

Overview & Scrutiny

Children & Young People Scrutiny Commission

Date of meeting: 8 February 2021
Title of report: Closing the Attainment Gap
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Authorised by: Annie Gammon, Director of Education, 27 January 2021
<p>Overall Hackney pupils including those from disadvantaged backgrounds and minority ethnic groups typically perform better than their peers nationally at all levels, however there remains persistent performance gaps between disadvantaged pupils, Black Caribbean Boys and Turkish Kurdish pupils and their peers. This report considers national and local indicators for the performance of pupil groups who underperform and the reasons for this underperformance. Pupil achievement data at all school stages is included with a commentary on its meaning. It highlights the particular groups whose achievement is a focus for Hackney Education and the actions that are being taken to close the achievement gap between these groups and other pupils.</p> <p>It is recognised that Hackney Schools and Education Authority have a strong track record in reducing disadvantage and can point to their successes in eliminating or minimising performance barriers, however more needs to be done. Strategies that are being implemented by Hackney Education include a robust application of the Good to Great policy to challenge and support the minority of schools which are not yet providing a good education for pupils, review of the impact of additional funding for underperforming groups and borough wide initiatives to ensure engagement with local communities and the provision of a representative curriculum.</p> <p>Nationally and locally there will be a negative impact from the successive school closures during the past year on pupil attainment overall, but in particular for disadvantaged pupils with the potential for gaps to further widen as a result. This will be a continuing focus in the coming year. Schools will need robust systems to track and support these pupils as they re-enter full time school based education to ensure that learning gaps are rapidly addressed as well as to ensure that the current remote learning offer is effective.</p>

Working for every child



The National Context*

Due to the disruption to public examinations in 2020, the most recent reliable pupil performance data is from the academic year 2018/2019. Examinations have again been cancelled in 2021 to be replaced by teacher assessments. The DfE is currently consulting on the most appropriate methodology for this and further announcements are anticipated. There is likely to be a negative impact on pupil outcomes from the disruption to education settings during the last year. This is anticipated to impact most significantly on pupils who receive less support at home, or whose home circumstances are least conducive to private study. It has been suggested that school closures are likely to reverse the progress made to close attainment gaps in the last decade ([Education Endowment Foundation, 2020](#)).

In 2019, pupils in the final year of Key Stage 2 (Year 6) at Primary Schools took national tests in Reading, Mathematics, Spelling, Punctuation and Grammar. These were externally marked. Pupils were graded as either not reaching, reaching or exceeding (higher than) the expected standard. Maintained Schools, Academies and Free Schools also undertook these tests. Children who were considered to be working well below the level of the tests e.g. pupils with certain types of Special Education Need did not sit tests but are included in the school outcome data.

The KS2 Reading test is a comprehension paper based on three short texts including both fiction and non-fiction texts. The Mathematics test consists of three papers, arithmetic and two problem solving papers. The Spelling test is a dictated list of 20 words which are added to given sentences and punctuation and grammar is assessed through a separate written paper requiring 50 written responses. Writing is assessed against national benchmarks by teachers. These outcomes are moderated in a minimum of 25% of schools each year by The Local Authority.

The KS2 headline measure is the number of pupils who achieve the expected standard in Reading, Writing and Mathematics and the progress pupils make from Year 2 assessments for each individual subject.

End of key stage 4 outcomes are primarily reported through attainment across 8 approved (GCSE) qualifications (Attainment 8), gains from starting points across the same 8 qualifications (Progress 8), attainment in English and maths strong pass (Grade 5) and standard pass (Grade 4) GCSE examinations are now largely written linear papers taken at the end of Year 11.

Nationally achievement and progression gaps between ethnic minority groups and White children have reduced substantially over time however there are still notable variations (see* and summarised below)

Chinese and Indian pupils have higher attainment and progress throughout their school years and high university entry rates. Those from Gypsy and Roma, and Irish Traveller backgrounds have the lowest attainment, make the least progress and are least likely to stay in education.

The Black ethnic group makes more progress overall than the national average however Black Caribbean pupils see considerably poorer attainment and progression. White British pupils also achieve below average up to A-level. Pupils from Pakistani and Bangladeshi backgrounds have now closed the attainment gap between themselves and White British pupils.

