Shropshire | 19.2 |
| Slough | 14.7 |
| Solihull | 24.6 |
| Somerset | 18.2 |
| South Gloucestershire | 27.5 |
| South Tyneside | 29.8 |
| Southampton | 27.3 |
| Southend-on-Sea | 30.1 |
| Southwark | 13.8 |
| St. Helens | 21.9 |
| Staffordshire | 24.9 |
| Stockport | 28.7 |
| Stockton-on-Tees | 23.8 |
| Stoke-on-Trent | 15.7 |
| Suffolk | 25.5 |
| Sunderland | 21.1 |
| Surrey | 31.0 |
| Sutton | 28.9 |
| Swindon | 14.1 |
| Tameside | 27.5 |
| Telford and Wrekin | 34.9 |
| Thurrock | 21.7 |
| Torbay | 23.8 |
| Tower Hamlets | 7.6 |
| Trafford | 35.3 |
| Wakefield | 24.1 |
| Walsall | 24.8 |

Segregation index for local authorities in 2017

| | Segregation index score | |
|------------------------|--|------|
| Waltham Forest |  | 18.4 |
| Wandsworth |  | 13.3 |
| Warrington |  | 33.1 |
| Warwickshire |  | 33.7 |
| West Berkshire |  | 28.6 |
| West Sussex |  | 23.1 |
| Westminster |  | 9.4 |
| Wigan |  | 26.3 |
| Wiltshire |  | 30.2 |
| Windsor and Maidenhead |  | 24.6 |
| Wirral |  | 32.4 |
| Wokingham |  | 35.1 |
| Wolverhampton |  | 26.4 |
| Worcestershire |  | 30.0 |
| York |  | 33.0 |