

Children and Young People

Sefton Education

Strategic Assessment

2020/21

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Executive Summary

The purpose of Sefton's Children and Young People Educational Strategic Assessment is to identify local needs and views to support local strategy development and service planning. In order to understand whether we are achieving good outcomes locally it is useful to benchmark outcomes in Sefton against the national average and look at trends over time.

The primary purpose of this Executive Summary is to identify key points from the core dataset, with particular emphasis on those areas and issues that are of greater overall concern within each part of the report. The overall local picture of issues affecting children and young people's education in the Borough is summarised below.

Due to the impact of the Covid19 pandemic, most exams and assessments did not take place in 2019/20 or 2020/21. As a result of this, the government announced that it would not publish school or college level results data in autumn 2020 or autumn 2021. The most current robust data for assessing pupil performance is from 2019.

Headline Facts & Figures

It is estimated that there are 59,000 children living in aged 0-19. Of these: 40,056 children and young people are educated in 103 Sefton schools. These schools are broken down as:

- 3 Nursery
- 75 Primary
- 18 Secondary
- 10 Sixth Forms
- 5 Special
- 2 Pupil Referral Units (PRU)

18 settings are now Academy Schools, representing 9% of primary and 61% of secondary schools.

49% of the school children are Female & 51% Male, in line with National and North West proportions.

21% of school children in Sefton are eligible for free school meals (FSM) – an increase of almost 5% on the previous year and compares to 21%

Nationally (up 4% on the previous year) and 24% in the Northwest (also up 4%).

18% of school children resident in Sefton are estimated to be living in a low-income household, which is the same as the national average, but slightly lower than the average across the Northwest at 22%.

10% of the school children in Sefton are of Black, Asian, or Minority Ethnic (BAME) heritage compared to 34% Nationally.

6% have English as an additional language (EAL) (up slightly on the previous year), compared to 19% Nationally and 15% in the Northwest.

3% of Sefton school children with Special Educational Needs (SEN) have an Education, Health and Care (EHC) plan compared to 4% Nationally. A Further 12% of Sefton school children receive SEN Support in their school setting, compared to 12% Nationally.

43% of those children with an EHC plan have a Primary Need of Autistic Spectrum Disorder compared to 31% Nationally and 31% across the Northwest.

23% of children receiving SEN Support have a primary support need of Speech, Language and Communication compared to 25% Nationally and 12% across the Northwest.

All maintained Nursery schools in Sefton are rated by the Office for Standards in Education, Children's Services and Skills (Ofsted) as Good (67%) or Outstanding (33%).

Most of the state-funded maintained Primary schools in Sefton are rated by Ofsted as Good (81%) or Outstanding (12%).

Only three of the eighteen secondary schools are rated by Ofsted as outstanding (17%). A further six secondary schools are rated as Good (33%).

Half of the state-funded maintained secondary schools in Sefton are rated by Ofsted as inadequate (11%) or requiring improvement (39%).

All state-funded maintained Special schools in Sefton are rated by Ofsted as Good (60%) or Outstanding (40%).

4% of the whole school population are being educated in 'inadequate' schools compared to 4% in England and 5% in the Northwest. 10% of schools are rated 'require improvement' compared to 11% in England and 12% in the Northwest.

69% of children reached 'a good level of development' against the Early Years Foundation Stage Profile (EYFSP) in 2019 and Sefton is in the bottom performing quartile of 152 Local Education Authorities in the country, ranked 125 out of 152.

The Equality gap in Early Years education has widened to 33% compared to 32% nationally.

83% of children pass the phonics screening check in Year 1 ranking Sefton 45th out of 152 Local Education Authorities in the country.

Outcomes for Key Stage 1 (KS1) reading, writing and mathematics are in the 2nd from bottom quartile of 152 Local Education Authorities in the country for all areas of learning.

63% of children reach the expected standard in KS1 reading, writing and mathematics compared to 65% nationally. 9% of children reach the higher standard in KS1 reading, writing and mathematics compared to 11% nationally.

63% of children reach the expected standard in Key Stage 2 (KS2) reading, writing and mathematics at Key Stage 2 that places Sefton in the bottom quartile of 152 Local Education Authorities in the country, ranked 108 out of 152.

Only 9% of children reach the higher standard in KS2 reading, writing and mathematics that places Sefton in the bottom quartile of 152 Local Education Authorities in the country, ranked 92nd out of 152.

Outcomes at Key Stage 4 (KS4) are below national averages in all measures. 68% of young people achieved a standard GCSE pass (Grade 9-4) in English & Maths compared to 66% nationally and Sefton ranked 110th out of 152 Local Education Authorities in the country.

The average Progress 8 score per pupil is -0.35 compared to -0.13 nationally (the further below 0 the score the worse the performance). This places Sefton in the bottom quartile of 152 Local

Education Authorities in the country, ranked 143rd out of 152.

The average Attainment 8 score per pupil is 47.6 compared to 48.0 nationally, placing Sefton in the bottom quartile of 152 Local Education Authorities in the country, ranked 116th out of 152.

Despite a downward trend in performance since 2015 which is in-line with England, Northwest and Sefton's statistical neighbours, achievement rates of a 'Level 2' qualification by the age of 19 in Sefton have been above England and Northwest averages for the last 8 years.

Rates of achievement of a 'Level 3' qualification by the age of 19 in Sefton have been positive over the last decade, but in 2016 they dropped below the England, Northwest, and statistical neighbours' performance.

Over the last two academic years pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way General Certificate of Secondary Education (GCSE) grades were awarded rather than improvements in pupil performance. As a result, both the 2020 and 2021 datasets should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.

Sefton Demographic Overview

The resident population of Sefton is approximately 276,000 - an estimated 59,000 of whom are aged 0-19 which is 21.5% of the population, lower than the England average of 23.6%.

Projections show the overall numbers of young people 0-19 will remain relatively stable over the next two decades, though with significant inter-age group variation.

Table 1 - 2020 Population Distribution by Age and Sex.

	Male	Female	Total
Aged 0-25	38,862	36,606	75,468
Aged 0-19	30,435	28,889	59,324
Aged 0-4	7,081	6,708	13,789
Aged 5-16	19,208	18,204	37,412
Aged 17-18	2,904	2,802	5,706
Aged 19-24	8,163	7,400	15,563

Table 2 - 2018 Compared to 2043 Sefton School Age Groups Population Distribution by Age

	2018	2043	Change
Total	56,758	57,014	0.5%
Aged 0-4	14,441	14,295	-1.0%
Aged 5-16	36,373	36,417	0.1%
Aged 17-18	5,944	6,302	6.0%

School Census – January 2021

Based on the latest school census of January 2021 there are 40,056 children and young people aged 2 -18 years are educated in 103 Sefton state-funded, maintained nursery, primary, secondary, sixth form, special schools, and pupil referral units (PRUs). There are three Further Education establishments catering for 16-19yr old key stage 5 (KS5) students; Hugh Baird College and Southport College and King George V College sixth form FE college in Southport.

- 9% and 61% of primary and secondary schools respectively have converted to an ‘academies’ – this process removes these schools from direct support of the LA and creates a more autonomous marketplace.

- All state-funded maintained Nursery schools in Sefton are rated by Ofsted as Good (67%) or Outstanding (33%).
- Most of all state-funded maintained Primary schools in Sefton are rated by Ofsted as Good (81%) or Outstanding (12%).
- Only three of the eighteen secondary schools are rated by Ofsted as outstanding (17%). A further six secondary schools are rated as Good (33%).
- Half of the state-funded maintained secondary schools in Sefton are rated by Ofsted as inadequate (11%) or requiring improvement (39%).
- All state-funded maintained Special schools in Sefton are rated by Ofsted as Good (60%) or Outstanding (40%).
- 1% and 11% of primary and secondary schools in Sefton are rated as ‘inadequate’, 4% and 39% requires improvement. This represents 4% of the whole school population being educated in ‘inadequate’ schools and 10% where schools require improvement.
- The % of Sefton schools rated as ‘inadequate’ or requires improvement is lower than both the national and Northwest. In England 11% of schools require improvement and 4% are ‘inadequate’, whilst the Northwest is 12% of schools require improvement and 5% are ‘inadequate’.
- 18% of children and young people under the age of 19 in Sefton are living in low income households, similar picture to the national picture at 18.2%, however the Northwest is much higher at 22.4%.
- 21.3% of pupils attending a Sefton schools are eligible for Free School Meals, this is 0.5% higher than the national figure of 20.8% and 3.5% lower than the Northwest figure of 23.8%.
- 5.8% of pupils educated in Sefton have English as an additional language, compared to 15.3% in the Northwest and 19.2% nationally.
- 15.2% of pupils educated in Sefton are recorded as SEN. Of these 3.2% of pupils have a formal SEN - EHC Plan in place and 11.8% of pupils are recorded as receiving SEN Support

by schools. Sefton’s figures are lower for SEN when compared to both the Northwest figures 16.1% SEN, 3.8% EHC Plan and 12.3% SEN Support and the national 15.8% SEN, 3.7% EHC Plan and 12.2% SEN Support.

Table 3 - 2020 Compared to 2021 Sefton January School Census – pupils on roll by School Age and Type.

	2019/20	2020/21	Change
Early Years	146	132	-14
Nursery	2,021	1,868	-153
Primary	21,043	21,039	-4
PRU	123	99	-24
Secondary	14,329	14,589	260
Special	655	680	25
Sixth Form	1,661	1,649	-12
Sefton	39,978	40,056	78

Pupil Performance

Due to the impact of the Covid19 pandemic on schools and education performance monitoring the most current robust data for assessing pupil performance is from 2019 and it is this that is used below.

It was decided by the DfE as a result of the pandemic that no tests or assessments of children in Early Years, KS1 or KS2 would take place in the academic years 2019-2020 and 2020-2021. As a result, no local authority has any data to present for these years. The data in this report for Early Years, KS1 and KS2 therefore ends with the 2018-2019 data.

As a result of the disruption to children’s education schools assessed their pupils internally using appropriate methods to their community. Schools therefore have not been asked to share this information.

GCSE and A-Level examinations in secondary schools were disrupted over the last two academic years as well. In 2019/20 the results for pupils was undertaken through Computer Assessed Grades (CAGs) and in 2020/21 by Teacher Assessed Grades (TAGs). Therefore, no comparisons can be made between outcomes for these pupils for the last three academic years as

pupils in each academic year were assessed differently.

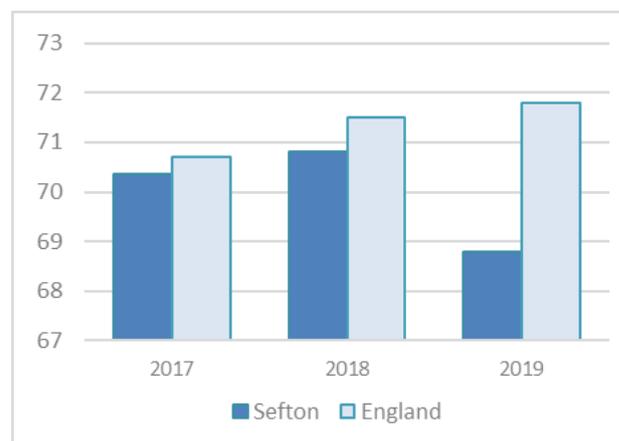
Early Years Foundation Stage Profile (EYFSP)

At the end of the Reception year children are assessed against the EYFSP. The new 'Good Level of Development' (GLD) measure has now been defined as the proportion of children achieving the Early Learning Goals (ELGs) within the three prime areas of learning: communication and language; physical development; and personal, social and emotional development and the ELGs within the literacy and mathematics areas of learning.