There is a sizeable attainment gap between disadvantaged pupils and those from better-off households among White British Pupils, indicating that socio-economic factors are a strong driver of poor education attainment for them. In contrast, attainment for Black Caribbean pupils is low overall, with a smaller attainment gap, suggesting that other factors may be at play.

At Key Stage 2 almost two-thirds (65%) of 10-to-11 year olds met the expected standard in reading, writing and maths in the school year 2018 to 2019. Pupils from the Chinese ethnic group (80%) were most likely to meet standard. White Gypsy and Roma (19%) and Irish Traveller (26%) pupils were least likely to do so. White British pupils performed at (65%), Black African performed above (67%) and Black Caribbean pupils (56%) performed below the national average.

In every ethnic group, pupils eligible for FSM (47%) were less likely to meet the expected standard than non-FSM pupils (68%); a gap which is wider than at early years. The gap is bigger among White Pupils (-24 percentage points), driven by significant lower attainment by FSM pupils (21 pp below the national average) compared to FSM pupils from other backgrounds.

In every ethnic group girls (70%) were more likely than boys (60%) to meet the expected standard. The smallest gap was found in the Irish Traveller ethnic group, where 75% of girls and 70% of boys met the standard. The biggest gap was found among the Black Caribbean group, where 64% of girls and 49% of boys met the standard; figures for White British pupils were 70% and 60%.

At Key Stage 4 in every ethnic group, pupils eligible for FSM had lower Progress 8 scores than those not eligible; see below. Girls (0.22) made more progress than boys (-0.25) in every ethnic group. Scores were negative for both boys and girls

In every ethnic group pupils, eligible for FSM made less progress between the ages of 11 and 16 (as [measured by Progress 8](#)) than those not eligible, with average scores of -0.53 and 0.06 respectively.

Pupils from the Chinese ethnic group (1.03) made the most progress between the ages of 11 and 16 ('Progress 8' score, with a positive score means that on average more progress since Key Stage 3 tests in Year 6 is being made than the average) in 2017/18. Asian (0.45) and Black (0.12) pupils made higher than average and pupils from White British (-0.14) and Mixed (-0.02) groups made lower than average progression. Pupils with the lowest progress scores were in the Irish Travellers (-1.16) and White Gypsy/Roma (-0.78) groups

Analysis conducted by the [Office of National Statistics](#) found that Bangladeshi and Pakistani children who are eligible for FSM have higher Progress 8 scores than the overall national average for all pupils, with Progress 8 scores of 0.30 and 0.03 respectively. This is even though children from Pakistani and Bangladeshi households are more likely to live in low income and in-material deprivation out of all ethnic groups: 2.8 and 2.4 times more likely, respectively (to live in low-income households) compared with children living in White British households.

In contrast White British children, who are less likely to live in poverty, progressed less than average if they were FSM eligible (-0.78). In addition, White British pupils have the second largest gap in average Progress 8 scores between FSM-eligible pupils and those not eligible, at 0.73 points. Indeed White Boys FSM pupils (-0.98) make less progress than Black Caribbean FSM boys (-0.81); a similar pattern is found with girls.

Low educational attainment and progression is closely associated with economic disadvantage, indeed for all ethnic groups children eligible for FSM have lower educational achievement. The attainment gap between socio-disadvantaged pupils and those from better off households, is much larger for White British pupils driven by underperformance by disadvantaged White British pupils rather than exceptionally high performance by their more advantaged peers.

Children from Pakistani and Bangladeshi backgrounds are more likely to live in poverty, but those on FSM make higher than average progress between the ages of 11 and 16. In terms of GCSE attainment it is notable that Chinese, Indian, Bangladeshi and Black African FSM eligible pupils outperform Black

Caribbean pupils **not** eligible for FSM and are closing the gap with White British pupils also **not** eligible for FSMs.

* For the full analysis see Mark Upton, LGIU Associate, December 2020, *Ethnic Disparities in Education*, <https://lgiu.org/briefing/ethnic-disparities-in-education/>

The Hackney Context (see also appendices):

In 2019, at KS2 66% of Hackney pupils reached or exceeded the expected standard in reading, writing and mathematics. This was one percentage point above the national level with 64% of Hackney Primary Schools reaching this benchmark.

The number of pupils achieving at least the expected standard in reading, writing and mathematics in 2019 shows a five percentage point decrease from the previous (2018) year and also represents a three-year declining trend.

