

<b>Report Title:</b>	Annual Update of EYFSP, KS2 and KS4 outcomes in Hackney 2021/22
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## **Introduction**

2022 is the first year following the COVID19 pandemic where statutory assessment was run in its usual or near usual form since assessments were cancelled for primary pupils and altered considerably for secondary pupils.

### **The national picture**

There is evidence to suggest that nationally, the COVID19 pandemic has widened the achievement gap in children's education, particularly for disadvantaged pupils. The closure of schools and the shift to remote learning had a disproportionate impact on pupils from disadvantaged backgrounds, who may not have had access to the same resources and support as their more affluent peers. For example, some pupils may not have access to a suitable digital device or a reliable internet connection, or may have lacked a quiet space to study at home.

Overall, there is concern that the pandemic could have long-term effects on the educational outcomes of disadvantaged students, widening the achievement gap and perpetuating inequalities. The government has implemented a range of measures to address these issues, including the National Tutoring Programme (which covers up to 60% of funding towards tuition) and additional funding for schools in the initial form of the 'Catch Up Premium' and now the 'Recovery Premium' (currently committed until 2024.) However, it remains to be seen how effective these measures will be in narrowing gaps and ensuring that all students are able to achieve their full potential.

### **The local picture**

Hackney Schools have fared well in all areas when compared to the national pictures. For example, 2022 saw Hackney pupils in KS2 'bucking the trend' with attainment rising for all pupils from 2019 averages. This was not the picture seen across LAs nationally.

## **Executive Summary**

### **Early Years Foundation Stage Profile (EYFSP)**

- 68.5% of children in Hackney schools and settings achieved a good level of development in 2022, above both the London and national levels.
- Girls, boys, FSM, EAL, non EAL and SEN Support cohorts in Hackney outperformed the equivalent national cohort in 2022. Non-FSM pupils in Hackney performed at the same level as the equivalent national cohort, while EHCP pupils in Hackney had a one percentage gap to the national average.
- The gap between FSM and non-FSM pupils in Hackney was two percentage points in 2022, well below the national gap of 20 percentage points. The gap between EAL and non-EAL pupils in Hackney was five percentage points in 2022, slightly below the national gap of seven percentage points.
- African, Bangladeshi, Caribbean, English/Scottish/Welsh, Indian and Mixed Heritage cohorts in Hackney outperformed the equivalent national cohort in 2022 (national comparison not available for Turkish, Kurdish and Turkish Cypriot).
- Turkish, Kurdish and Turkish Cypriot boys (46% achieving a good level of development), Caribbean boys (52% achieving a good level of development) and African boys (54% achieving a good level of development) are the lowest performing EYFSP cohorts in Hackney in 2022.

### **Key Stage 2 (KS2)**

- 69% of pupils met the expected standard in reading, writing and maths in 2022, ten percentage points above the 2022 national average and three percentage points up from the 2019 level in Hackney.
- Hackney is one of the highest performing local authorities in the country (out of 150) in 2022 for key stage 2 outcomes, ranked joint 8th for the percentage of pupils achieving the expected standard in reading, writing and maths. On individual subjects, Hackney is ranked 16th for reading, 4th for writing and 19th for maths for the percentage of pupils reaching the expected standard.
- Girls, boys, disadvantaged, not disadvantaged, EAL, not EAL, SEN Support and EHCP cohorts in Hackney outperformed the equivalent national cohort in 2022 on the headline, combined benchmark (reading, writing and maths).
- African, Bangladeshi, Caribbean, English/Scottish/Welsh and Mixed Heritage cohorts in Hackney outperformed the equivalent national cohort in 2022 (comparison not available for Turkish, Kurdish and Turkish Cypriot). Indian pupils performed below the equivalent national cohort.
- Caribbean pupils (53%) and Turkish, Kurdish and Turkish Cypriot pupils (60%) have the lowest proportions of pupils achieving the expected standard in reading, writing and maths.

## **Key Stage 4 (KS4)**

- In 2022, figures show that 56% of pupils in Hackney achieved the level 5 in English and maths benchmark, above the national level of 50%.
- Hackney has been consistently in the top quartile for key stage 4 outcomes over the period from 2018 onwards
- Girls, boys, disadvantaged, not disadvantaged, EAL, not EAL, SEN Support and EHCP cohorts in Hackney outperformed their equivalent national cohorts in 2022 on the Attainment 8 and level 5 in English and maths benchmark
- On the Attainment 8 measure, Caribbean, Turkish, Kurdish and Turkish Cypriot and Mixed Heritage pupils have the lowest Attainment 8 scores in Hackney. These three cohorts also have the largest gender gap. Caribbean boys (36.7) and Turkish, Kurdish and Turkish Cypriot boys (44.3) have the lowest attainment overall.
- On both the Attainment 8 and level 5+ in English and maths measures, in 2022, the English/Scottish/Welsh cohort in Hackney significantly outperformed the equivalent national cohort.
- Indian pupils underperformed compared to the equivalent national cohorts. African girls, on the level 5 benchmark, have an eight percentage point gap to the equivalent national cohort, although the performance gap on the Attainment 8 measure is much smaller. Bangladeshi and Caribbean pupils outperform their national cohorts on the level 5 benchmark.

## **Pupils in Alternative Provision - Key Stage 4 outcomes**

- A greater proportion of pupils in alternative provision in Hackney achieve passes in English and maths compared to Inner London and national averages
- At both level 4 (standard pass) and level 5 (strong pass) benchmarks for passes in both GCSE English and maths (combined), Hackney has a higher proportion, although the proportion of pupils is considerably lower than in mainstream schooling.
- The average Attainment 8 score for pupils in Hackney alternative provision is higher than Inner London and national levels for the equivalent cohort.



## 1. Early Years Foundation Stage Profile

This is the first set of attainment data since the 2021/22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised including the removal of local authority moderation of a percentage of schools and settings. It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years. It is also the first release since the publication of the 2018/19 statistics, as the 2019/20 and 2020/21 data collections were cancelled due to the COVID19 pandemic.

The EYFS profile is the summary of a child's attainment at the end of the Reception year. The profile assesses a child's attainment in 17 areas, known as the Early Learning Goals (ELGs). The ELGs set out what a child is expected to be able to do at the age of five.

These cover seven areas of learning. There are three prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The assessment is completed for all children in EYFS provision in receipt of government funding in the summer term; this therefore includes those children attending independent schools who turn five years old in the summer term and continue to be eligible for funded hours. The assessment is not completed for children in reception classes in the Independent sector for those children born in the Autumn and Spring terms.

The purpose of the EYFS Profile is to provide a reliable, valid and accurate assessment to inform parents about their child's development against the ELGs, support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and KS1 teachers and help year 1 teachers plan an effective, responsive and appropriate curriculum that meets the needs of all children.

Assessment continues to be based on the teacher's knowledge of children and from observations of what they can do. The Good Level of Development (GLD) is the key

performance measure used at the end of reception, and is the focus of the EYFS section of this report. Children achieving a Good Level of Development are those attaining the expected level within the prime areas and in literacy and mathematics.

The revised EYFS framework removed any role for the Local Authority in moderation although schools were expected to implement robust internal moderation arrangements to support teachers in making consistent and accurate assessment decisions.

The revised EYFS Profile removed the Exceeding attainment level; a child is therefore either assessed as being at an Expected level or as Emerging across the 17 Early Learning Goals.

### **1.1 Characteristics of the EYFSP cohort, 2022**

The 2022 EYFSP cohort in Hackney was 50.5% female and 49.5% male. In 2022, the cohort was 2825 pupils, which continued a downward trend from 2016. In 2016, the cohort was 3137 and has fallen consistently each year to reach 2926 in 2019, the last year of the moderated EYFSP assessments. The cohort therefore dropped by a further 101 pupils from 2019, a fall of 3.5%.

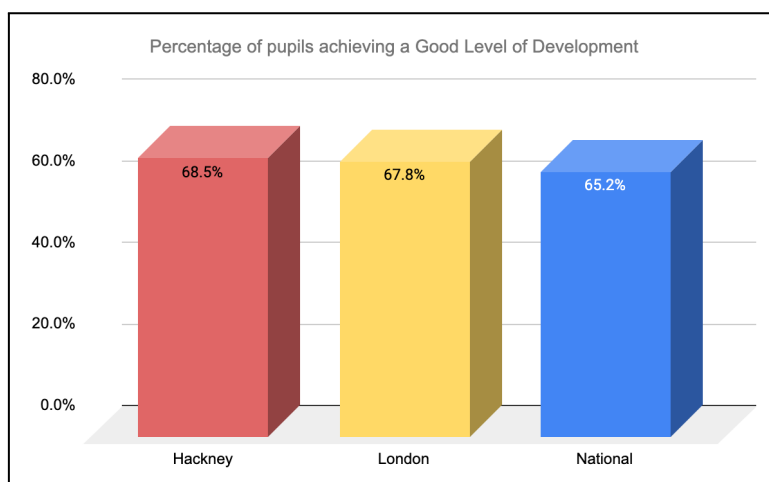
Ethnicity breakdown of pupils assessed in Hackney schools in 2022:

All Other Ethnic Groups 25%	Turkish/Cypriot/Kurdish 7%
English/Scottish/Welsh 17%	Caribbean 7%
African 17%	Bangladeshi 5%
Mixed Heritage 16%	Indian 3%

## 1.2 EYFSP summary, 2022

68.5% of children in Hackney schools and settings achieved a good level of development in 2022, above both the London and national levels.

Figure 1: Percentage of pupils achieving a good level of development, 2022:



## 1.3 EYFSP local authority comparison, 2018 to 2022

Of the 150 local authorities in England, Hackney was ranked 116th in 2019 for the percentage of pupils achieving a good level of development and had been on a declining trajectory. In 2022, Hackney was ranked 28th for the percentage of pupils achieving a good level of development, inside the top quartile.

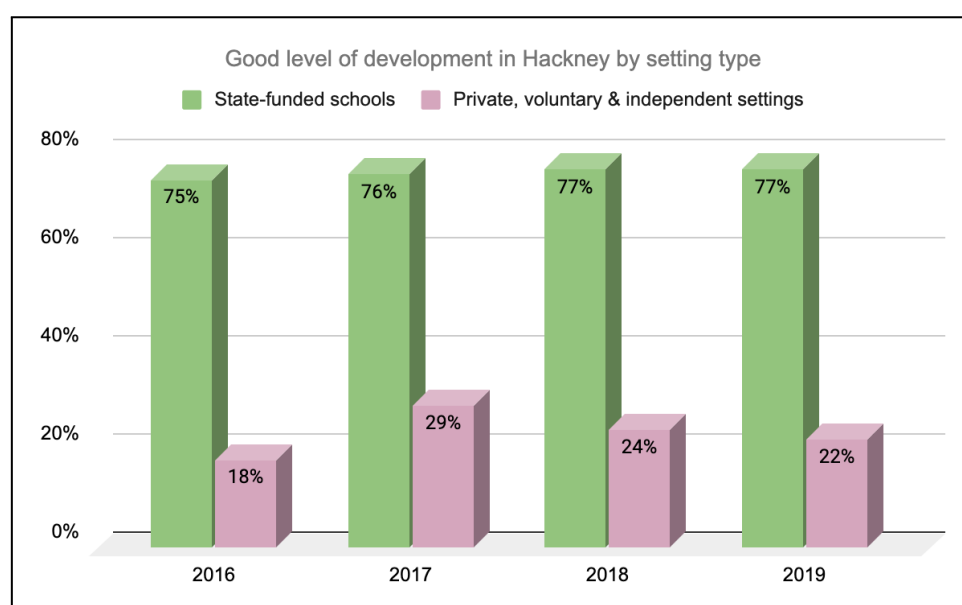
Table 1: EYFSP local authority rankings, 2018 to 2022

Headline Performance Indicator	2018	2019	2022
Ranking by % of pupils achieving a good level of development	101st	116th	28th

## 1.4 EYFSP performance by setting type, 2016 to 2022

In 2018 and 2019, 87% of pupils in Hackney who were assessed at EYFSP were assessed in a state-funded school, with the remaining 13% in private, voluntary or independent schools (PVI). This proportion had risen from 10% and 11% in the previous two years (2016 and 2017). In numerical terms, in both 2018 and 2019 this 13% equated to 381 pupils assessed in private, voluntary and independent settings. In 2022, a total of 406 pupils were assessed in private, voluntary and independent settings, an increase of 25 pupils from 2019, and equating to 14% of the total EYFSP cohort in Hackney, a one percentage point increase from both 2018 and 2019. While comparisons to previous years' are not appropriate, it is worth noting the historic performance gap of children in state-funded schools and children assessed in private voluntary and independent settings:

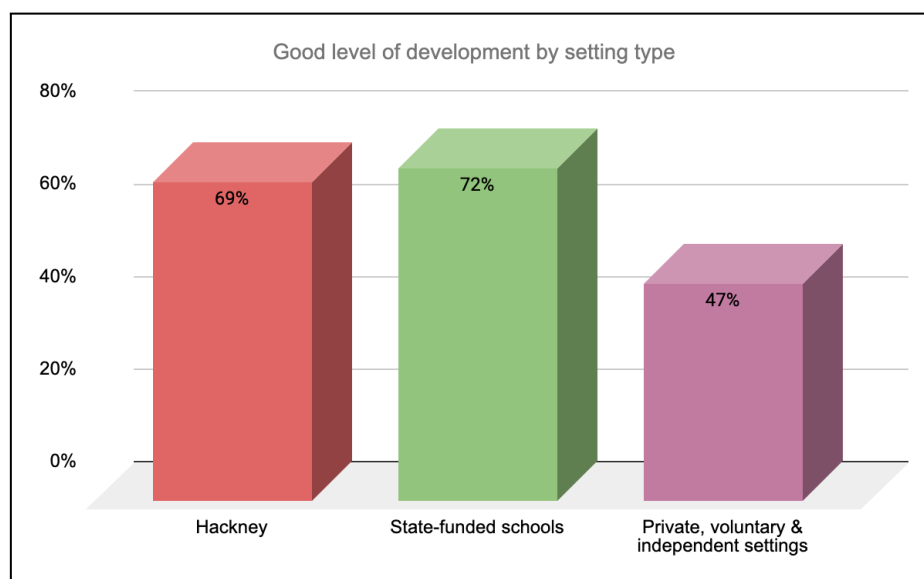
Figure 2: Percentage of pupils achieving a good level of development by setting type, 2016 to 2019:



The graph above shows a persistent performance gap between the two cohorts across the four year period.

In 2022, the gap between state-funded schools and private, voluntary and independent settings decreased from the 55 percentage point gap seen in 2019 to 25 percentage points in 2022, with the percentage of children achieving a good level of development in private, voluntary and independent settings increasing from 22% to 47%.