Each child scores one point for an emerging ELG, two points for an expected and three points for an exceeding. For each child, the total point score is the sum of their score in each of the 17 ELGs, where the minimum score is 17 and the maximum score is 51. All children's scores are totalled and then averaged to create the measure.

In 2019, a cohort of 3,020 pupils in the LA were assessed using the early years foundation stage profile, 68.8% are achieving a good level of development (GLD), a total of 2,079 pupils.

Figure 1 - Early Years Foundation Stage – Good Level of Development – All Pupils



- 2.1% achieved an exceeding outcome in all 12 of the GLD area of learning goals, a total of 63 pupils.
- The average total points score, for the LA, in all GLD goals is 23.8 out of a possible 36.
- The LA's GLD percentage has decreased by 2.0% from 70.8% in 2017/18 to 68.8% in 2018/19.

- This is equivalent to 59 fewer pupils in your LA achieving a good level of development in 2018/19 compared to 2017/18.
- The LA's average GLD percentage for the last 3 academic years is 70.0%.
- The average total points score, for the LA, in all areas of learning is 33.8 out of a possible 51, down by 0.3 from 34.1 in both 2016/17 and 2017/18.

Performance is good; however, it has lagged national average for the last three years, with a more noticeable decline in 2018/19 academic year. Sefton are now 3% lower than the national average of 71.8%.

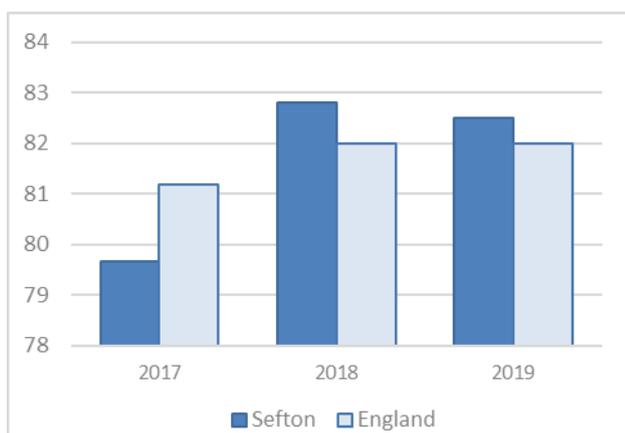
Phonics

The Phonics screening check is a statutory assessment for year 1 pupils (typically aged 6) that confirms whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Pupils who do not meet the standard in year 1 or were not checked, must take part in the check at the end of year 2 (typically aged 7).

Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40. In 2019, as in previous years, the threshold to determine whether a pupil had met the expected standard is 32.

In 2019, a cohort of 3,009 pupils were assessed in Year 1, 82.5% achieved the expected standard of 32, a total of 2,482 pupils.

Figure 2 - Phonics Year 1 'WA' – All Pupils



- 87% of girls achieved the expected standard of 32, a total of 1,260.
- The percentage of girls achieving the expected standard has increased by 3% points over the last 3 years, increasing from 84% in 2016/17 to 85% in 2017/18.
- 78% of boys achieved the expected standard of 32, a total of 1,222.
- The percentage of boys achieving the expected standard has also increased by 3% points over the last 3 years, increasing from 75% in 2016/17 to 81% in 2017/18 by 6% points, however this has now fallen by 3% point in 2018/19.

Phonics Year 1 performance is good, above national average for the last two academic years. 82.5% of the Year 1 cohort achieved the expected standard in the LA, 0.6% higher than the National average of 81.9%.

In Year 2 anyone students who were disapplied or didn't take the test or did not achieve the expected standard in Year 1 will have the opportunity to take the test again. By the end of key stage 1 (usually year 2), 93.1% of the cohort achieved the expected standard, 1.7% higher than the national average of 91.4%.

Key Stage 1 (KS1)

Teacher assessment judgments in reading, writing, maths, and science are reported for each pupil at the end of key stage 1 (typically aged 7). Teacher assessments are based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. Pupils are required to take tests in reading and maths at the end of key stage 1, however teacher assessment is the only data used and reported by the Department of Education.

In 2019, a cohort of 3,030 pupils in the LA were at the end of Key Stage 1.

- 74.6% achieved the expected standard in Reading, a total of 2,259 pupils, 0.3% lower than the national average of 74.9%.

- The expected standard percentage in Reading has increased by 1.5% from 73.1% in 2017/18 to 74.6% in 2018/19.

Reading performance has lagged national average for the last three years, but with an improvement in 2018/19 academic year.

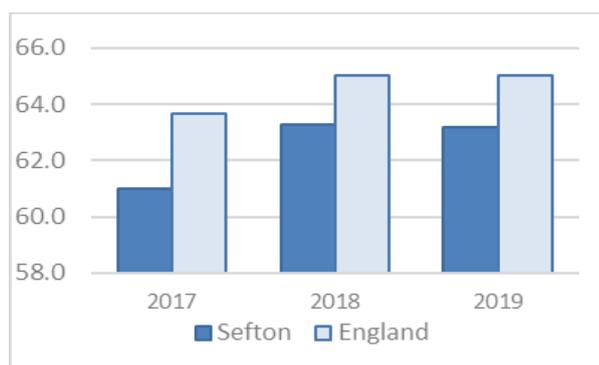
- 67.7% achieved the expected standard in Writing, a total of 2,050 pupils, 1.5% lower than the national average of 69.2%.
- The expected standard percentage in Writing has decreased by 0.1% from 67.8% in 2017/18 to 67.7% in 2018/19.

Writing performance has lagged national average for the last three years, with a further decline in the 2018/19 academic year.

- 75.7% achieved the expected standard in Mathematics, a total of 2,293 pupils, 0.1% higher than the national average of 75.6%.
- 18.8% achieved a greater depth in Maths, a total of 571 pupils.

Mathematics performance has been consistent with the national average for the last two years.

Figure 3 – KS1 RWM ‘Expected standard’ – All Pupils



- 63.2% achieved the expected standard in Reading, Writing & Maths, 1.8% lower than the national average of 65%.
- 9.1% achieved the higher standard in Reading, Writing & Maths, 2.1% lower than the national average of 11.2%.

Sefton’s Reading, Writing and mathematics performance has lagged national average for the last three years, but with an improvement in both 2017/18 and 2018/19 academic years.

Key Stage 2 (KS2)

Pupils take national curriculum assessments in year 6 at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a statutory teacher assessment (TA) in writing and science.

To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'reaching the expected standard' or 'working at greater depth' in the writing TA.

To reach the higher standard, a pupil must achieve a scaled score of 110 or more in the reading and maths tests, and an outcome of 'working at greater depth' in the writing TA.

In 2019, a cohort of 2,963 pupils in the LA at the end of Key Stage 2.

- 73.4% achieved the expected standard in Reading, a total of 2,160 pupils.
- 26.8% achieved a higher standard in Reading, with a scaled score equal to or greater than 110, a total of 794 pupils. 0.2% lower than the national average of 27%.
- The expected standard percentage in Reading has decreased by 5.6% from 79.0% in 2017/18 to 73.4% in 2018/19. Sefton are still performing 0.4% higher than the national average of 73%.

Sefton have been above the national average 3 times in the last 3 academic years for the expected standard in Reading.

- 78.9% achieved the expected standard in Grammar, Punctuation & Spelling (GPS), a total of 2,338 pupils. 0.9% higher than the national average of 78%.
- 34.8% achieved the higher standard in GPS, with a scaled score equal to or greater than 110, a total of 1,031 pupils.

Sefton have been above the national average 3 times in the last 3 academic years for the expected standard in GPS.

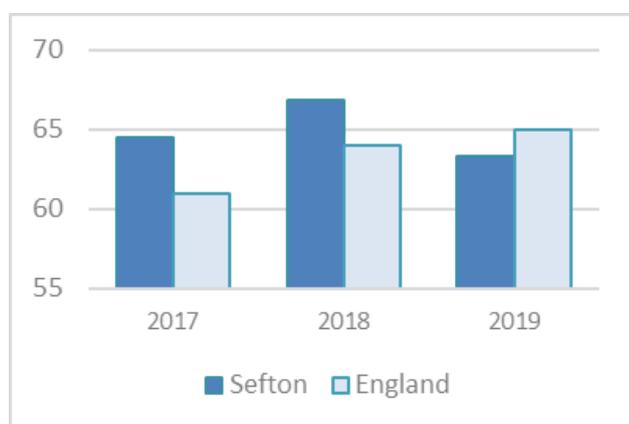
- 78.9% achieved the expected standard in Mathematics, a total of 2,338 pupils. 0.1% lower than the national average of 79%.
- 25.6% achieved a higher standard in Mathematics, with a scaled score equal to or greater than 110, a total of 759 pupils. 1% lower than the national average of 26.6%.

Mathematics performance has previously been above the national average for 16/17 & 17/18 academic years but has dropped marginally below the national average in 2018/19.

- 77.0% achieved the expected standard in Writing TA, a total of 2,281 pupils. 1.0% lower than the national average of 78%.
- 17.3% achieved a higher standard in Writing TA, with a scaled score equal to or greater than 110, a total of 512 pupils. 2.8% lower than the national average of 20.1%
- The LA's expected standard percentage in Writing has decreased by 2.6% from 79.6% in 2017/18 to 77.0% in 2018/19.

Writing (TA) performance has previously been above national average for 16/17 & 17/18 academic years but dropped below in 2018/19.

Figure 4 – KS2 ‘Expected standard’ in RWM – All Pupils



- 63.4% achieved the expected standard in Reading, Writing & Maths, a total of 1,878 pupils, 1.5% lower than the national average of 64.9%.
- 9.0% achieved a higher standard in Reading, Writing & Maths, with a scaled score equal to or greater than 110, or equivalent TA result, a total of 264 pupils. 1.6% lower than the national average of 10.6%.

Sefton have been above the national average 2 times in the last 3 academic years for the expected standard in Reading, Writing & Maths but has dropped below in 2018/19.

Key Stage 4 (KS4) GCSE

Pupils take national curriculum test/assessments in year 11 at the end of KS4, when most pupils will reach age 16 by the end of the school year.

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English, double weighted if both GCSEs in language and literature are taken; maths, double weighted; three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2

(KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

GCSEs are graded 9-1, for a standard pass student need to achieve a grade 4 or above and a strong pass student must achieve a grade 5 or above.

In response to the coronavirus (COVID-19) pandemic all summer 2020 and 2021 exams were cancelled.

Pupils scheduled to sit GCSE level exams in 2020 were awarded either a centre assessment grade

or their calculated grade using a model developed by Ofqual and in 2021 pupils were awarded grades based on an assessment by their teachers.