In 2019, Reading outcomes for disadvantaged pupils (those eligible for free school meals) also decreased by 5%, but due to the decline in both groups, the gap between the number of disadvantaged and all pupils achieving the expected standard remained the same.

Girls typically outperform boys across all three subjects by around 6-9%. The lowest performing group was pupils from Turkish, Kurdish Cypriot backgrounds. Caribbean pupils in Hackney outperform the equivalent cohort nationally (by two percentage points) but perform eight percentage points below the Hackney level; this gap is up from six percentage points in 2018. The percentage of African pupils achieving the expected level in reading, writing and maths fell by five percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

GCSE (KS4) results in 2019 showed that students in Hackney secondary schools make better progress than their peers nationally; the Progress 8 score is 0.29 compared with 0.01. Against the national average, across three years, Hackney has continued to be further ahead.

Outcomes for girls and boys are consistently above national averages. However, the performance gaps between them have widened, particularly at strong pass with girls outperforming boys. Standards and progress scores for Caribbean pupils are below local but consistently above national averages. The Attainment 8 measures for boys and girls improved on 2018. Across three years this has risen whilst nationally it has fallen. For girls, there is a small fall. Progress 8 scores across three years show a decline. The Attainment 8 score for African pupils of 46.8 is down from the 2018 and below local and, now, national figures. Across three years figures for boys and girls have fallen. Progress 8 scores have successively fallen during this period. Disadvantaged pupils (those eligible for FSM) outperform their national peers on both the Attainment 8 and Progress 8 measures. On these indicators, the performance gaps across the past three years are smaller than those seen nationally.

Hackney Education Actions and Contributing Factors to Achievement Gaps

The work of Hackney Education is underpinned by the Good to Great Policy. This outlines the graduated support and intervention provided for schools as well as the principles underlying the support given. All Hackney Education services now contribute to a common risk assessment that includes measures of pupil performance to better anticipate schools who may be at risk of falling standards.

Each Hackney school has a linked school improvement partner (SIP). School improvement partners are all experienced Head Teachers who have worked in schools that serve disadvantaged communities. As well as being a key contact between Hackney Education and the School, school improvement partners undertake a termly reporting visit to all maintained schools and biannual visits to academies and free schools. These visits are structured to explore borough wide priorities and support school leaders with their school self-evaluation and action planning. This includes an examination of the relative performance of different groups of pupils, the quality of the curriculum and curriculum delivery and the capacity of school leaders to deliver continued improvement. Underperformance is tracked and challenged and best practice shared. Reports from visits are shared with Headteachers and Governing bodies.

In September 2019 the format for school improvement partner visits was revised to allow a look in even greater depth at underperforming areas. Discussions over the relative performance and exclusion rates for pupils included an exploration of the achievement of looked after pupils, disadvantaged pupils, TKC and BRCB pupils. In September 2019, an increased number of schools were identified for targeted support which included support from consultants, visits to review progress and termly meetings to evaluate the impact of actions they were taking. Additional funding and support has been offered to these schools in 2020-21 to support specific school improvement priorities.

Many Hackney pupils have language and communication deficits on starting school and disadvantage can negatively impact on a broader cultural understanding of the world, and in turn comprehension skills. Schools which consider a well-planned, wide curriculum offer can minimise this disadvantage. Children from disadvantaged backgrounds are less likely to live in households where reading is prevalent. Pupils who did not meet the expected standard in reading at KS2 in 2019 typically struggled to read at sufficient speed to successfully complete the paper. Schools with robust home and school reading programmes where pupils are encouraged to read regularly and often, perform better.

It has been recognised that school closures or pupil self-isolation due to the pandemic has exacerbated disadvantage and 10-15% of pupils do not have access to reliable digital resources. Alongside the Government and local schemes, schools have provided devices and internet access to pupils who are not accessing online learning. However, whilst this will support pupils to access learning it will not mitigate against the other aspects of home learning that are impacted by cramped households and limited parental support. Sustained support will be needed to ensure that disadvantaged pupils can catch up on their return to school based education.