Figure 3: Percentage of pupils achieving a good level of development by setting type, 2022:

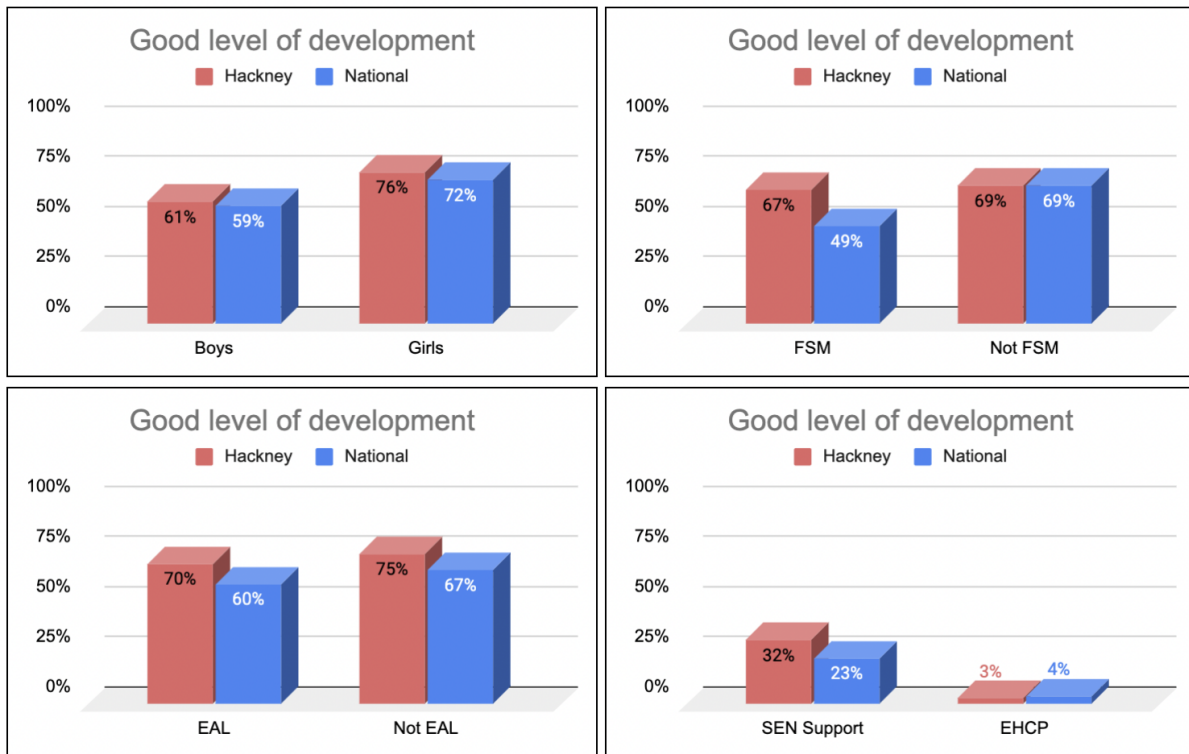


### 1.5 EYFSP performance 2022 by characteristics - gender, FSM, EAL and SEND status

For the majority of these cohorts (girls, boys, FSM, EAL, not EAL and SEN Support), the Hackney cohort outperformed the equivalent national cohort in 2022. Non-FSM pupils in Hackney performed at the same level as the equivalent national cohort, while EHCP pupils in Hackney had a one percentage gap to the national average, although it should be noted this is a relatively small cohort of pupils.

The gap between girls and boys in Hackney was 15 percentage points in 2022, slightly above the national gap of 13 percentage points. The gap between FSM and non-FSM pupils in Hackney was two percentage points in 2022, well below the national gap of 20 percentage points. The gap between EAL and non-EAL pupils in Hackney was five percentage points in 2022, slightly below the national gap of seven percentage points.

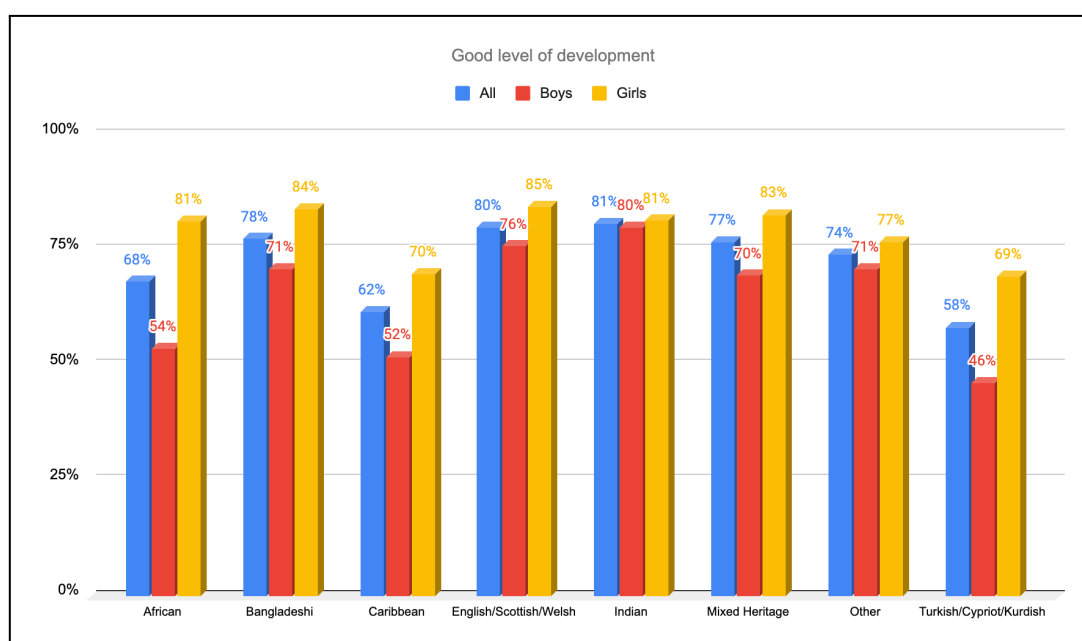
Figure 4: Percentage of pupils achieving a good level of development by gender, FSM status, EAL status and SEND status, 2022:



## 1.6 EYFSP performance 2022, by ethnicity <sup>1</sup>

Turkish, Kurdish and Cypriot boys (46% achieving a good level of development), Caribbean boys (52% achieving a good level of development) and African boys (54% achieving a good level of development) are the lowest performing EYFSP cohorts in Hackney in 2022. African (27 percentage points) and Turkish, Kurdish and Cypriot (23 percentage points) had the largest gap between boys and girls within the cohort, in contrast to other cohorts, such as Indian, where there was a one percentage point gender gap.

Figure 5: Percentage of pupils achieving a good level of development by ethnicity, 2022:

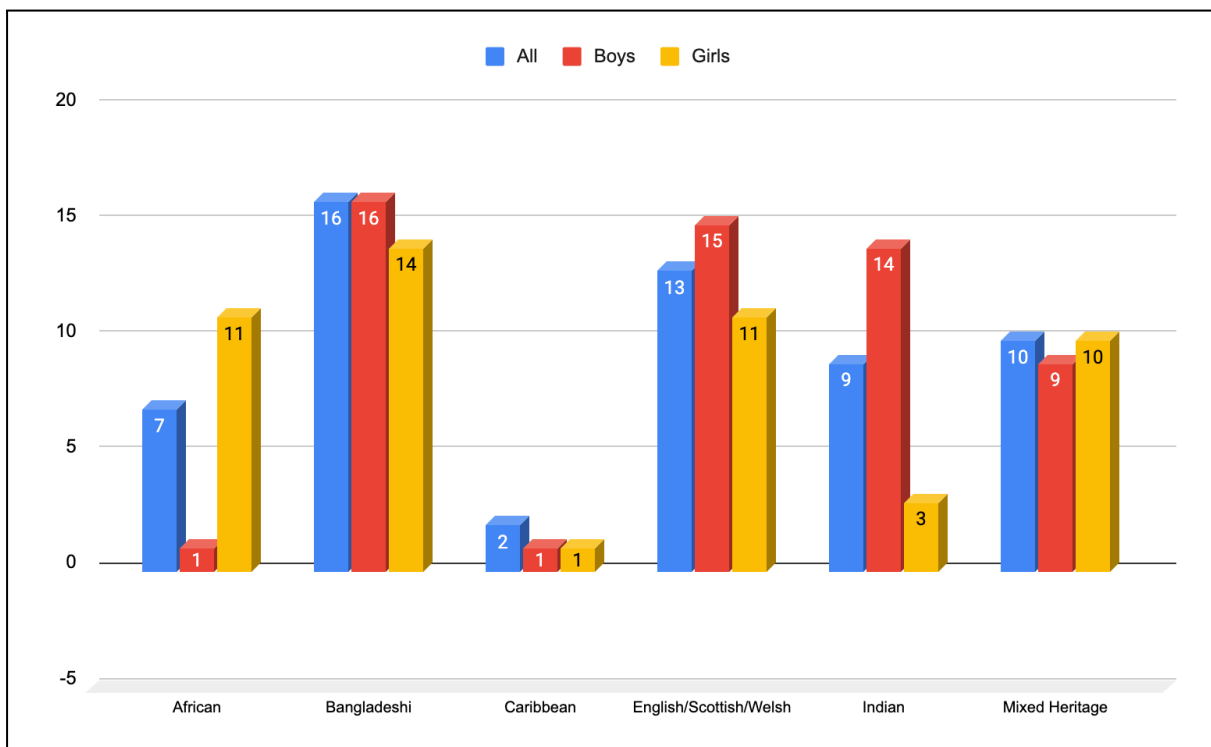


<sup>1</sup> Ethnicity breakdowns for children who were assessed in Hackney schools only and not PVIIs

### 1.7 EYFSP performance in Hackney by ethnicity against equivalent national cohorts, 2022 (percentage point gap)

The Department of Education publishes data by ethnicity categories, allowing comparisons. Data is not published for 'Other' and Turkish/Kurdish/Cypriot pupils. The graph below shows that all cohorts in Hackney outperformed the equivalent cohort nationally in 2022, with all bars above the zero line:

Figure 6: Percentage point gap (for percentage of pupils achieving a good level of development) for ethnicity groups in Hackney compared to equivalent cohort nationally, 2022:



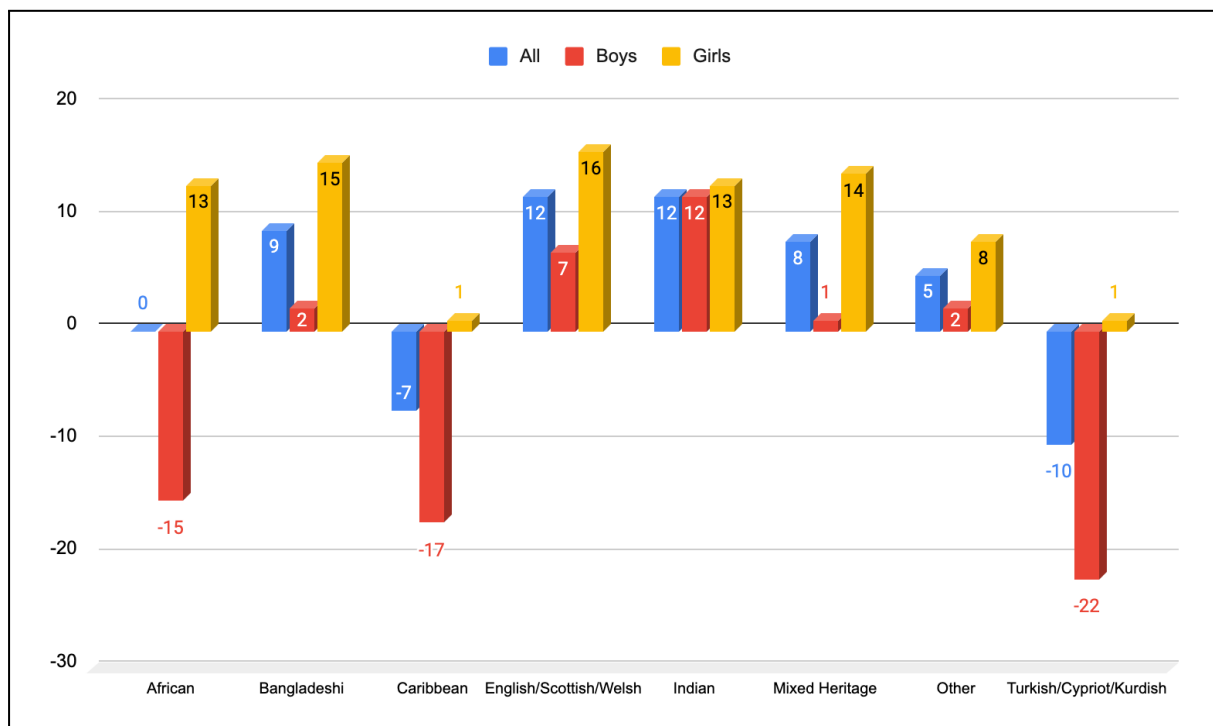


## 1.8 EYFSP performance in Hackney by ethnicity against overall Hackney level, 2022 (percentage point gap)

This compares performance of cohorts against the overall Hackney (all pupils) level. So, by definition, the cohort under consideration is also included in the figure being compared to which is standard practice. Bars above the zero line are where the cohort outperforms the Hackney average; bars below the zero line show where cohorts' perform below the Hackney average.

The five cohorts that perform below the overall Hackney level are: Turkish, Kurdish and Turkish and Cypriot boys (22 percentage points), Caribbean boys (17 percentage points), African boys (15 percentage points), Turkish, Kurdish and Turkish and Cypriot girls (10 percentage points) and Caribbean girls (7 percentage points).

Figure 7: Percentage point gap (for percentage of pupils achieving a good level of development) for ethnicity groups in Hackney compared to overall Hackney level, 2022:



## 2. Key Stage 2

These are the first key stage 2 attainment results since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic. These statistics cover the attainment of year 6 pupils who took statutory assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5. The KS2 tests consist of grammar, punctuation and spelling, reading and mathematics assessments. Teacher assessment is used to assess writing at the end of key stage 2.

This report focuses on the headline attainment measure of the percentage of pupils achieving the expected standard in reading, writing and maths, although there is also consideration of outcomes at the individual subject level and progress in these subjects.

### 2.1 Characteristics of the primary population in Hackney, 2022

Hackney's primary population is characterised by:

- Higher than national proportions of FSM: 37% of primary pupils in Hackney are eligible for FSM compared to 23% nationally
- Higher than national proportions of disadvantaged pupils: 39% of primary pupils in Hackney are eligible for pupil premium compared to 24% nationally
- Higher than national proportions of pupils receiving SEN Support: 15% of primary pupils in Hackney have SEN Support compared to 13% nationally
- Higher than national proportions of EHCP pupils: 4% of primary pupils in Hackney have an EHCP compared to 2% nationally
- Higher than national proportions of EAL pupils: 45% of primary pupils in Hackney have EAL compared to 21% nationally
- An ethnically diverse population: nationally, 64% of primary pupils are White British compared to 17% in Hackney.

### 2.2 KS2 summary, 2022

In Hackney, attainment on the combined reading, writing and maths measure has increased in 2022 compared to 2019, going against the national trend. Progress scores in all three subjects have improved in 2022 when compared to 2019, although progress in Hackney in reading and maths is below the London level. It is higher for writing.

**Reading, writing and maths:** In Hackney, 69% of pupils met the expected standard in 2022, ten percentage points above the 2022 national level and three percentage points up from the 2019 level in Hackney.

**Reading:** In Hackney, 80% of pupils met the expected standard in 2022, five percentage points above the 2022 national level and eight percentage points above the 2019 level in Hackney.

**Writing:** In Hackney, 79% of pupils met the expected standard in 2022, nine percentage points above the 2022 national level and five percentage points down from the 2019 level in Hackney.