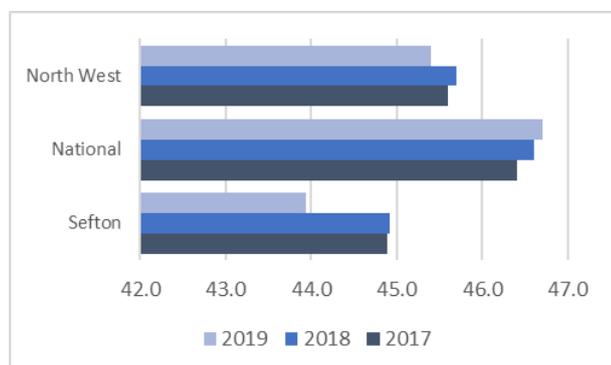
However, the cancellation of summer 2020 and 2021 GCSE exams and the new method of awarding grades has led to a set of pupil attainment statistics that are unlike previous years.

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

In 2019, a cohort of 2,939 pupils were at the end of Key Stage 4.

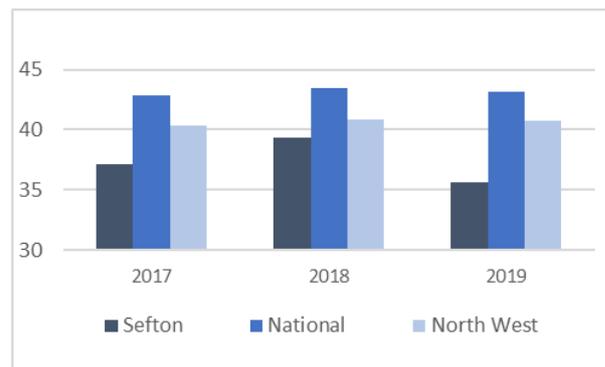
- Sefton has an average Attainment 8 score of 44.2 which is 0.5 points lower than the national average score of 44.7.
- The average Attainment 8 score has decreased by 0.7 points from 44.9 in 2017/18 to 44.2 in 2018/19.
- Whilst Sefton’s Attainment 8 score has decreased by 0.7, from 44.9 in 2017/18 to 44.2 in 2018/19, the national average Attainment 8 score has increased by 0.2, from 44.5 in 2017/18 to 44.7 in 2018/19.

Figure 5 – Average Attainment 8 score – All Pupils



- 35.9% achieved a grade 5 or more in English & Maths, a total of 1,055 pupils. This is 4.2% lower than the national percentage of 40.1%.
- Sefton’s English & Maths 5+ percentage has decreased by 3.5% from 39.4% in 2017/18 to 35.9% in 2018/19.

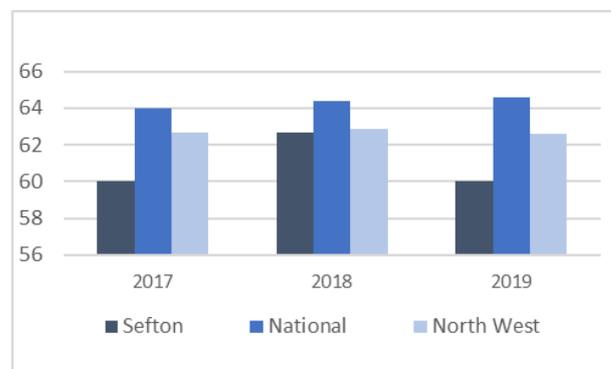
Figure 6 – The percentage of All Pupils ‘achieving English & maths GCSE 9-5’



- 60.5% achieved a grade 4 or more in English & Maths, a total of 1,778 pupils.
- 60.5% achieved a grade 4 or more in English & Maths in the LA, 4.4% lower than the national percentage of 64.9%.

Whilst the percentages of children achieving a grade 5+ and 4+ in both English & Maths GCSE at KS4 has lagged national average consistently for the last three years, there has been a more noticeable decline in the 2018/19 academic year.

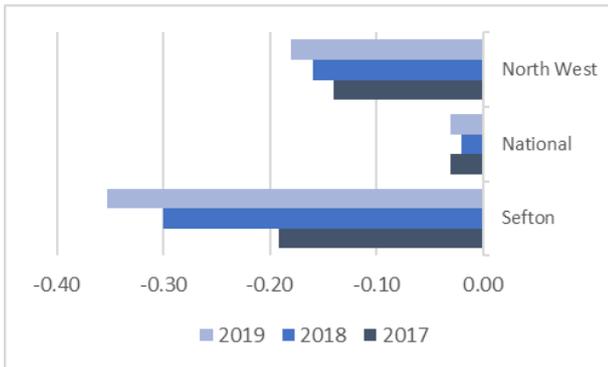
Figure 7 – The percentage of All Pupils ‘achieving English & maths GCSE 9-4’



In 2019, a cohort of 2,861 pupils were matched to prior attainment at the end of Key Stage 2.

- Sefton’s average Progress 8 score is -0.35 which is 0.32 points lower than the national average score of -0.03.
- The average Progress 8 score has decreased by 0.16 points from -0.19 in 2017/18 to -0.35 in 2018/19, however the national remain static at -0.03 in 2016/17, -0.02 in 2017/18 and -0.03 in 2018/19.

Figure 8 – Average Progress 8 score – All Pupils

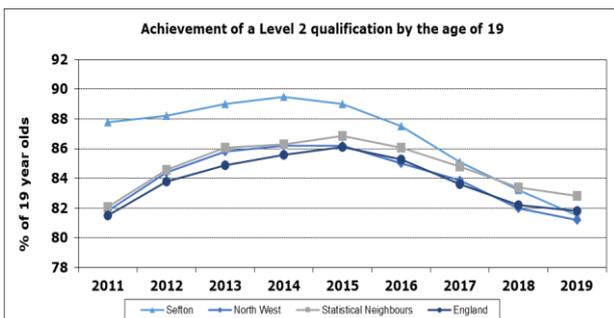


Post 16

Pupils take national curriculum test/assessments in year 13 at the end of KS5, when most pupils will reach age 18 by the end of the school year.

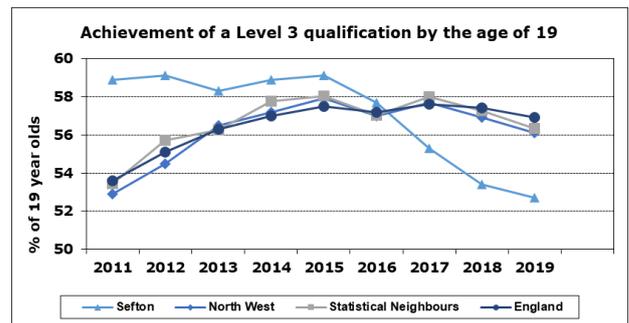
- Despite downward trend in performance since 2015 which is in-line with England, Northwest and statistical neighbour statistics, achievement rates at level 2 by the age of 19 in Sefton have been above England and north west averages for the last 8 years. (Attainment at Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or a Level 2 vocational qualification of equivalent size).

Figure 9 – Achievement of a Level 2 qualification by the age of 19



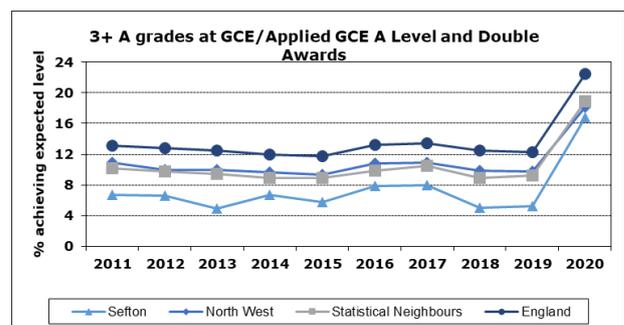
- Rates of achievement of a level 3 qualification by the age of 19 in Sefton have been positive over the last decade, but in 2016 they dropped below the England, Northwest and statistical neighbours and performance. (Attainment at Level 3 equates to achievement of 2 or more A-levels or equivalent size vocational qualifications).

Figure 10 – Achievement of a Level 3 qualification by the age of 19



- Over the last decade the attainment of 3+ A grades at GCE/Applied GCE, A level and double award statistics at the age of 19 have been consistently below the England, north west and statistical neighbours, placing Sefton in the lowest performance quartile nationally, although they show moderate improvement for 2018/19 against a decline across England and the north west.
- The 2019 provision data shows that the attainment statistics at the age of 19 for Sefton remain below the England, Northwest and statistical neighbours, resulting in Sefton continuing to be placed in the lowest performance quartile nationally.

Figure 11 – 3+ A grades at GCE/Applied GCE A level and Double Awards



- The number of pupils in Sefton who progress to UK Higher Education (HE) on programmes

of study for which the level of study is above level 3 on the NQF has shown a positive trend over the last 5 years, growing year-on-year and maintaining above the England, Northwest and statistical neighbour averages, implying that the local post-16 curriculum offer facilitates high levels of progression to positive destinations at the end of key stage 5.

Free School Meals (FSM)

Children in state-funded schools in England are entitled to receive free school meals if a parent or carer were in receipt of any of the following benefits:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they were not also entitled to Working Tax Credit and had an annual gross income of no more than £16,190, as assessed by Her Majesty’s Revenue and Customs)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits)

Children in nursery schools are eligible if they meet the criteria and attend for full days. Pupils are still eligible for free school meals in school in sixth form, but not sixth form college or further education.

Since 1 April 2018, transitional protections have been in place which will continue during the roll out of Universal Credit. This has meant that pupils eligible for free school meals on or after 1 April 2018 retain their free school meals eligibility even if their circumstances change. Prior to the pandemic, this had been the main driver in the increase in the proportion of pupils eligible for free school meals as pupils continue to become eligible but fewer pupils stop being eligible.

Table 4 – The percentages of students eligible for Free School Meals – academic years 2015/16 and 2020/21

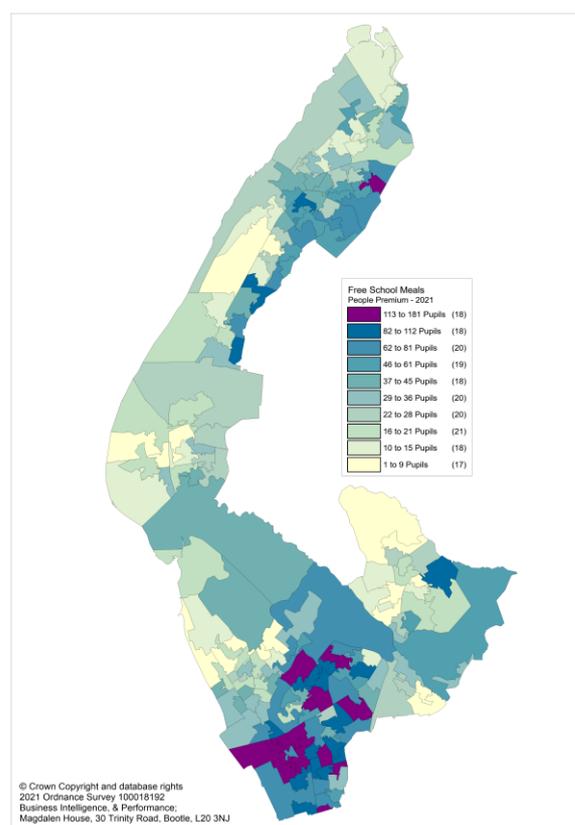
	15/16	16/17	17/18	18/19	19/20	20/21
England	14.3	14.0	13.6	15.4	17.3	20.8
North West	16.4	16.2	16.1	18.0	20.2	23.8
Sefton	14.7	15.3	15.9	18.5	16.5	21.3

During the COVID-19 outbreak, the government temporarily extended free school meals eligibility to include some groups who have no recourse to public funds (NRPF).