Teacher expertise in the teaching of reading can be variable, and schools who have a structured approach supported by a robust development and monitoring systems typically perform better. It is of note that Hackney primary schools using the Hackney reading model Destination Reader typically performed better than other Hackney schools. This model explicitly teaches pupils reading skills such as inference, deduction and clarification of meaning through the use of taught language structure (e.g. 'I think that....because...'). This supports pupils who have less developed language and communication skills. A reading and mathematics audit tool has been launched by the Hackney Teaching and Learning team to support Primary school leaders in their self-evaluation of the quality of reading in the school.

It is suggested that unconscious bias can impact on both expectations of pupils' attainment and on teacher assessment data. A programme of cultural diversity training has been rolled out across Hackney schools and guidance for eliminating bias in assessment distributed. Schools which demonstrate the widest performance gaps have been prioritised for this offer. It has been recognised that set texts and curriculum themes can often represent a cultural bias. Schools have been encouraged to consider reading lists, library books and set texts to ensure sufficient representation. The Hackney Schools Group Board has launched

working parties to consider how schools have adapted curriculum to minimise cultural bias and ensure that it is representative.

De-delegated funding has been used to develop and extend targeted school improvement projects to improve outcomes in reading for pupils from Turkish, Kurdish, Turkish Cypriot and Black Caribbean groups. This included the supported delivery of taught programmes, tuition and mentoring programmes, reading/book clubs for older pupils along with parent reading workshops to encourage home reading.

Schools that successfully reduce the gap for disadvantaged learners and minority groups typically demonstrate effectiveness in the following areas:

- A culture of high aspiration, driven by ambitious school leaders
- High quality coaching and training for classroom staff
- Diagnostic use of assessment and related actions to ensure those falling behind are swiftly identified and interventions put in place.
- A well organised and understood curriculum model that clearly outlines anticipated learning outcomes for each year group
- Strong engagement with parents and carers, and robust home learning programmes
- Additional enrichment opportunities including booster and homework support targeted at those most in need
- A language rich curriculum with a pervading focus on oracy and technical vocabulary

Hackney Post 16 Education

Hackney has twelve school sixth forms with a main course offer of A Levels. Ten schools also offer a vocational Level 3 curriculum. The cohort at the Sixth Form college has students following applied courses from Entry level to Level 2, alongside the A Level and vocational level 3 courses. It is our main provider of Level 2 programmes and below.

A-Level outcomes between 2018 and 2019 show very slight change. The average point score on A-Level entry (APSE) was 30.43, up from 30.11. The national average was 32.6, up from 31.8; the A Level best 3 score was 32.03. In 2019, the proportion of students gaining A*-D and A*-E grades in Hackney were respectively 91.7% and 98.6%, above the respective national averages of 90.8% and 97.5%. The Applied General APSE was 30.89, down slightly from 31.31 in 2018, but still Hackney was in the top quartile nationally on this measure.

In 2020 A-Levels were subject to school assessed grades rather than national examinations. Hackney saw a strong increase in high grades, particularly for A*-A, where it was almost 10 percentage points higher than in 2019. Rises in figures were seen across the country. Outcomes for Applied General were ranked third of all boroughs. Hackney remains mid-table amongst all London boroughs for APSE per A-Level entry.

The latest destination data is for the year 2018-19. This reflects the success of disadvantaged pupils in Hackney. There were 45% of disadvantaged pupils in the 2018/19 KS4 cohort in Hackney. Figures show 60% of Hackney Leavers aged 18 or 19 who went on to university or FE were disadvantaged.

Nationally 81% of young people had a sustained (for six months) destination into education, apprenticeships or employment. Of these 35% had a destination of Higher Education (HE). In Hackney, 62% of disadvantaged students entered HE, while for non-disadvantaged the percentage was 52%. Nationally, a higher percentage of non-disadvantaged students, 59%, enter Russell Group universities and achieve degree success.

Schools are finding that there is a very competitive environment in attracting their own and external students to their sixth form. Many are addressing the tension between raising entry requirements to improve achievement and to lower entry requirements to attract more students through offering Applied General courses.

Work to improve Sixth Form Achievement and Destinations

This year the focus has been on student wellbeing and remote learning as well as a continuing emphasis on improving the quality of teaching and learning. All schools are encouraged to buy into a software package (ALPS) which analyses outcomes in terms of the value added against their GCSE scores on entry. This gives a very useful tool to subject leaders and teachers for measuring their student progress, including that of different groups, throughout the course and improving the quality of their provision.

