

Report Title:	Annual Update of Early Years Foundation Stage Phase (EYFSP), Key stage (KS)2 and KS4 outcomes in Hackney 2022/23
Meeting:	Children and Young People Scrutiny Commission
Date:	11 March 2024
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Introduction

2023 was the second year of 'normal' assessments. For the pupils assessed at the end of Key Stage 2 and Key Stage 4, 2022 was the first formal assessment following the disruption faced in the 2019/20 and 2020/21 academic years as a result of the COVID19 pandemic.

2022 was the first year where statutory assessments were run in their usual or near usual form since assessments were cancelled for primary pupils, yet these were altered considerably for secondary pupils in both 2020 and 2021.

The national picture

2022 assessments provided evidence to suggest that, nationally, the COVID19 pandemic has widened the achievement gap in children's education, particularly for disadvantaged pupils, with outcomes across all statutory assessments showing a widening of the gap between disadvantaged and non-disadvantaged pupils. The closure of schools and the shift to remote learning is presumed to have 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. While 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), 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.

Evidence from data for 2023 suggests that many of the achievement gaps witnessed in 2022 have remained in 2023.

The local picture

Hackney Schools have fared well in all areas when compared to the national levels and in comparison to the other 153 local authorities:

- In the Early Years Foundation Stage, Hackney is ranked 35th of all local authorities on the percentage of pupils achieving a Good Level of Development, well inside the top quartile.
- At Key Stage 2, Hackney is ranked 6th of all local authorities nationally on the percentage of pupils achieving the expected standard in reading, writing and maths, and is in the top quartile on all attainment and progress indicators. Performance at KS2 continues to improve from 2019 when it fell after a period of improvement prior to this.

- At Key Stage 4, Hackney is in the top quintile for all attainment and progress indicators, and in the top twenty local authorities nationally for Attainment 8, Progress 8 and English Baccalaureate Average Point Score.
- Performance for disadvantaged and SEN cohorts are consistently strong across all key stages when compared to comparable cohort national averages, both in terms of achievement and relative gaps. Some ethnic groups have historically been lower performing groups in Hackney, and while this report illustrates progress and improvement for some ethnicity cohorts, some of the historic attainment gaps persist in 2023, and these are analysed in the following sections.

Executive Summary

Early Years Foundation Stage Profile (EYFSP)

- 70% of children in Hackney schools and settings achieved a good level of development in 2023, above both the London and national levels.
- Boys, FSM, EAL, non EAL and SEN Support cohorts in Hackney outperformed the equivalent national cohort in 2023. Girls attained one percentage point below the national figure, and three percentage points below the London figure.
- The 2022 gap between FSM and non-FSM pupils in Hackney was two percentage points and whilst this has widened to six percentage points in 2023, the figure remains well below the national gap of 20 percentage points.
- There has been a significant increase in the percentage of pupils on an EHC Plan achieving a good level of development, increasing from 3% in 2022 to 13% in 2023, significantly above the national and regional levels.
- Caribbean, English/Scottish/Welsh, Indian and Mixed Heritage cohorts in Hackney outperformed the equivalent national cohort in 2023 (national comparison not available for Turkish, Kurdish and Turkish Cypriot). African and Bangladeshi boys underperformed against the equivalent national cohort.

Key Stage 2 (KS2)

- 70% of pupils met the expected standard in reading, writing and maths in 2023, ten percentage points above the 2023 national average and one percentage point up from the 2022 level in Hackney.
- Hackney is one of the highest performing local authorities in the country (out of 150) in 2023 for key stage 2 outcomes, ranked 6th for the percentage of pupils achieving the expected standard in reading, writing and maths combined. On individual subjects, Hackney is ranked 14th for reading, 4th for writing and 11th for maths for the percentage of pupils reaching the expected standard. This is a significant increase from the 2019 pre-pandemic rankings when Hackney placed 101st for reading, 10th for writing and 107th for maths.
- Girls, boys, disadvantaged, not disadvantaged, EAL, not EAL, SEN Support and EHCP cohorts in Hackney outperformed the equivalent national cohort in 2023 on the headline, combined benchmark (reading, writing and maths).
- African, Bangladeshi, Caribbean, English/Scottish/Welsh, Indian and Mixed Heritage cohorts in Hackney outperformed the equivalent national cohort in 2023 (comparison is not available for Turkish, Kurdish and Turkish Cypriot, the other headline group).
- When compared to other groups locally in Hackney, Caribbean pupils (58%) and Turkish, Kurdish and Turkish Cypriot pupils (59%) have the lowest proportions of pupils achieving the expected standard in reading, writing and maths, along with the small cohort of 'Refused/Not obtained' (58%). The

performance of Caribbean is beginning to improve when compared to Caribbean pupils nationally and other groups locally.

Key Stage 4 (KS4)

- In 2023, data shows that 53.4% of pupils in Hackney achieved the level 5 in English and maths benchmark, almost eight percentage points above the national level of 45.5%.
- Hackney has been consistently in the top quartile of local authorities for the majority of key stage 4 outcomes over the period from 2018 onwards, and in 2023 was in the top 20% of local authorities for all headline measures.
- Girls, boys, disadvantaged, not disadvantaged, EAL, not EAL, SEN Support and EHCP cohorts in Hackney outperformed their national peers in 2023 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. Caribbean boys compared to Caribbean girls gives a larger gender gap than other ethnic groups. Caribbean boys (36.2) and Turkish, Kurdish and Turkish Cypriot boys (42.4) have the lowest attainment overall.
- On both the Attainment 8 and level 5+ in English and maths measures, in 2023, the English/Scottish/Welsh cohort in Hackney significantly outperformed the equivalent national cohort. Indian pupils underperformed compared to the equivalent national cohorts. Bangladeshi and Caribbean pupils outperform their national cohorts on the level 5 benchmark.

Pupils in Alternative Provision - Key Stage 4 outcomes

- A lower proportion of pupils in alternative provision in Hackney achieve passes in English and maths compared to Inner London and national averages
- The average Attainment 8 score for pupils in Hackney alternative provision is slightly higher than the national level for the equivalent cohort.

1. Early Years Foundation Stage Profile

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 is 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 EYFS framework was amended in September 2021 to remove 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, 2023

The 2023 EYFSP cohort in Hackney was 49% female and 51% male. In 2023, the cohort was made up of 2680 pupils, which continued a downward trend from 2016. In 2016, the cohort was made up of 3137 and has fallen consistently each year to reach 2825 in 2022. The cohort therefore dropped by a further 145 pupils from 2022, a fall of 5.1%.

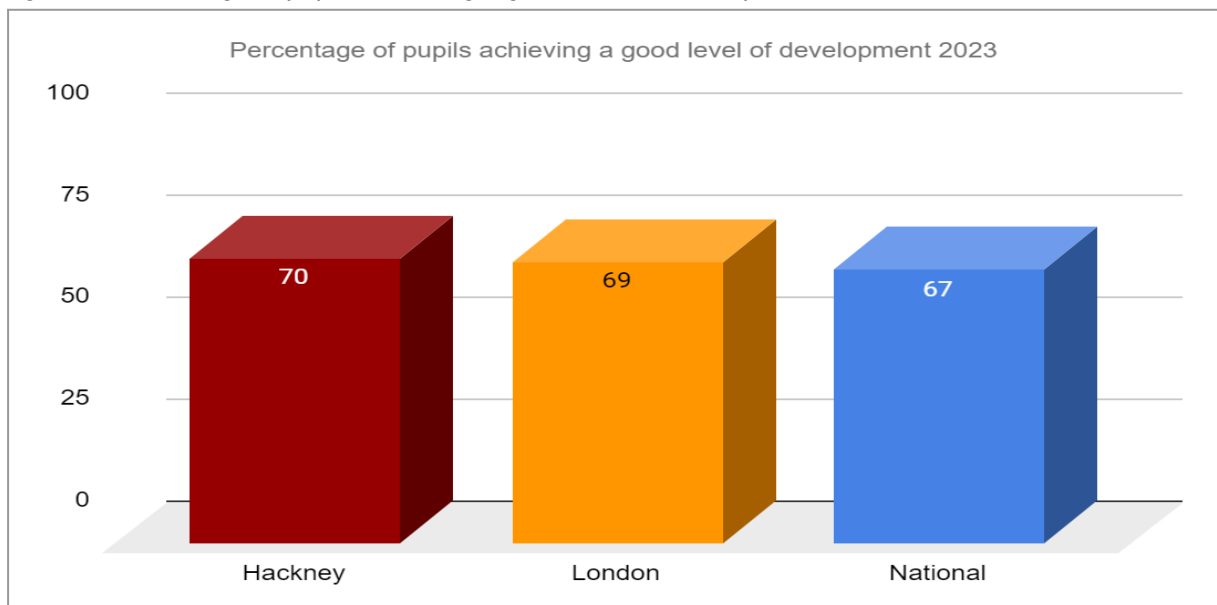
Ethnicity breakdown of pupils assessed in Hackney schools in 2023:

English/Scottish/Welsh: 28%	Caribbean: 6%
All Other Ethnic Groups: 25%	Turkish/Cypriot/Kurdish: 6%
African: 13%	Bangladeshi: 4%
Mixed Heritage: 12%	Indian: 3%

1.2 EYFSP summary, 2023

69.5% of children in Hackney schools and settings achieved a Good Level of Development (GLD) in 2023, above both the London and national levels.

Figure 1: Percentage of pupils achieving a good level of development, 2023:



1.3 EYFSP local authority comparison, 2018 to 2023

In 2023, Hackney was ranked 35th for the percentage of pupils achieving a good level of development, inside the top quartile.

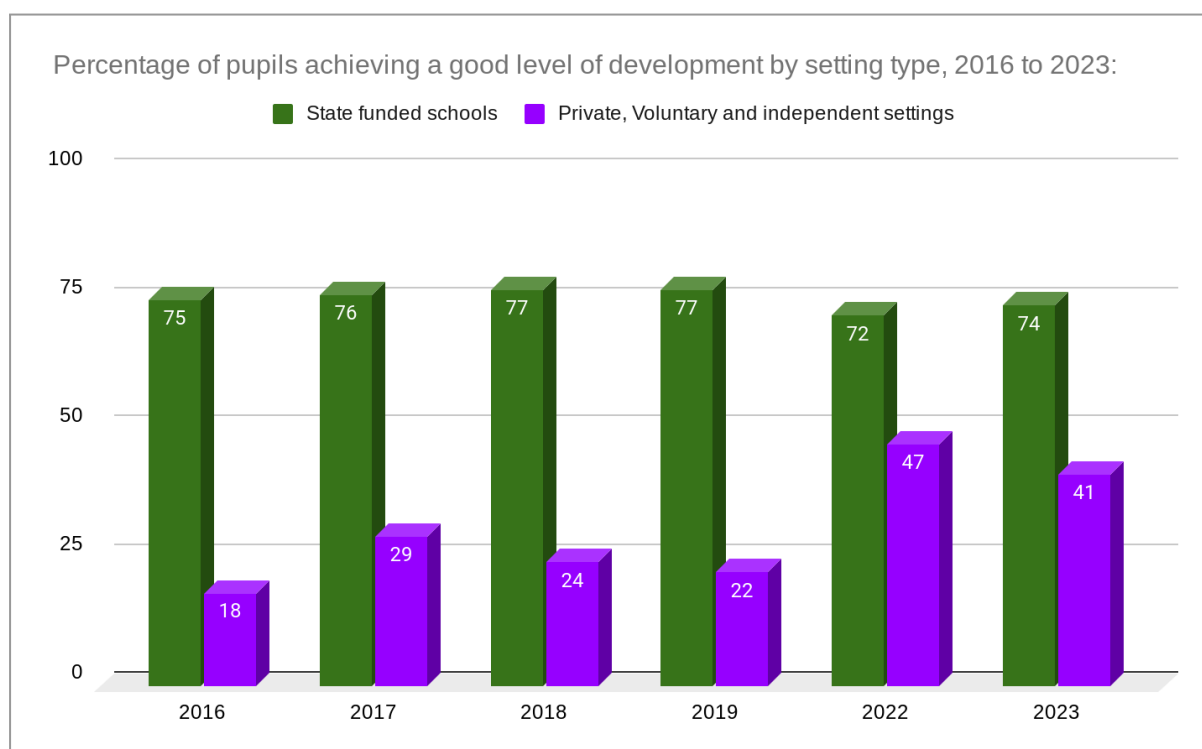
Table 1: EYFSP local authority rankings, 2018 to 2023

Headline Performance Indicator	2018	2019	2022	2023
Ranking by % of pupils achieving a good level of development	101st	116th	28th	35th

1.4 EYFSP performance by setting type, 2016 to 2023

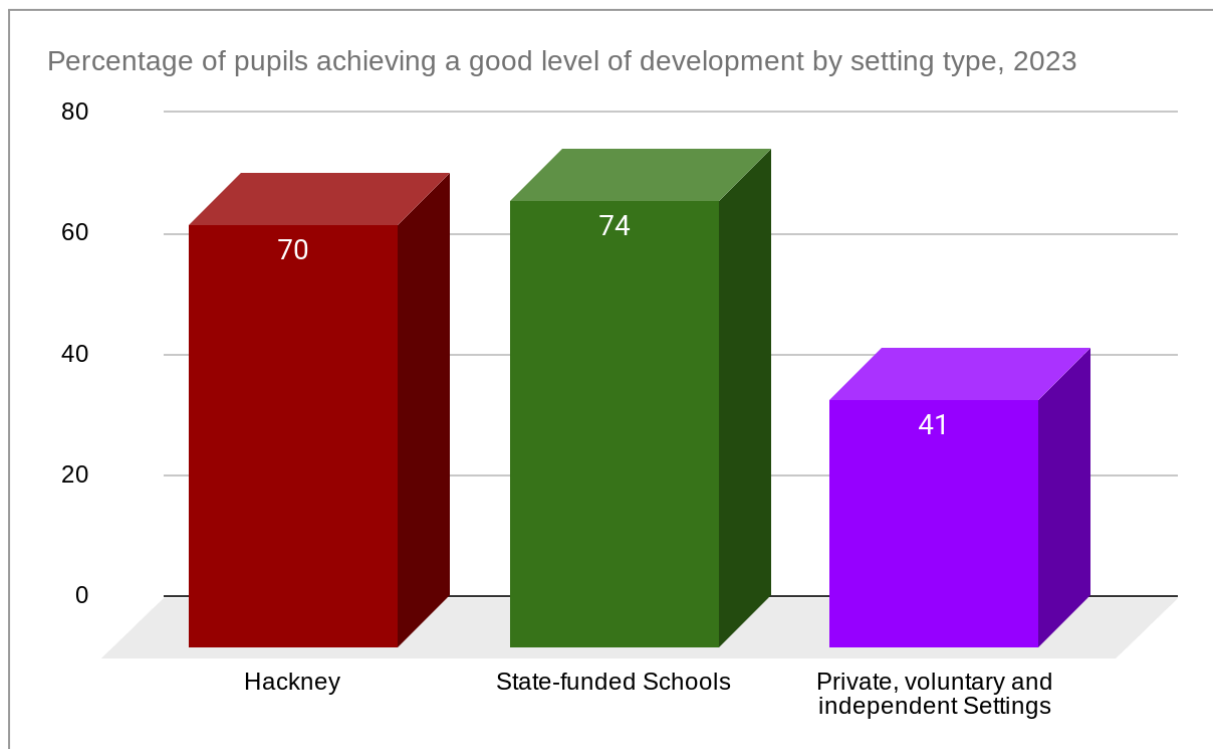
In 2023, a total of 388 pupils were assessed in private, voluntary and independent settings, a decrease of 18 pupils from 2022, but remaining at 14% of the total EYFSP cohort in Hackney. While comparisons to previous years' outcomes are not appropriate (due both to COVID19, where attainment data was not collected in 2019/20 and 2020/21, and the amendments to the Early Learning Goals in the revised EYFS framework) 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 2023:



In 2023, the gap between state-funded schools and private, voluntary and independent settings increased from the 25 percentage point gap seen in 2022 to 33 percentage points in 2023, with the percentage of children achieving a good level of development in private, voluntary and independent settings decreasing from 47% to 41%.

Figure 3: Percentage of pupils achieving a good level of development by setting type, 2023:



1.5 EYFSP performance 2023 by characteristics - gender, FSM, EAL and SEND status

For the majority of these cohorts (boys, FSM, EAL and SEN Support), the Hackney cohort outperformed the equivalent national cohort in 2023, with the one notable exception of females, who performed one percentage point below the national figure, and three percentage points below the London figure. The gap between girls and boys in Hackney decreased from 15 percentage points in 2022 to 7 percentage points in 2023, below the national gap of 13 percentage points.