This temporary extension has continued and covers both pupils who were attending school and those who remained at home due to COVID-19.

- 21.3% of pupils attending a Sefton schools are eligible for Free School Meals; this is 0.5% higher than the national figure of 20.8% and 3.5% lower than the Northwest figure of 23.8%.
- Sefton schools have seen an increase of 4.8% year on year this is over 1% more than both the national at 3.5% and Northwest at 3.6%.

Map 1 - The Sefton map below shows eligible for Pupil Premium for the period 01/03/21 - 31/03/21



Attainment for those eligible for FSM

Throughout the education system, pupils eligible for FSM have on average, lower attainment than other pupils, as illustrated in the table below.

Table 5 – The percentages of students achieving key indicators for each key stage – All Pupils, those eligible FSM and those not eligible for FSM

	All	FSM	Non FSM	Differ
EYFSP - % GLD	68.8	53.5	71.8	-18.3
KS1 - % RWM	63.2	45.9	67.1	-21.2
KS2 - % RWM	63.4	46.3	67.5	-21.2
KS4 - % EM 9-4	60.5	40.0	67.7	-27.7
KS4 - % EM 9-5	35.9	17.8	42.2	-24.4

Early Years Foundation Stage Profile - FSM

Over the last three years those students eligible for FSM has seen significant changes in the performance of students achieving ‘a good level of development in EYFSP’.

Table 6 – The percentages of students achieving the EYFSP ‘a good level of development’ (GLD) – All Pupils, those eligible FSM and those not eligible for FSM

EYFSP - % GLD	2016/17			2017/18			2018/19		
	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
Sefton	70.4	55.8	73.6	70.8	53.1	74.7	68.8	53.5	71.8
England	70.7	56.0	73.0	71.5	57.0	74.0	71.8	57.0	74.0
North West	67.9	53.0	71.0	68.9	54.0	72.0	68.9	54.0	72.0

- In both 2016/17 & 2017/18 Sefton students had previously been working above the Northwest averages, however in 2018/19 this cohort saw a drop below the Northwest for the first time in three years.
- In 2019 this cohort has seen an improvement, but Sefton remain working below the national by 3.5%.
- The percentage gap between All Pupils and those eligible for FSM at EYFSP over the last three last is larger than both the national and Northwest in all years except 2016/17.

Key Stage 2 - FSM

In 2019, students eligible for FSM performance dropped below the national and Northwest for the first time in three years for those achieving ‘the expected level in Reading, Writing &

mathematics’ at Key Stage 2 test and teacher assessments. However, the Sefton performance in 2019 remained static at 46%.

Table 7 – The percentages of students achieving the KS2 ‘Expected standard’ in RWM – All Pupils, those eligible FSM and those not eligible for FSM

% ES RWM	2016/17			2017/18			2018/19		
	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
Sefton	64	45	68	67	46	71	63	46	67
England	61	43	65	64	46	68	65	47	68
North West	61	43	65	65	46	69	65	47	N/a

- The percentage gap between All Pupils and those eligible for FSM achieving ‘the expected level in Reading, Writing & mathematics’ at KS2 over the last three has reduced from 21 to 17 percentage points, taking Sefton gap smaller than the national and Northwest for the first time in three years.
- Over the last three years Sefton’s KS2 reading progress for those students eligible for FSM has outperformed the national in all years, even though the 2018/19 data shows -1.15 change year on year, however 2017/18 figures were +1.32 better than the national at -0.80.
- The percentage gap between All Pupils and those eligible for FSM at KS2 reading progress over the last three last has continued to reduce in Sefton when compared to the national and Northwest.

Table 8 – The KS2 reading progress – All Pupils, those eligible FSM and those not eligible for FSM

Reading Progress	2016/17			2017/18			2018/19		
	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
Sefton	0.48	-0.41	0.66	0.87	0.52	0.93	0.02	-0.64	0.18
England	0.00	-0.90	0.20	0.00	-0.80	0.20	0.00	-0.80	0.20
North West	0.10	-0.60	0.30	0.30	-0.30	0.50	0.20	-0.40	0.40

- Over the last three years Sefton’s KS2 writing progress for those students eligible for FSM has underperformed the national and Northwest in all years and the 2019 shows a further decline of -0.77 from -0.69 in 2016/17 to -1.47 in 2018/19.
- The percentage gap between All Pupils and those eligible for FSM at KS2 writing progress over the last three last has continued to

widen in Sefton when compared to the national and Northwest.

Table 9 – The KS2 writing TA progress – All Pupils, those eligible FSM and those not eligible for FSM

W TA Progress	2016/17			2017/18			2018/19		
	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
Sefton	-0.17	-0.69	-0.06	0.14	-0.89	0.34	-0.53	-1.47	-0.31
England	0.00	-0.70	0.10	0.00	-0.70	0.10	0.00	-0.70	0.20
North West	0.10	-0.50	0.20	0.20	-0.60	0.30	0.20	-0.50	0.30

- Over the last three years Sefton’s KS2 mathematics progress for those students eligible for FSM has declined by -1.03 from 0.36 in 2016/17 to -0.67 in 2018/19. The 2018/19 data shows a further decline, however the Sefton performance still shows favourably in comparison when compared to the national and the Northwest.
- The percentage gap between All Pupils and those eligible for FSM in the KS2 Maths progress over the last three last has expand in Sefton however it remains lower than both the national and Northwest.

Table 10 – The KS2 maths progress – All Pupils, those eligible FSM and those not eligible for FSM

Maths Progress	2016/17			2017/18			2018/19		
	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
Sefton	1.00	0.36	1.13	0.72	0.09	0.83	0.08	-0.67	0.26
England	0.00	-0.80	0.20	0.00	-0.80	0.20	0.00	-0.90	0.20
North West	0.30	-0.40	0.50	0.40	-0.40	0.50	0.30	-0.50	0.50

Key Stage 4 - FSM

Over the last three years those students eligible for FSM have seen significant decrease in the pupil performance at KS4.

In 2019 the gap between the Sefton and national average attainment 8 score per pupil for those eligible for FSM has broadened again from 1.5 in 2016/17 to 2.8 in 2018/19.

- The Average Attainment 8 score per pupil gap for those eligible for FSM has increased by 0.6 average points, taking Sefton gap much further than that of the national at 0.5 and the Northwest at 0.3.
- The Average Attainment 8 score per pupil gap between All Pupils and those eligible for FSM has increased by 1.5 average points, over the

last three years. The Sefton gap has broadened further from the national at 0.1, and the Northwest at 0.8.

Table 11 – the average Attainment 8 Score – All Pupils, those eligible FSM and those not eligible for FSM

Att 8	2017			2018			2019		
	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
Sefton	44.9	33.6	47.9	44.9	32.8	46.9	44.2	32.2	46.3
National (All Schools)	44.6	35.1	48.2	44.5	34.5	48.4	44.7	35.0	48.8
National	46.4	35.1	48.2	46.6	34.5	48.4	46.8	35.0	48.8
North West	45.6	34.4	47.6	45.7	33.3	47.8	45.5	33.6	47.9

In 2019 the gap between the Sefton and national has broadened again from 0.23 in 2016/17 to 0.44 in 2018/19 for those eligible for FSM.

- The Average Progress 8 score per pupil gap for those eligible for FSM has increased by 0.11 average points, taking Sefton gap much further than that of the national at 0.00 and the Northwest at 0.02.
- The Average Progress 8 score per pupil gap between All Pupils and those eligible for FSM has increased by 0.26 average points, over the last three years. The Sefton gap has broadened further from the national at 0.05 and the Northwest at 0.11.

Table 12 – the average Progress 8 Score – All Pupils, those eligible FSM and those not eligible for FSM

Progress 8	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
	Sefton	-0.19	-0.71	-0.03	-0.30	-0.86	-0.21	-0.35	-0.97
National (All Schools)	0.00	-0.48	0.04	0.00	-0.53	0.05	0.00	-0.53	0.06
National	-0.03	-0.48	0.04	-0.02	-0.53	0.05	-0.03	-0.53	0.06
North West	-0.14	-0.61	-0.06	-0.16	-0.70	-0.07	-0.18	-0.72	-0.07

In 2019 the gap between the Sefton and national has reduced from 7.46 in 2016/17 to 4.62 in 2018/19 for those eligible for FSM.

- 36.9% achieved a grade 4 or more in English & Maths in the LA, 4.6% lower than the national percentage of 41.5% and 1.9% lower than the national percentage of 38.8%.
- The percentage of those achieving grades 9-4 in English & mathematics for those eligible for FSM has seen a slight decreased by 0.91 percentage points, taking Sefton gap much further than that of the national and the Northwest.

- The percentage of those achieving grades 9-4 in English & mathematics per pupil gap between All Pupils and those eligible for FSM has increased by 3.97 percentage points, over the last three years, however this gap is difference to both the national at 1.10 and the Northwest at 0.00.

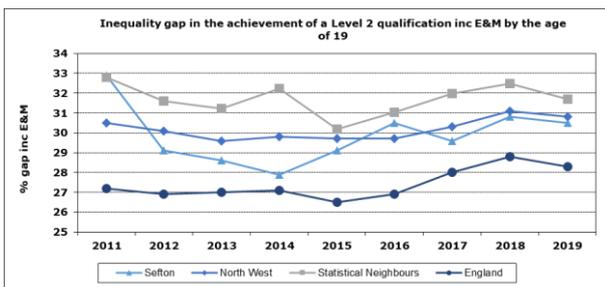
Table 13 – the percentage achieving English & Maths GCSE 9-4 – All Pupils, those eligible FSM and those not eligible for FSM

EM 9-4	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM	All Pupils	FSM	Non FSM
Sefton	60.0	32.9	66.5	62.7	37.8	66.7	60.5	36.9	64.8
National (All Schools)	59.1	N/a	N/a	59.4	40.2	68.0	59.8	41.5	68.7
National	64.2	40.4	67.8	64.4	40.2	68.0	64.9	41.5	68.7
North West	62.7	38.8	67.0	62.9	37.5	67.3	62.9	38.8	67.7

Post 16 – FSM

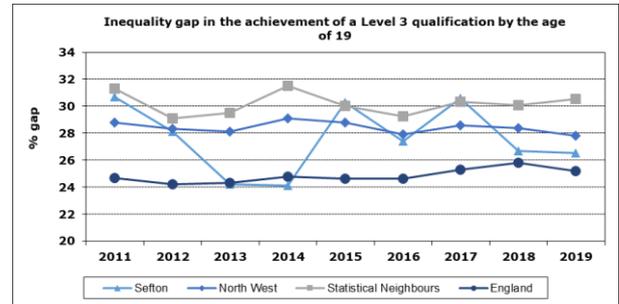
In 2019 the gap between the Sefton and national has broadened again from 1.6% in 2016/17 to 2.2% in 2018/19 those individuals who were eligible and claiming free school meals at the age of 16 who turned 19 during the year.

Figure 12 – the inequality gap in the percentage attainment between individuals who were eligible and claiming free school meals at the age of 16 who turned 19 during the year and have passed the level 2 threshold, against those not eligible for FSM.