Ten of the schools and the college buy the support from our post 16 team, and two just attend meetings. We continue to attract some schools from Tower Hamlets and Islington.

Our network subject leaders are chosen because of being strong teachers in their subject. They play a key role in driving improvement through schools and the college, broadening the range of courses and improving access to higher education. All subject network meetings are currently held online.

As well as subject networks we hold regular meetings and symposia for Heads of Sixth, sixth form pastoral manager, and data managers. These focus on the overall leadership of the sixth form, assuring the quality of teaching and learning and developing the educational offer.

There is always a focus in the network meetings on how to improve performance, both high grades and pass rates. This has led to strategies for:

- Ensuring that the curriculum is relevant and accessible, taking on the issues of Black Lives Matter to all young people in Hackney
- Improving the teaching of content and student recall
- How to apply the knowledge learnt in answering the question
- The explicit teaching of student analysis, evaluation and problem-solving skills and fostering creativity
- Teacher and student understanding of exam criteria – this includes the moderation of questions taking place at both network meetings and separately by borough lead teachers.
- Improving the delivery of Applied Generals particularly in adapting the teaching to deliver the examined units alongside the coursework units.
- Improving the teaching and learning of GCSE Maths retake courses

All networks have focused on:

- Making sure that all the students are supported to catch up on content and skills missed in the first and now second lockdowns
- Addressing bias
- Techniques for improving the quality of blended and remote learning, ensuring that there are some opportunities for interactive learning and teachers give feedback to students

The Careers Collaborative works to improve advice and guidance to young people and show the relevance of the curriculum to a huge range of future careers and feeds particularly into sixth form pastoral managers' meetings. Periods of lockdown have revealed that to a certain extent the relentless focus on strategies for ensuring that remote learning is effective have been successful. Teachers and students all report that it is working much better than in the first lockdown and attendance at these lessons for year 12 and 13 is much improved. However, it remains a concern that some disadvantaged students are falling further behind because of lack of access to the internet and laptops and lack of a space to work in small households.

Our A-Level directory of good practice has again proved very popular this year but there is less interaction through symposiums of good practice and visits to successful schools – an impact of Covid. Looking forward, we are aiming to identify centres with good practice in STEM subjects, including Computing.

Overall, in summary, strong progress has been made in developing the local offer and creating a culture where schools and colleges work together to improve the quality of education at Post-16.

Summary Conclusion

Overall Hackney pupils including those from disadvantaged backgrounds and minority ethnic groups typically perform better than their peers nationally at all levels, however there remains persistent performance gaps between disadvantaged pupils, Black Caribbean Boys and Turkish Kurdish pupils and their peers.

Many Hackney schools can point to their successes in eliminating or minimising performance barriers, however more needs to be done. Strategies that are being implemented by Hackney Education include a robust application of the Good to Great policy to challenge and support the minority of schools which are not yet providing a good education for pupils, review of the impact of additional funding for underperforming groups and borough wide initiatives to ensure engagement with local communities and the provision of a representative curriculum.

Despite small numbers of pupils accessing school provision and a remote learning offer for all pupils, it is anticipated that there will be a negative impact from the successive school closures during the past year on pupil attainment overall, and in particular disadvantaged pupils with the potential for gaps to further widen as a result. This will be a continuing focus in the coming year. Schools will need robust systems to track and support these pupils as they re-enter full time school based education to ensure that learning gaps are rapidly addressed as well as to ensure that the current remote learning offer is effective and accessible to all pupils.

Appendices: School Data

4.1 Focus on attainment of Young Black pupils 2019

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by three percentage points) but perform five percentage points below the Hackney level (by five percentage points); this gap is down from ten percentage points in 2018. The percentage of African pupils achieving a good level of development fell by three percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

EYFSP GLD (Hackney figures are 'schools only')	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	76%	71%	77%	72%	77%	72%
Caribbean (All)	76%	68%	67%	69%	72%	69%
Caribbean boys	66%	59%	58%	61%	65%	62%
Caribbean girls	85%	77%	76%	76%	80%	76%
African (All)	74%	70%	78%	71%	75%	70%
African boys	67%	63%	70%	63%	67%	62%
African girls	82%	78%	86%	79%	83%	78%
Mixed: White and Caribbean (All)	73%	68%	74%	70%	73%	70%
Mixed: White and African (All)	73%	72%	87%	73%	67%	72%