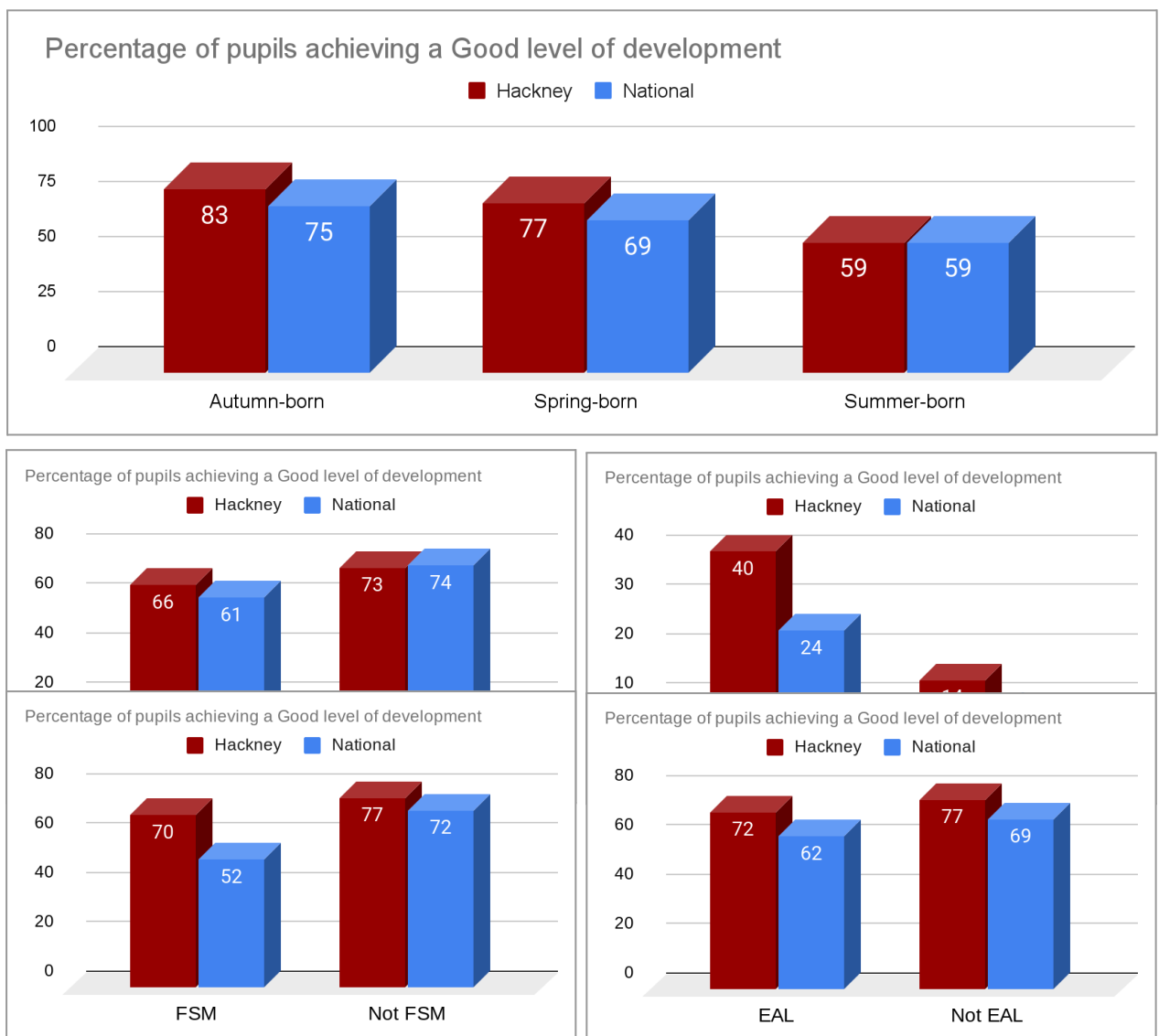
The gap between FSM and non-FSM pupils in Hackney was 2 percentage points in 2022, whilst this has widened to 7 percentage points in 2023, it has seen both cohorts increase since 2022. This figure is well below the national gap of 20 percentage points, and the percentage of FSM pupils achieving a good level of development is well above the national and London figures.

The gap between EAL and non-EAL pupils in Hackney was 5 percentage points in 2022, slightly below the national gap of seven percentage points. Whilst these gaps

have remained the same in 2023, there has been a slight increase for both of these cohorts.

There has been a significant increase in the percentage of pupils on an EHC Plan achieving a good level of development, increasing from 3% in 2022 to 14% in 2023, significantly above the national and regional levels. It should be noted that this is the smallest group in this analysis outside of ethnicity groupings, representing only 4% of the overall EYFSP cohort in 2023.

Figure 4: Percentage of pupils achieving a good level of development by gender, FSM status, EAL status, SEND status and Term of Birth, 2023:



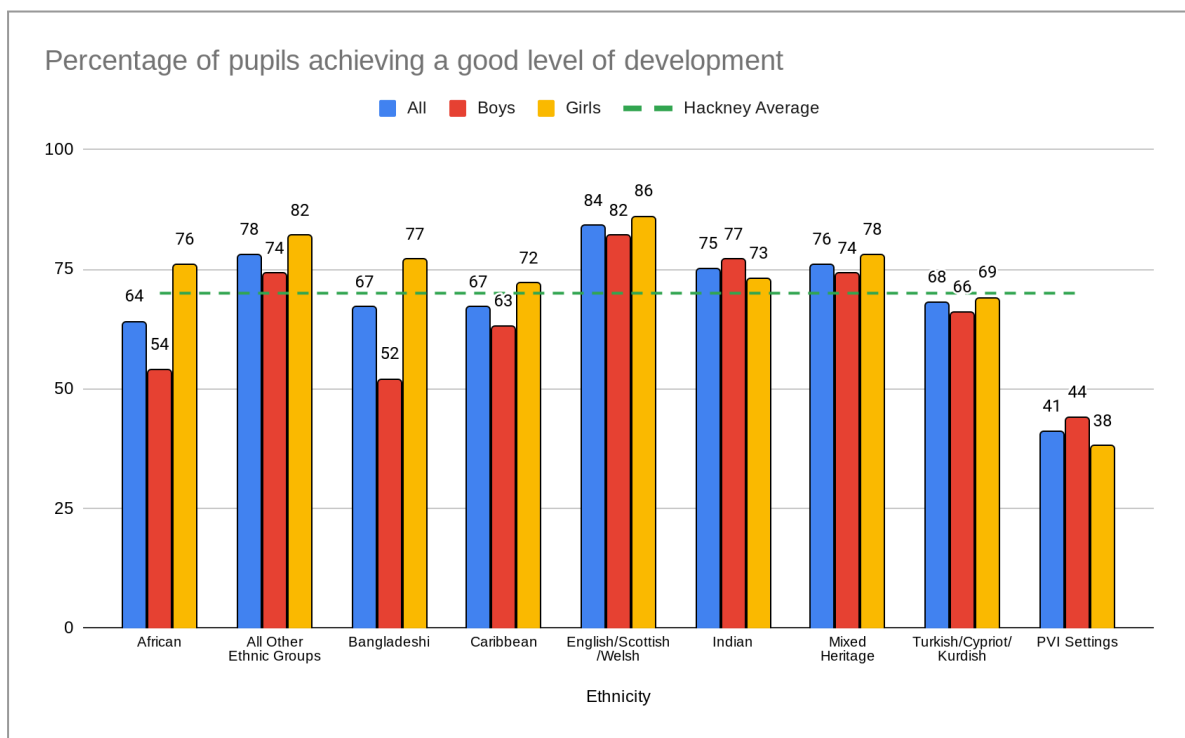
1.6 EYFSP performance 2023, by ethnicity ¹

The following analysis considers State-funded schools only, and shows that Bangladeshi (52% achieving a good level of development) and African boys (54%

¹ Ethnicity breakdowns for children who were assessed in Hackney schools only and not PVI

achieving a good level of development) are the lowest performing EYFSP cohorts in Hackney in 2023 with respect to ethnicity. These two groups also had the largest gap between males and females within the cohort (10% and 15% respectively), in contrast to other cohorts, such as the Turkish/Cypriot/Kurdish and the English/Scottish/Welsh group, where there were three and four percentage point gender gaps respectively, and Indian, where the males outperformed the females with a four percentage point gap.

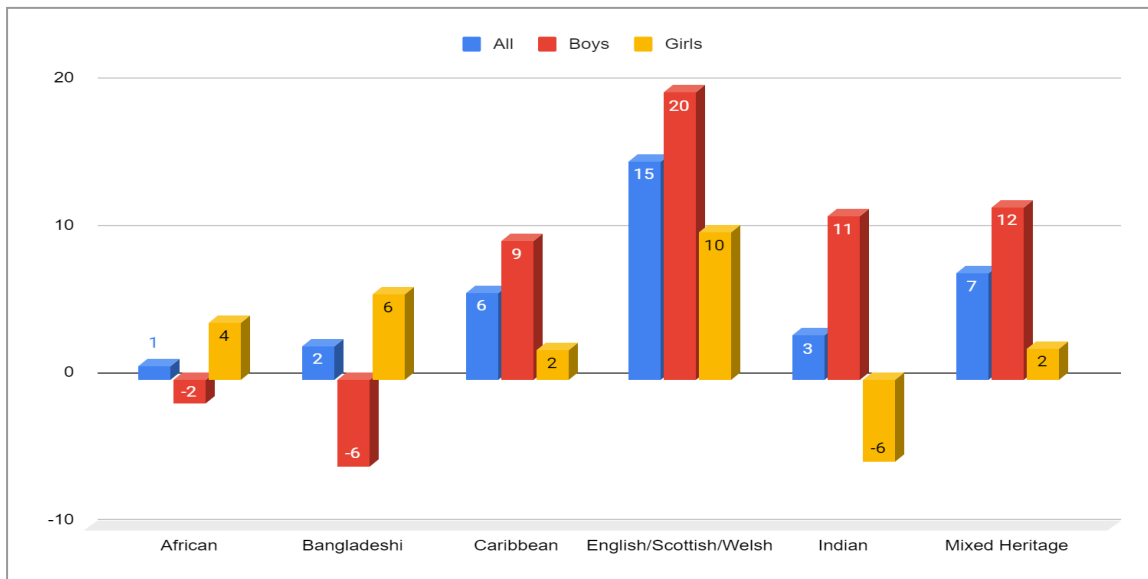
Figure 5: Percentage of pupils achieving a good level of development by ethnicity, 2023:



1.7 EYFSP performance in Hackney by ethnicity against equivalent national cohorts, 2023 (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.

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, 2023:

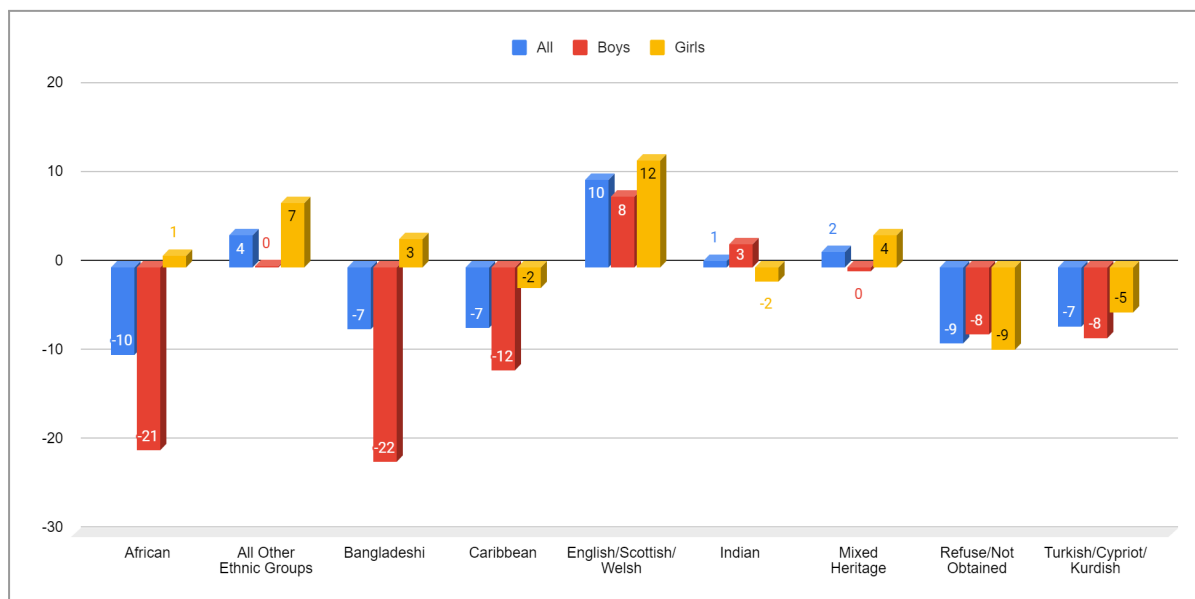


1.8 EYFSP performance in Hackney by ethnicity against overall Hackney level, 2023 (percentage point gap)

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 six cohorts that perform below the overall Hackney level are: Bangladeshi boys (22 percentage points), African boys (21 percentage points), Caribbean boys (12 percentage points) and Turkish, Kurdish and Turkish and Cypriot boys (8 percentage points).

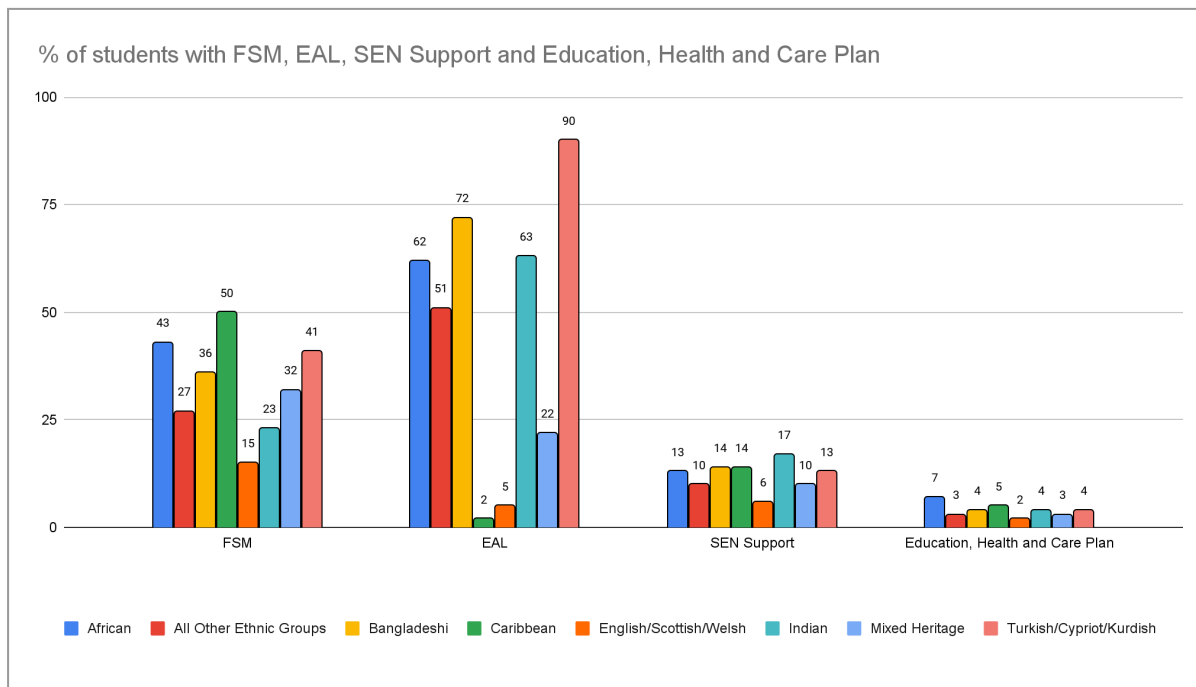
Figure 7: Percentage point gap (for percentage of pupils achieving a good level of development) for ethnicity groups in Hackney compared to overall Hackney level, 2023:



1.9 Intersectionality, 2022-2023

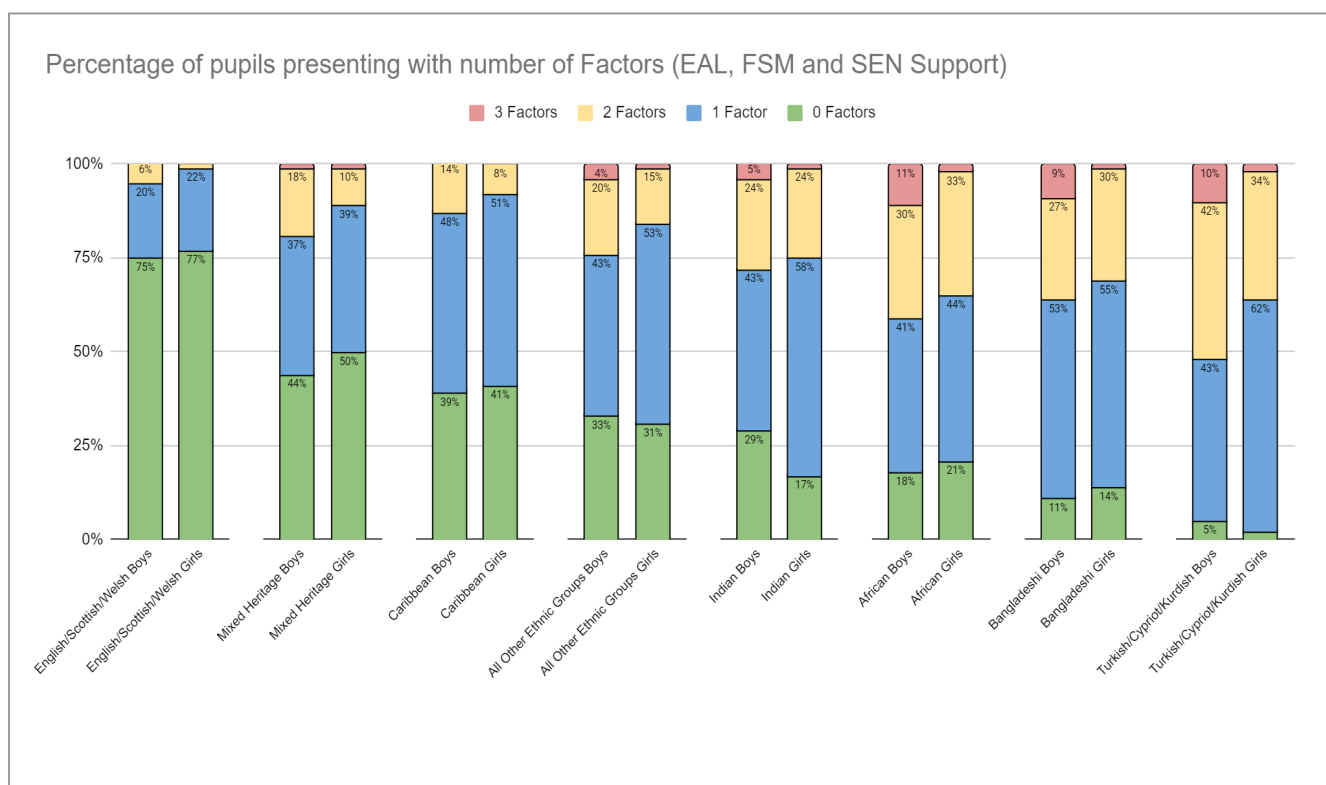
It is important to note that while there are factors that seem to impact outcomes, there are often more than one factor in play at any one time. For example, outcomes for boys are lower than that for girls, and FSM are lower than non-FSM, but boys may also be FSM thereby compounding lower outcomes than for girls who are non-FSM. The same must be the case when exploring the impact of ethnicity on outcomes; ethnicity intersects with other characteristics such as English as an Additional Language (EAL), FSM and SEN. With this in mind, the graph below shows the percentage of children eligible for Free School Meals, those with EAL and those that have SEND Support or an EHC plan that are from each ethnic group. The table shows that Turkish/Cypriot/Kurdish pupils have a much higher rate of EAL than any other ethnic group (90%) and that the highest percentage of pupils who are eligible for FSM are Caribbean (50%). Conversely, English/Scottish/Welsh pupils have the lowest percentage of FSM (15%), SEND Support (6%) and have an EHCP (2%).