- The percentage gap between the Sefton and national has increased from 1.6 in 2016/17 to 2.2 in 2018/19 for the level 2 threshold.

Figure 13 – the inequality gap in the number of individuals who were eligible and claiming free school meals at the age of 16 who turned 19 during the year and have passed the level 3 threshold, as a percentage of the corresponding school census population at the age of 16 that were eligible for and claiming free school meals



- The percentage gap between the Sefton and national has reduced from 5.30 in 2016/17 to 1.30 in 2018/19 for the level 32 threshold.

Special educational needs (SEN) or education, health and care (EHC) plan

There are two SEN cohorts; Students who have SEN – EHC Plan in place and students identified by schools for school-based SEN support, this can be short or long-term additional support depending on the students’ needs.

Primary and secondary type of need are recorded in the school census and are available for state-funded nursery, primary, secondary and special schools, non-maintained special schools and pupil referral units. Data on the type of need is not available for independent schools or general hospital schools and these are not included in totals in this section.

In Sefton the most common primary need for pupils with an EHC plan is Autistic spectrum disorder (ASD), with 582 pupils (43% of pupils with an EHC plan), Sefton is 13% higher than the national at 30% of pupils with an EHC Plan.

The most common type of need among pupils with SEN support are Speech, Language and Communication needs, with 22.5% of pupils with SEN Support compared to national at 24.5%. This is followed by Social, Emotional and Mental Health needs (19.5% and national 19.5%), Specific Learning Difficulty needs (18% and national 14.5%) and Moderate Learning Difficulty (14.5% and national at 20.3%).

Early Years Foundation Stage Profile - SEN

There has been a steady increase over time in the percentage of pupils with SEN achieving a good level of development.

- In 2018/19, 18% of pupils with SEN achieved a good level of development, which is 1 percentage point higher than the figure for 2017/18 at 17% and 3 percentage points higher than the figure for 2016/17 at 15%.
- Sefton figures over the last three years are significantly lower than the national figures of 23% in 2016/17, 24% in 2017/18 and 25% in 2018/19.
- The percentage gap between all students and those with a SEN – EHC Plan has remained static in all except 2017.

- 7% or less of the total students eligible for the Early Years Foundation Stage Profile (EYFSP) have been identified for school-based SEN Support. Over the last three years Sefton students identified for school-based SEN Support has seen a larger increased the percentage of students achieving ‘a good level of development in EYFSP’ from 11% to 20%. However, this still leaves the Sefton cohort underperforming the when compared to the national (26% to 29%), Northwest (21% to 25%) and statistical neighbours (21% to 25%).

Table 14 – The percentages of students achieving the EYFSP ‘a good level of development’ (GLD) – All Pupils, those with SEN and those with no SEN

EYFSP - % GLD	2016/17			2017/18			2018/19		
	Total	All SEN	No SEN	Total	All SEN	No SEN	Total	All SEN	No SEN
Sefton	70.4	15.0	74.9	70.8	17.0	76.1	68.8	18.0	73.8
England	70.7	23.0	76.0	71.5	24.0	77.0	71.8	25.0	77.0
North West	67.9	20.0	73.0	68.9	20.0	74.0	68.9	21.0	75.0

Key Stage 2 - SEN

By the end of KS2 assessments and tests 2.2% of the total students eligible for the KS2 have a SEN – EHC Plan in place and 14.3% of students have been identified for school-based SEN Support.

- The percentage gap at the end of KS2 - RWM between all students and those with a SEN – EHC Plan has widen further than the national, Northwest and statistical neighbours.
- The percentage gap at the end of KS2 - RWM between all students and those identified for school-based SEN Support has widen further than the national, Northwest and statistical neighbours.

Table 15 – The percentages of students achieving the KS2 ‘Expected standard’ in RWM – All Pupils, those with SEN and those with no SEN

% ES RWM	2016/17			2017/18			2018/19		
	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN
Sefton	64	14	73	67	17	75	63	15	73
England	61	18	70	64	21	74	65	22	74
North West	61	18	71	65	22	75	65	21	74

- Over the last three years Sefton’s KS2 reading progress for those students those with a SEN – EHC Plan has improved and in both 2017 & 2019 outperformed the national.

- In 2019 Sefton’s KS2 reading progress for those identified for school-based SEN Support has dropped by -2.30, however 2018 results were +1.80 on 2017 results.

Table 16 – The KS2 reading progress – All Pupils, those with SEN and those with no SEN

Reading Progress	2016/17			2017/18			2018/19		
	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN
Sefton	0.48	-1.11	0.72	0.87	0.20	0.97	0.02	-1.66	0.29
England	0.00	-1.60	0.30	0.00	-1.40	0.30	0.00	-1.46	0.40
North West	0.10		0.40	0.30		0.60	0.20	-0.96	0.50

- Over the last three years Sefton’s KS2 writing progress for those students with a SEN – EHC Plan has improved by 1.4% since 2017.
- In 2019 Sefton’s KS2 writing progress for those identified for school-based SEN Support has widen further, whilst the national and Northwest have both shown improvement.

Table 17 – The KS2 writing TA progress – All Pupils, those with SEN and those with no SEN

Writing TA Progress	2016/17			2017/18			2018/19		
	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN
Sefton	-0.17	-3.10	0.28	0.14	-2.58	0.58	-0.53	-2.72	0.00
England	0.00	-2.60	0.50	0.00	-2.20	0.50	0.00	-2.19	0.50
North West	0.10		0.60	0.20		0.60	0.20	-1.99	0.60

- Over the last three years Sefton’s KS2 maths progress for those students those with a SEN – EHC Plan has improved and in both 2017 & 2019 outperformed the national.
- In 2019 Sefton’s KS2 maths progress for those identified for school-based SEN Support has seen a significant dropped of -2.20, however the 2018 results were +0.70 higher than the previous 2016 results.

Table 18 – The KS2 maths progress – All Pupils, those with SEN and those with no SEN

Maths Progress	2016/17			2017/18			2018/19		
	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN	All Pupils	All SEN	No SEN
Sefton	1.00	-0.32	1.20	0.72	-0.25	0.87	0.08	-1.38	0.35
England	0.00	-1.60	0.30	0.00	-1.40	0.30	0.00	-1.53	0.40
North West	0.30		0.60	0.40		0.60	0.30	-1.10	0.60

Key Stage 4 - SEN

In 2019, by the end of KS4 assessments and tests 4.1% of the total students eligible for the KS4 have a SEN – EHC Plan in place and 7.3% of students have been identified for school-based SEN Support.

- Over the last three years those with a SEN – EHC Plan have seen significant decrease in the performance of students at KS4 Average Progress 8 score per pupil. In 2019 the gap between Sefton and national has broadened again from 0.07 in 2016/17 to 0.19 in 2018/19.
- Whilst the national Average Progress 8 score per pupil for those identified with school-based SEN Support remained static at -0.43 average points, the Sefton gap is much wider at -0.95.

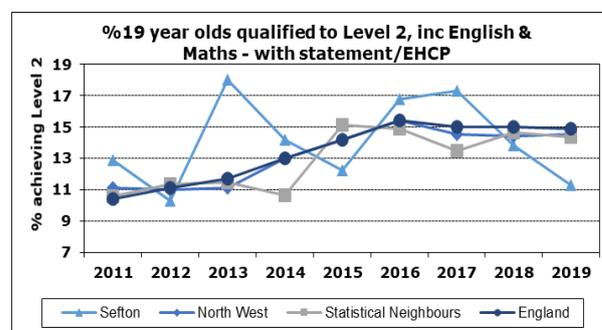
Table 19 – the average Progress 8 Score – All Pupils, those with SEN and those with no SEN

Progress 8	All Pupils	SEN	SEN Support	No SEN	All Pupils	SEN	SEN Support	No SEN	All Pupils	SEN	SEN Support	No SEN
Sefton	-0.19	-0.97	-0.32	-0.15	-0.30	-1.12	-0.70	-0.24	-0.35	-1.36	-0.95	-0.25
National (All Schools)	0.00	-1.04	-0.43	0.07	0.00	-1.09	-0.43	0.08	0.00	-1.17	-0.43	0.08
National	-0.03	-1.04	-0.43	0.07	-0.02	-1.09	-0.43	0.08	-0.03	-1.17	-0.43	0.08
North West	-0.14	-1.11	-0.52	-0.06	-0.16	-1.19	-0.57	-0.07	-0.18	-1.31	-0.59	-0.08

Post 16 - SEN

Sefton has seen a drop in the percentage of achievement at both Level 2 and Level 3 for students with a SEN – EHC Plan and those identified for school-based SEN Support.

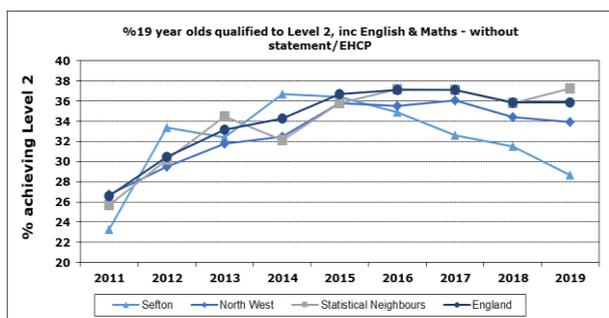
Figure 18 – the percentage of 19 year olds qualified to Level 2 incl English & maths – SEN with statement/EHCP



- Over the last three years Sefton’s performance for the percentage of 19 years qualified to Level 2 including English and

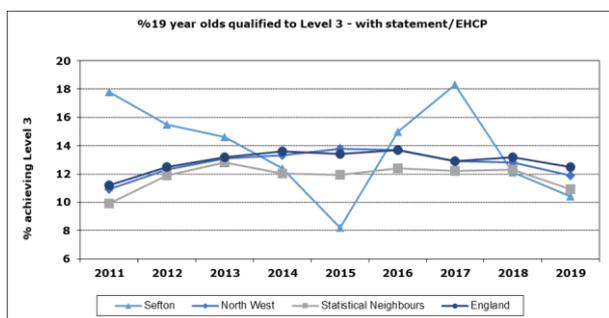
Maths for those students those with a SEN – EHC Plan has dropped from 17% in 2016/17 to 11% in 2018/19, whereas the national has remain steady at 15%.

Figure 19 – the percentage of 19 year olds qualified to Level 2 incl English & maths – SEN without statement/EHCP



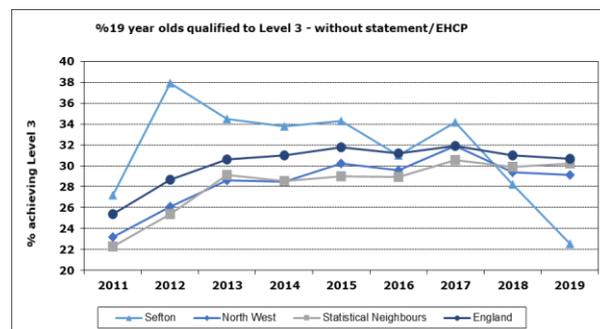
- Sefton has seen a significant drop for those students identified for school-based SEN Support in achieving a level 2 including English & maths, dropping from 36.4% in 2014/15 to 28.7% in 2018/19, whereas the national shows less than 1% change in the same period 36.7% in 2014/15 to 35.9% in 2018/19.