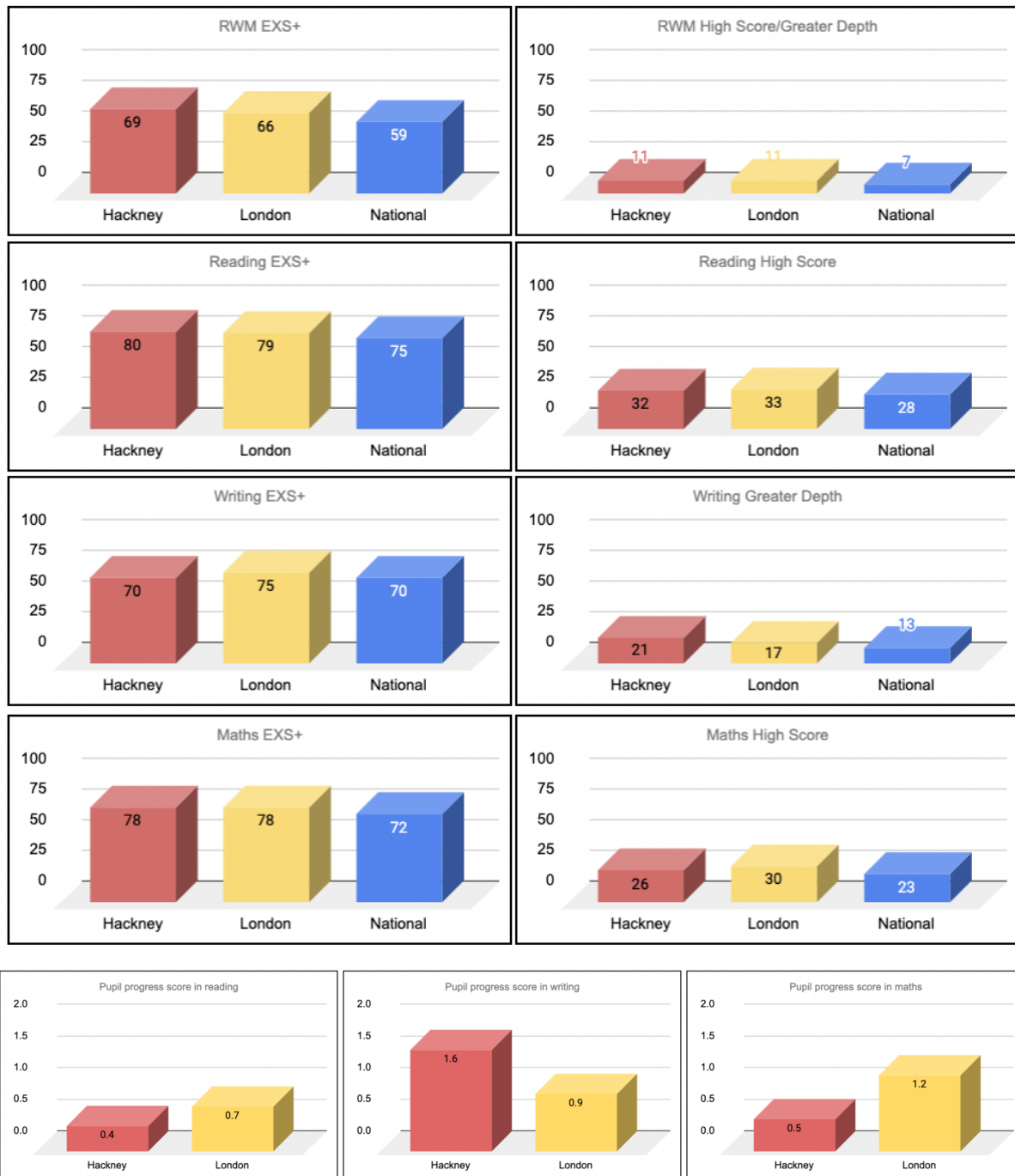
**Maths:** In Hackney, 78% of pupils met the expected standard in 2022, six percentage points above the 2022 national level and the same as the 2019 level in Hackney.

**Progress in reading:** In 2022, Hackney had a progress score of 0.4 in reading. In 2019, the equivalent score was -0.2. In London, the equivalent progress figure in 2022 is 0.7 in 2022.

**Progress in writing:** In 2022, Hackney had a progress score of 1.6 in writing. In 2019, the equivalent score was 1.1. In London, the equivalent progress figure in 2022 is 0.9 in 2022.

**Progress in maths:** In 2022, Hackney had a progress score of 0.5 in maths. In 2019, the equivalent score was -0.2. In London, the equivalent progress figure in 2022 is 1.2 in 2022.

Figure 8: Percentage of pupils achieving the expected standard in reading, writing, maths and reading, writing and maths combined, and progress in reading, writing and maths, 2022



## 2.3 Key Stage 2 local authority comparison, 2018 to 2022

Hackney is one of the highest performing local authorities in the country in 2022 for key stage 2 outcomes, ranked joint 8th for the percentage of pupils achieving the expected standard in reading, writing and maths. On individual subjects, Hackney is ranked 16th for reading, 4th for writing and 19th for maths for the percentage of pupils reaching the expected standard.

The table below shows the ranking of Hackney amongst all local authorities, 150 in total. Hackney's relative ranking improved for all measures in 2022 compared to 2019. Progress in reading and progress in maths (which is currently measured from KS1 to KS2), in terms of the local authority ranking, remain below the 2018 level in 2022, despite an improvement from 2019.

*Table 2: KS2 local authority rankings, 2018 to 2022*

<b>Headline Performance Indicator</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>
% of pupils at KS2 reaching the expected standard in reading, writing and maths	15	60	8
% of pupils at KS2 reaching a higher standard in reading, writing and maths	21	29	14
Pupil progress score in reading at KS2	14	107	53
Pupil progress score in writing at KS2	12	16	6
Pupil progress score in maths at KS2	34	92	46
% of pupils at KS2 reaching the expected standard in reading	39	101	16
% of pupils at KS2 reaching the higher standard in reading	31	71	29
% of pupils at KS2 reaching the expected standard in writing	8	10	4
% of pupils at KS2 working at a greater depth in writing	6	9	4
% of pupils at KS2 reaching the expected standard in maths	35	107	19
% of pupils at KS2 reaching the higher standard in maths	40	90	34

## 2.4 Key Stage 2 trend, 2018 to 2022

Hackney had a three percentage point increase in 2022 compared to 2019 on the reading, writing and maths combined expected standard measure, going against the national trend which saw a six percentage point decrease, and London which saw a 5% decrease. At the higher standard, while Hackney did have a two percentage point fall, this fall was less than the four percentage point drop that occurred nationally and the three percentage point drop in London.

Figure 9: Percentage of pupils achieving the expected standard in reading, writing and maths, 2018 to 2022

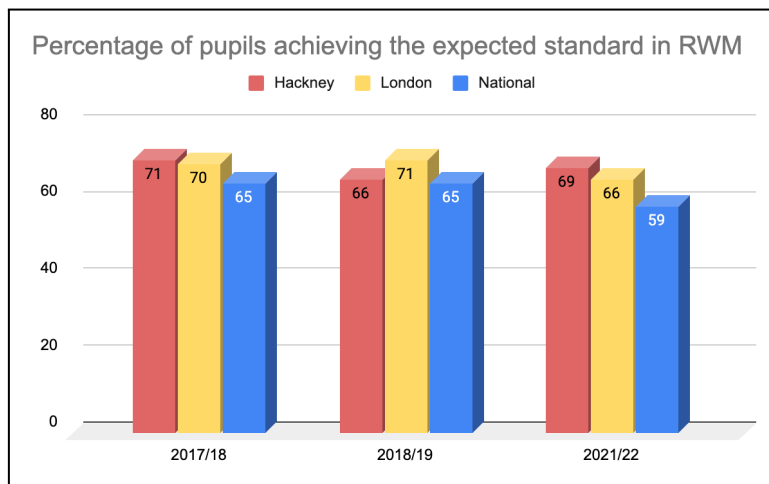
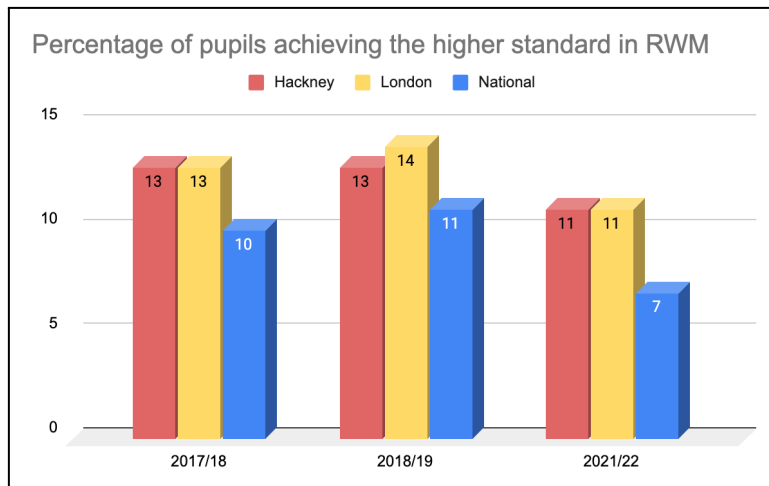


Figure 10: Percentage of pupils achieving the higher standard in reading, writing and maths, 2018 to 2022



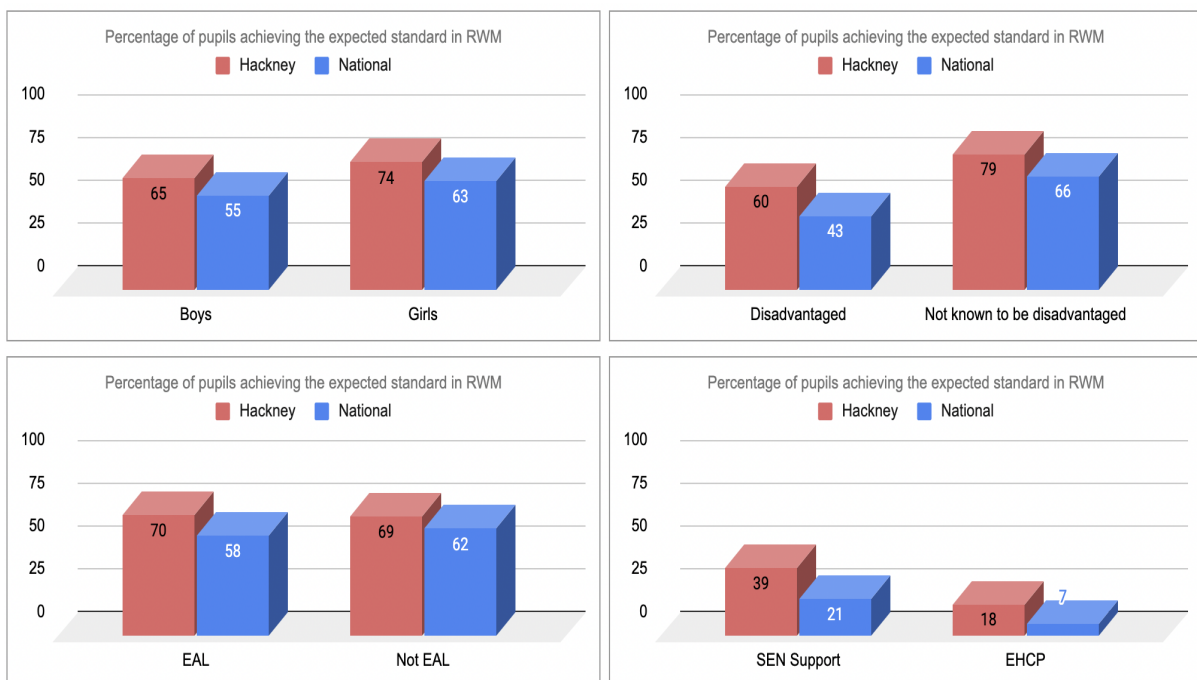
## 2.5 Key Stage 2 performance 2022 by characteristics - gender, disadvantaged status, EAL and SEND status

For each of these cohorts (girls, boys, disadvantaged, not disadvantaged, EAL, not EAL, SEN Support and EHCP pupils), the Hackney cohort outperformed the equivalent national cohort in 2022.

The percentage point gap between boys and girls was 9 percentage points in Hackney, compared to 8 nationally. The percentage point gap between disadvantaged and non-disadvantaged was 19 percentage points in Hackney, compared to 23 nationally. The percentage point gap between EAL and non-EAL was -1 percentage point in Hackney (EAL pupils outperformed non-EAL pupils), compared to 4 percentage points nationally.

39% of pupils with SEN Support in Hackney achieved the combined reading, writing and maths benchmark, nearly twice the proportion that achieved it nationally (21% of SEN Support pupils). 18% of pupils with an EHCP in Hackney achieved the benchmark, compared to 7% nationally.

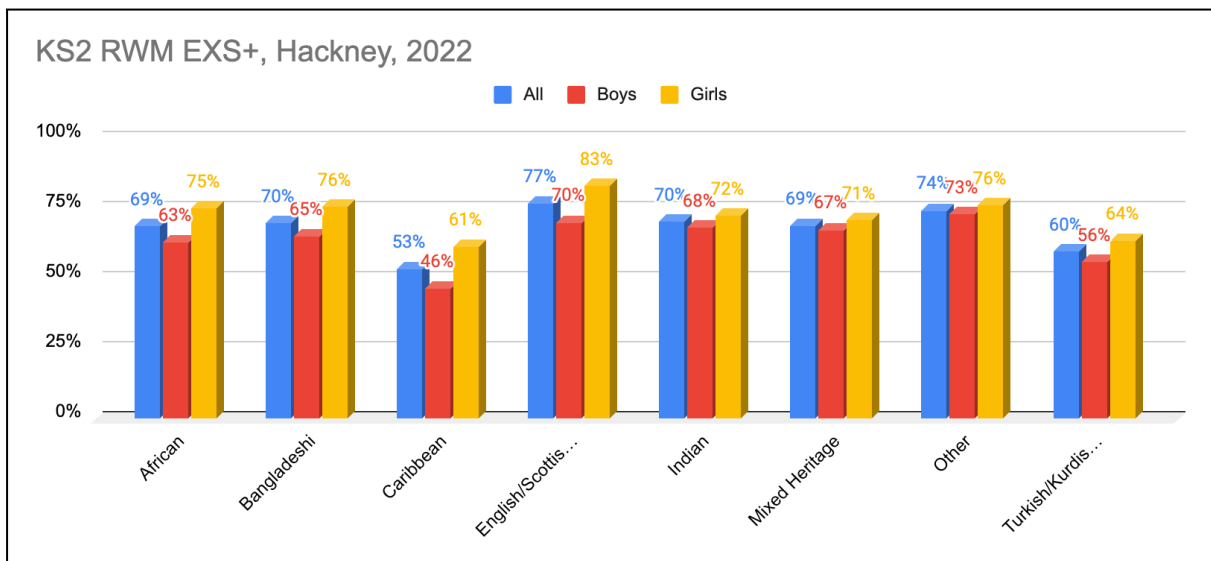
Figure 11: *Percentage of pupils achieving the expected standard in reading, writing and maths by gender, FSM status, EAL status and SEND status, 2022:*



## 2.6 Key Stage 2 performance 2022 by ethnicity

Caribbean pupils (53%) and Turkish, Kurdish and Turkish Cypriot pupils (60%) have the lowest proportions of pupils achieving the expected standard in reading, writing and maths. Within these cohorts, there are also significant variations for boys and girls, 46% of Caribbean boys achieving the benchmark and 56% of Turkish, Kurdish and Turkish Cypriot boys achieving this key standard.