Figure 8: Percentage of pupils with FSM, EAL, SEN Support and Education, Health and Care plan by ethnic group, 2022/23



The graph below shows the number of factors (EAL, FSM, SEN) that pupils are reported to have by ethnicity. Pupils may have no additional factors; as is the case with 77% of English/Scottish/Welsh girls, or 5% of Turkish/Cypriot/Kurdish boys. Equally, they may have one, two or three of the factors that affect outcomes. With the cohort of African boys, 18% have no factors, 41% have one factor, 30% have two factors and 11% of pupils are affected by FSM, EAL and SEND combined. Multiple factors can be a confounding issue when it comes to attainment.

Figure 9: Percentage of pupils with number of factors (EAL, FSM, SEND)



1.10 Interventions

1.10.1 What have we done

Early Years settings, schools and childminders have access to a variety of opportunities that Hackney Education either coordinate or lead. Some examples of these include;

- Attachment and Trauma training - whole day or half day training on the importance of developing secure attachments and the impact of trauma on children's development.
- Child Development Training – up to 18 hours of self-study content on child development for practitioners new to early years or more experienced practitioners looking for a refresher.

- Professional Development Programme – which includes modules on communication and language, early maths and PSED (includes support for backfill costs).
- SENCO L3 Qualification – for SENCOs or those due to take up the role of SENCO.
- Experts and Mentors – up to 3 days of face-to-face support from an Early Years expert for a setting manager.
- Childminder Training including forums and drop-in sessions - Focus on training developed by Autism Education Trust.

1.10.2 What are we going to do

There are a number of additional projects as part of the Children and Family Hubs offer. These include;

- The Learning Together Programme - operating across children centres, nurseries, nursery classes in schools and other Early Years settings, is for parents and carers of children aged 3 and 4, and offers an opportunity to build on their child's language and communication skills.
- Five to Thrive Training - focusing on brain development and the Five to Thrive model, which emphasises the importance of connected relationships for resilience.
- Solihull Approach - online courses designed to improve the quality of parent-infant relationships and provide caregivers with the key competencies that will help their children thrive.
- Phonics training - focussed specifically with Charedi Independent schools.

2. Key Stage 2

These are the second 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 2023. 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. Writing outcomes are subject to external moderation with the LA conducts on a percentage of schools.

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 from key stage 1 to key stage 2.

2.1 Characteristics of the primary population in Hackney, 2023

Hackney's primary population is characterised by:

- Higher than national proportions of FSM: 38% of primary pupils in Hackney are eligible for FSM compared to 24% nationally
- Higher than national proportions of pupils receiving SEN Support: 15% of primary pupils in Hackney have SEN Support compared to 14% nationally
- Higher than national proportions of EHCP pupils: 5% of primary pupils in Hackney have an EHCP compared to 3% nationally
- Higher than national proportions of EAL pupils: 44% of primary pupils in Hackney have EAL compared to 22% nationally
- An ethnically diverse population: nationally, 63% of primary pupils are White British compared to 17% in Hackney.

2.2 KS2 summary, 2023

In Hackney, attainment on the combined reading, writing and maths measure has increased slightly in 2023 compared to 2022, following the national trend. Progress scores in reading and maths have improved in 2023 when compared to 2022, while progress in writing has remained the same. Progress in reading and maths in Hackney is below the London level and higher for writing.

Reading, writing and maths: In Hackney, 70% of pupils met the expected standard in 2023, ten percentage points above the 2023 national level and one percentage point up from the 2022 level in Hackney.

Reading: In Hackney, 79% of pupils met the expected standard in 2023, six percentage points above the 2023 national level and one percentage point above the 2022 level in Hackney.

Writing: In Hackney, 81% of pupils met the expected standard in 2023, nine percentage points above the 2023 national level and one percentage point up from the 2022 level in Hackney.

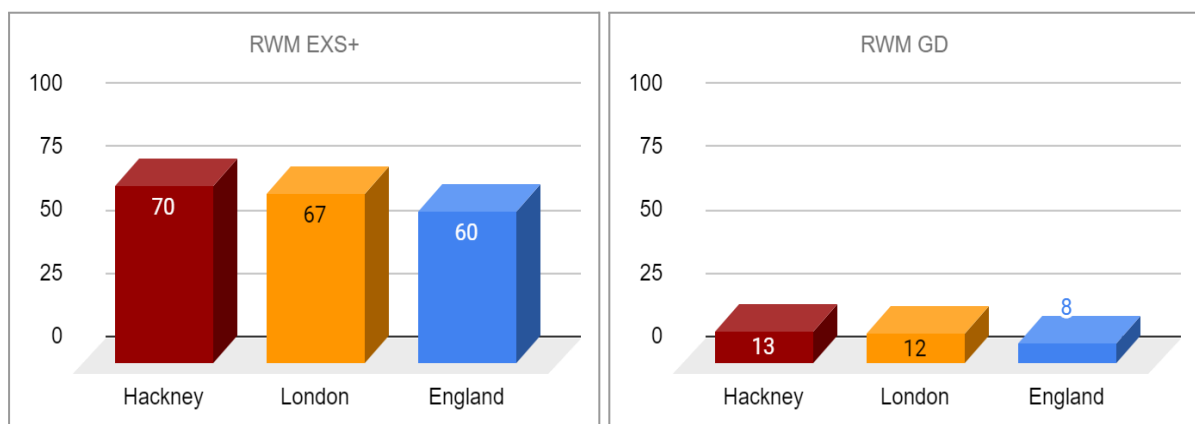
Maths: In Hackney, 81% of pupils met the expected standard in 2023, eight percentage points above the 2023 national level and three percentage points up from the 2022 level in Hackney.

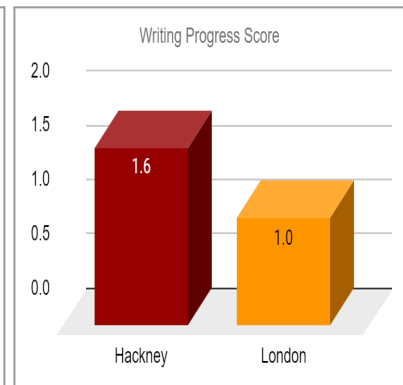
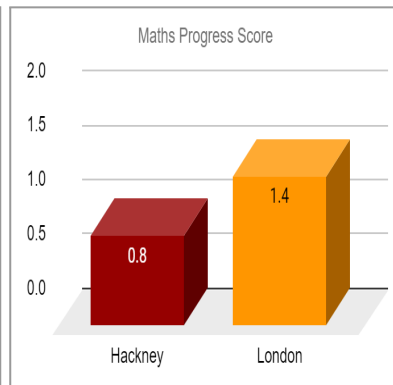
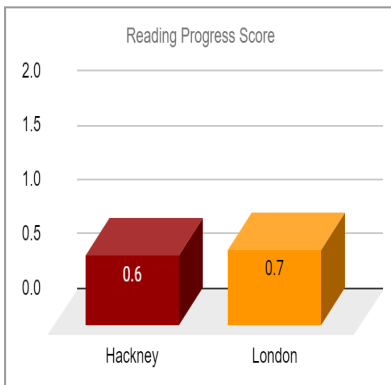
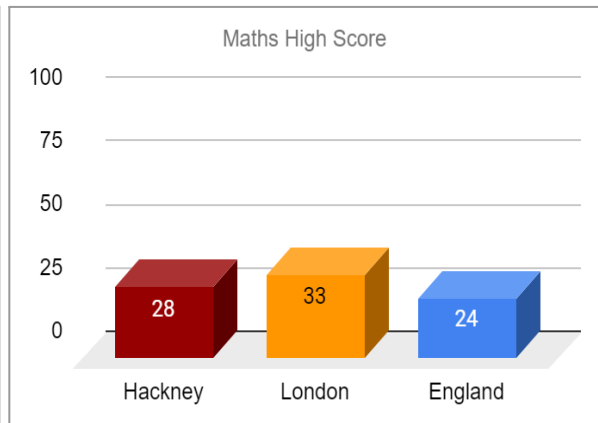
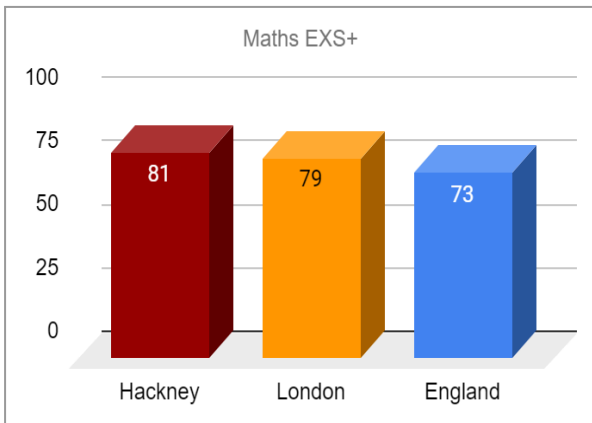
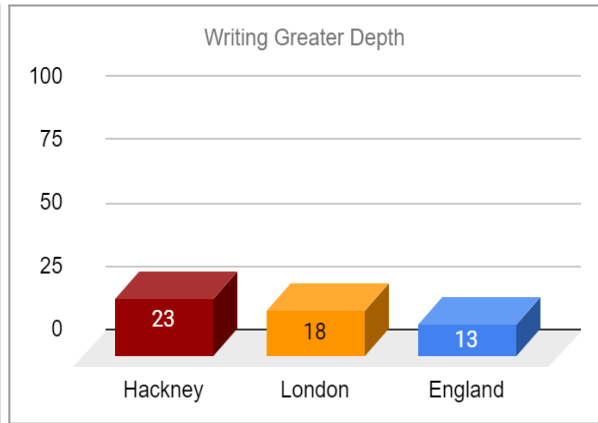
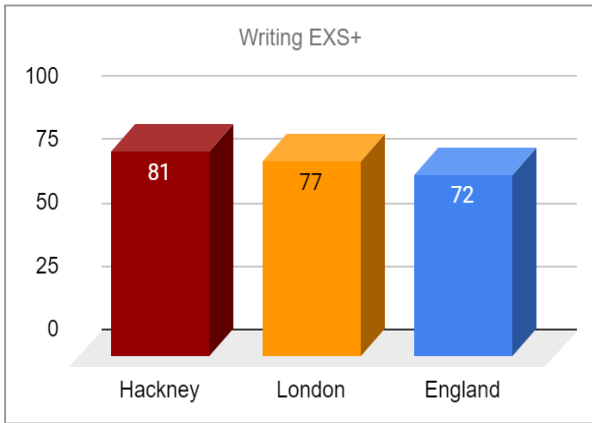
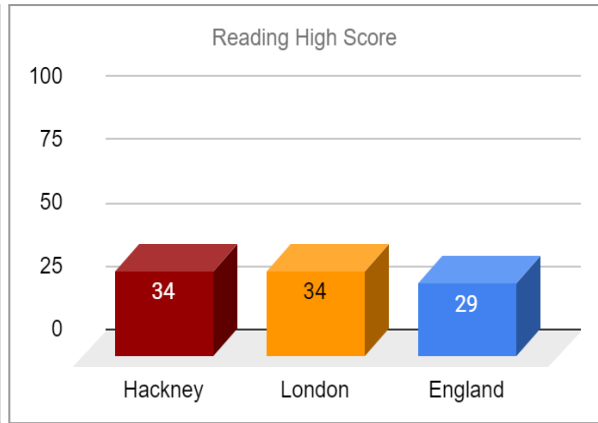
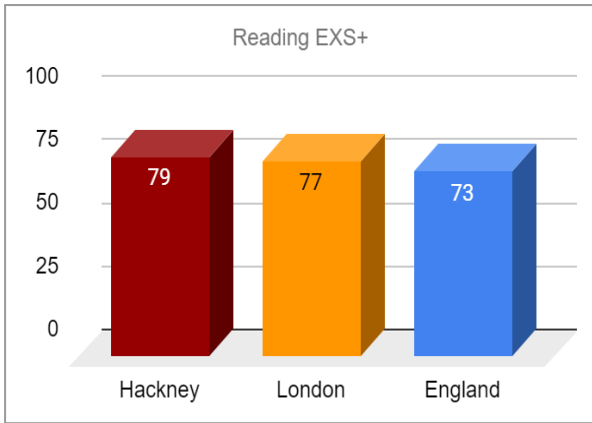
Progress in reading: In 2023, Hackney had a progress score of 0.6 in reading. In 2022, the equivalent score was 0.4. In London, the equivalent progress figure in 2023 is 0.7.

Progress in writing: In 2023, Hackney had a progress score of 1.6 in writing. In 2022, the equivalent score was again 1.6. In London, the equivalent progress figure in 2023 is 1.

Progress in maths: In 2023, Hackney had a progress score of 0.8 in maths. In 2022, the equivalent score was 0.5. In London, the equivalent progress figure in 2023 is 1.4

Figure 10: Percentage of pupils achieving the expected standard in reading, writing, maths and reading, writing and maths combined, and progress in reading, writing and maths, 2023





2.3 Key Stage 2 local authority comparison, 2018 to 2023

Hackney is one of the highest performing local authorities in the country in 2023 for key stage 2 outcomes, ranked 6th for the percentage of pupils achieving the expected standard in reading, writing and maths. On individual subjects, Hackney is ranked 14th for reading, 4th for writing and 11th for maths for the percentage of pupils reaching the expected standard.

The table below shows the ranking of Hackney amongst all local authorities, 153 in total. Hackney's relative ranking improved for the vast majority of measures in 2023 (compared to 2022), the exceptions being in writing (expected standard and greater depth) and maths (higher standard). Progress in reading and progress in maths (which is currently measured from KS1 to KS2), in terms of the local authority ranking, improved for all measures in 2023 compared to 2022.

Table 2: KS2 local authority rankings, 2018 to 2023

Headline Performance Indicator	2018	2019	2022	2023
% of pupils at KS2 reaching the expected standard in reading, writing and maths	15	60	8	6
% of pupils at KS2 reaching a higher standard in reading, writing and maths	21	29	14	13
Pupil progress score in reading at KS2	14	107	53	31
Pupil progress score in writing at KS2	12	16	6	5
Pupil progress score in maths at KS2	34	92	46	34
% of pupils at KS2 reaching the expected standard in reading	39	101	16	14
% of pupils at KS2 reaching the higher standard in reading	31	71	29	22
% of pupils at KS2 reaching the expected standard in writing	8	10	4	4
% of pupils at KS2 working at a greater depth in writing	6	9	4	5
% of pupils at KS2 reaching the expected standard in maths	35	107	19	11
% of pupils at KS2 reaching the higher standard in maths	40	90	34	34

2.4 Key Stage 2 trend, 2018 to 2023

Hackney had a one percentage point increase in 2023 compared to 2022 on the reading, writing and maths combined expected standard measure, following the national and London trend which also saw a one percentage point increase. At the higher standard, while Hackney had a two percentage point increase, this increase was more than the one percentage point increase that occurred nationally and in London.

Figure 11: Percentage of pupils achieving the expected standard in reading, writing and maths, 2018 to 2023

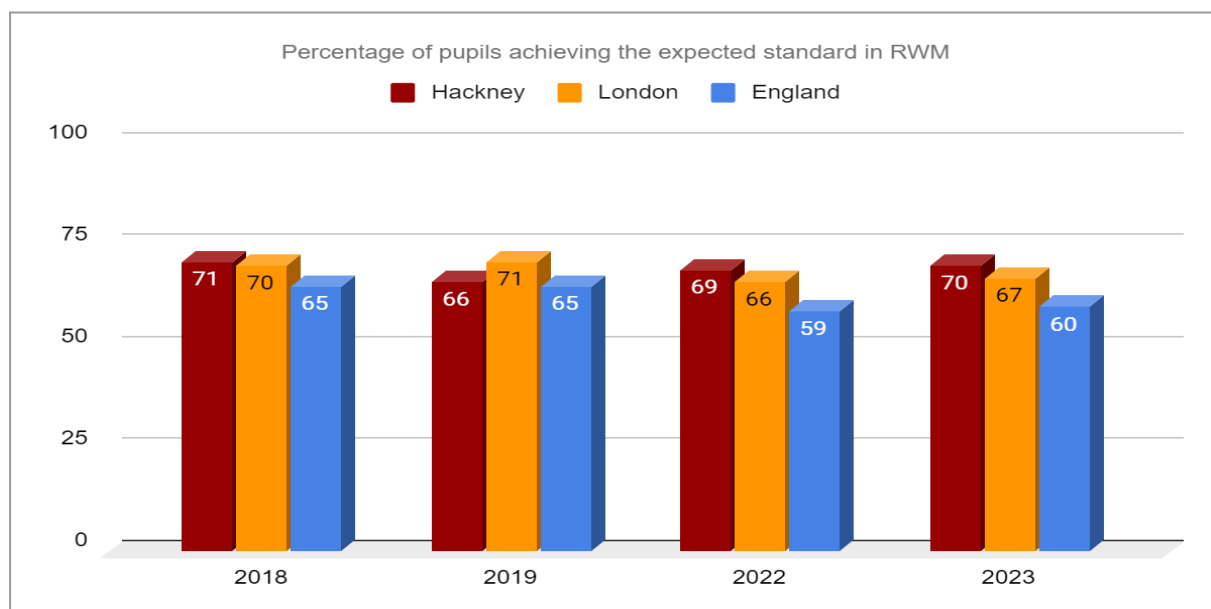
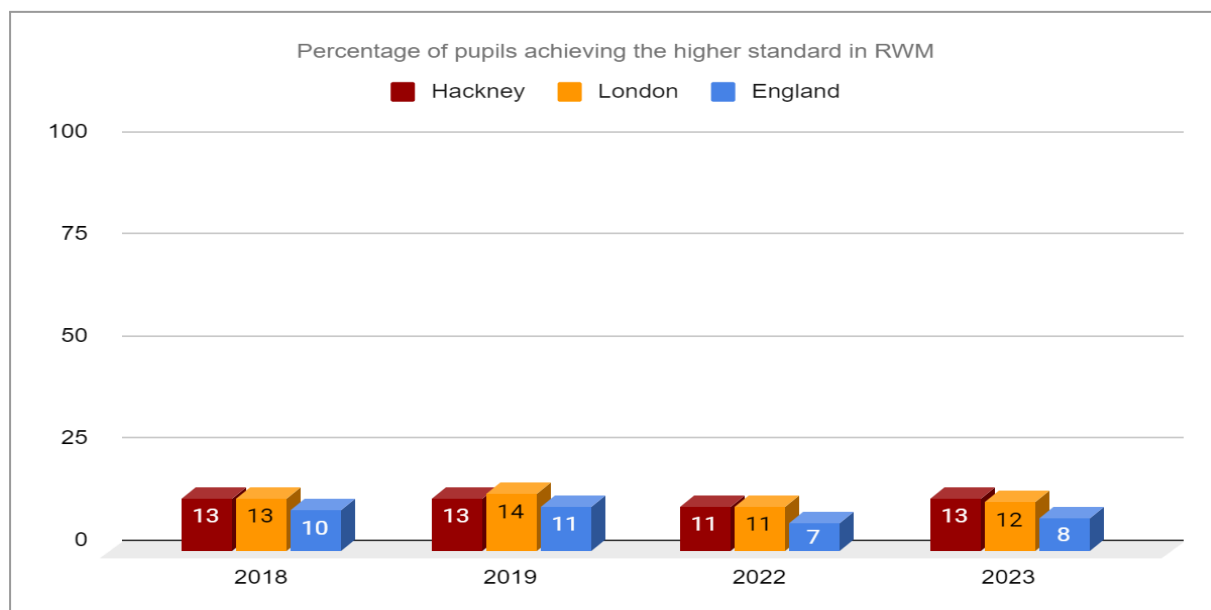