Figure 20 – the percentage of 19 year olds qualified to Level 3 – SEN with statement/EHCP



- Sefton has seen a drop in the percentage of students with a SEN – EHC Plan achieving a level 3 qualification, dropping from 18.3% in 2016/17 to 10.4% in 2018/19, whereas both the national and Northwest shows less than 1% change in the same period. The national was 12.9% in 2016/17, 13.2% 2017/18 to 12.5% in 2018/19 and the Northwest was 12.9% in 2016/17, 12.8% 2017/18 to 11.9% in 2018/19.

Figure 21 – the percentage of 19 year olds qualified to Level 3 – SEN without statement/EHCP



- Sefton has seen a significant drop for those students identified for school-based SEN Support in achieving a level 3 qualification, dropping from 34.3% in 2014/15 to 22.5% in 2018/19, whereas the national shows less than 1% change in the same period 31.8% in 2014/15 to 30.7% in 2018/19.

Children in Low Income Families (CLRLIF)

Sefton's children living in relative low-income families has shown year on year increases across the past five years, with 2018/19 having the highest rate (18%). However, the Borough levels have continually remained below the England national average and Northwest average.

Table 20 – The percentage of children living in relative low-income families (CLIF) 2014/15 to 2018/19

CLIF	2014/15	2015/16	2016/17	2017/18	2018/19 (p)
England	15.3	16.1	16.9	17.9	18.2
North West	18.2	18.8	20.4	22.0	22.4
LCR	17.2	17.5	18.9	20.5	21.1
Sefton	14.8	15.3	16.3	17.6	18.0

Latest data released by the Government on the 30th June 2020, which includes numbers / percentages of children in low-income families' (CiLIF) by Parliamentary Constituency and to reflect geography boundaries set out by the Office for National Statistics (ONS) as at February 2020, shows that in Sefton that there are 10,655 children in low-income families.

Table 21 – The number of children living in relative low-income families (CLIF) 2014/15 to 2018/19

CLIF	2014/15	2015/16	2016/17	2017/18	2018/19 (p)
England	1,996,329	2,112,779	2,219,161	2,367,588	2,414,092
North West	308,998	320,771	350,451	379,058	388,075
Halton	5,248	5,173	5,562	6,200	6,017
Knowsley	6,989	6,902	8,028	8,541	8,569
Liverpool	21,426	22,234	24,237	26,961	28,171
Sefton	8,765	9,084	9,639	10,431	10,655
St. Helens	6,728	6,934	7,463	8,003	8,201
Wirral	10,636	10,963	11,583	12,456	13,107

The highest density of children living in relative low-income families is the south of the borough.

Statistical Overview

The Children in low-income families' local area statistics (CiLIF), provides information on the number and proportion of children living in Relative and Absolute low income by local area across Great Britain. With the rollout of Universal Credit and the Higher Income Child Benefit charge, these new statistics draw data from a new database "RAPID" (Registration and Population Interaction Database) which provides a single coherent view of citizen interactions with DWP and HMRC within a tax year for the UK. RAPID provides a basis for analyses of children, the family unit, and gross personal incomes

(benefits/tax credits, employment, self-employment, occupational pensions) from which estimates of the number of children in low income families can be derived.

Children in Low Income Families - local area statistics, Great Britain: 2014/15 to 2018/19 (Experimental - still being developed) was released on 30 June 2020 to include numbers/percentages by Parliamentary Constituency and to reflect geography boundaries set out by the Office for National Statistics (ONS) as at February 2020.

Data Definitions:

- Children are defined as dependent individuals aged under 16; or aged 16 to 19 in full-time non-advanced education. Child age is derived as the duration from Date of Birth to 31 March in each year.
- A family is defined as a single adult; or a married or cohabitating couple; or a Civil Partnership; and any dependent children.
- Absolute low income is defined as a family in low income Before Housing Costs (BHC) in the reference year in comparison with incomes in 2010/11. A family must have claimed one or more of Universal Credit, Tax Credits or Housing Benefit at any point in the year to be classed as low income in these statistics.

The National Context

According to The Children's Society, a national charity working to transform the hopes and happiness of young people facing abuse, exploitation and neglect, the number of children in poverty is set to reach five million this year.

- 4 million children live in poverty in the UK,
- 9 children in a classroom of 30 live in poverty
- 107% increase in children receiving emergency food this year

The Joseph Rowntree Foundation quote that "Two thirds of children in poverty live in a working family".

Child Poverty Action Group suggest that poverty affects more than one in four children in the UK today. When kids grow up poor they miss out –

and so do the rest of us. They miss out on the things most children take for granted: warm clothes, school trips, having friends over for tea. They do less well at school and earn less as adults. Furthermore, children in large families are at a far greater risk of living in poverty – 43 per cent of children living in families with 3 or more children live in poverty

On a basic level, child poverty means parents can't afford the basics of food, clothing, and shelter, even when millions of children living in poverty have at least one employed parent. Low paid jobs and zero-hour contracts mean many working families live hand to mouth. The Covid-19 crisis - loss of jobs, closure of schools, bigger bills - will have pushed even more over the edge.

This potential means young people are going to school hungry, getting bullied for wearing an old uniform, or missing out on activities with friends. These young people must work extra hard to stay happy, motivated and focused on the future.

Children from poorer backgrounds may not have the same opportunities as other young people their age. Many will have to work part-time jobs on the side of school, they may not have access to the same learning materials, or they will miss out on trips with mates because they simply can't afford it. They must work harder to overcome the obstacles that modern life puts in front of them.

Growing up in a household where money is tight can mean making do with a lot of things - second-hand clothes, basic food, hand-me-down textbooks. Children make the best of what they have but bullies often target those who look a bit different. If a child goes to school in the wrong uniform, maybe it's last year's blazer or massively too small, they get singled out. Teachers send them home; classmates pick on them. They're made to feel different.

Children living around debt are five times more likely to be unhappy than children from wealthier families. Money worries can make anyone feel stressed, anxious and depressed. Parents may argue more or lose their temper more easily. Young people often don't let it show but it's a difficult environment to grow up in and can affect their Mental Wellbeing. In some cases, children with a mental health issue won't have the bus fare

to get to a service that may help, so they must battle it alone.

Living in poor households can make children feel unequal to others. This can then make them less hopeful about getting the job they want. They feel like they must work twice as hard. Children who get free school meals are less likely to get 9-4 or historically A*- C grades at GCSE than wealthier peers. It can also be tricky to form proper friendships. Repeatedly packing up their lives and moving home means that any bonds they do make could be short lived. Children tend to get on with it but it's hard moving from school to school. If they do have friends, they won't be able to afford to do all the things they want to do. Just getting a bus to the shops could be too expensive.

Many children take on the family's money worries. Some feel they need to step up and put food on the table. Criminals take advantage of this. They recruit these young people into gangs.

The effects of poverty are wide ranging. But being from a poor background shouldn't hold a child back or keep children healthy, happy, and hopeful, even when money is tight.

Sefton Demographics

According to mid-year population estimates for 2019, there are 72,875 children and young people (aged 0 to 24) residing in Sefton. This makes up 26% of the Boroughs population, lower than the rates seen across Liverpool City Region (LCR), the Northwest and England (all with 30%).

Approximately 59,349 children and young people (aged 0 to 19) resided in the Borough in 2019, making up 21% of Sefton's total population, lower than rates seen in LCR (23%), Northwest (24%) and England (24%).

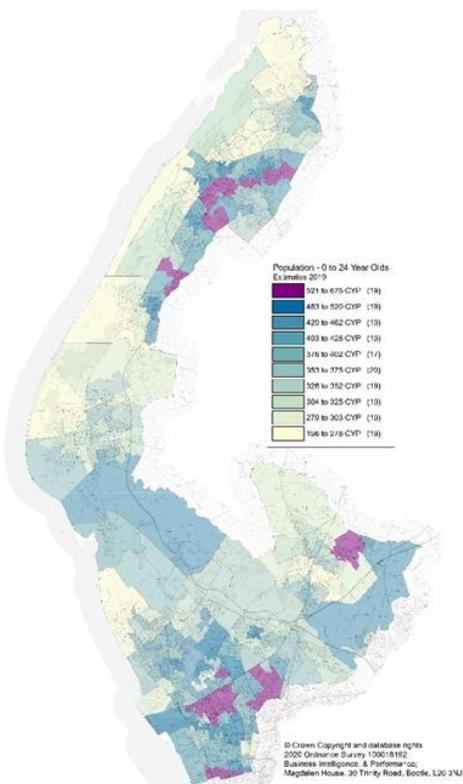
In 2019, approximately 93% of Sefton's children and young people have an ethnicity deemed as White British higher than the comparator areas (LCR – 90%, the Northwest – 81% and England - 73%).

The population single year age bands (0-24) for children and young people and demography are shown in the following table and diagram.

Table 22 – Population Single Year Age Bands

Age	Male	Female	Total
0 Years Old	1,351	1,294	2,645
1 Years Old	1,391	1,339	2,730
2 Years Old	1,488	1,355	2,843
3 Years Old	1,551	1,431	2,982
4 Years Old	1,498	1,468	2,966
5 Years Old	1,610	1,584	3,194
6 Years Old	1,608	1,467	3,075
7 Years Old	1,627	1,540	3,167
8 Years Old	1,676	1,576	3,252
9 Years Old	1,693	1,547	3,240
10 Years Old	1,574	1,537	3,111
11 Years Old	1,682	1,510	3,192
12 Years Old	1,554	1,542	3,096
13 Years Old	1,558	1,410	2,968
14 Years Old	1,485	1,388	2,873
15 Years Old	1,464	1,467	2,931
16 Years Old	1,432	1,454	2,886
17 Years Old	1,508	1,398	2,906
18 Years Old	1,463	1,461	2,924
19 Years Old	1,282	1,086	2,368
20 Years Old	1,286	1,103	2,389
21 Years Old	1,291	1,156	2,447
22 Years Old	1,485	1,304	2,789
23 Years Old	1,494	1,393	2,887
24 Years Old	1,528	1,486	3,014

Map 2 – The Sefton map below 0-24 Year olds by Sefton Lower Super Output Area



31 of the 189 LSOAs in Sefton fall within the top 10% of deprived areas nationally this means that the children living in these areas are some of the most deprived in England. Of Sefton’s 31 most deprived LSOAs.

- five of are in the top 1% of deprived areas nationally
- a further 19 are in the top 5%
- An increase from the 27 LSOAs in 2015

In comparison, 13 LSOAs have fallen in the lowest 10% deprived areas nationally.

- 5 are in the least affected 1%
- A slight reduction from the 14 LSOAs seen in 2015.

Overall, 56 LSOAs in Sefton have shown an increase in the IDACI when comparing 2019 scores to those of 2015, 129 reducing and 4 remaining the same.

Table 23 – The number of LSOAs by National Percentile

National Percentile (where 1 is the most 1% deprived nationally)	Number of Sefton LSOAs
Percentile: 1	5
Percentile: 5	19
Percentile: 10	7
Percentile: 20	9
Percentile: 30	18
Percentile: 40	19
Percentile: 50	20
Percentile: 60	24
Percentile: 70	20
Percentile: 80	18
Percentile: 90	17
Percentile: 95	8
Percentile: 99	5

Children in Low Income Families (CiLIF)

Relative low-income is defined as a family whose equivalised income is below 60 per cent of contemporary median income. Gross income measure is Before Housing Costs (BHC) and includes contributions from earnings, state support and pensions.