Figure 12: *Percentage of pupils achieving the expected standard in reading, writing and maths by ethnicity, 2022:*



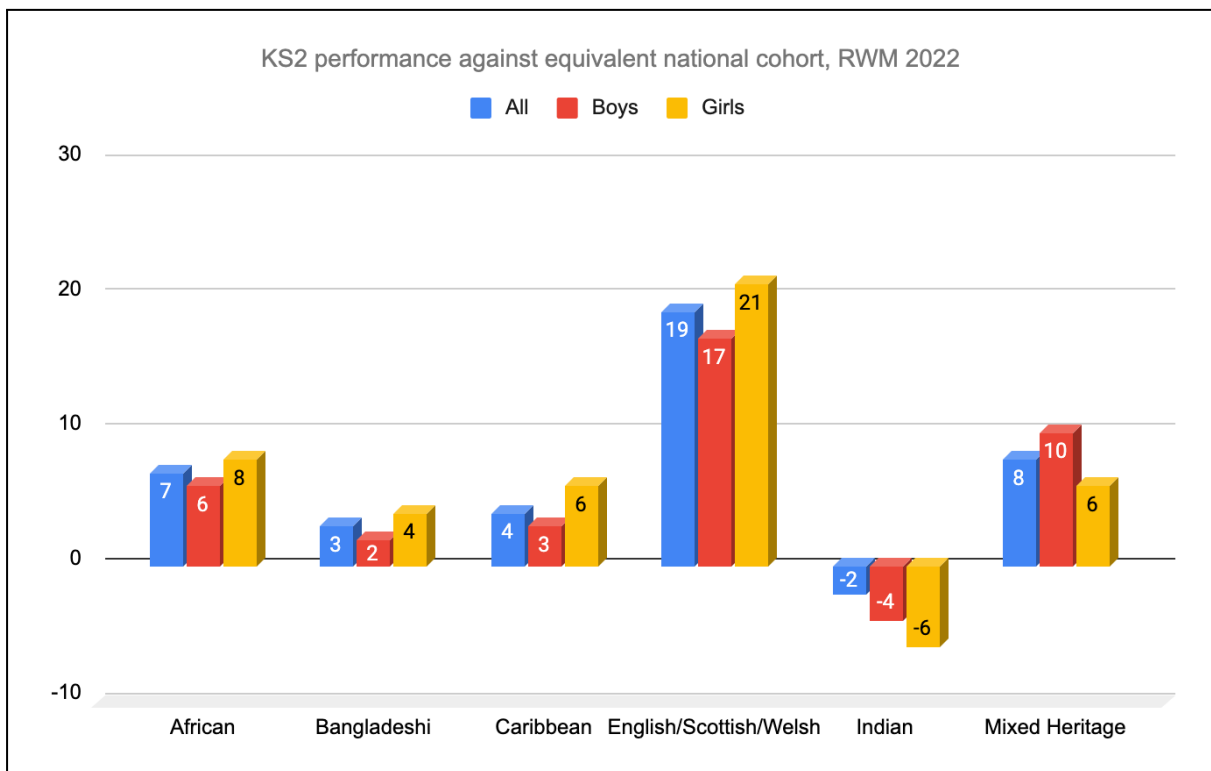


## 2.7 Key Stage 2 performance in Hackney by ethnicity against equivalent national cohorts, 2022 (percentage point gap)

The Department of Education publishes data by ethnicity categories, allowing comparisons. Data is not published for 'Other' and Turkish/Kurdish/Cypriot pupils. The graph below shows that:

- Most ethnic groups under consideration outperform the equivalent national cohort.
- Indian pupils in Hackney underperform compared to the equivalent national cohort, although the percentage point gap to national has fallen from 11 percentage points in 2019 to four percentage points in 2022.
- Caribbean boys are above the equivalent national cohort on the combined measure.

Figure 13: Percentage point gap (for percentage of pupils achieving the expected standard in reading, writing and maths) for ethnicity groups in Hackney compared to equivalent cohort nationally, 2022:

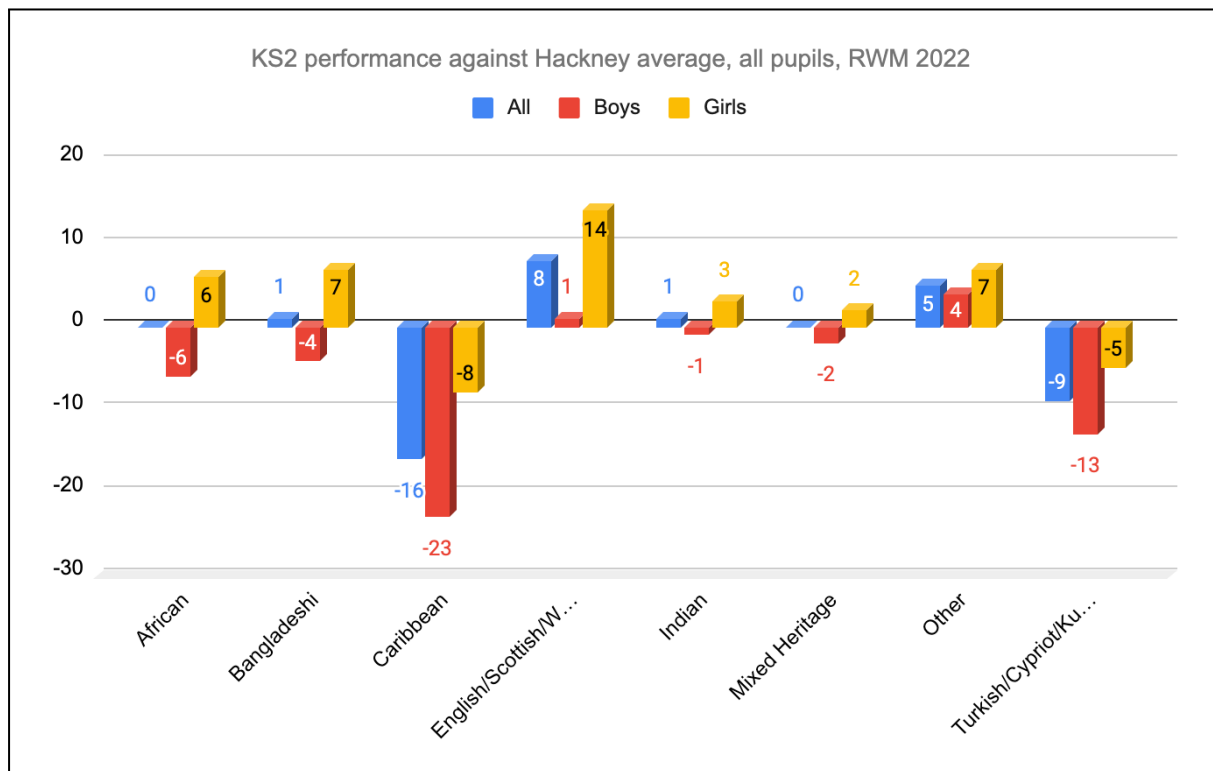


## 2.8 Key Stage 2 performance in Hackney by ethnicity against overall Hackney level, 2022 (percentage point gap)

This compares performance of cohorts against the overall Hackney (all pupils) level. So, by definition, the cohort under consideration is also included in the figure being compared to. Bars above the zero line are where the cohort outperforms the Hackney average; bars below the zero line show where cohorts' perform below the Hackney average.

- Caribbean pupils (16 percentage points) and Turkish, Kurdish and Cypriot pupils (9 percentage points) have the biggest gaps to the Hackney average in all three subjects combined.
- This is replicated for the individual subjects.
- The gap is greater for boys, with a 23 percentage point gap on the combined measure for Caribbean boys and 13 percentage point gap for Turkish, Kurdish and Cypriot boys

Figure 14: Percentage point gap (for percentage of pupils achieving the expected standard in reading, writing and maths) for ethnicity groups in Hackney compared to overall Hackney level, 2022



## 2.9 Key Stage 2 performance by ethnicity for 2018 to 2022 against overall Hackney level (percentage point gap)

The following graphs show the percentage point gap between the performance of the ethnicity cohort and the overall Hackney level (as above), over the three year period of 2018, 2019 and 2022. As outlined above, this compares the selected group against overall which, by definition, also includes the selected group as part of this complete cohort.

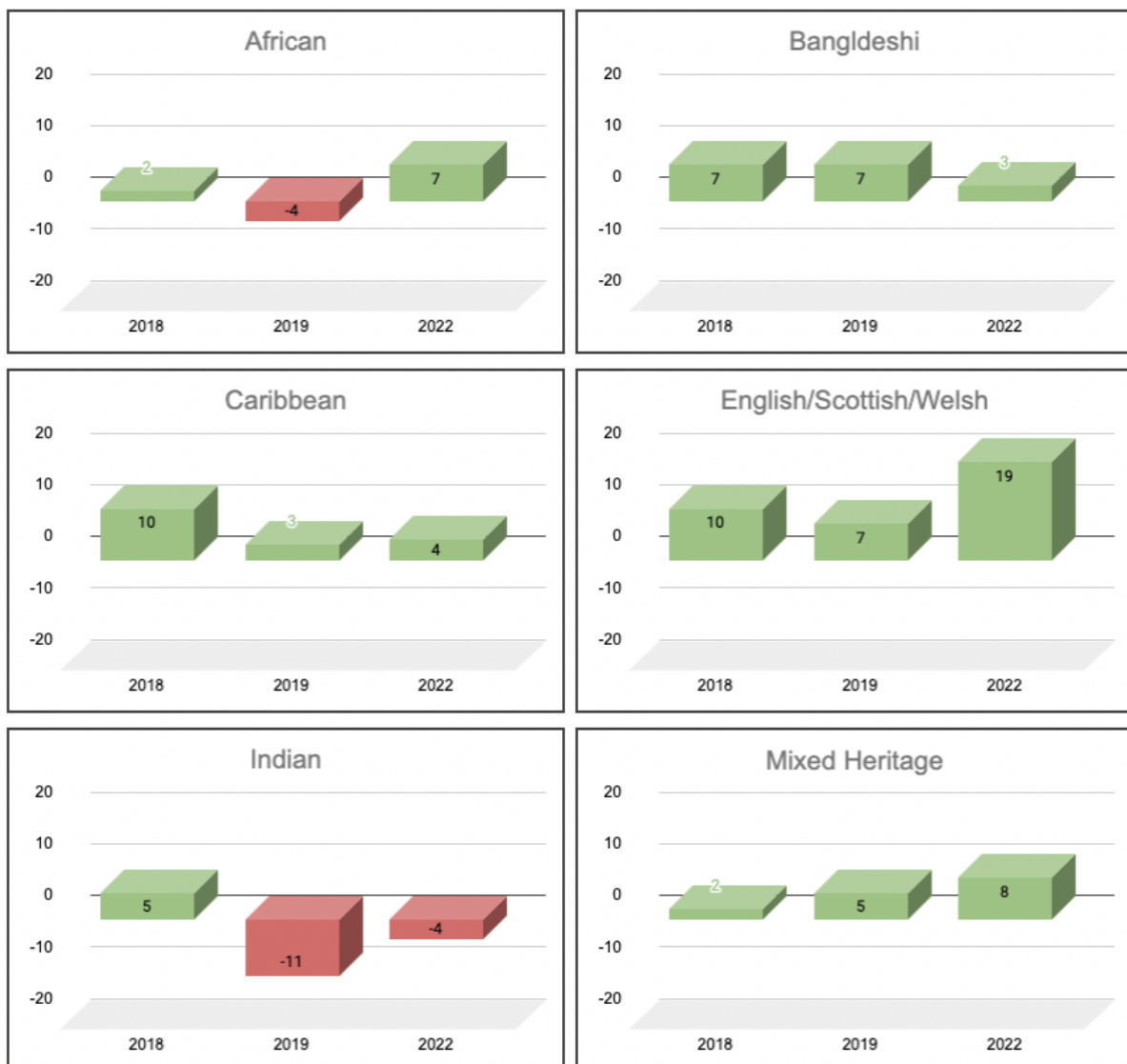
Figure 15: Percentage point gap (for percentage of pupils achieving the expected standard in reading, writing and maths) for ethnicity groups in Hackney compared to overall Hackney level, 2018 to 2022



## 2.10 Key Stage 2 performance by ethnicity for 2018 to 2022 against equivalent national cohorts (percentage point gap)

The following graphs show the percentage point gap between the performance of the ethnicity cohort and the equivalent national cohort over the three year period of 2018, 2019 and 2022. The majority of cohorts in Hackney consistently outperform the equivalent national cohorts, with the exception of Indian pupils. English/Scottish/Welsh pupils in Hackney have the greatest performance gap over the equivalent national cohorts. African pupils underperformed against the national cohort in 2019, but moved seven percentage points above in 2022, an eleven percentage point swing.

Figure 16: Percentage point gap (for percentage of pupils achieving the expected standard in reading, writing and maths) for ethnicity groups in Hackney compared to equivalent national cohorts, 2018 to 2022



## **2.11 Key Stage 2 performance of other cohorts, 2022**

### **i. African cohort**

This is the largest cohort analysed within the broader KS2 cohort with 19% of the total pupils. Nigerian (5% of the overall KS2 cohort) and Ghanaian (4% of the overall KS2 cohort) are the largest groups within this African cohort, and given their size (comparable to the Indian and Bangladeshi cohorts analysed separately previously), it is worth considering the performance of these cohorts individually.

70% of Nigerian pupils and 66% of Ghanaian pupils achieved the expected standard in reading, writing and maths in 2022, with the overall African cohort having 69% of pupils achieving the benchmark. Therefore these two cohorts did not perform significantly differently from the whole African cohort.

### **ii. Mixed heritage cohort**

Of the 'Mixed Heritage' cohort, Mixed White and Black Caribbean is the largest cohort, equating to a quarter of this cohort, and 3.5% of pupils overall.

White and Black African (1.6% of the overall KS2 cohort) and White and Asian (1.1% of the overall cohort) are the other significant ethnicities within this group. There is variation in the performance of these three cohorts on the expected standard in reading, writing and maths benchmark in 2022:

White and Asian - 86% of pupils achieved the expected standard

White and Black African - 83% of pupils achieved the expected standard

White and Black Caribbean - 62% of pupils achieved the expected standard

### **iii. 'Other ethnicities' cohort**

Of the 'Other ethnicities' (23% of KS2 pupils in 2022), Other White Background is the largest cohort, equating to 9% of pupils overall. This cohort is made up, in the majority, by White European ethnicities including White Eastern European, White European, White Other, White Western European and White Irish.

Of this cohort comprising these five ethnicities, 82% of pupils achieved the expected standard in reading, writing and maths. Also included in the wider other ethnicity category are 18 traveller pupils, equating to 0.7% of the overall KS2 cohort. 28% of this cohort achieved the expected standard in reading, writing and maths in 2022 (nationally, in 2022, this figure is 16%, the lowest of any ethnic group reported by the DfE).

## **2.12 Key Stage 2 performance at school level, 2022**

The Department of Education states that, at the school level, educational performance data needs to be considered alongside a range of other information about the school and its individual circumstances, for example by speaking to the school directly, and that conclusions should not be drawn based on a single set of data alone. Furthermore, the Department for Education has emphasised that this will be particularly important in relation to the data for the 2021/22 academic year, as a school's performance may be affected by the uneven impact of the pandemic on pupils and schools. In Hackney, this could be further compounded by in some schools some very low cohorts. Therefore, the Department for Education had advised for data from 2022 to be used cautiously. For the 2021/22 academic year, school level data from the KS2 national curriculum assessments was not published in performance tables. This was a transitional arrangement for the first year in which primary assessments returned following the COVID-19 pandemic. In the 2022/23 academic year, school level data from the end of KS2 national curriculum assessments will be published.

### 3. Key Stage 4

This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs). As part of the transition back to the summer exam series, adaptations were made to the exams (including some advance information provided to students ) and the approach to grading for 2022 exams broadly reflecting a midpoint between results in 2019 and 2021.

Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment for 2021/22, the Department of Education have stated that “it is more meaningful to compare to the last year summer exams were sat” what was 2018/9 than to compare to data for 2019/20 and 2020/21, and that is the approach adopted in this report.