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by two percentage points) but perform eight percentage points below the Hackney level; this gap is up from six percentage points in 2018. The percentage of African pupils achieving the expected level in reading, writing and maths fell by five percentage points in 2019 (from the 2018 level). Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

KS2 RWM (Exp+)	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	72%	61%	71%	64%	66%	65%
Caribbean (All)	64%	54%	65%	55%	58%	56%
Caribbean boys	59%	48%	56%	49%	54%	49%
Caribbean girls	69%	59%	75%	61%	61%	64%
African (All)	68%	62%	68%	66%	63%	67%
African boys	66%	58%	66%	62%	58%	61%
African girls	70%	65%	70%	70%	68%	73%
Mixed: White and Caribbean (All)	68%	55%	59%	57%	69%	59%
Mixed: White and African (All)	68%	62%	83%	65%	77%	67%

Caribbean pupils in Hackney outperform the equivalent cohort nationally (by 2.1 points) but perform 7.7 points below the Hackney level on the Attainment 8 measure; this gap is down from 8.8 points in 2018. African pupils have an Attainment 8 score of 46.8, down from the 2018 level and below the overall Hackney

figure and the equivalent national cohort. Caribbean boys and African boys both performed at a lower level than Caribbean girls and African girls.

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	49.4	46.4	49.0	46.6	49.2	46.8
Caribbean (All)	43.0	40.5	40.2	39.6	41.5	39.4
Caribbean boys	38.7	36.9	36.4	35.5	39.9	35.7
Caribbean girls	46.8	44.0	43.0	43.4	43.4	43.2
African (All)	49.9	46.9	48.3	47.5	46.8	47.3
African boys	46.7	43.7	43.8	44.0	42.3	43.6
African girls	52.5	50.1	51.5	51.0	50.5	51.0
Mixed: White and Caribbean (All)	44.6	41.3	39.1	41.3	49.9	41.0
Mixed: White and African (All)	52.6	47.0	52.2	46.5	49.6	47.4

Caribbean pupils had a negative Progress 8 score of -0.27 in Hackney, with Caribbean boys having a Progress 8 figure of -0.55. African pupils have a positive 0.25 figure.

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
All pupils	0.38	-0.03	0.31	-0.02	0.29	-0.03
Caribbean (All)	0.04	-0.23	-0.27	-0.30	-0.27	-0.34
Caribbean boys	-0.17	-0.47	-0.56	-0.59	-0.55	-0.65
Caribbean girls	0.23	-0.01	-0.06	-0.03	0.05	-0.04
African (All)	0.65	0.37	0.33	0.31	0.25	0.03
African boys	0.54	0.15	-0.04	0.04	-0.09	0.61
African girls	0.73	0.58	0.57	0.58	0.53	0.33
Mixed: White and Caribbean (All)	-0.05	-0.33	-0.35	-0.37	0.50	-0.38
Mixed: White and African (All)	0.77	0.08	0.30	0.01	0.23	0.04

1.2 Focus on attainment of SEN pupils

13% of pupils with an EHCP in Hackney achieve a good level of development, above the national level (5%). 35% of SEN Support pupils in Hackney achieve a good level of development, above the national level of 29%.

EYFSP GLD	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	5%	4%	7%	5%	13%	5%
SEN Support	37%	27%	43%	28%	35%	29%

13% of pupils with an EHCP in Hackney achieved the expected standard in reading, writing and maths, above the national level (9%). 33% of SEN Support pupils in Hackney achieve the expected standard in reading, writing and maths, above the national level of 25%.

KS2 RWM Exp+	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	15%	8%	9%	9%	13%	9%
SEN Support	37%	20%	39%	24%	33%	25%

EHCP pupils and SEN Support pupils in Hackney both outperformed their equivalent national cohort in 2019 on the Attainment 8 measure, and both cohorts have a higher Progress 8 figure than the equivalent national cohort.

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	17.5	13.9	15.3	13.5	17.2	13.7
SEN Support	39.5	31.9	36.9	32.2	35.5	32.6

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
EHCP	-0.84	-1.04	-0.93	-1.09	-0.91	-1.17
SEN Support	0.03	-0.43	-0.25	-0.43	-0.41	-0.43

1.3 Focus on attainment of disadvantaged pupils

69% of pupils eligible for FSM in Hackney achieve a good level of development, above the national level (57%). The FSM/non-FSM gap in Hackney (for percentage of pupils achieving a good level of development) is one percentage point, compared to 17 percentage points nationally.