Figure 12: Percentage of pupils achieving the higher standard in reading, writing and maths, 2018 to 2023



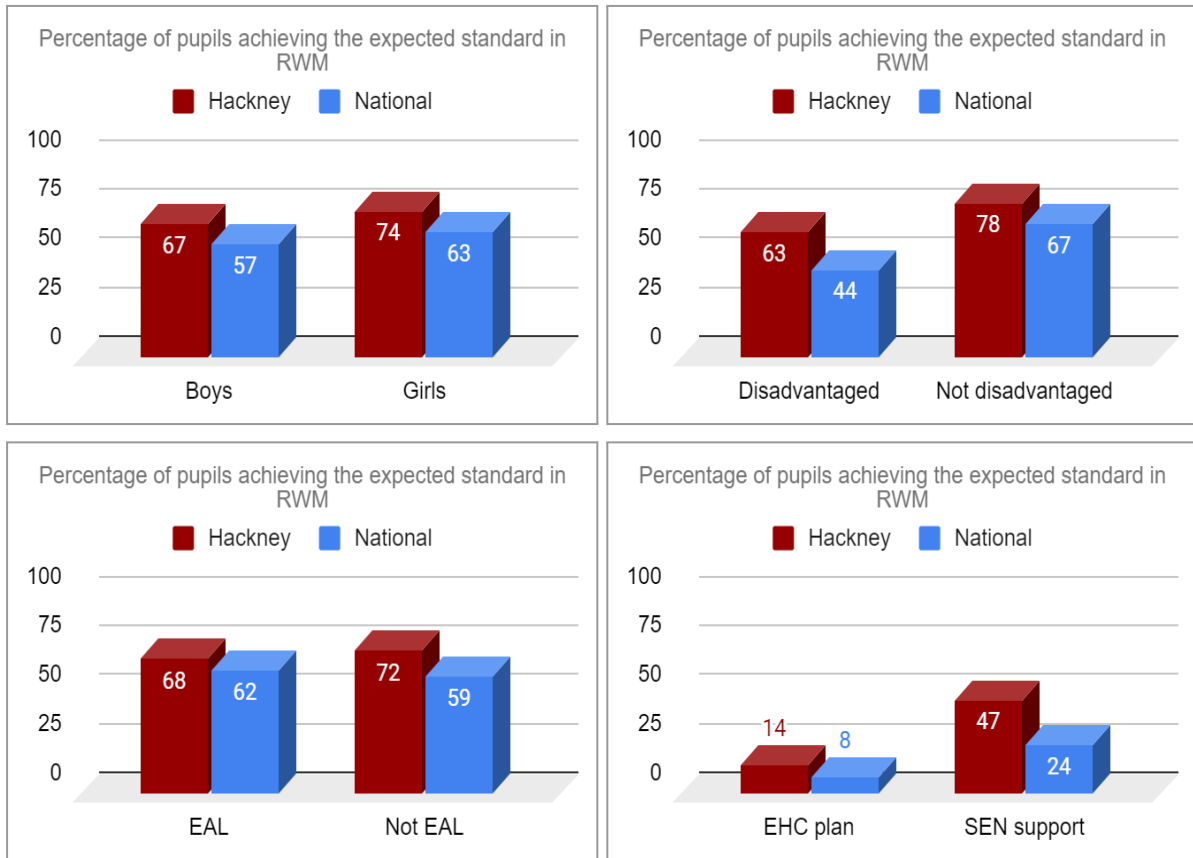
2.5 Key Stage 2 performance 2023 by characteristics - gender, disadvantaged status, EAL and SEND status

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 2023.

The percentage point gap between boys and girls was 7 percentage points in Hackney, compared to 6 nationally. The percentage point gap between disadvantaged and non-disadvantaged was 15 percentage points in Hackney, compared to 23 nationally. The percentage point gap between EAL and non-EAL was -4 percentage points in Hackney (not EAL pupils outperformed EAL pupils), compared to 3 percentage points nationally (EAL pupils outperformed not EAL pupils)

47% of pupils with SEN Support in Hackney achieved the combined reading, writing and maths benchmark, nearly twice the proportion that achieved it nationally (24% of SEN Support pupils). 14% of pupils with an EHCP in Hackney achieved the benchmark, compared to 8% nationally.

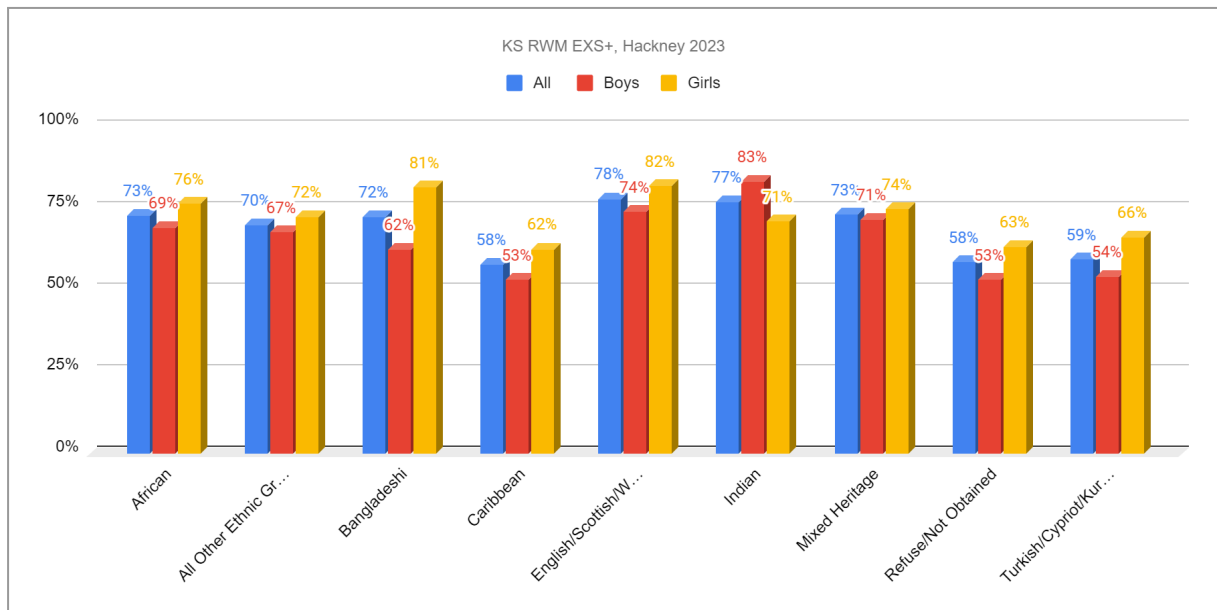
Figure 13: *Percentage of pupils achieving the expected standard in reading, writing and maths by gender, Disadvantaged status, EAL status and SEND status, 2023*



2.6 Key Stage 2 performance 2023 by ethnicity

Caribbean pupils (58%) and Turkish, Kurdish and Turkish Cypriot pupils (59%) 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, 53% of Caribbean boys achieving the benchmark and 54% of Turkish, Kurdish and Turkish Cypriot boys achieving this key standard.

Figure 14: Percentage of pupils achieving the expected standard in reading, writing and maths by ethnicity, 2023:

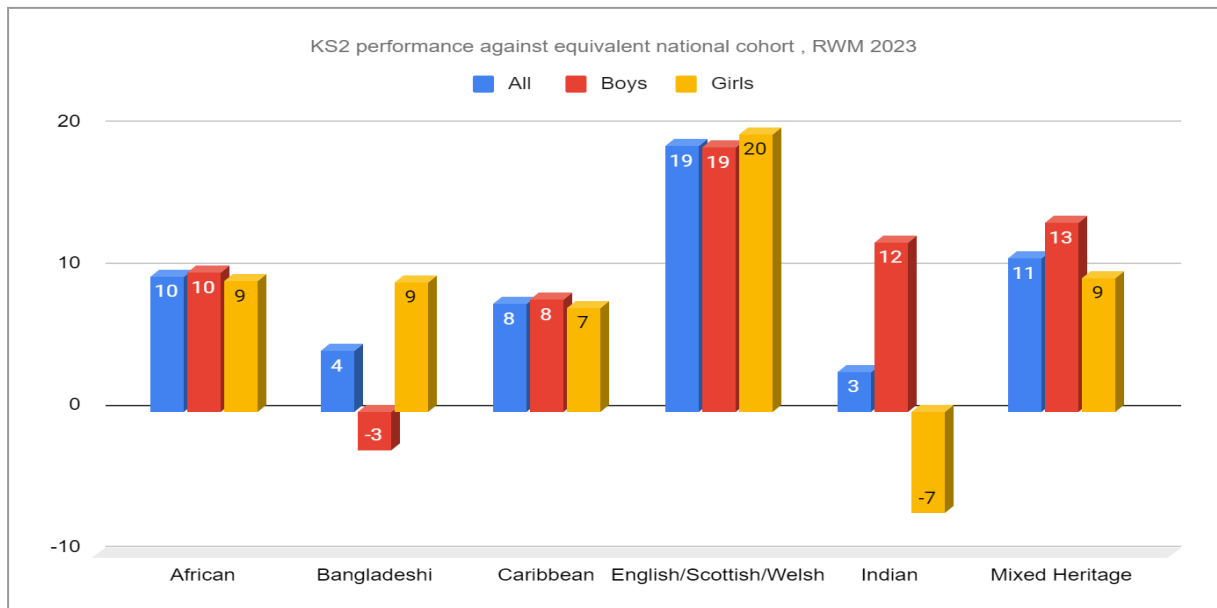


2.7 Key Stage 2 performance in Hackney by ethnicity against equivalent national cohorts, 2023 (percentage point gap)

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 girls and Bangladeshi boys are the only groups in Hackney that underperform compared to the equivalent national cohort.
- Caribbean boys are above the equivalent national cohort on the combined measure.

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 equivalent cohort nationally, 2023:

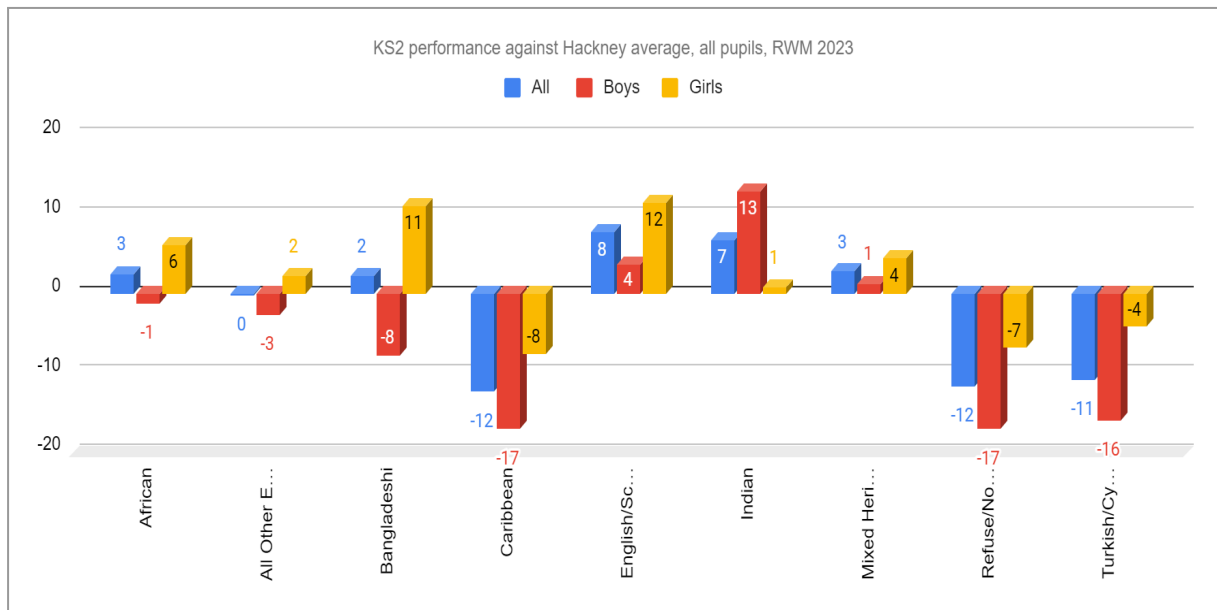


2.8 Key Stage 2 performance in Hackney by ethnicity against overall Hackney level, 2023 (percentage point gap)

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 (12 percentage points) and Turkish, Kurdish and Cypriot pupils (11 percentage points) have the biggest gaps to the Hackney average in all three subjects combined.
- The gap is greater for boys, with a 17 percentage point gap on the combined measure for Caribbean boys and 16 percentage point gap for Turkish, Kurdish and Cypriot boys

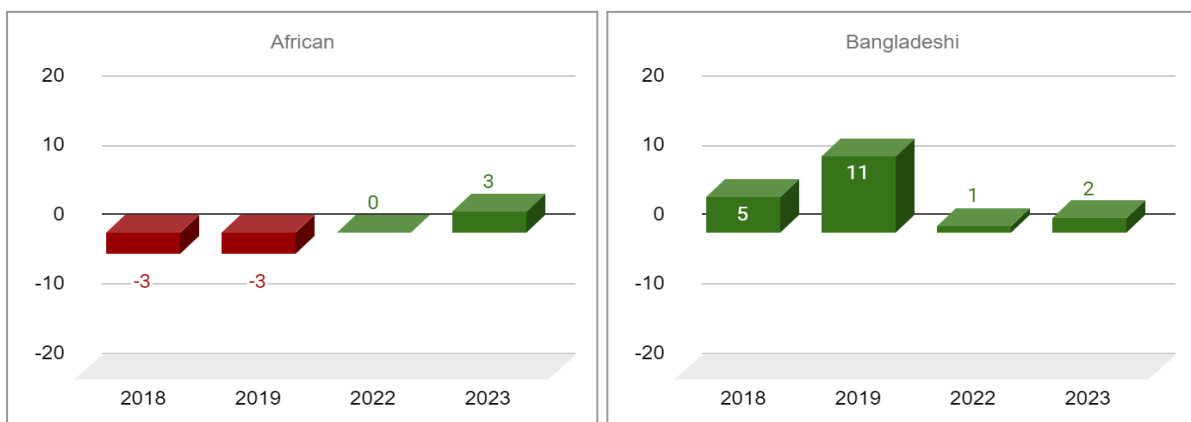
Figure 16: Percentage point gap (for percentage of pupils achieving the expected standard in reading, writing and maths) for ethnicity groups in Hackney compared to overall Hackney level, 2023

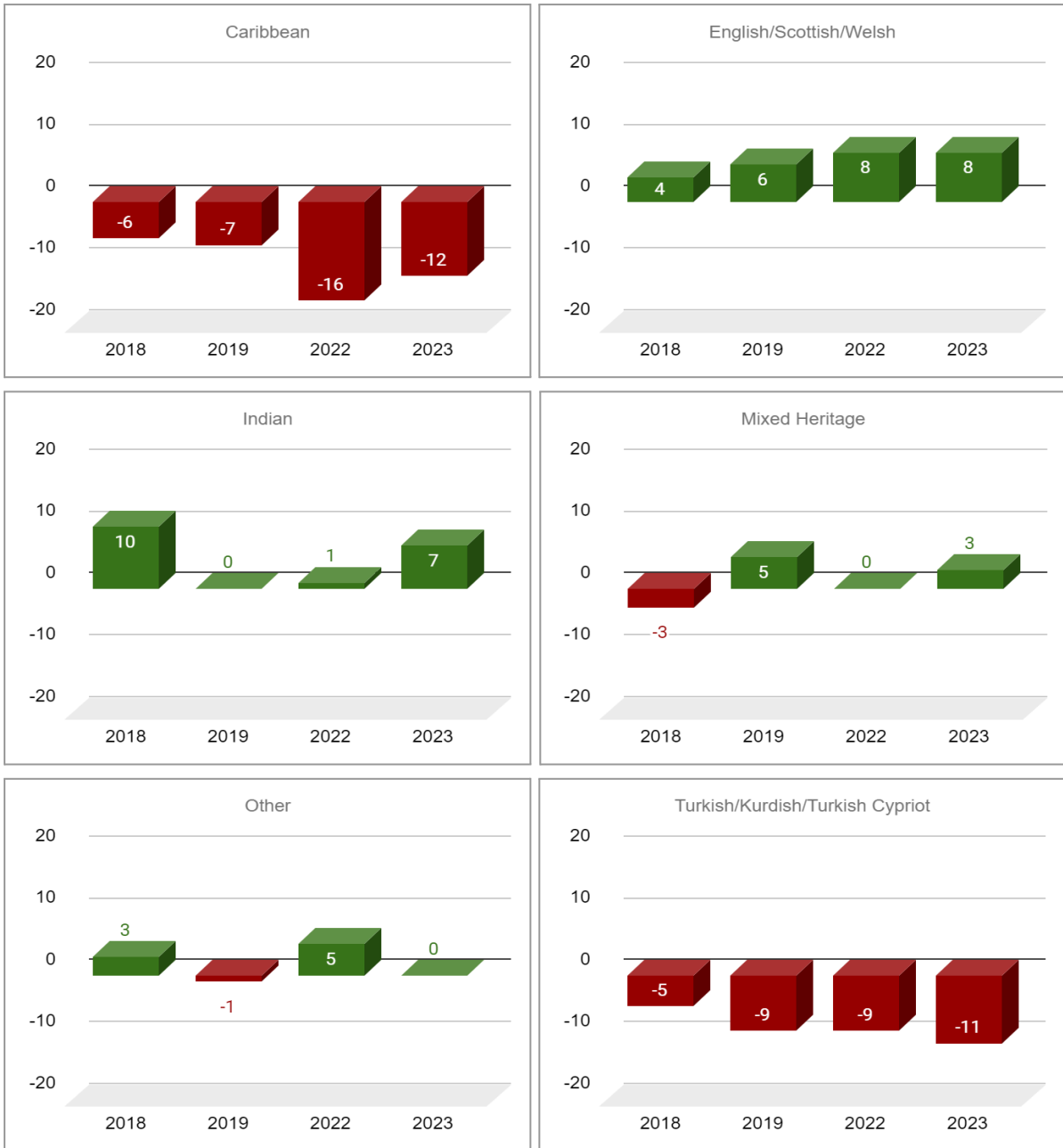


2.9 Key Stage 2 performance by ethnicity for 2018 to 2023 against overall Hackney level (percentage point gap)

The following graphs show the percentage point gap between the performance of the ethnicity cohort and the overall Hackney level (as above), over the four year (reporting) period of 2018, 2019, 2022 and 2023. 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 17: 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 2023