This report focuses on two key attainment measures, Attainment 8 and the percentage of pupils achieving level 5 or above in English and maths. The report also considers Progress 8 values.

**Attainment 8:** Attainment 8 is a measure showing the average academic performance of a pupil, school, local authority or specific cohort. It is calculated by adding together pupils' highest scores across eight subjects. The eight subjects are divided into three categories, called “buckets”:

Bucket 1 - English and maths, which are worth double marks, but English will only count for double marks if both English literature and English (ie English language) are taken. The higher grade of the two is used.

Bucket 2 – The top three scores from the English Baccalaureate (EBacc) subjects taken, i.e. sciences, computer science, history, geography and languages.

Bucket 3 – The top three scores from remaining EBacc subjects or other government approved qualifications (e.g. other GCSEs or Level 2 Certificates in some technical subjects).

The grades are converted into points to create an Attainment 8 score.

**Level 5 in English and maths:** This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To count for this measure, a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.

**Progress 8:** Progress 8 aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score with the average Attainment 8 scores of all pupils nationally who had a similar starting point, using assessment results from the end of primary school.

### **3.1 Characteristics of the secondary population in Hackney, 2022**

Hackney's secondary population is characterised by:

- Higher than national proportions of pupils eligible for FSM: 41% of secondary pupils in Hackney are eligible for FSM compared to 21% nationally
- Higher than national proportions pupils eligible for SEN Support: 14% of secondary pupils in Hackney have SEN Support compared to 12% nationally
- Higher than national proportions of EHCP pupils: 4% of secondary pupils in Hackney have an EHCP compared to 2% nationally
- Higher than national proportions of EAL pupils: 43% of secondary pupils in Hackney have EAL compared to 18% nationally
- An ethnically diverse population: nationally, 64% of secondary pupils are White British compared to 17% in Hackney.

### **3.2 Key Stage 4 summary, 2022**

Hackney is above the national level on the Attainment 8 and Level 5+ in English and maths benchmarks (Progress 8, nationally, is zero). Hackney is below the London level on all three measures.

**Attainment 8:** Hackney had an Attainment 8 score of 51.9, above the national level of 48.9.

**Progress 8:** Hackney had a Progress 8 score of 0.04 in 2022, below the London level of 0.23.

**Level 5+ in English and maths:** In 2022, 56% of pupils in Hackney achieved this benchmark, above the national level of 50%.



Figure 17: Average Attainment 8 score, average Progress 8 score and percentage of pupils achieving level 5+ in English and maths, 2022



### 3.3 Key Stage 4 local authority comparison, 2018 to 2022

Hackney has been consistently in the top quartile for key stage 4 outcomes over the period considered from 2018 onwards, with attainment LA rankings across the four attainment measures of between 25th and 43rd.

Table 3: KS4 local authority rankings, 2018 to 2022

Headline performance indicator - LA rankings	2018	2019	2022
Average Attainment 8 score per pupil	34	34	35
% Pupils achieving English and maths GCSEs (9 - 4 pass)	43	29	36
% Pupils achieving English and maths GCSEs (9 - 5 pass)	41	34	34
Average Progress 8	16	15	50
English Baccalaureate- Average Points Score per pupil	29	27	25

For the progress measure, Hackney was ranked 16th in 2018 and 15th in 2019, but has dropped to 50th in 2022: further analysis this coming year will show whether this is a trend.

There is a divergence in progress scores for some cohorts. Those pupils with higher prior attainment, have a lower Progress 8 score in Hackney in 2022, with this band having a progress 8 score of 0.11 lower than the low and medium prior attainment bands:

Table 4: Progress 8 by prior attainment band, 2022

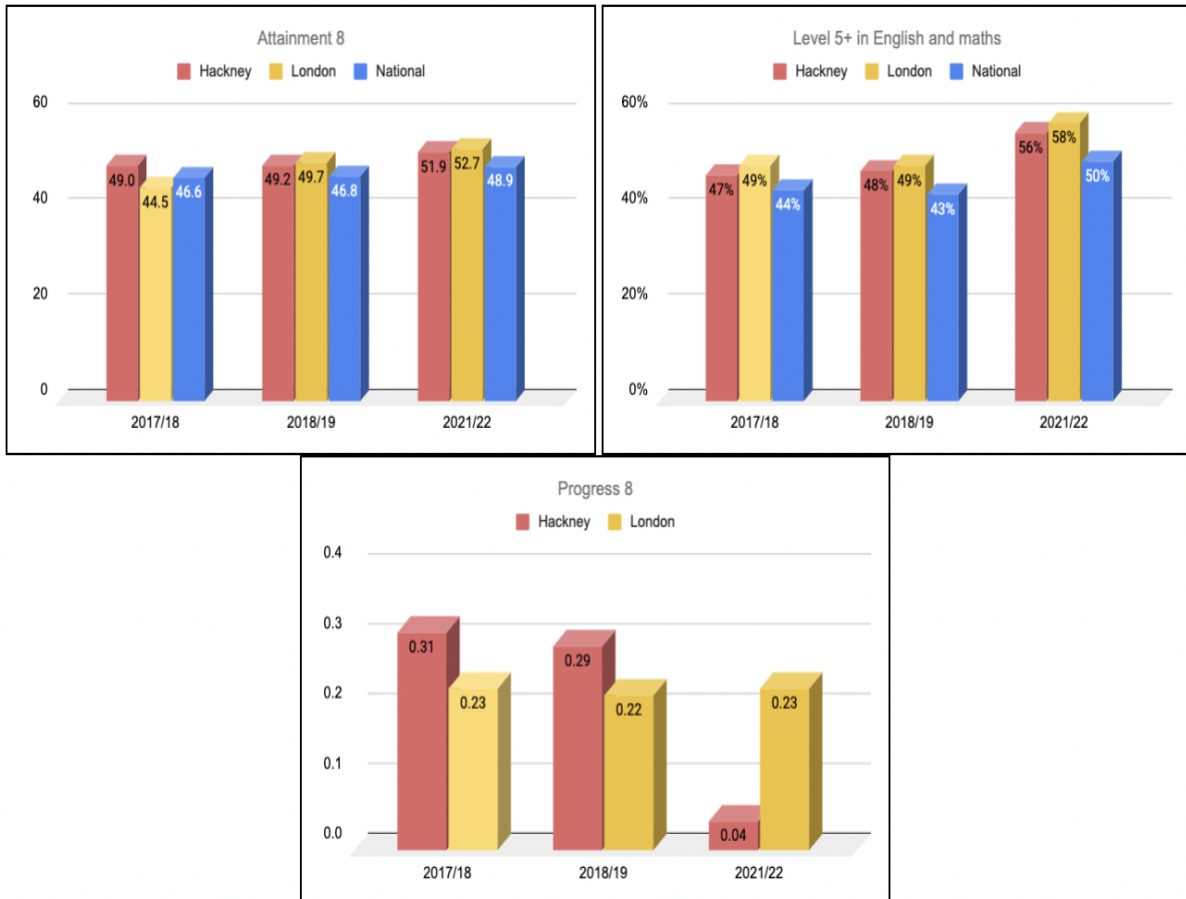
Prior attainment band	Proportion of cohort	Progress 8 score
Low	19%	0.07
Medium	51%	0.07
High	24%	-0.04
No prior attainment	6%	n/a

Figures show that 66 pupils at the end of key stage 4 in 2022 were considered 'mobile' having joined their secondary school where they sat GCSEs after the start of year 10. These pupils have a progress 8 score of -1.09, compared to their non-mobile counterparts' score of 0.06. Caribbean (-0.57) and Mixed White & Black Caribbean (-0.75) are the ethnicity cohorts with the lowest progress 8 scores in Hackney in 2022.

### 3.4 Key Stage 4 trend, 2018 to 2022

On the two attainment benchmarks (Attainment 8 and Level 5+ in GCSE English and maths), Hackney's position in 2022 mirrors that of 2019, where levels are above the national average but below London levels.

Figure 18: Average Attainment 8 score, average Progress 8 score and percentage of pupils achieving level 5+ in English and maths, 2018 to 2022



For Progress 8, the London level has remained consistent at 0.22/0.23, but Hackney saw a fall to 0.04 in 2022.

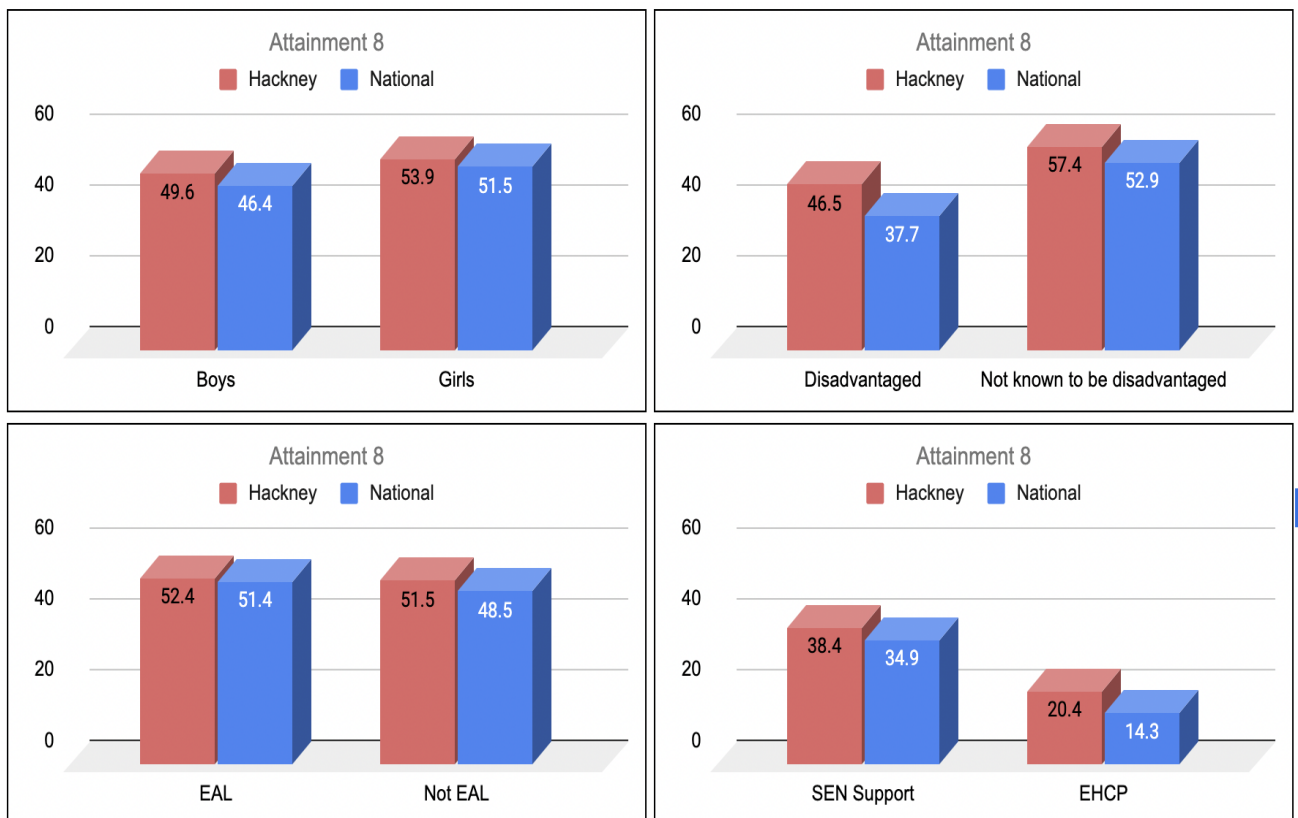
### 3.5 Key Stage 4 performance 2022 by characteristics - gender, disadvantaged status, EAL and SEND status

For each of these cohorts (girls, boys, disadvantaged, not disadvantaged, EAL, not EAL, SEN Support and EHCP pupils), the Hackney cohort outperformed the equivalent national cohort in 2022 on both Attainment 8 and level 5+ in English and maths benchmarks.

GCSE outcomes in 2022 show that the Attainment 8 point gap between boys and girls was 4.3 percentage points in Hackney, compared to 5.1 nationally.

The Attainment 8 point gap between disadvantaged and non-disadvantaged was 10.9 percentage points in Hackney, compared to 15.2 nationally. The Attainment 8 point gap between EAL and non-EAL was 0.9 in Hackney, compared to 2.9 nationally. Pupils with SEN Support in Hackney had an Attainment 8 score of 38.4 compared to 34.9 nationally. Pupils with an EHCP in Hackney had an Attainment 8 score of 20.4 compared to 14.3 nationally.

Figure 19: Average Attainment 8 score by gender, FSM status, EAL status and SEND status, 2022

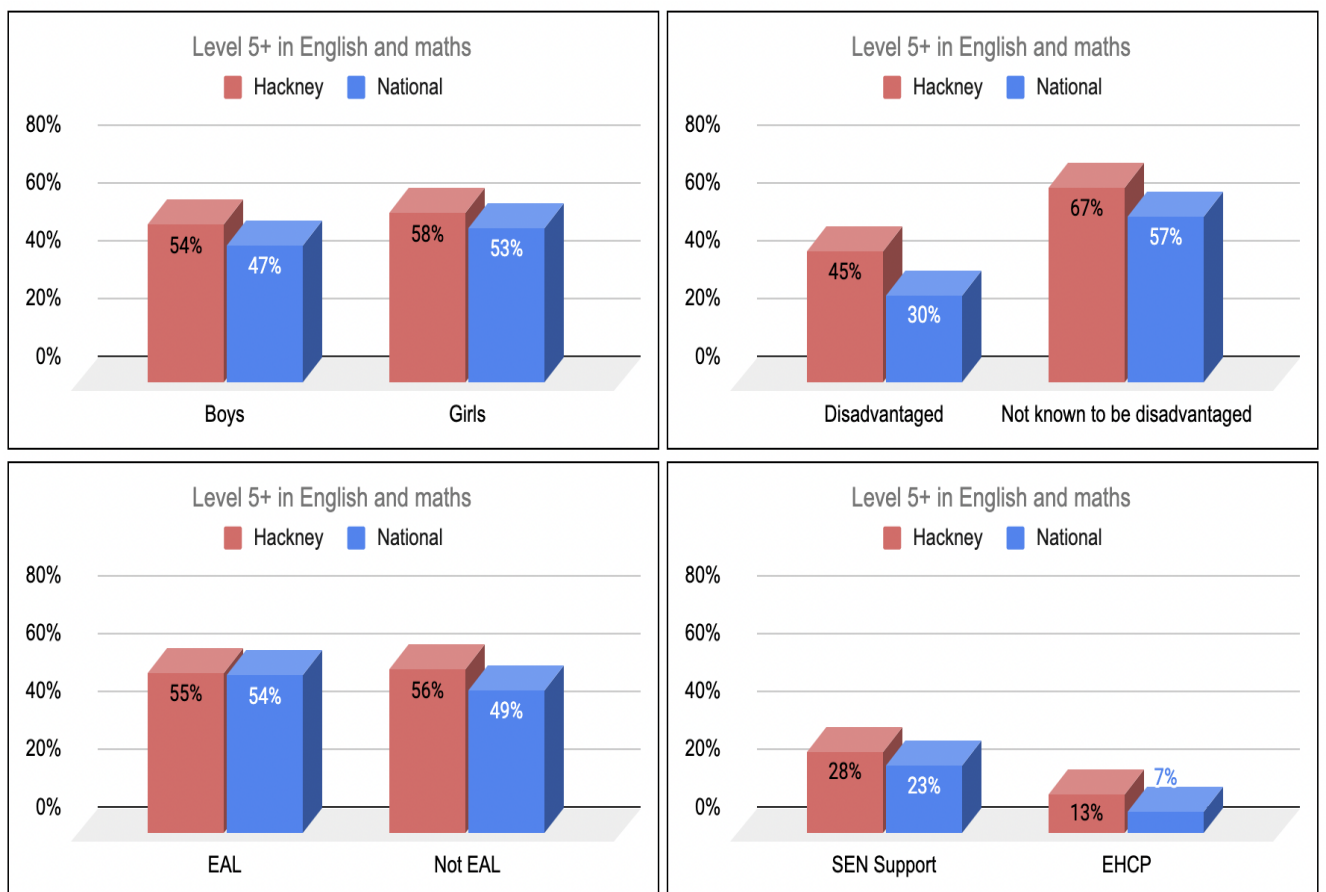


Performance gaps on the basis of gender have narrowed compared with 2019. The 2022 percentage point gap between boys and girls on the level 5+ in GCSE English and maths benchmark was 4 percentage points in Hackney, compared to 6 nationally.