EYFSP GLD	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	68%	56%	70%	57%	69%	57%
Not eligible for FSM	72%	73%	70%	74%	70%	74%

57% of pupils eligible for FSM in Hackney achieve the expected standard in reading, writing and maths, above the national level (48%). The FSM/non-FSM gap in Hackney (for percentage of pupils achieving the expected standard in reading, writing and maths) is 13 percentage points, compared to 21 percentage points nationally.

KS2 RWM Exp+	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	62%	43%	58%	46%	57%	48%
Not eligible for FSM	76%	64%	76%	68%	70%	69%

Pupils eligible for FSM in Hackney outperform the equivalent cohort nationally on both the Attainment 8 and Progress 8 measures, however the gap between pupils eligible for FSM and not eligible for FSM in Hackney widened on both measures in 2019 (compared to 2018).

KS4 A8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	44.0	35.1	43.5	34.5	43.3	35.0
Not eligible for FSM	52.0	48.2	51.5	48.4	52.4	48.8

KS4 P8	2017		2018		2019	
	Hackney	England	Hackney	England	Hackney	England
Eligible for FSM	0.11	-0.48	0.13	-0.53	0.01	-0.53
Not eligible for FSM	0.52	0.04	0.40	0.05	0.44	0.06

Post 16 Outcomes 2018-2020 (Source: DfE SFR)

Student numbers in Hackney by course type

	time_period	All state funded schools and FE sector colleges
Number of level 3 students	201920	1,229
	201819	1,238
	201718	1,304
Number of A level students	201920	1,046
	201819	1,117
	201718	1,225
Number of applied general students	201920	288
	201819	212
	201718	160
Number of tech level students	201920	21
	201819	7
	201718	0

Attainment KPIs by school type

All state funded schools and FE sector colleges	Hackney	201920	<div><div></div></div> 37.320	<div><div></div></div> 38.390	<div><div></div></div> 36.710	<div><div></div></div> 18.30	
		201819	<div><div></div></div> 30.430	<div><div></div></div> 32.030	<div><div></div></div> 30.890	<div><div></div></div> 8.80	
		201718	<div><div></div></div> 30.110	<div><div></div></div> 32.480	<div><div></div></div> 31.310	<div><div></div></div> 8.30	
	London	201920	<div><div></div></div> 38.910	<div><div></div></div> 39.010	<div><div></div></div> 31.120	<div><div></div></div> 21.20	
		201819	<div><div></div></div> 32.560	<div><div></div></div> 32.660	<div><div></div></div> 28.670	<div><div></div></div> 11.10	
		201718	<div><div></div></div> 31.950	<div><div></div></div> 32.780	<div><div></div></div> 28.490	<div><div></div></div> 11.30	
	All state-funded schools and colleges	England All state-funded	201920	<div><div></div></div> 38.420	<div><div></div></div> 37.820	<div><div></div></div> 31.210	<div><div></div></div> 19.50
			201819	<div><div></div></div> 32.640	<div><div></div></div> 32.170	<div><div></div></div> 28.350	<div><div></div></div> 10.20
			201718	<div><div></div></div> 31.840	<div><div></div></div> 32.140	<div><div></div></div> 28.230	<div><div></div></div> 10.30
			APS per A level entry	APS per 'Best 3' entries	APS per applied general entry	% achieving 3 A* to A	

16-19 Destinations 2018/2019 (Source: DfE SFR November 20)

Regional					England	
			Disadvantaged			Disadvantaged
			Hackney	Inner London	Outer London	England
State-funded mainstream schools	Total Cohort	%	434	5,409	6,689	71,638
		No.	434	5,409	6,689	71,638
	HE	%	65	61	57	200
		No.	283	3,313	3,836	35,260
	FE	%	3	4	3	17
		No.	11	211	223	3,212
State-funded mainstream schools & colleges	Total Cohort	%	759	12,328	14,095	126,944
		No.	759	12,328	14,095	126,944
	HE	%	46	44	38	25
		No.	348	5,366	5,419	31,981
	FE	%	3	13	11	13
		No.	24	1,403	1,543	15,970