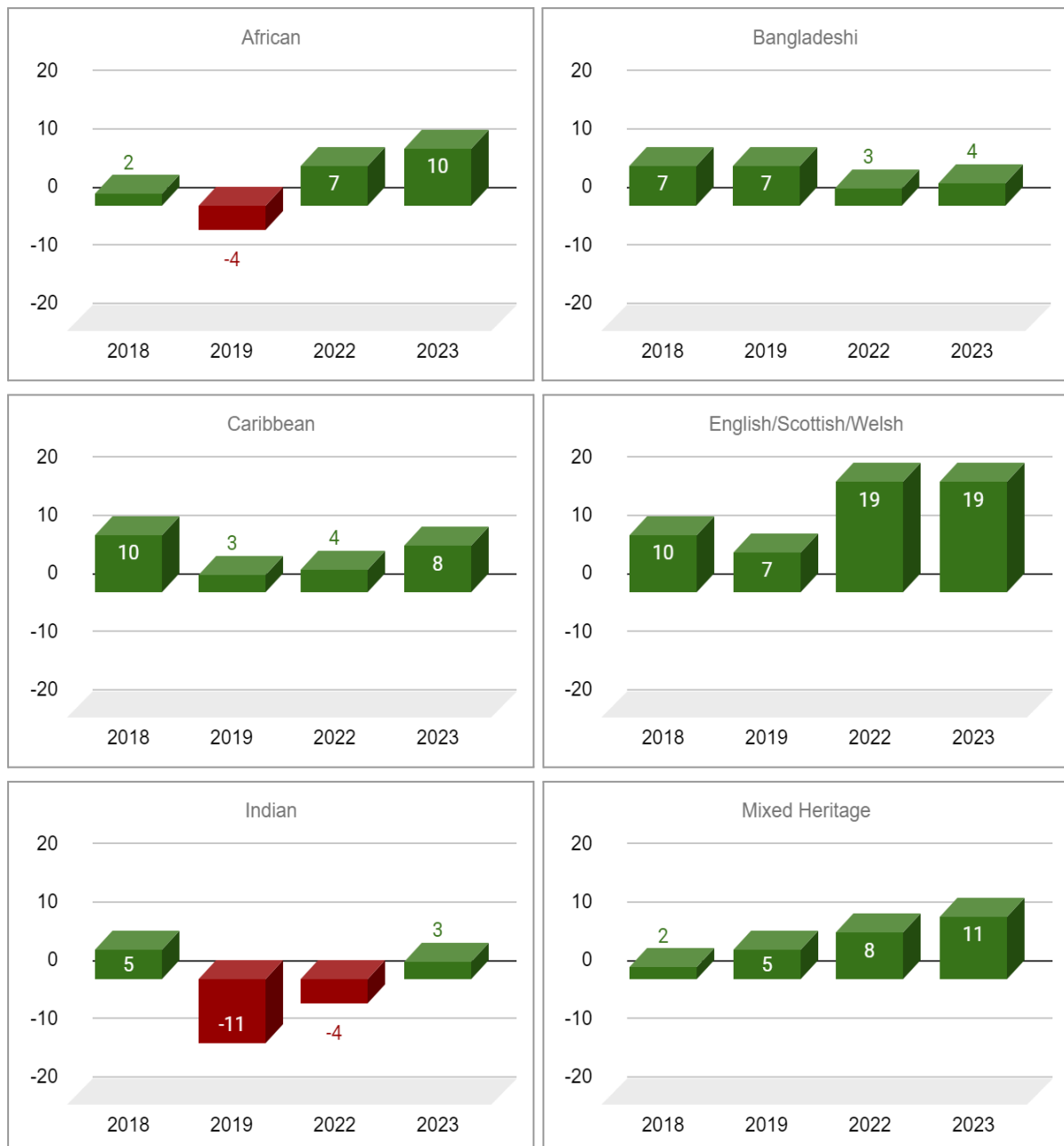
2.10 KS2 performance by ethnicity for 2018 to 2023 against equivalent national cohort (percentage point gap)

The following graphs show the percentage point gap between the performance of the ethnicity cohort and the equivalent national cohort over the four year (reporting) period of 2018, 2019, 2022 and 2023. All cohorts in Hackney consistently outperform the equivalent national cohorts, with the exception of Indian pupils. In 2023, all ethnicity cohorts outperformed equivalent national cohorts.

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 ten percentage points above in 2023. Whilst Caribbean pupils underperform against other pupils in Hackney, this gap closed by four

percentage points in 2023, from 16 percentage points to 12 percentage points. The Caribbean cohort has consistently outperformed against its equivalent cohort nationally, in 2023 outperforming by eight percentage points (up from four percentage points in 2022), bringing this closer to pre-pandemic levels (ten percentage points in 2018).

Figure 18: 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 2023



2.11 Key Stage 2 performance of other cohorts, 2023

i. African cohort

This is the largest cohort analysed (excluding 'All other ethnicities' category) within the broader KS2 cohort with 21% of the total pupils. Nigerian (6% of the overall KS2 cohort) and Ghanaian (3% 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.

79% of Nigerian pupils and 72% of Ghanaian pupils achieved the expected standard in reading, writing and maths in 2023, with the overall African cohort having 73% of pupils achieving the benchmark.

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 4% of pupils overall along with Any Other Mixed background (4% of overall KS2 pupils)

White and Black African (2% of the overall KS2 cohort) and White and Asian (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 2023:

White and Asian - 90% of pupils achieved the expected standard

White and Black African - 81% of pupils achieved the expected standard

White and Black Caribbean - 63% of pupils achieved the expected standard

iii. 'Other ethnicities' cohort

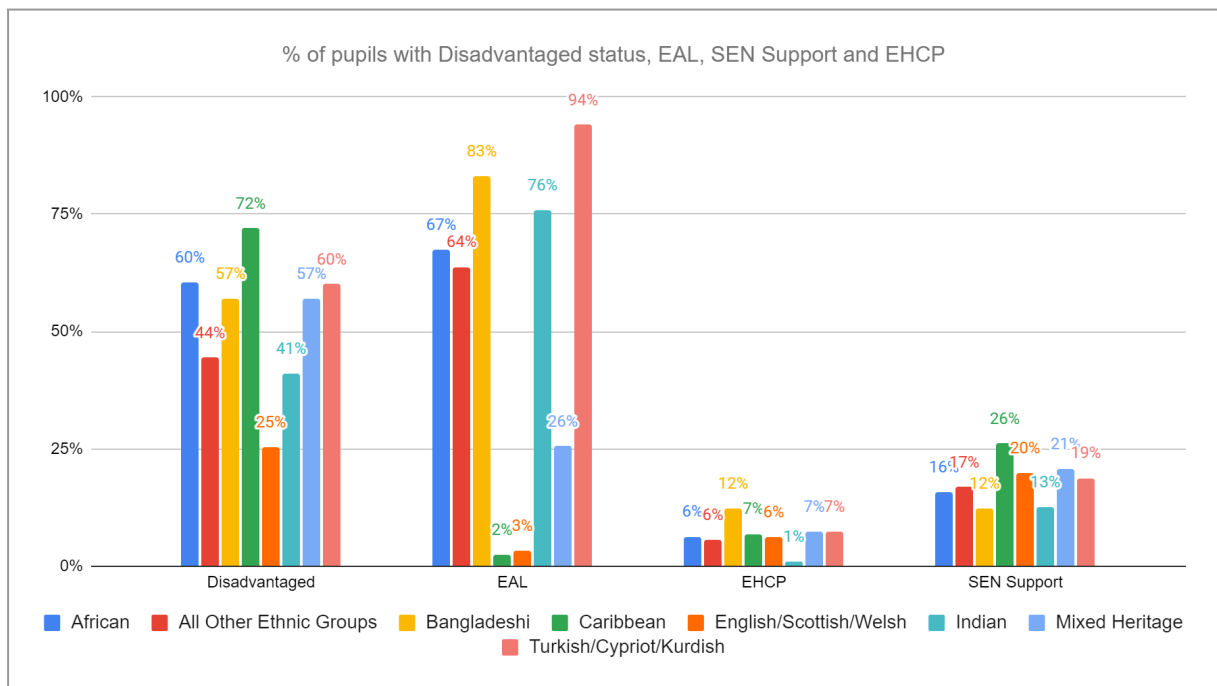
Of the 'Other ethnicities' (24% of KS2 pupils in 2023), Other White Background is the largest cohort, equating to 9% of pupils overall. This cohort is made up, in the majority, by White European ethnicities including White Eastern European, White European, White Other and White Western European.

Of this cohort comprising these five ethnicities, 76% of pupils achieved the expected standard in reading, writing and maths. Also included in the wider other ethnicity category are 14 traveller pupils (Traveller of Irish Heritage and Gypsy/Roma), equating to 0.6% of the overall KS2 cohort. 36% of this cohort achieved the expected standard in reading, writing and maths in 2023 (nationally, 21% of Traveller of Irish Heritage and 18% of Gypsy/Roma pupils achieved this benchmark).

2.12 Intersectionality, 2023

It is important to note that there are other factors in play other than ethnicity, and intersectionality with other characteristics such as Disadvantage status, English as an Additional Language and SEN could impact a child reaching the expected standard. With this in mind, the graph below shows the percentage of disadvantaged children, those with EAL and those that have SEND Support or an EHC plan that are from each ethnic group. The graph shows that Caribbean pupils have a much higher rate of disadvantaged pupils than any other ethnic group (72%). Caribbean pupils also have the highest rate of SEN support pupils. Turkish/Cypriot/Kurdish pupils have a much higher rate of EAL than any other ethnic group (94%). Conversely, English/Scottish/Welsh pupils have the lowest percentage of disadvantaged pupils (25%).

Figure 19: Percentage of pupils with FSM, EAL, SEN Support and Education, Health and Care plan by ethnic group



2.13 Interventions

2.13.1 What have we done

Over recent years, Schools Forum have de-delegated funding to support and raise attainment for underperforming groups in Hackney primary schools. This has traditionally been focussed on groups who have historically underperformed, i.e. children of Black Caribbean heritage and children of Turkish/Cypriot/Kurdish heritage. The aim of this funding has been to improve the outcomes of the above-mentioned groups so that more can reach the expected standard in reading and mathematics by

the end of Key Stage 2. Whilst the gap for Caribbean pupils at Key Stage 2 is closing, for Turkish/Kurdish/Cypriot it is widening. The intersectionality with EAL may suggest different approaches are tried.

In recent years, Schools Forum have permitted for this definition to be broadened to allow for underperforming pupils from other groups to be included such pupils of Indian and Traveller heritage and will consider this formally this year.

The following interventions have been running in 2021-22 and 2022-23. Below in an impact summary from 2022-23.

1. Project Reader – A daily reading programme for pupils in Year 2

Aim of the intervention: To enable targeted participating children to catch up and meet expected reading levels for the end of year 2, or to radically accelerate a child's individual reading development.

Who took part: 31 pupils in 7 schools received daily reading lessons delivered by 3 trained TAs, two thirds of pupils who took part were of Black Caribbean heritage. All pupils who took part were reading at the age equivalent of a child in the first term of year 1.

Impact: Pupils were level against the book band reading levels before and after the programme.

- Pre-programme, no child was reading at their expected level.
- Post-programme, 64% of the total cohort are reading at age expected levels at the end of Year 2.

2. Connect Maths – A Maths Intervention for pupils in Year 3

Aim of the intervention: To improve the independence and problem solving skills of pupils working towards the expected standard (WTS) to raise their attainment enabling them to reach the expected standard or as close to it as possible.

Who took part: 35 Pupils from 6 schools took part in an eight week programme covering four units. The target group was children of Black Caribbean and Turkish/Kurdish/Cypriot Heritage.

Impact: Pupils sat an appropriate, standardised pre and post test

- All pupils were WTS pre-program. No pupils scored above 15 in the pre-test (out of 31).

- At the end of the program, 65% of pupils were working at EXS or above from the test data used to measure the intervention. These pupils scored above 21 out of a maximum of 31 points
- The remaining 35% scored between 16 and 21, so the band before the EXS band.

3. Jump into a book - A book club (book group) programme for Year 5 pupils

Aim of the intervention: To develop reading skills, build children's enthusiasm and engagement with reading, and raise reading attainment through creating a shared exploration of a text and comprehension discussion.

Who took part: 78 pupils from 12 schools took part in 15-20 minute book group sessions three to four times per week for 5 weeks over the summer term. The target group was Black Caribbean and Turkish/Kurdish/Cypriot Heritage children in Year 5 who are reading below age-expectations but do not have a reading age of less than 8 years old.

Impact: Pupils and staff were both surveyed before and after the intervention commenced. An implementation was also carried out.

- Many pupils spoke about increased fluency: Several pupils wrote:
 - *I'm much better at reading aloud -*
 - *I used to stutter*
 - *I've got much faster and now stop in the right places*
- Staff were served on their opinions of how pupils progressed: 100% agreed that there was impact/ improvement in the following areas:
 - *Children's engagement with reading and books*
 - *Children's confidence in reading*
 - *Children's attitude towards reading*

4. Jump into a book together - A workshop run by schools with the aim of training and empowering parents to support their children

Aim of the intervention: To develop parents/carers confidence and knowledge about how to support their child at home which will impact on their child's enthusiasm for and engagement with reading.

Who took part: 8 schools took part in the intervention. The average number of parents that attended the workshops in each school.

Impact: A survey was carried out with all school staff at the conclusion of the series of workshops. Implementation visits were also carried out. The school evaluations indicated:

- 100% of schools agreed that there was an increase in confidence and engagement with parents and carers from the workshops.
- 100% of schools felt that the workshop had an impact on confidence in reading with their children
- 100% felt there was a change in attitude towards reading within the group of participants

The impact of the shared sessions was seen in all schools.

2.13.2 What are we planning to do:

The primary Raising Achievement offer for 2023-24 will include many of the elements of the current model, with some modifications. The programme will retain Project Reader, Jump Into a Book (book group), and Jump into a Book Together (parent workshop).

It will feature new programmes including a Year 3 mathematics intervention (replacing Connect Maths in Year 5), a Reading Champions Programme and an external writing offer from Hackney Pirates. These are detailed in the table below:

Table 3: Summary of Raising Achievement Projects, 2023/24

Provider	Programme Name	Year group	Brief description
Hackney Education	Number Sense	3	<p>A Year 3 intervention focusing on mathematical vocabulary and developing number confidence and reasoning skills through games and dialogue.</p> <p>By focussing on the 'big ideas' in mathematics around place value and the four operations and grounding all sessions in practical, context embedded activities, pupils will develop knowledge and understanding of numbers.</p> <p>This is an 8 week programme with four (2 week) units.</p>
Hackney Education	Hackney Reading Champions	5 or 6	<p>An intervention that focuses on increasing reading for pleasure amongst all year 6 children but with a particular focus on Turkish/Kurdish/Cypriot and Black Caribbean boys.</p> <p>The aims of this intervention are to increase the numbers of children reading for pleasure in KS2, and to build a community of readers within Hackney who promote a peer-led approach to reading.</p> <p>The purpose of this is to increase awareness of texts which are inclusive and appealing to the underachieving groups listed above and to create a 'Do I see myself in books' booklist for all Hackney schools.</p>
External	Literacy Pirates	5 to 6	<p>Working with Hackney Literacy Pirates each participating school can target 10+ children to attend weekly, after school classes focussing on reading enjoyment and writing for purpose.</p> <p>The aim of the project is to build pupil confidence, resilience and self-esteem around writing.</p> <p>This project can work termly or over the year.</p>

External	Learning by Questions	Year 4/5 10 WTS pupils per school	<p>Learning by Questions is an evidence based improvement tool that aims to increase the engagement and achievement of learners across maths.</p> <p>It involves the use of tablets, netbook or laptop computers during lessons in conjunction with an online system holding self-paced learning question sets all aligned to the curriculum. The questions are automatically marked and then future questions are altered to meet the needs of the pupils based on their responses.</p> <p>Question sets and interactive learning are to be used with 10 selected pupils by an adult weekly over a period of a full term to improve pupil confidence, reasoning skills, the ability to self – correct and the attainment of the pupils involved.</p>
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Moving forward, for the 2024-25 Raising Achievement programme the intersectionality with EAL pupils will be considered.

The wider School Improvement offer for 2023-24 builds on the current model but with significantly greater use of school-to-school support, practitioner-led improvement and the introduction of flexible improvement partner visits. Through these visits we are supporting schools in developing their SEND provision.

3. Key Stage 4

2022 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).

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 urged caution when looking at the data over time, urging viewers to compare 2022 data to 2019 outcomes instead of 2020 and 2021. As such, comparisons for 2023 are valid against 2022 data, but not to 2021 and 2020.

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, 2023

Hackney's secondary population is characterised by:

- Higher than national proportions of pupils eligible for FSM: 43% of secondary pupils in Hackney are eligible for FSM compared to 23% 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: 42% of secondary pupils in Hackney have EAL compared to 18% nationally
- An ethnically diverse population: nationally, 63% of secondary pupils are White British compared to 17% in Hackney.