The percentage point gap between disadvantaged and non-disadvantaged was 22 percentage points in Hackney, compared to 27 nationally.

The percentage point gap between EAL and non-EAL was 1 percentage point in Hackney, compared to 5 nationally. SEN Support pupils in Hackney outperform the equivalent national cohorts, with 28% of SEN Support pupils achieving the benchmark compared to 23% nationally, while 13% of EHCP pupils in Hackney achieved the benchmark compared to 7% nationally.

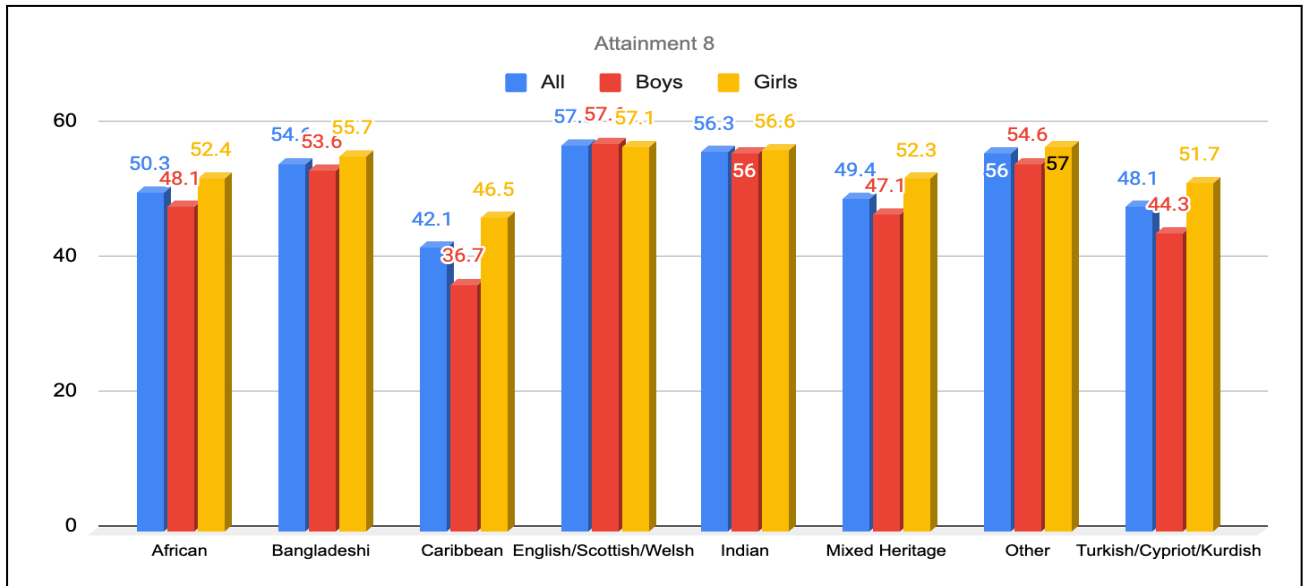
Figure 20: Percentage of pupils achieving level 5+ in English and maths by gender, FSM status, EAL status and SEND status, 2022



### 3.6 Key Stage 4 performance 2022 by ethnicity

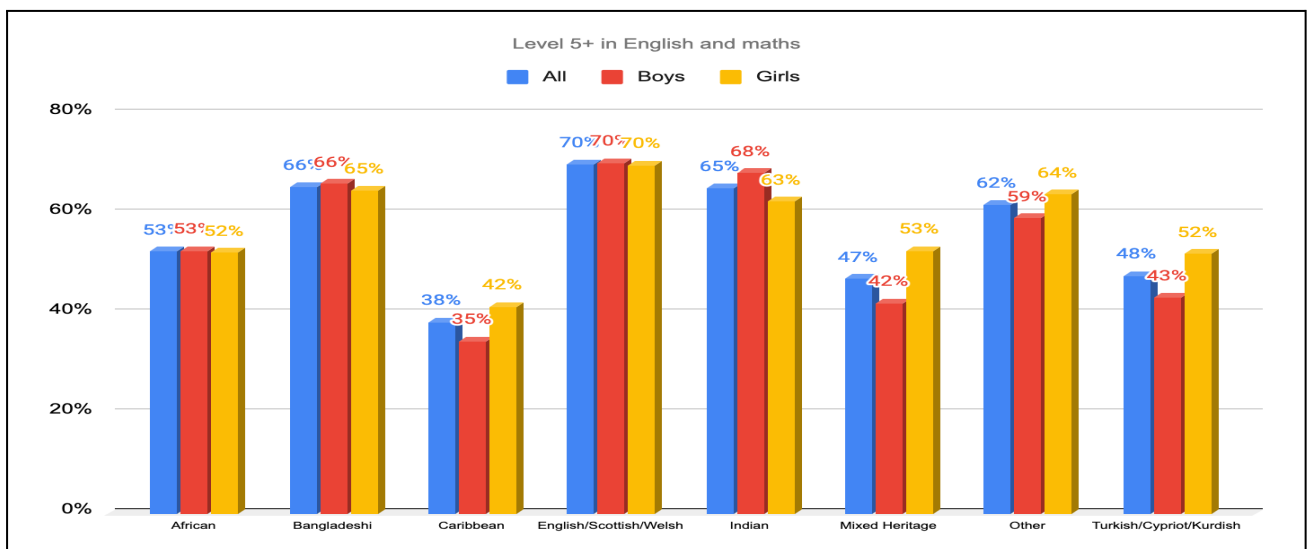
On the Attainment 8 measure, Caribbean, Turkish, Kurdish and Turkish Cypriot and Mixed Heritage pupils have the lowest Attainment 8 scores in Hackney. These three cohorts also have the largest gender gap. Caribbean boys (36.7) and Turkish, Kurdish and Turkish Cypriot boys (44.3) have the lowest attainment overall.

Figure 21: Average Attainment 8 score by ethnicity, 2022



The picture for Attainment 8 is mirrored for the Level 5+ in English and maths benchmark. On this measure, the lowest performing cohorts are Caribbean boys (35% achieving), Mixed Heritage boys (42%) and Turkish, Kurdish and Turkish Cypriot (43%) with the lowest percentage of pupils achieving the benchmark.

Figure 22: Percentage of pupils achieving level 5+ in English and maths by ethnicity, 2022



### 3.7 Key Stage 4 performance in Hackney by ethnicity, against equivalent national cohorts, 2022 (percentage point gap)

On both the Attainment 8 and level 5+ in English and maths measures, in 2022, the English/Scottish/Welsh cohort in Hackney significantly outperformed the equivalent national cohort, and Indian pupils underperformed compared to the equivalent national cohorts.

African girls, on the level 5 benchmark, have an eight percentage point gap to the equivalent national cohort, although the performance gap on the Attainment 8 measure is much smaller.

Bangladeshi and Caribbean pupils outperformed their national cohorts on the level 5 benchmark.

Figure 23: Attainment 8 point gap for ethnicity groups in Hackney compared to equivalent cohort nationally, 2022

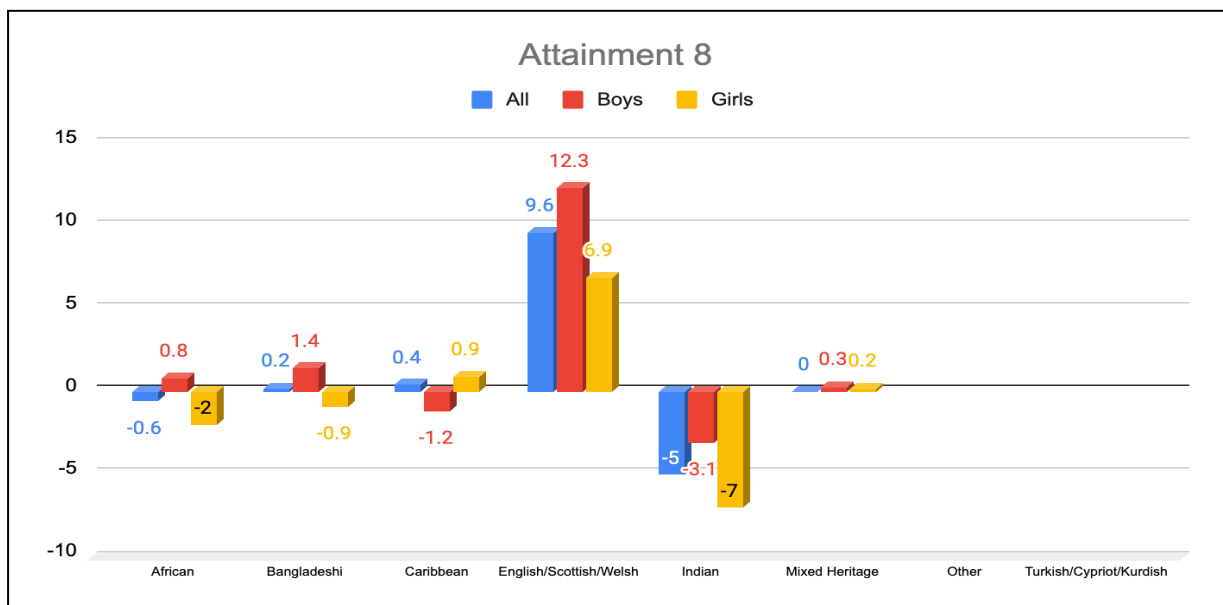
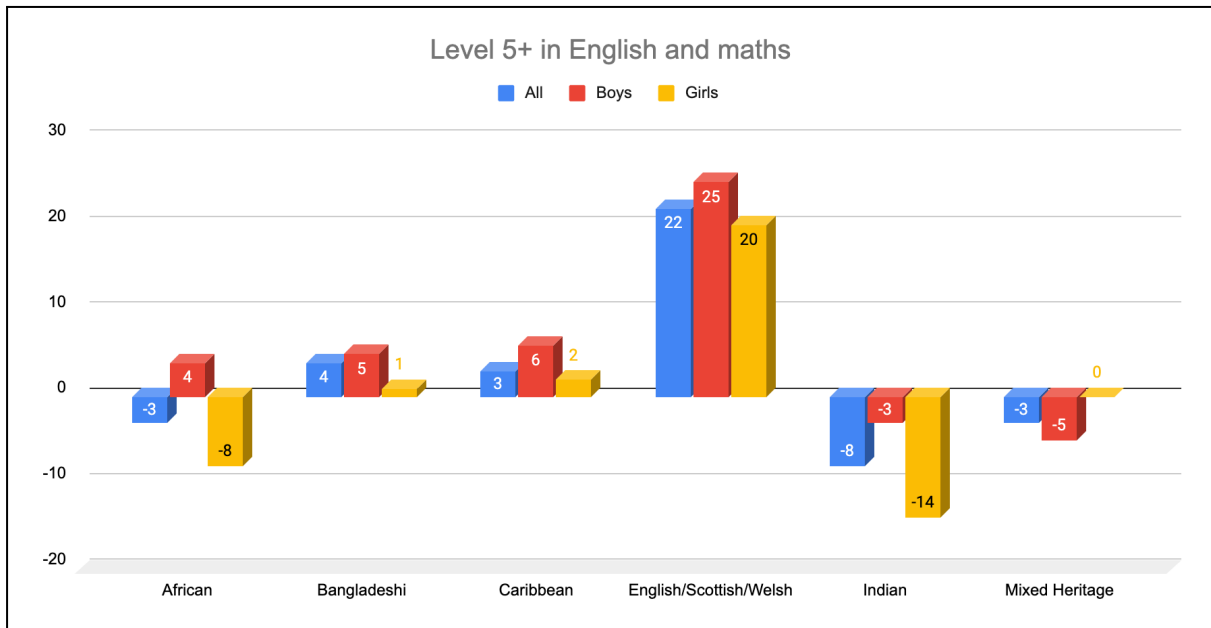


Figure 24: Percentage point gap (for percentage of pupils achieving the level 5+ in English and maths) for ethnicity groups in Hackney compared to equivalent cohort nationally, 2022



### 3.8 Key Stage 4 performance in Hackney by ethnicity against overall Hackney level, 2022 (percentage point gap)

On both the Attainment 8 and level 5+ measure, Caribbean boys, Turkish, Kurdish and Turkish Cypriot boys and mixed heritage boys have the largest gaps to the Hackney overall level.

Figure 25: Attainment 8 point gap for ethnicity groups in Hackney compared to overall Hackney level, 2022