Across the past five years (2014/15 to 2018/19) there has been an increase in the levels of children living in relative low-income families (CiLIF) within Sefton, a pattern mirrored across

the three comparator areas. The Borough has continually been lower than the national rate indicating Sefton has a level of child poverty that is comparative with that seen national.

Table 20 – The percentage of children living in relative low-income families (CLIF) 2014/15 to 2018/19

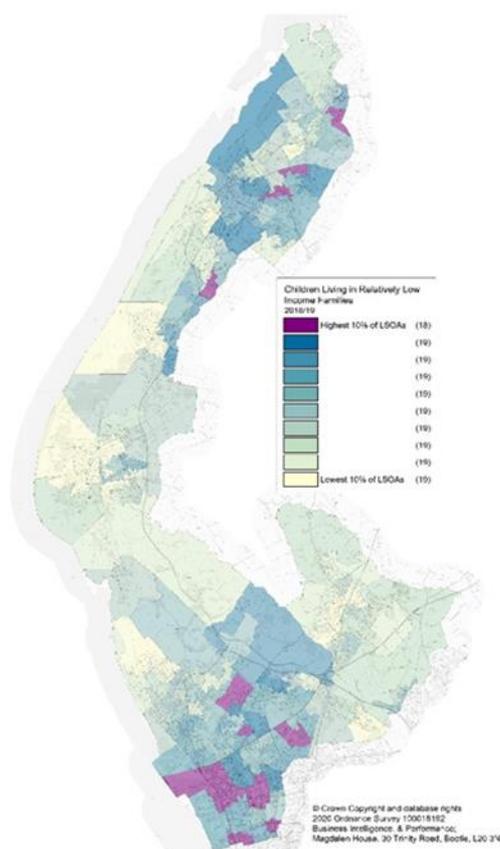
CLIF	2014/15	2015/16	2016/17	2017/18	2018/19 (p)
England	15.3	16.1	16.9	17.9	18.2
North West	18.2	18.8	20.4	22.0	22.4
LCR	17.2	17.5	18.9	20.5	21.1
Sefton	14.8	15.3	16.3	17.6	18.0

In 2018/19, there were **10,655** children living in relative low-income families equating to **18%** of all 0-19-year olds residing in the Borough.

Table 21 – The number of children living in relative low-income families (CLIF) 2014/15 to 2018/19

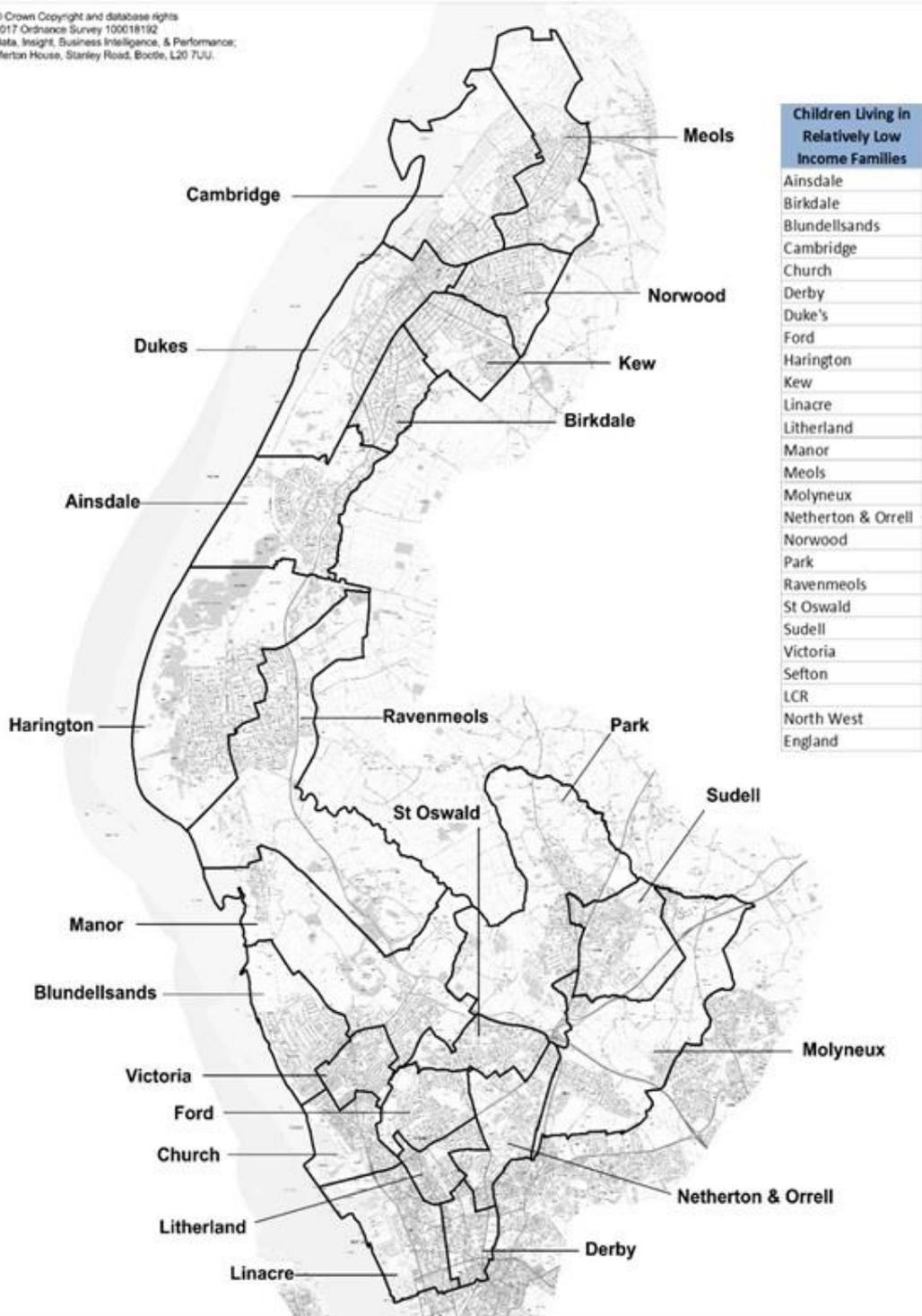
CLIF	2014/15	2015/16	2016/17	2017/18	2018/19 (p)
England	1,996,329	2,112,779	2,219,161	2,367,588	2,414,092
North West	308,998	320,771	350,451	379,058	388,075
Halton	5,248	5,173	5,562	6,200	6,017
Knowsley	6,989	6,902	8,028	8,541	8,569
Liverpool	21,426	22,234	24,237	26,961	28,171
Sefton	8,765	9,084	9,639	10,431	10,655
St. Helens	6,728	6,934	7,463	8,003	8,201
Wirral	10,636	10,963	11,583	12,456	13,107

Map 4 - 0-19Year old Children Living in Relative Low-Income Families



Map 5 – Sefton Ward Boundaries

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 2017 Ordnance Survey 100018192
 Data, Insight, Business Intelligence, & Performance;
 Merton House, Stanley Road, Bootle, L20 7UU.



Children Living in Relatively Low Income Families	Total	
	Count	Percent
Ainsdale	391	15.9%
Birkdale	455	14.9%
Blundellsands	187	8.7%
Cambridge	338	21.1%
Church	482	19.9%
Derby	876	28.4%
Duke's	428	19.5%
Ford	757	22.7%
Harington	145	6.5%
Kew	609	18.7%
Linacre	1152	33.3%
Litherland	629	21.5%
Manor	368	14.8%
Meols	407	16.6%
Molyneux	296	11.5%
Netherton & Orrell	724	23.0%
Norwood	677	17.3%
Park	203	9.6%
Ravenmeols	300	12.1%
St Oswald	640	23.7%
Sudell	242	10.4%
Victoria	346	11.5%
Sefton	10655	18.0%
LCR	74720	21.1%
North West	388075	22.4%
England	2414092	18.2%

2020 and 2021 Attainment

Primary Education

Due to the impact of the COVID-19 pandemic, the summer assessments and exam series was cancelled in both 2020 and 2021, and no alternative processes were set up for any primary assessments and exams to be collected.

The Local authority therefore do not hold any pupil or school level educational attainment or progress information for the last two academic years for all primary assessment areas

- Early Years Foundation Stage Profile
- Key Stage 1
- Key Stage 2

KS4 (Data release November 2021)

Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in both 2019/20 and 2020/21, and alternative processes set up to award grades.

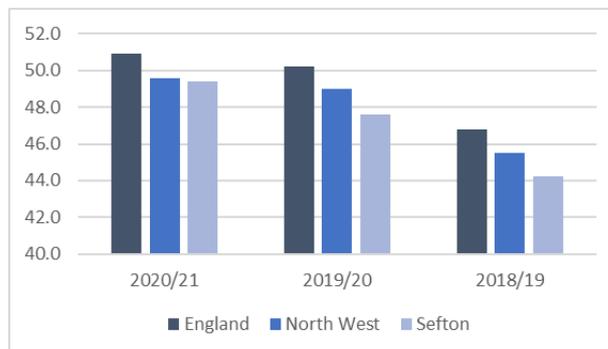
Over the last two academic years pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance.

In 2019/20 the results for pupils was undertaken through Computer Assessed Grades (CAGs) and in 2020/21 by Teacher Assessed Grades (TAGs). Therefore, no comparisons can be made between outcomes for these pupils for the last three academic years as pupils in each academic year were assessed differently.

- In 2020/21 Sefton has an average Attainment 8 score of 49.4 which has increased by 5.2 points from 44.2 in 2018/19.
- 1.5 points lower than the national average score of 50.9 and 0.2 points lower than the Northwest average at 49.6.
- In 2020/21 Sefton Girls average Attainment 8 score of 52.5 which has increased by 5.4 points from 47.1 in 2018/19. 1.4 points lower than the national average score of 53.9.

- In 2020/21 Sefton Boys average Attainment 8 score of 46.4 which has increased by 5.1 points from 41.3 in 2018/19. 1.7 points lower than the national average score of 48.1.

Figure 22 – Average Attainment 8 Score for All Pupils



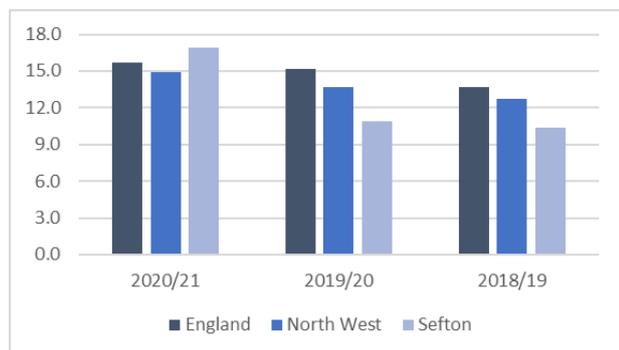
- For those students eligible for FSM the average Attainment 8 score has increased by 4.5 points in 2020/21 to 36.7, from 32.2 in 2018/19.
- 2.4 points lower than the national average score of 39.1 and 0.8 points lower than the Northwest at 37.5.