3.2 Key Stage 4 summary, 2023

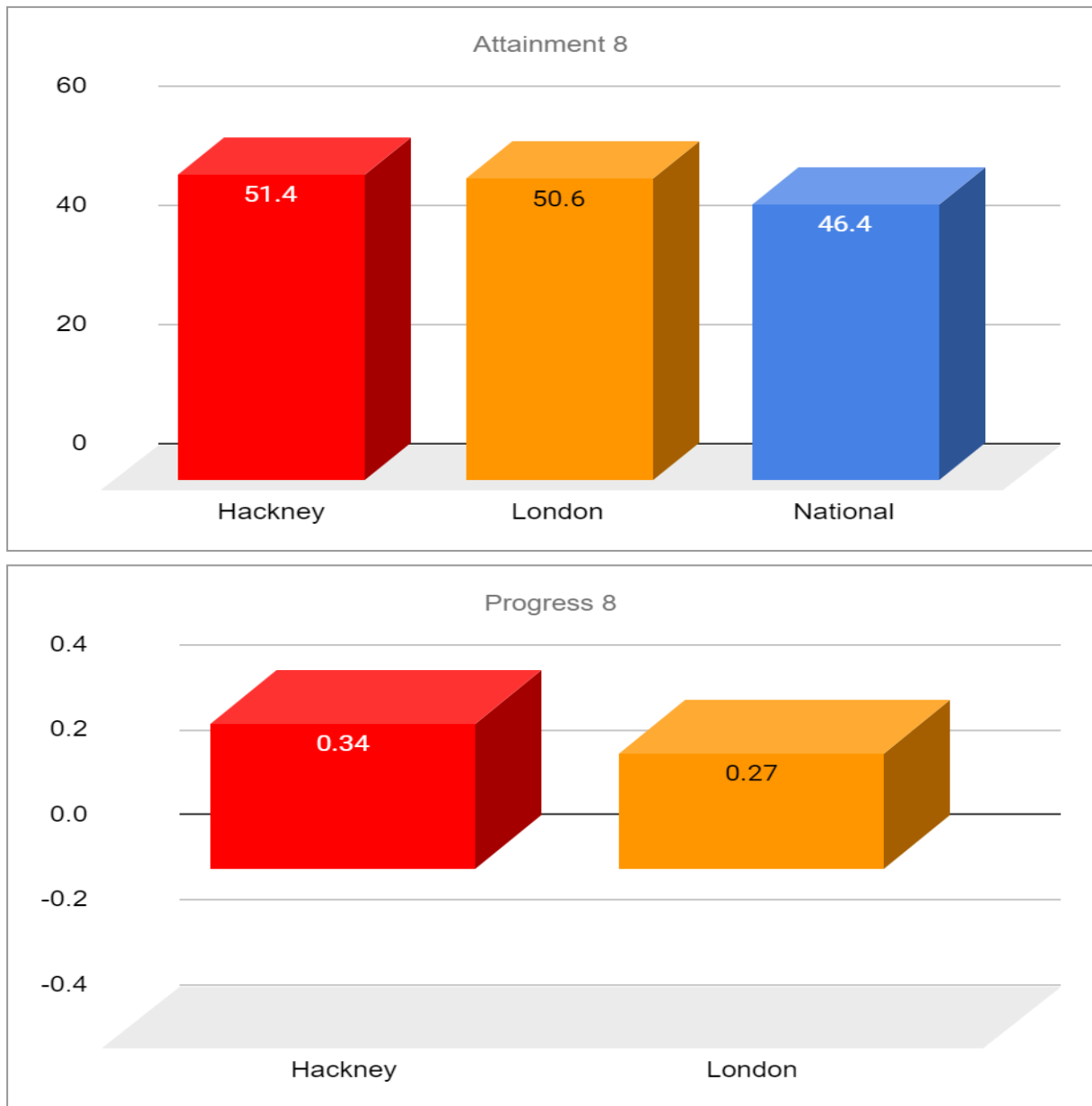
Hackney is above the national level on the Attainment 8 and Level 5+ in English and maths benchmarks (Progress 8, nationally, is zero). Hackney is above the London level on the Attainment 8 and Progress 8 and 0.7 points below London on Level 5+ in English and maths.

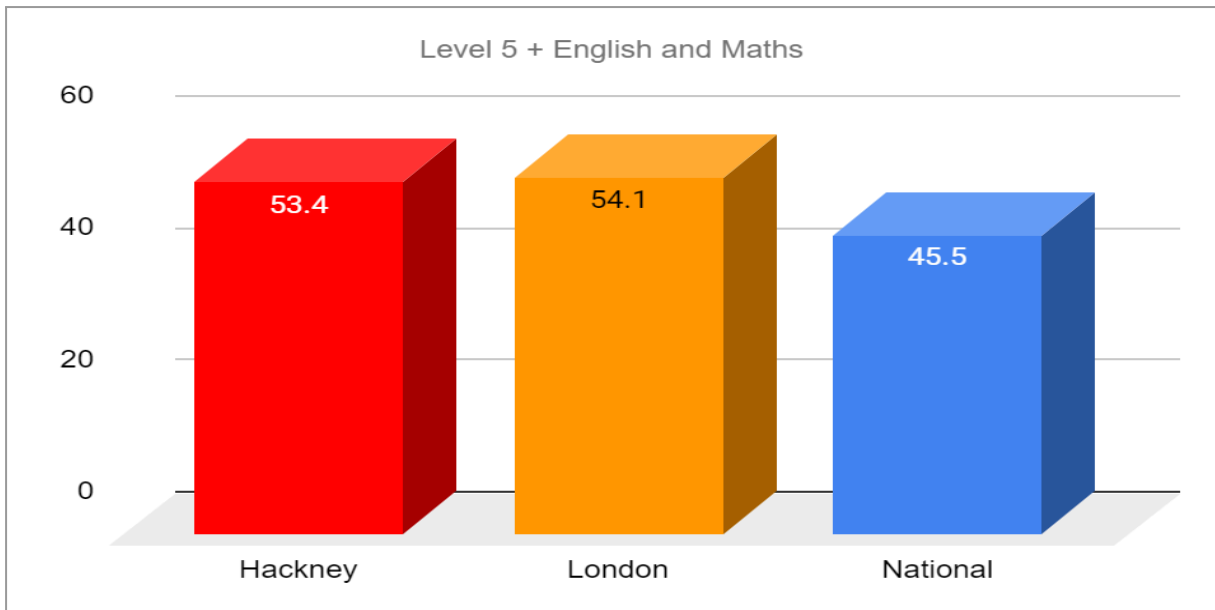
Attainment 8: Hackney had an Attainment 8 score of 51.4, above the national level of 46.4

Progress 8: Hackney had a Progress 8 score of 0.34 in 2023, above the London level of 0.27.

Level 5+ in English and maths: In 2023, 53.4% of pupils in Hackney achieved this benchmark, above the national level of 45.5%.

Figure 20: Average Attainment 8 score, average Progress 8 score and percentage of pupils achieving level 5+ in English and maths, 2023





3.3 Key Stage 4 local authority comparison, 2018 to 2023

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 15th and 43rd.

Table 4: KS4 local authority rankings, 2018 to 2023

Headline performance indicator - LA rankings	2018	2019	2022	2023
Average Attainment 8 score per pupil	34	34	35	19
% Pupils achieving English and maths GCSEs (9 - 4 pass)	43	29	36	26
% Pupils achieving English and maths GCSEs (9 - 5 pass)	41	34	34	26
Average Progress 8	16	15	50	16
English Baccalaureate- Average Points Score per pupil	29	27	25	15

For the progress measure, Hackney was ranked 16th in 2018 and 15th in 2019, but had dropped to 50th in 2022. In 2023, Hackney was ranked 16th for progress measures.

Pupils with higher prior attainment, have a higher Progress 8 score in Hackney in 2023, with this band having a Progress 8 score 0.20 higher than the low prior attainment band and 0.05 higher than medium prior attainment bands:

Table 5: Progress 8 by prior attainment band, 2023

Prior attainment band	Proportion of cohort	Progress 8 score
Low	15%	0.20
Medium	52%	0.35
High	23%	0.40
No prior attainment	9%	n/a

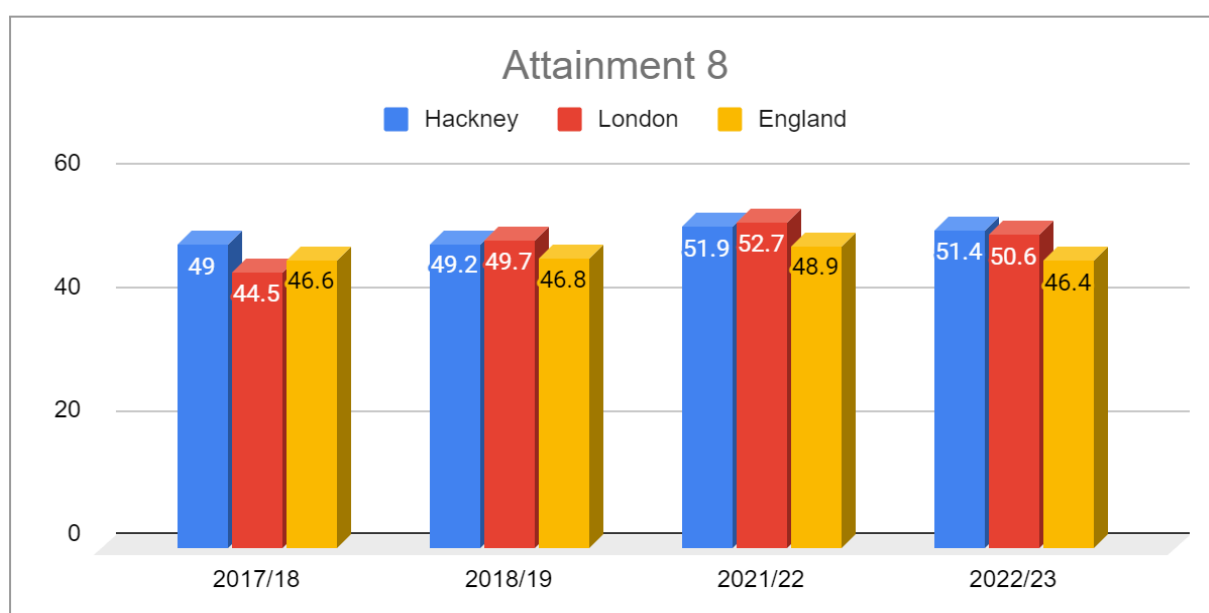
Figures show that 91 pupils at the end of key stage 4 in 2023 were considered ‘mobile’ having joined their secondary school where they sat GCSEs after the start of year 10. These pupils have a progress 8 score of -0.9, compared to their non-mobile counterparts’ score of 0.4.

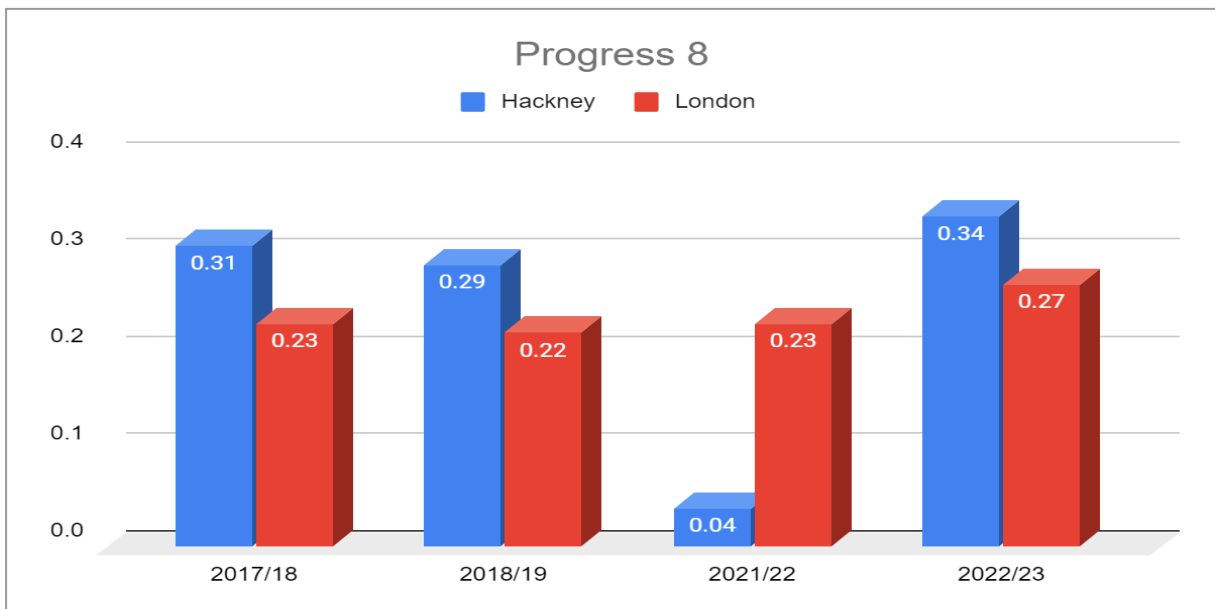
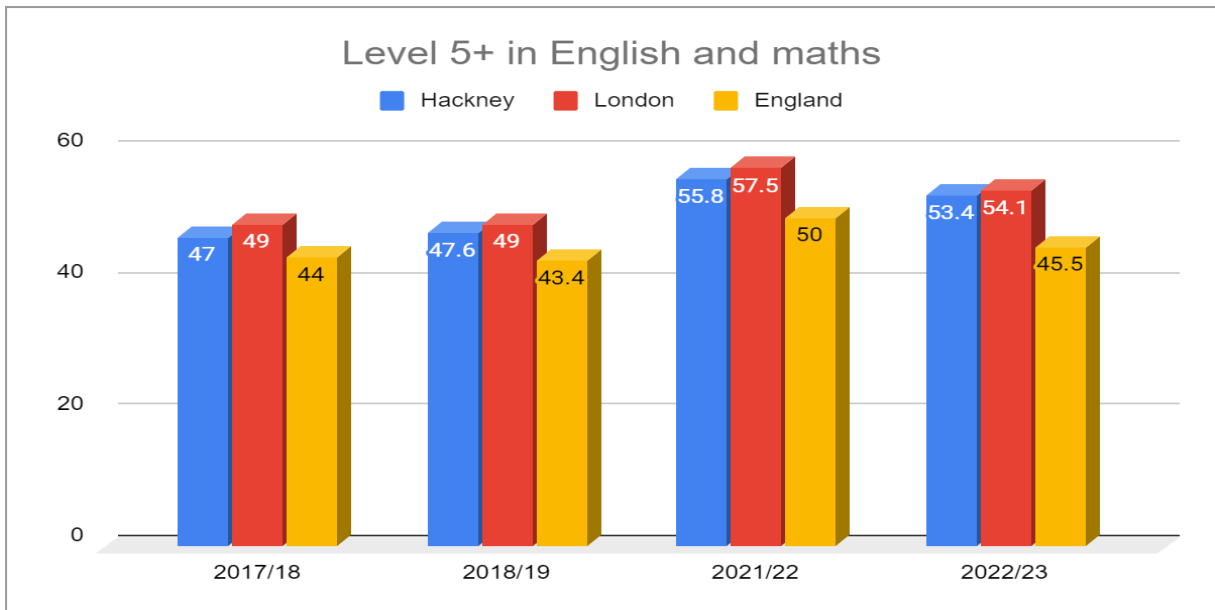
3.4 Key Stage 4 trend, 2018 to 2023

On the two attainment benchmarks (Attainment 8 and Level 5+ in GCSE English and maths), Hackney’s position is above the national average. In comparison to London Hackney is above London’s position on the Attainment 8 benchmark but 0.7 points below London on the Level 5+ in GCSE English and maths.

For Progress 8, Hackney level has significantly increased to 0.34 (from 0.04 in 2022) while London level has slightly increased to 0.27 2023 (from 0.23 in 2022).

Figure 21: Average Attainment 8 score, average Progress 8 score and percentage of pupils achieving level 5+ in English and maths, 2018 to 2023





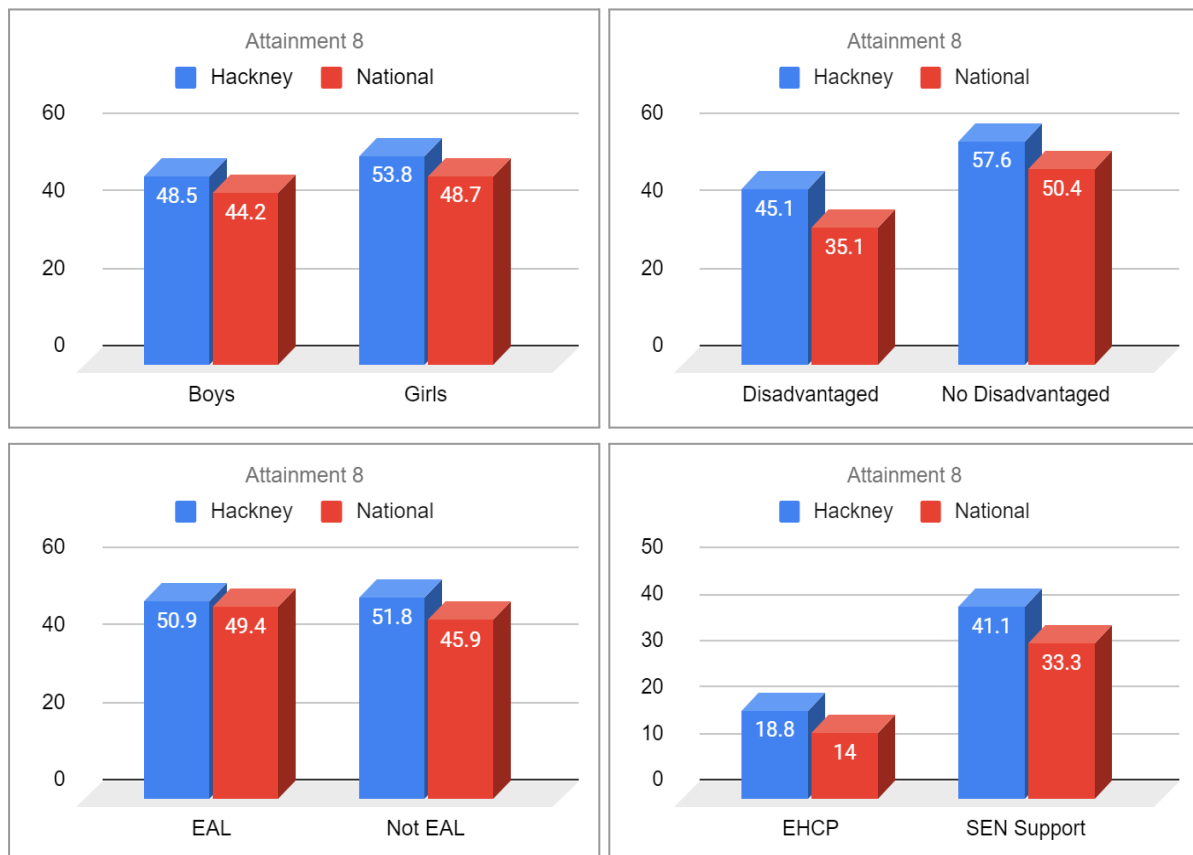
3.5 Key Stage 4 performance 2023 by characteristics - gender, disadvantaged status, EAL and SEND status

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 2023 on both Attainment 8 and level 5+ in English and maths benchmarks.