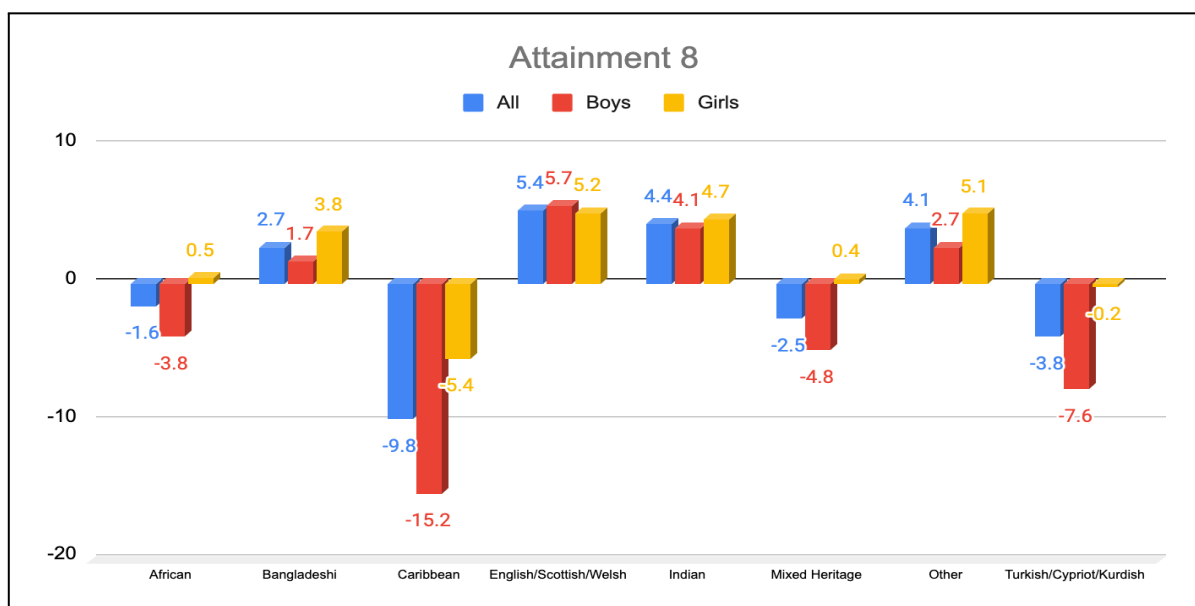
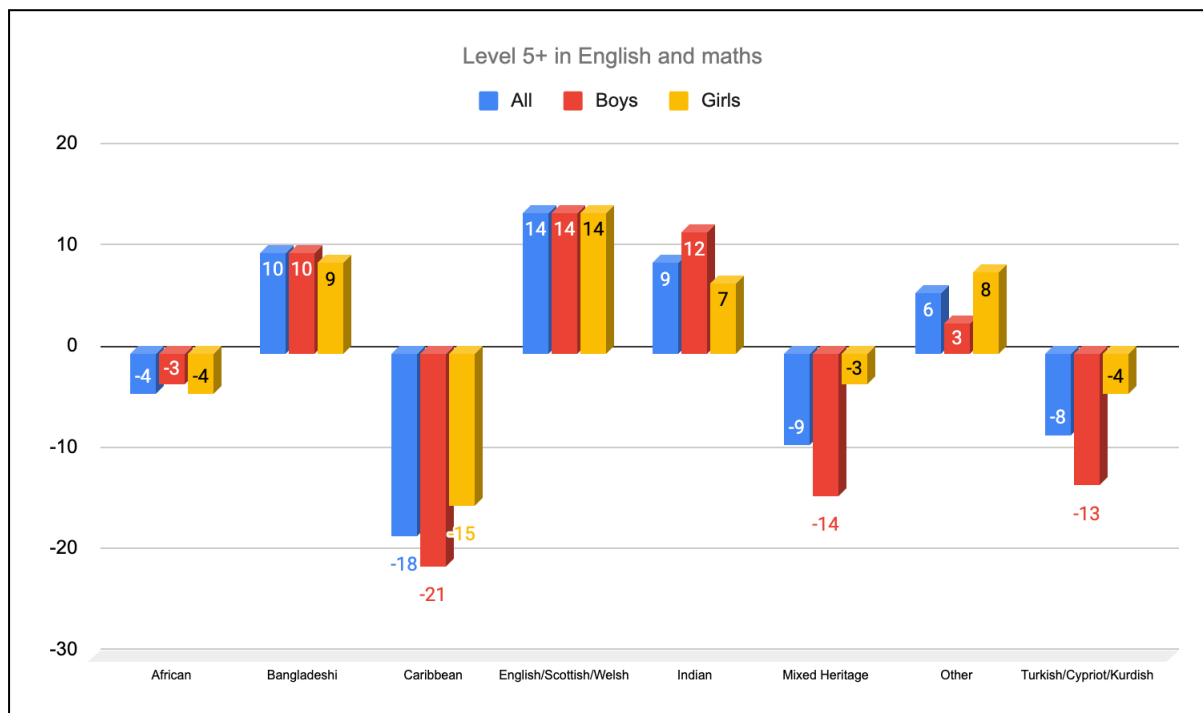




Figure 26: Percentage point gap (for percentage of pupils achieving level 5+ in English and maths) for ethnicity groups in Hackney compared to overall Hackney level, 2022



### 3.9 Key Stage 4 performance by ethnicity for 2018 to 2022 against overall Hackney level (percentage point gap)

The graphs below show that Caribbean pupils and Turkish, Kurdish and Turkish Cypriot pupils have consistently had performance gaps when compared to the overall Hackney level. On the level 5 in English and maths benchmark, these performance gaps have narrowed slightly, but have widened on the Attainment 8 measure.

Figure 27: Attainment 8 point gap for ethnicity groups in Hackney compared to overall Hackney level, 2018 to 2022

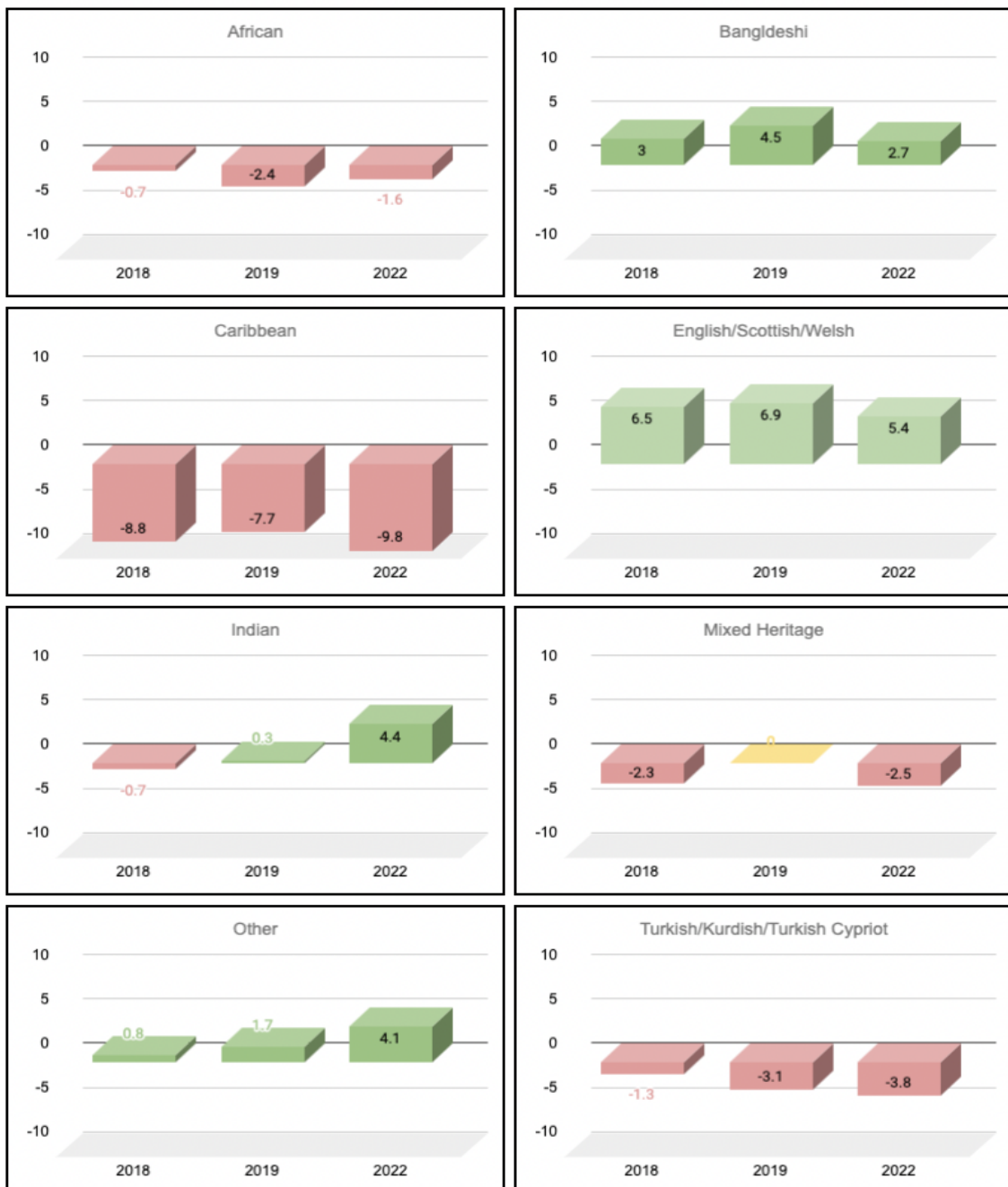
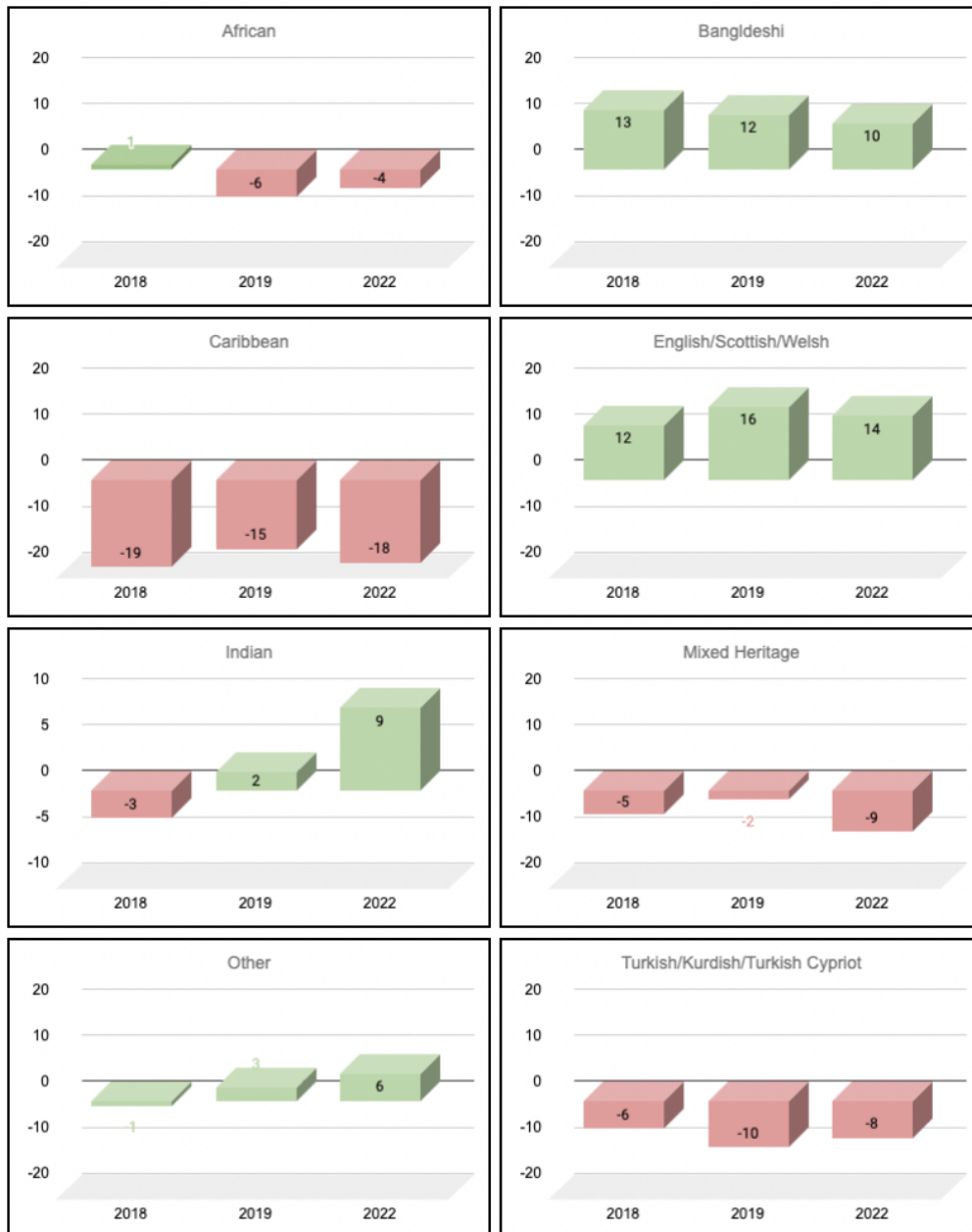


Figure 28: Percentage point gap (for percentage of pupils achieving level 5+ in English and maths) for ethnicity groups in Hackney compared to overall Hackney level, 2018 to 2022



### 3.10 Key Stage 4 performance by ethnicity for 2018 to 2022 against equivalent national cohorts (percentage point gap)

The following graphs show the percentage point gap between the performance of the ethnicity cohort and the equivalent national cohort over the three year period of 2018, 2019 and 2022. English/Scottish/Welsh pupils in Hackney have the greatest performance gap over the equivalent national cohort on the Attainment 8 measure, followed by Bangladeshi and Caribbean pupils, which have both remained higher than national over the course of the three year period. African and Mixed Heritage pupils have fluctuated around comparable performance with national cohorts, while Indian pupils have consistently underperformed compared to the equivalent national cohort, although 2022 showed a reduction in the performance gap.

Figure 29: Attainment 8 point gap for ethnicity groups in Hackney compared to equivalent cohort nationally, 2018 to 2022