Figure 23 – Average Attainment 8 Score for those eligible FSM



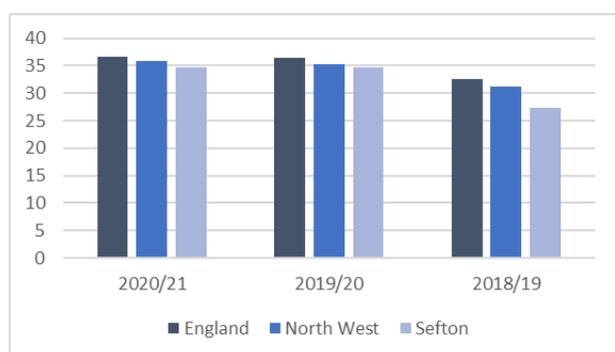
- For those students with SEN – EHC Plan the average Attainment 8 score has increased by 6.5 points in 2020/21 to 16.9, from 10.4 in 2018/19.
- 1.2 points higher than the national average score of 15.7 and 2.0 points higher than the Northwest at 14.9.

Figure 24 –Average Attainment 8 Score for those pupil with a SEN EHC Plan



- For those students with SEN Support the average Attainment 8 score has increased by 7.5 points in 2020/21 to 34.8, from 27.3 in 2018/19.
- 1.9 points lower than the national average score of 36.7 and 1.0 points lower than the Northwest at 35.8.

Figure 25 –Average Attainment 8 Score for those pupils with SEN Support



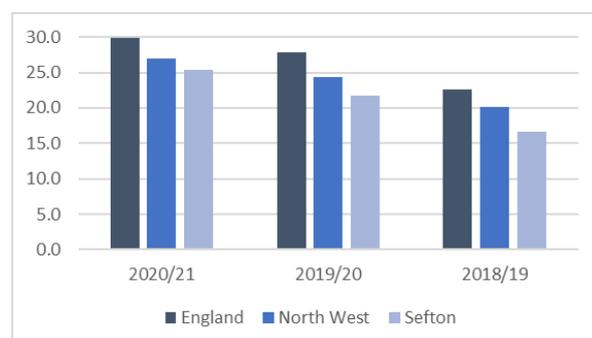
- In 2020/21 50.2% achieved a grade 5 or more in English & Maths. This is 1.7% lower than the national percentage of 51.9%.
- Sefton’s performance has increased by 5.5% from 44.7% in 2019/20 and 14.3% from 35.9% in 2018/19.
- In 2020/21 47.6% of Boys achieved English & Maths 5+, showing a much larger increase than in previous years of 15.5% since 2018/19 and the Sefton Boys now only 0.6% behind the national at 48.2%.
- In 2020/21 52.8% of Girls achieved English & Maths 5+, showing a significant increase of 13.0% since 2018/19 however Sefton Girls remain 3.0% behind the national at 55.8%.

Figure 26 – English & Maths grade 9-5 for All Pupils



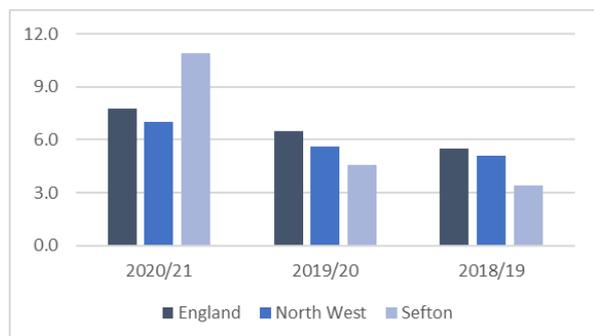
- For those students eligible for FSM achieving a grade 5 or more in English & Maths has increased by 8.8% in 2020/21 to 25.4%, from 16.6% in 2018/19.
- Sefton’s performance is 4.5% lower than the national at 29.9% and 1.5% lower than the Northwest at 26.9%.

Figure 27 – English & Maths grade 9-5 for those eligible FSM



- For those students with SEN – EHC Plan achieving a grade 5 or more in English & Maths has increased by 7.5% in 2020/21 to 10.9%, from 3.4% in 2018/19.
- Sefton’s performance is 3.1% higher than the national at 7.8% and 3.9% higher than the Northwest at 7.0%.

Figure 28 – English & Maths grade 9-5 Score for those pupil with a SEN EHC Plan



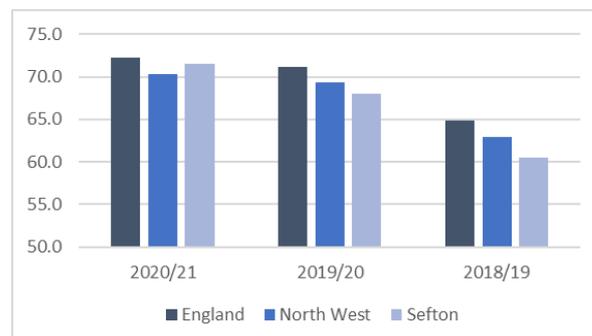
- For those students with SEN Support achieving a grade 5 or more in English & Maths has increased by 12.1% in 2020/21 to 21.0%, from 8.4% in 2018/19.
- Sefton’s performance is 1.2% lower than the national at 22.2% and 0.2% lower than the Northwest at 21.2%.

Figure 29 – English & Maths grade 9-5 Score for those pupil with SEN Support



- In 2020/21 71.5% achieved a grade 4 or more in English & Maths. This is 0.7% lower than the national percentage of 72.2%.
- Sefton performance has increased by 3.5% from 68.0% in 2019/20 and 11.0% from 60.5% in 2018/19.
- In 2020/21 the Boys performance at English & Maths 4+ has seen a significant increase of 12.8% since 2018/19 and are now only 0.9% behind the national at 69.2%.
- In 2020/21 the Girls performance at English & Maths 4+ has also seen a significant increase of 9.0% since 2018/19 however they remain 0.6% behind the national at 75.4%

Figure 30 – English & Maths grade 9-4 for All Pupils



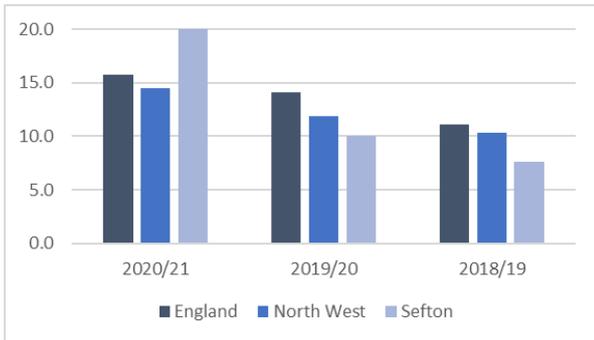
- For those students eligible for FSM achieving a grade 4 or more in English & Maths has increased by 8.6% in 2020/21 to 45.6%, from 37.0% in 2018/19.
- Sefton’s performance is 5.3% lower than the national at 50.9% and 2.5% lower than the Northwest at 48.1%.

Figure 31 – English & Maths grade 9-4 for those eligible FSM



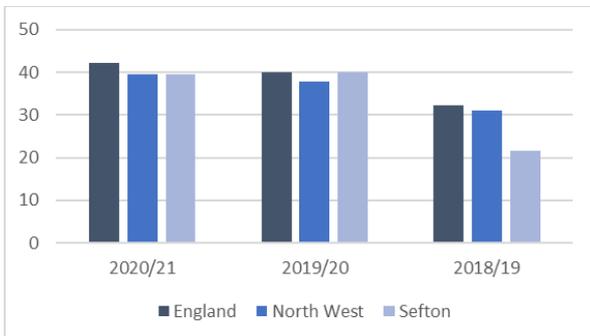
- For those students with SEN – EHC Plan achieving a grade 4 or more in English & Maths has increased by 12.4% in 2020/21 to 20.0%, from 7.6% in 2018/19.
- Sefton’s performance is 4.2% higher than the national at 15.8% and 5.5% higher than the Northwest at 14.5%.
- Sefton has seen a much larger increase in the last two academic years, when compared to the national increase at 4.7% and the Northwest at 4.2%.

Figure 32 – English & Maths grade 9-4 Score for those pupil with a SEN EHC Plan



- For those students with SEN Support achieving a grade 4 or more in English & Maths has increased by 18.0% in 2020/21 to 39.5%, from 21.5% in 2018/19.
- Sefton has seen a much larger increase in the last two academic years, when compared to the national increase at 9.8% and the Northwest at 8.6%.

Figure 33 – English & Maths grade 9-4 Score for those pupil with SEN Support



Conclusions & Recommendations

Despite the positive Ofsted ratings of all maintained Nursery and Primary schools in Sefton, the Local Education Authority is the lowest performing quartile for children achieving 'a good level of development' against the Early Years Foundation Stage Profile (EYFSP). Outcomes for KS1 reading, writing and mathematics are in the 2nd bottom quartile of 152 Local Education Authorities in the country for all areas of learning and the performance for expected standard in KS2 reading, writing and mathematics is also in the bottom quartile of 152 Local Education Authorities in the country.

Half of the state-funded maintained secondary schools in Sefton are rated by Ofsted as inadequate (11%) or requiring improvement (39%). Attainment at KS4 is below the national averages in all measures and the average progress 8 score per pupil lags the national average, placing Sefton in the bottom quartile of 152 Local Education Authorities in the country.

Whilst these statistics are concerning, the relative performance measures for Early Years, KS1 and KS2 do not lag significantly behind the Liverpool City Region, Northwest or National averages and could be recoverable with appropriate intervention or support.

Whilst the percentages of children achieving a grade 5+ and 4+ in both English & Maths GCSE at KS4 has lagged national average consistently for almost a decade, there was a more noticeable decline in the 2018/19 academic year.

In the last two academic years pupil level attainment statistics have increased more than would be expected in a typical year between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance.

The percentage of all Sefton pupils making expected levels of progress between KS2 and KS4 in English and Mathematics has marginally lagged the England and regional averages, with greater inconsistency in English progress. However, since 2015/16 academic years Sefton's average Progress 8 has lagged the England and regional averages by an increasing margin and currently

Sefton is placed in the fourth quartile and ranked 143rd of 152 local authority education departments in England.

Statistically education attainment at KS4 and Progress between KS2 and KS4 remain areas for redress and should be a key priority for the Council's Education Strategy.

Glossary of Terms / Acronyms

ASD – Autistic spectrum disorder

CILIF – Children in Low Income Families

EHCP – Education, Health and Childcare plan

ELG – Early learning goal (EYFSP)

EYFSP – Early Years Foundation Stage Profile

FSM – Free School Meals

GLD – Good level of development (EYFSP)

GPS – Grammar, punctuation, and spelling

IDACI – Income deprivation affecting children index

IMD – Index of multiple deprivation

LA - Local authority

KS1 – Key Stage 1

KS2 – Key Stage 2

KS4 – Key Stage 4

KS5 – Key Stage 5

NRPF – No recourse to public funds

PRU – Pupil referral units

SEN – Special Educational Needs

TA – Teacher assessment

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The Children's Society

<https://www.childrenssociety.org.uk/>

Joseph Rowntree Foundation

<https://www.jrf.org.uk/>

Child Poverty Action group <https://cpag.org.uk/>