GCSE outcomes in 2023 show that the Attainment 8 point gap between boys and girls was 5.3 percentage points in Hackney, compared to 4.5 nationally.

The Attainment 8 point gap between disadvantaged and non-disadvantaged was 12.5 percentage points in Hackney, compared to 15.3 nationally. The Attainment 8 point gap between EAL and non-EAL was 0.9 in Hackney (in 2023 non EAL pupils in Hackney have a higher level of Attainment 8 compared to EAL pupils by 0.9) compared to -3.5 nationally (nationally EAL pupils outperform non EAL pupils). Pupils with SEN Support in Hackney had an Attainment 8 score of 41.1 compared to 33.3 nationally. Pupils with an EHCP in Hackney had an Attainment 8 score of 18.8 compared to 14 nationally.

Figure 22: Average Attainment 8 score by gender, Disadvantaged status, EAL status and SEND status, 2023



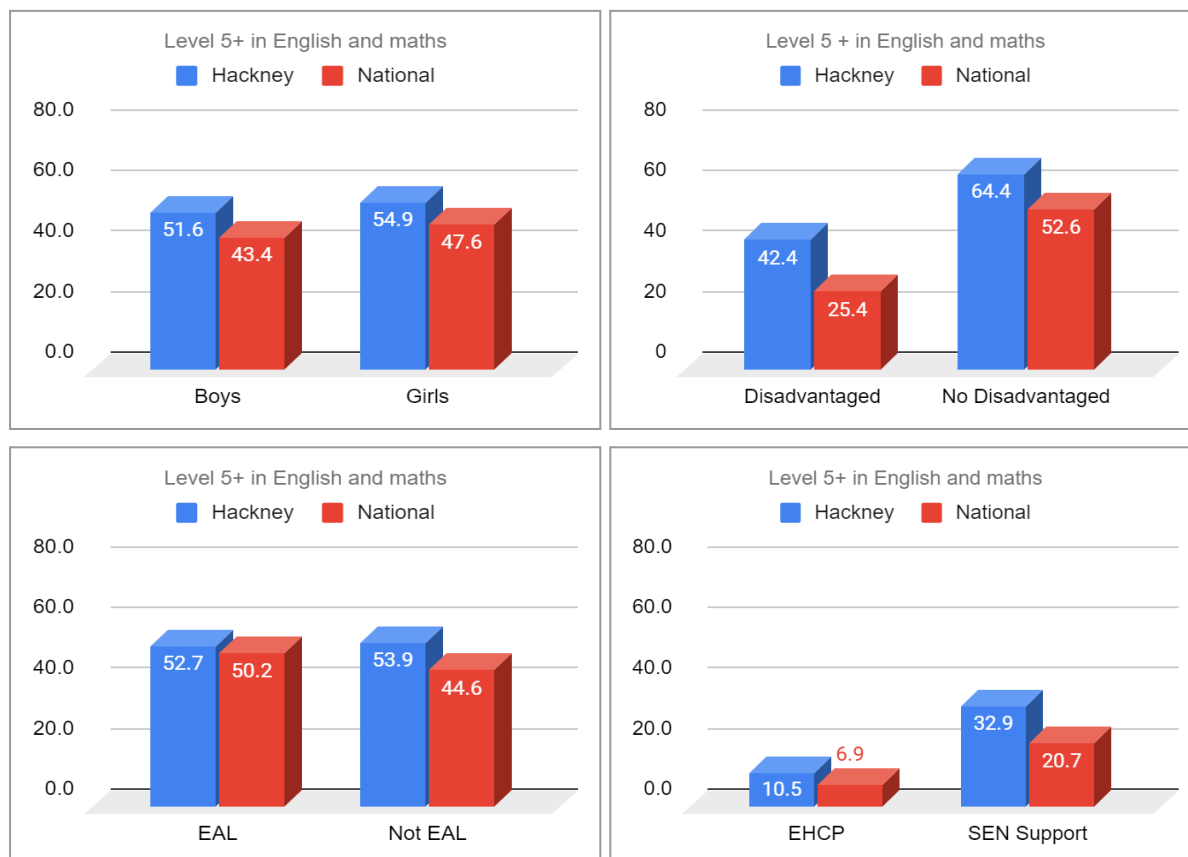
The 2023 percentage point gap between boys and girls on the level 5+ in GCSE English and maths benchmark was 3.3 percentage points in Hackney, compared to 4.2 nationally.

The percentage point gap between disadvantaged and non-disadvantaged was 22 percentage points in Hackney, compared to 27.2 nationally.

The percentage point gap between EAL and non-EAL was 1.2 percentage point in Hackney (in 2023 non EAL pupils in Hackney outperform EAL pupils), compared to -5.6 nationally (nationally, EAL pupils outperform non EAL pupils). SEN Support pupils in Hackney outperform the equivalent national cohorts, with 32.9% of SEN Support pupils

achieving the benchmark compared to 20.7% nationally, while 10.5% of EHCP pupils in Hackney achieved the benchmark compared to 6.9% nationally.

Figure 23: Percentage of pupils achieving level 5+ in English and maths by gender, Disadvantaged status, EAL status and SEND status, 2023

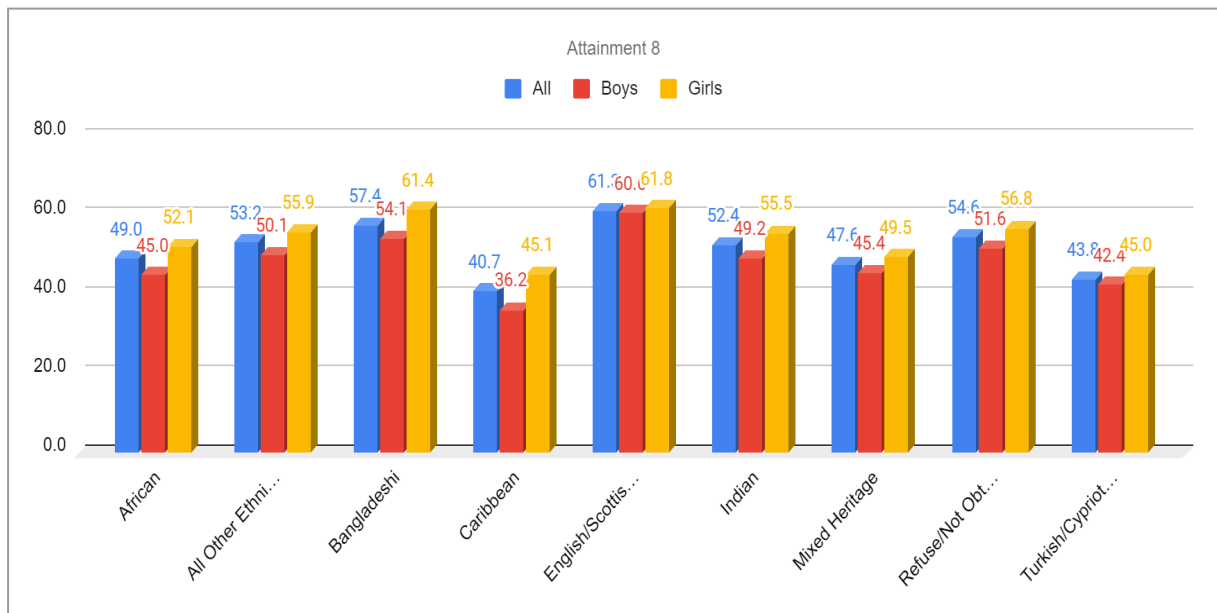


3.6 Key Stage 4 performance 2023 by ethnicity ²

On the Attainment 8 measure, Caribbean, Turkish, Kurdish and Turkish Cypriot and Mixed Heritage pupils have the lowest Attainment 8 scores in Hackney. Caribbean boys (36.2) and Turkish, Kurdish and Turkish Cypriot boys (42.4) have the lowest attainment overall.

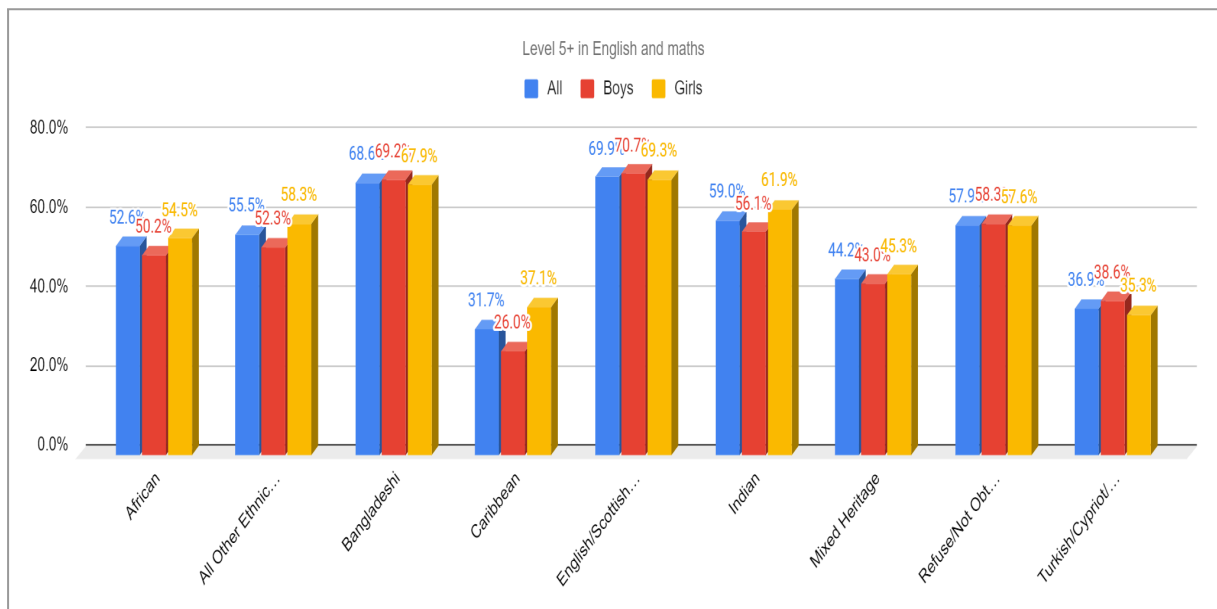
² Note: data included in sections 3.6 to 3.11 (KS4 data analysed by ethnicity) is based on a provisional dataset, due to delays in receiving the final dataset from the Department of Education.

Figure 24: Average Attainment 8 score by ethnicity, 2023



On Level 5+ in English and maths, Caribbean boys (26.0% achieving), Turkish,Cypriot and Kurdish girls (35.3%) and Caribbean girls (37.1%) have the lowest percentage of pupils achieving the benchmark.

Figure 25: Percentage of pupils achieving level 5+ in English and maths by ethnicity, 2023



3.7 Key Stage 4 performance in Hackney by ethnicity, against equivalent national cohorts, 2023 (percentage point gap)

On both the Attainment 8 and level 5+ in English and maths measures, in 2023, the English/Scottish/Welsh cohort in Hackney significantly outperformed the equivalent

national cohort, and Indian pupils underperformed compared to the equivalent national cohorts.

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

Figure 26: Attainment 8 point gap for ethnicity groups in Hackney compared to equivalent cohort nationally, 2023

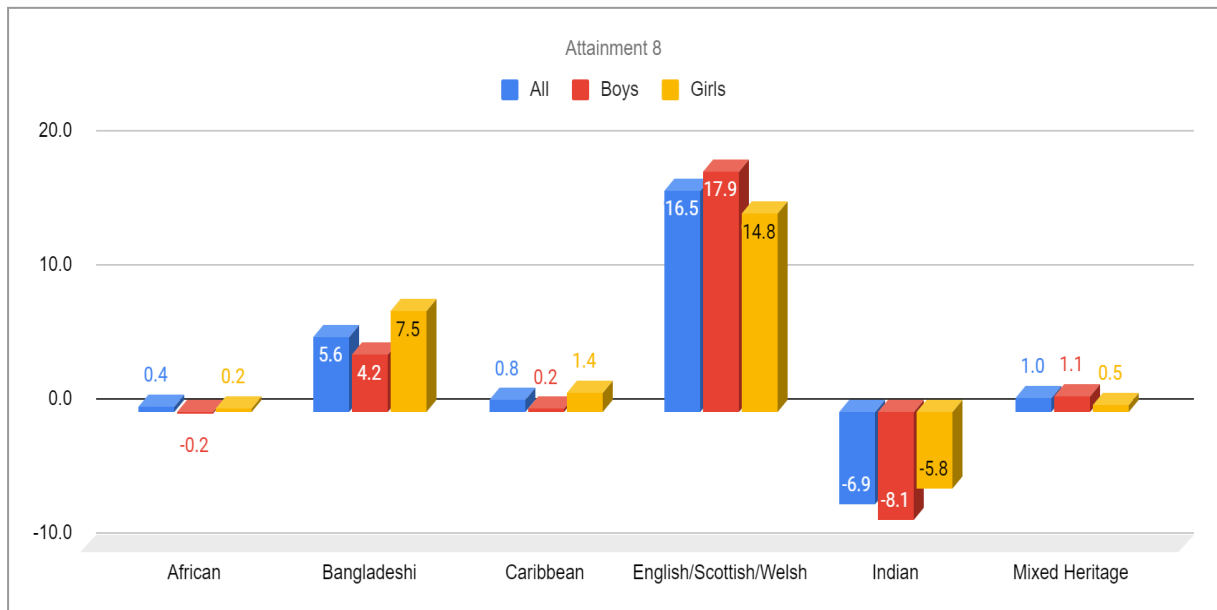
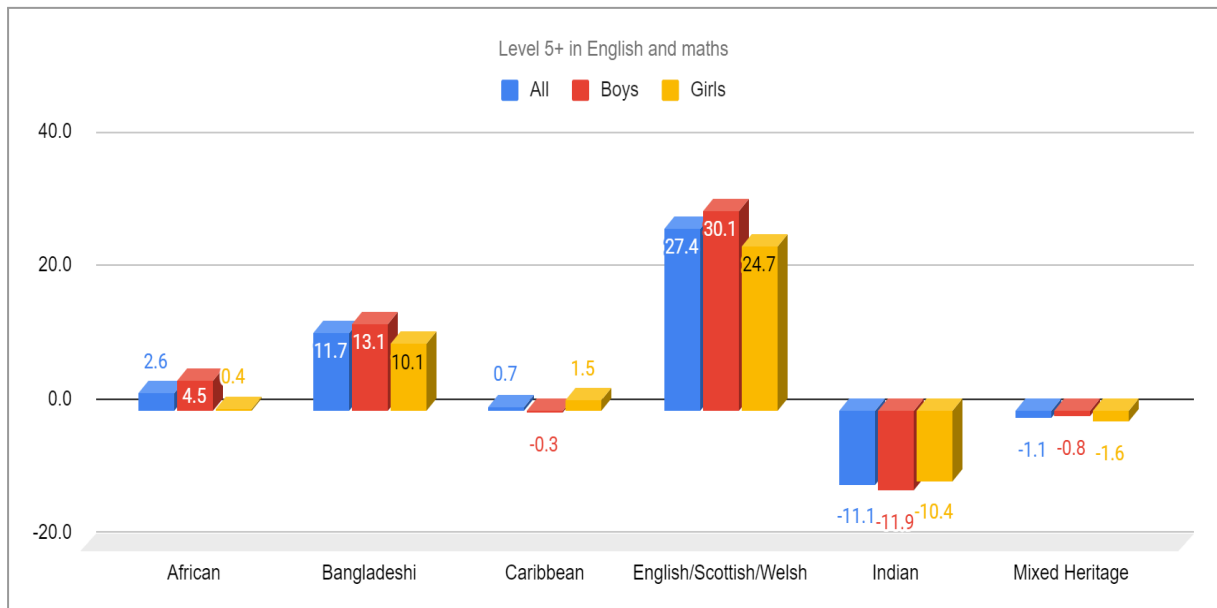


Figure 27: Percentage point gap (for percentage of pupils achieving the level 5+ in English and maths) for ethnicity groups in Hackney compared to equivalent cohort nationally, 2023



3.8 Key Stage 4 performance in Hackney by ethnicity against overall Hackney level, 2023 (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 28: Attainment 8 point gap for ethnicity groups in Hackney compared to overall Hackney level, 2023