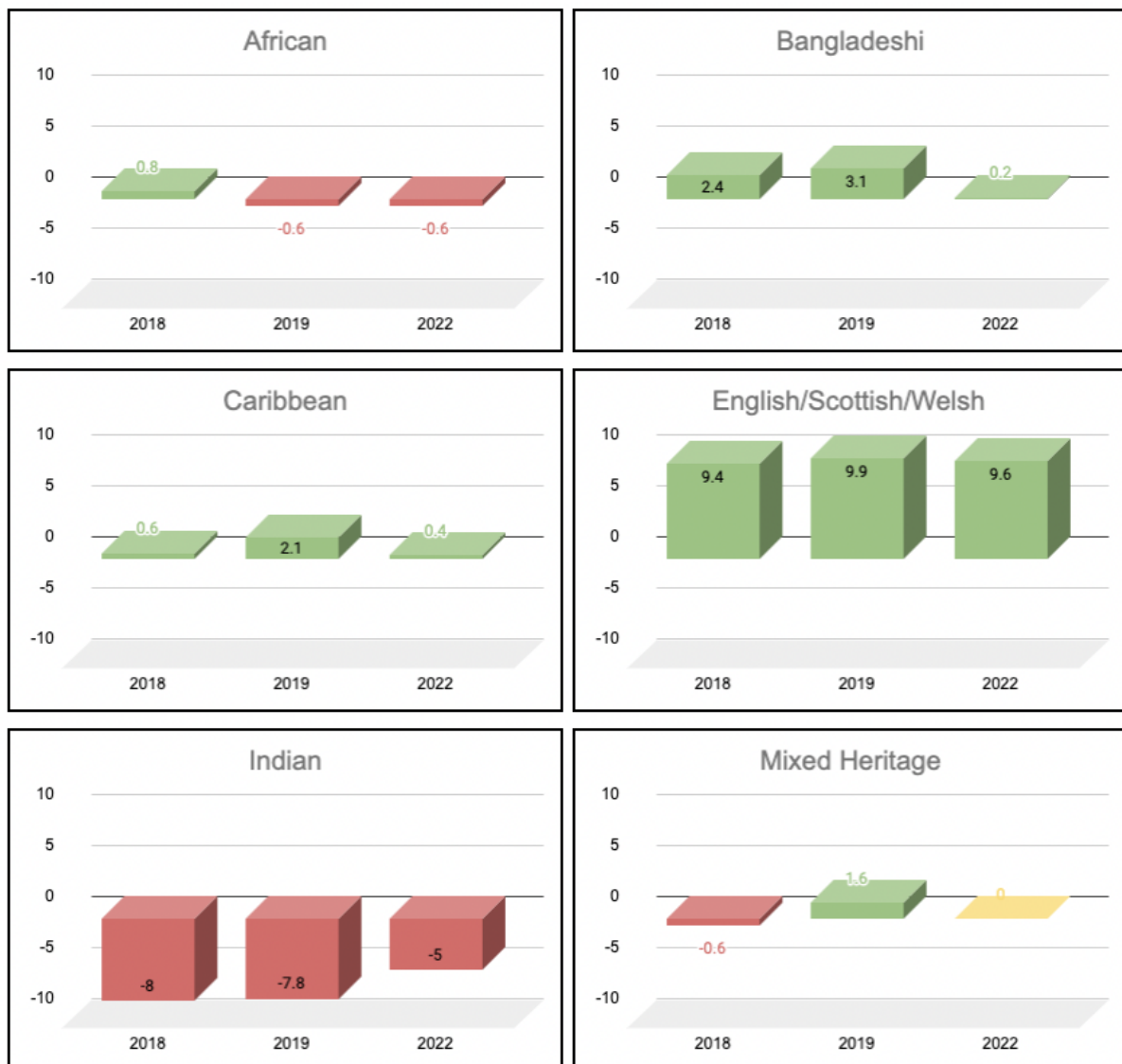
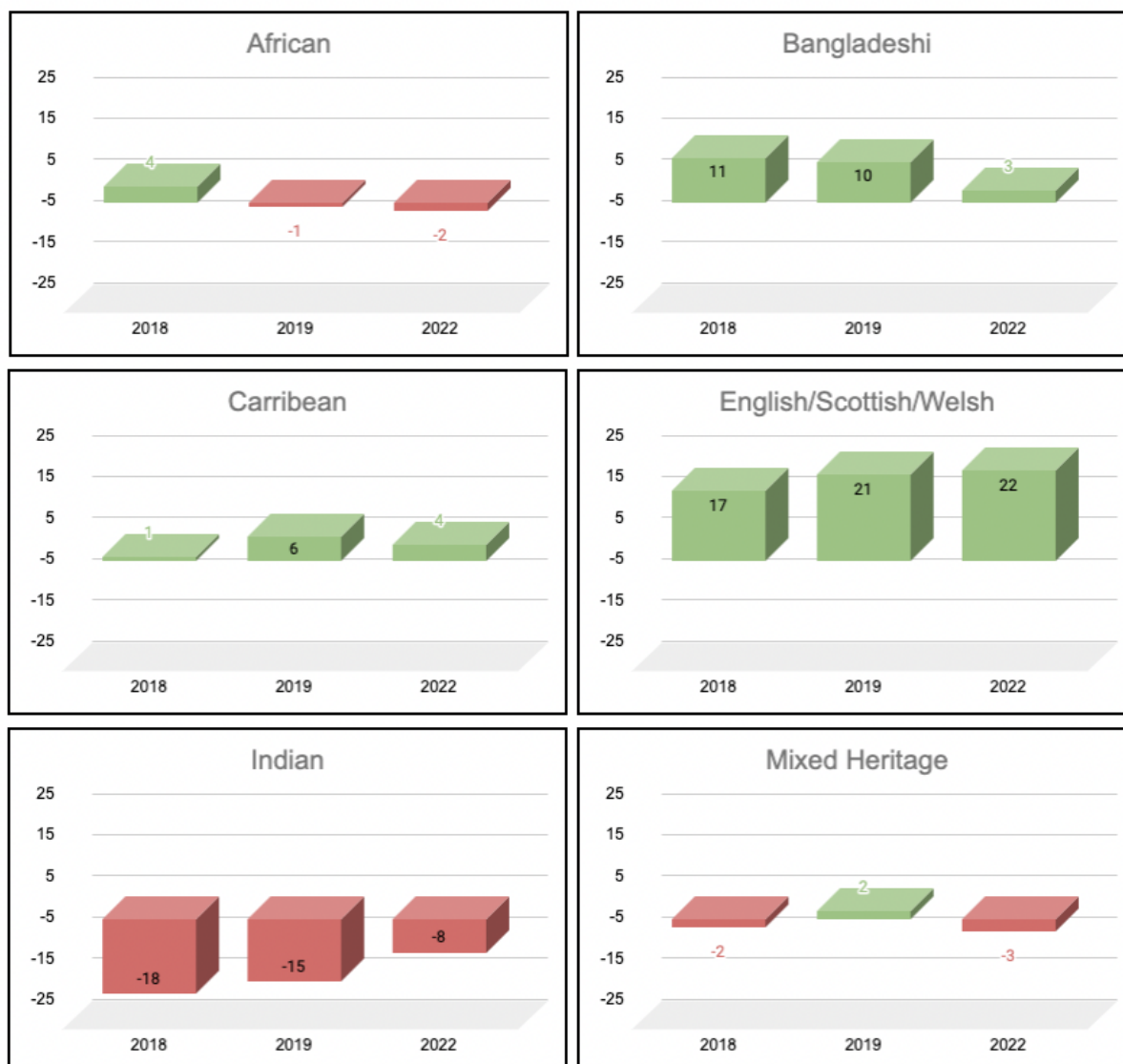


Figure 30: Percentage point gap (for percentage of pupils achieving the level 5+ in English and maths) for ethnicity groups in Hackney compared to equivalent cohort nationally, 2018 to 2022

The trends seen above when considering the Attainment 8 measure are replicated in the below, which looks at the percentage of pupils achieving level 5+ in English and maths.



It should be noted that, in both Figures 29 and 30, the Indian cohort and the English/Scottish/Welsh cohort in Hackney are outliers when compared to national data, having the greatest differences. The Department of Education publishes data for 18 ethnicities, six of which are compared to above. Of the 18 ethnicities, nationally, Indian pupils are the second highest performing group, behind only Chinese pupils. Conversely, English/Scottish/Welsh ('White British'), are towards the lower end of the performance range on these two measures, above Gypsy/Roma, Traveller of Irish Heritage, Caribbean, Any other black background and White and Black Caribbean, and therefore in the bottom third.

### **3.11 Key Stage 4 performance of other cohorts, 2022**

#### **i. African cohort**

This is the largest cohort analysed in the KS2 cohort with 19% of pupils in total. Nigerian (7% of the overall KS4 cohort) and Ghanaian (4% of the overall KS4 cohort) are the largest groups within this African cohort, and given their size (comparable to the Indian and Bangladeshi cohorts analysed separately previously), it is worth considering the performance of these cohorts individually.

64% of Nigerian pupils and 48% of Ghanaian pupils achieved level 5 in English and maths in 2022, with the overall African cohort having 53% of pupils achieving the benchmark. Therefore Nigerian pupils have a significant performance gap over the overall African cohort and against the next largest cohort, Ghanaian pupils. However, on the Attainment 8 measure, the gap is less, with Nigerian pupils having an average score of 55 and Ghanaian pupils an average score of 49, against the overall African pupils average score of 50.

#### **ii. Mixed heritage cohort**

Of the 'Mixed Heritage' cohort, Mixed White and Black Caribbean is the largest cohort, equating to a quarter of this cohort, and 3.2% of pupils overall.

White and Black African (1.2% of the overall KS4 cohort) and White and Asian (0.8% of the overall cohort) are the other significant ethnicities within this group. There is variation in the performance of these three cohorts:

White and Asian - 80% of pupils achieved level 5 in English and maths and had an average Attainment 8 score of 66

White and Black African - 63% of pupils achieved level 5 in English and maths and had an average Attainment 8 score of 59

White and Black Caribbean - 32% of pupils achieved level 5 in English and maths and had an average Attainment 8 score of 41

#### **iii. Traveller pupils**

At the end of key stage 4 in 2022, there were only two traveller pupils on roll in a state-funded secondary school in Hackney, therefore performance analysis of this cohort is not possible and not statistically significant.

### **3.12 Key Stage 4 performance at school level, 2022**

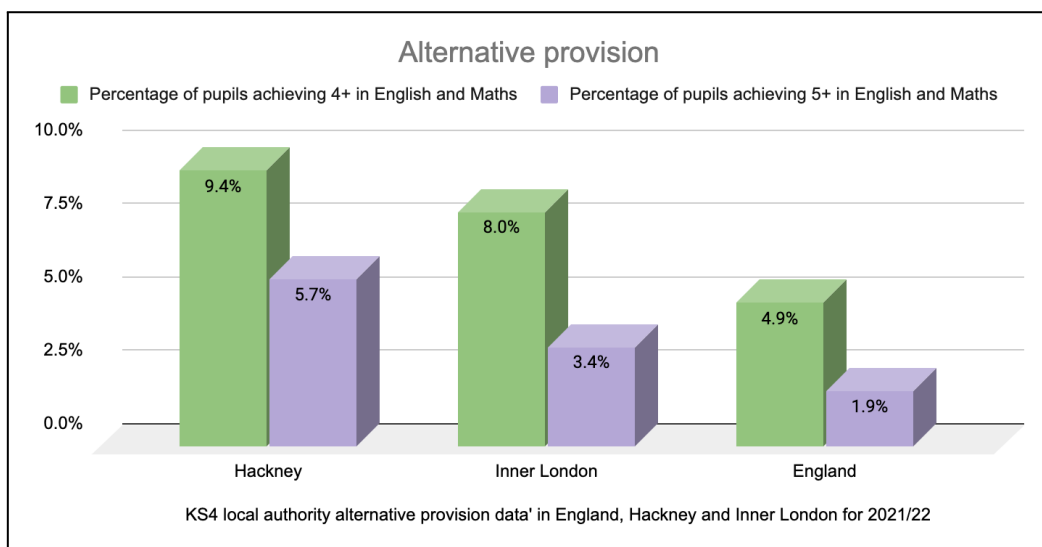
The Department for Education has “strongly discouraged” users of school level data from drawing conclusions based on direct comparisons with performance data from earlier years, as well as advising caution when comparing a school’s performance with national or local authority averages, advising users to talk to the school to understand the context for their results.

## 4. Pupils in Alternative Provision - Key Stage 4 outcomes

### 4.1 Key Stage 4 performance of pupils in alternative provision, 2022

A total of 53 pupils are reported as part of the alternative provision cohort in Hackney in 2022. A greater proportion of pupils in alternative provision in Hackney achieve passes in English and maths compared with Inner London and national levels, at both the level 4 and level 5 benchmarks. Please note this is different from the previous section which compared Hackney with London as a whole.

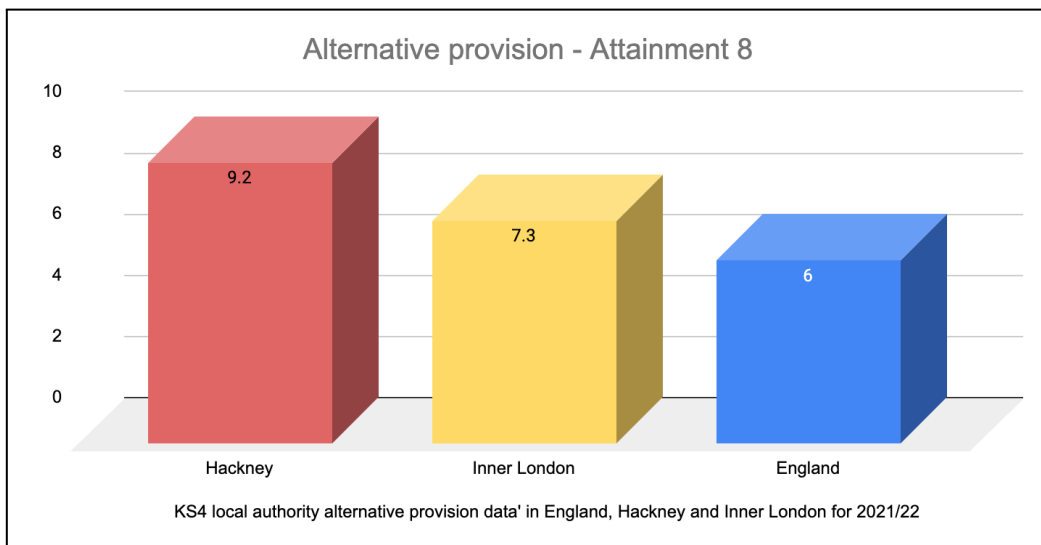
Figure 31: Percentage of pupils achieving level 4+ and level 5+ in English and maths for pupils in alternative provision



Pupils in alternative provision in Hackney (9.2) also have a higher Attainment 8 score than Inner London (7.3) and nationally (6.0).

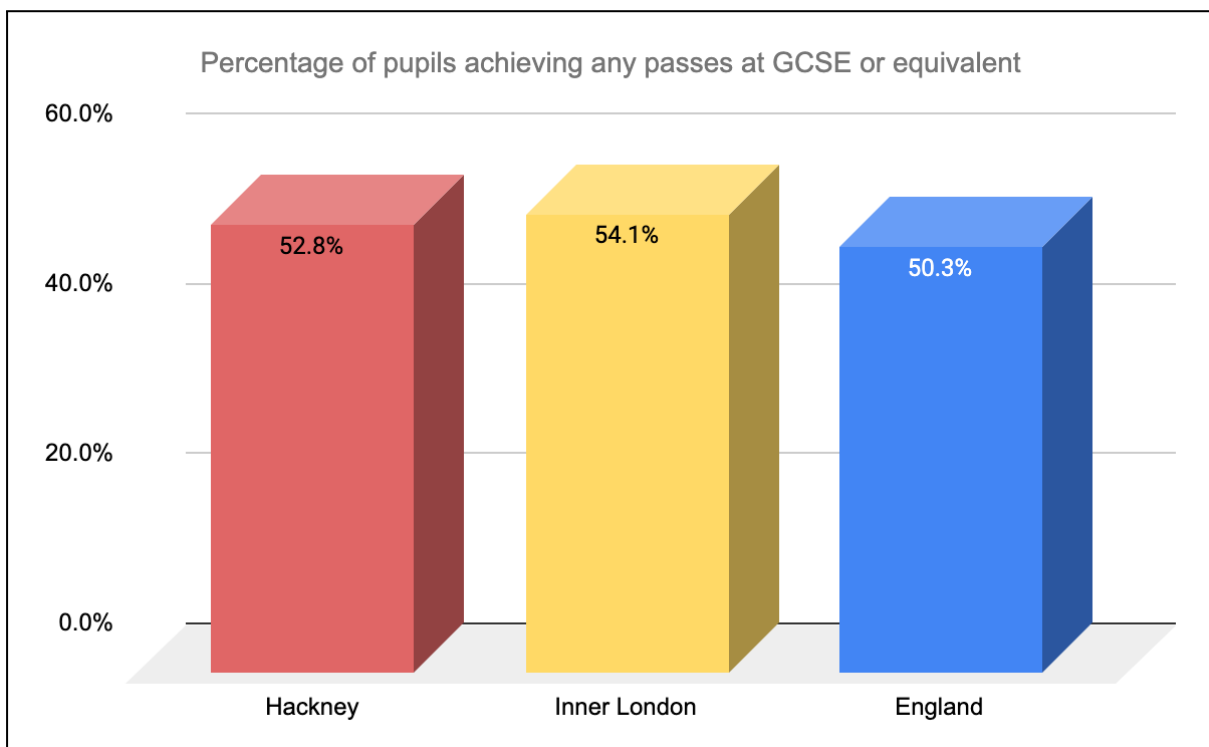


Figure 32: Average Attainment 8 score for pupils in alternative provision



The figure below shows that a greater percentage of pupils in alternative provision in Hackney (52.8%) that achieve a pass at GCSE or equivalent is higher than nationally (50.3%), but lower than Inner London (54.1%).

Figure 33: Percentage of pupils attending AP gaining any pass at GCSE or equivalent



## 4.2 Planned work in developing Alternative Provision

Providers, schools and colleges in Hackney are collaborating to create a strong commitment to young people, so that they can benefit from more diverse and technical education opportunities and apprenticeships, and improved careers information, advice and guidance.

The priorities for 2023-2024 focus on:

- developing choice, opportunity and progress so that it is not restricted to the academic, so that alternative provisions act as an intervention within mainstream education and support young people's pathways to adulthood
- appointing a commissioner to develop an AP strategy, plan and oversight framework. This means, over time:
  - providing scheduled visits to APs bringing this sector into line with other settings/centres, ensuring robust action is taken where statutory duties for children and young people with SEND and in AP are not met and exchanging best practice with mainstream partner schools
  - maintaining a directory or dashboard that gives students and parents improved transparency of local performance, informing decision making and driving self-improvement across the system with ongoing updates and iterations in response to feedback
- strengthening the links between mainstream settings and those in the independent sector
- building SEND and AP partnerships to support vulnerable students in AP, broadening accreditation (alternatives to GCSE) and promoting flexibility and adaptation ( curriculum implementation).