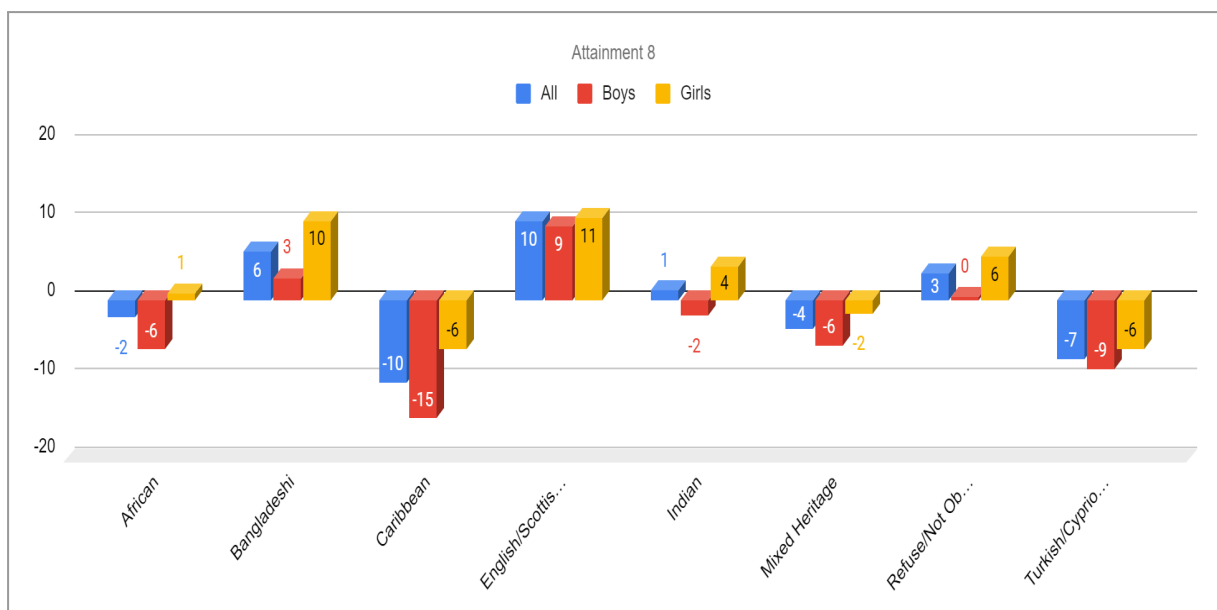
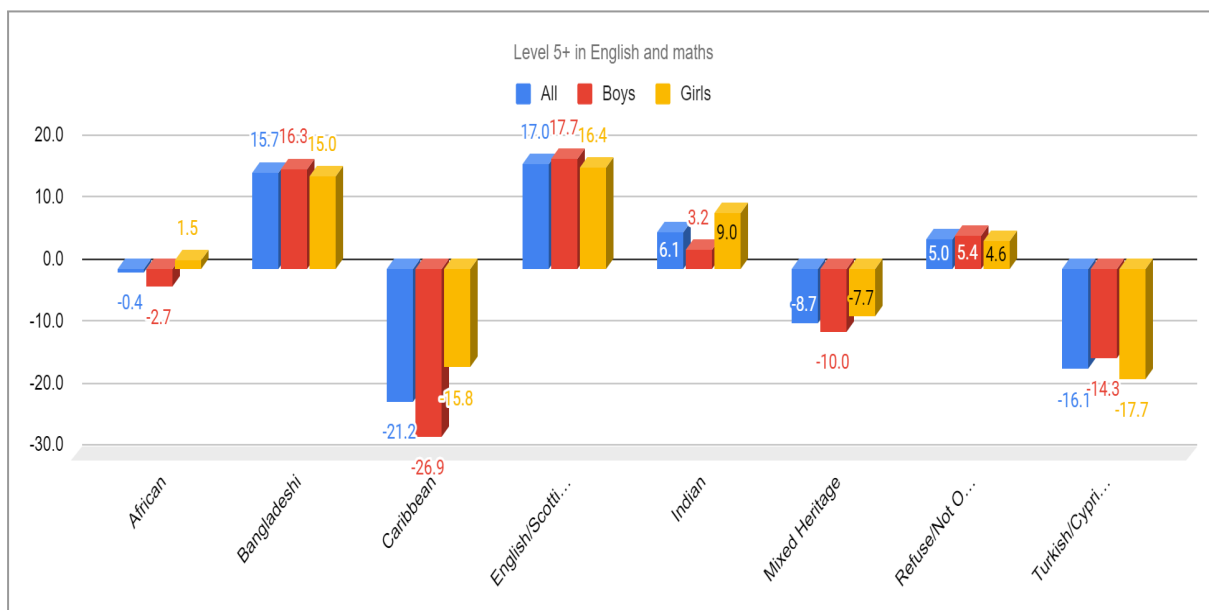


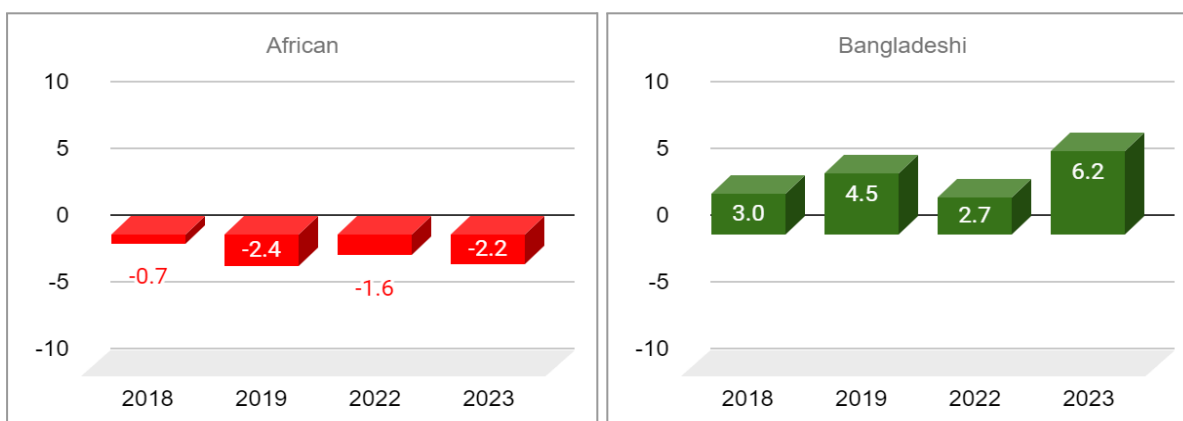
Figure 29: Percentage point gap (for percentage of pupils achieving level 5+ in English and maths) for ethnicity groups in Hackney compared to overall Hackney level, 2023



3.9 Key Stage 4 performance by ethnicity for 2018 to 2023 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.

Figure 30: Attainment 8 point gap for ethnicity groups in Hackney compared to overall Hackney level, 2018 to 2023



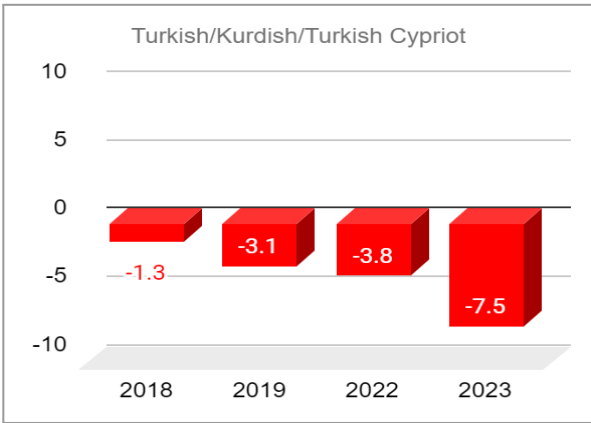
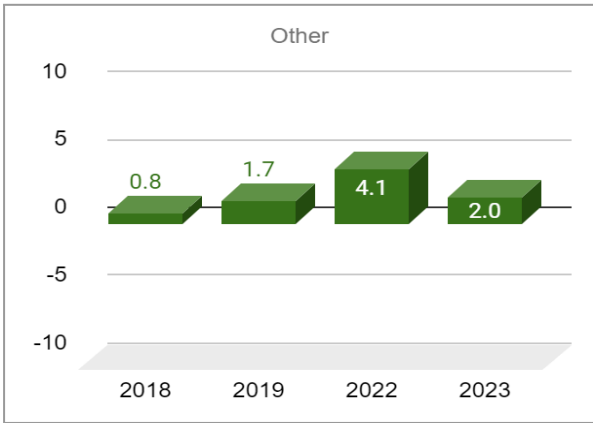
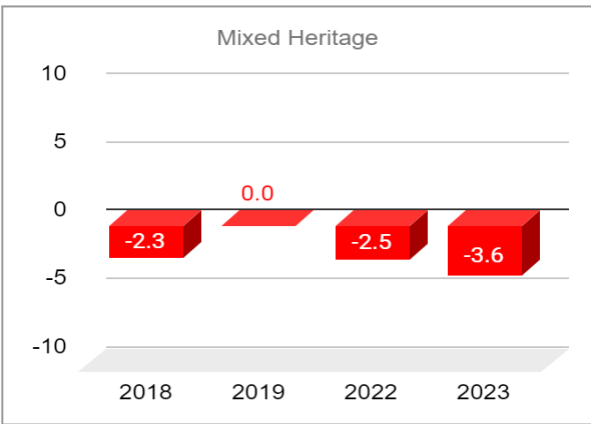
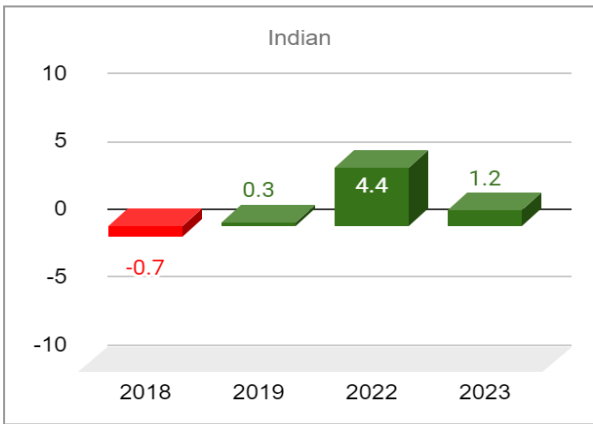
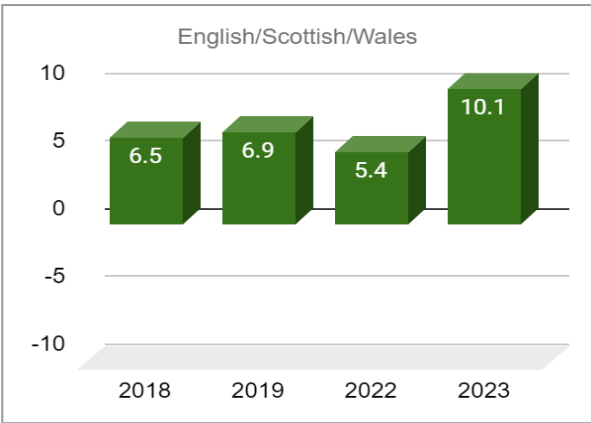
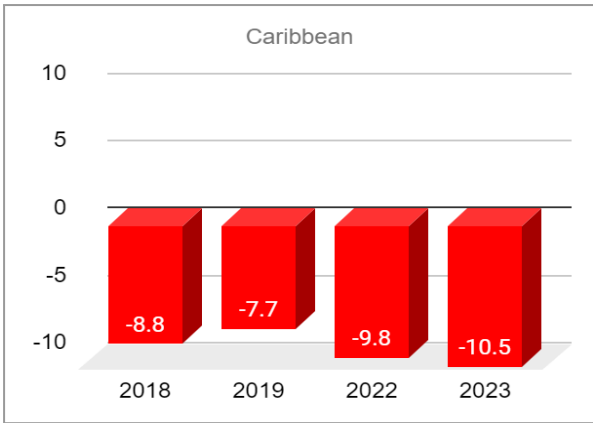


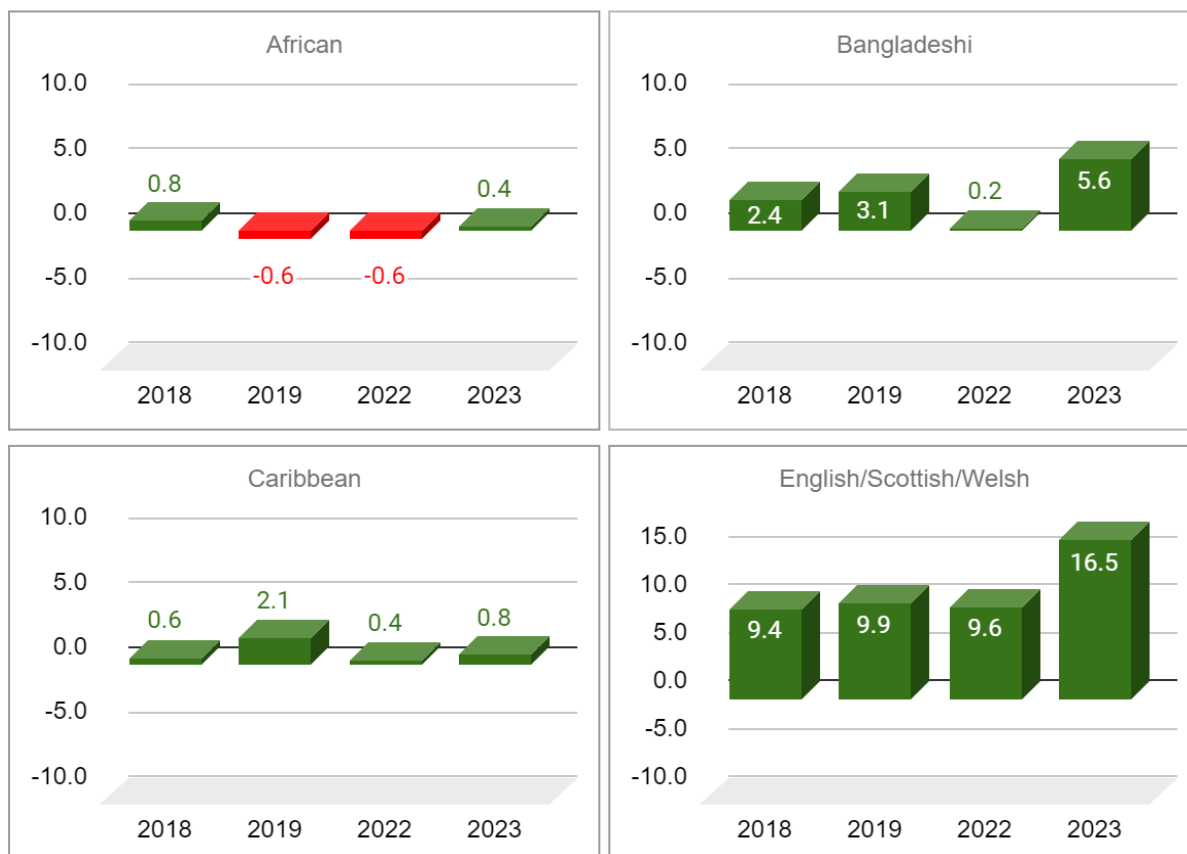
Figure 31: Percentage point gap (for percentage of pupils achieving level 5+ in English and maths) for ethnicity groups in Hackney compared to overall Hackney level, 2018 to 2023

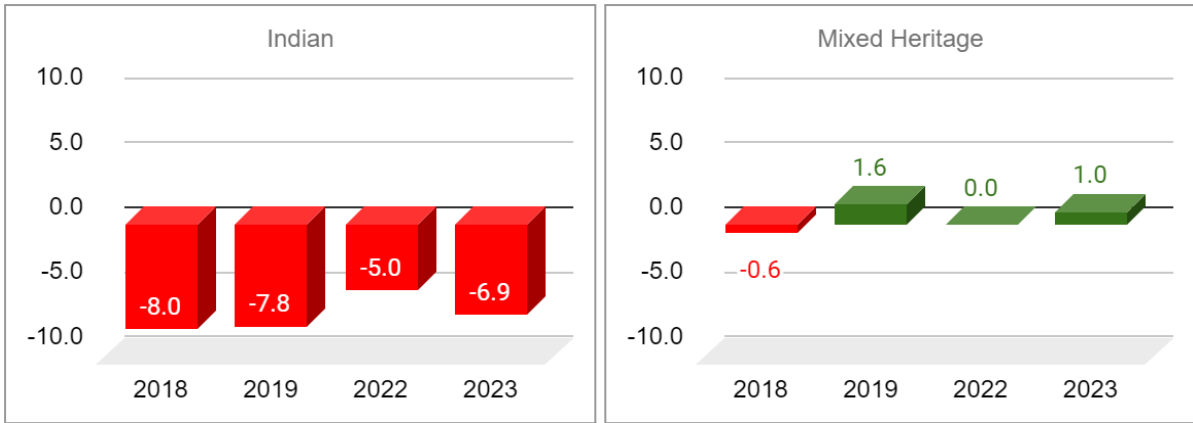


3.10 Key Stage 4 performance by ethnicity for 2018 to 2023 against equivalent national cohorts (percentage point gap)

The following graphs show the percentage point gap between the performance of the ethnicity cohort and the equivalent national cohort over the four year period of 2018, 2019, 2022 and 2023. 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 four 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.

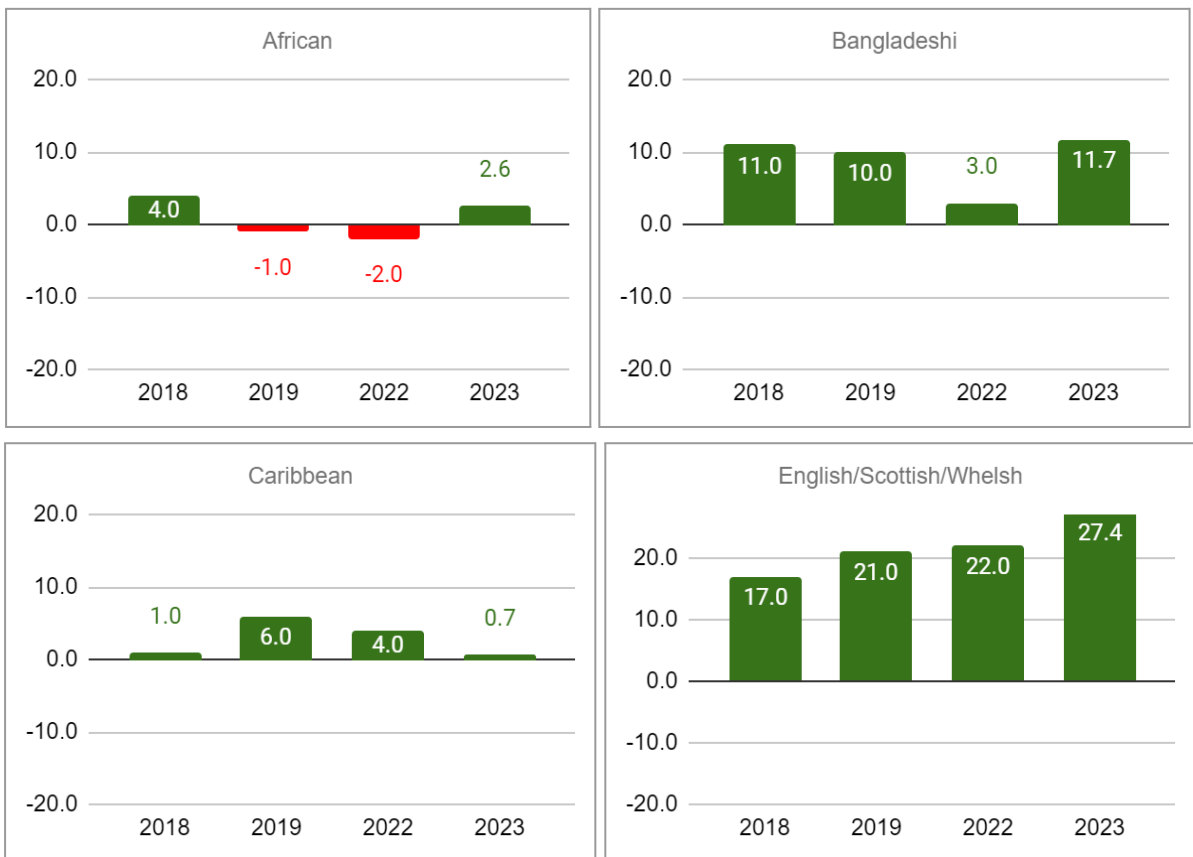
Figure 32: Attainment 8 point gap for ethnicity groups in Hackney compared to equivalent cohort nationally, 2018 to 2023

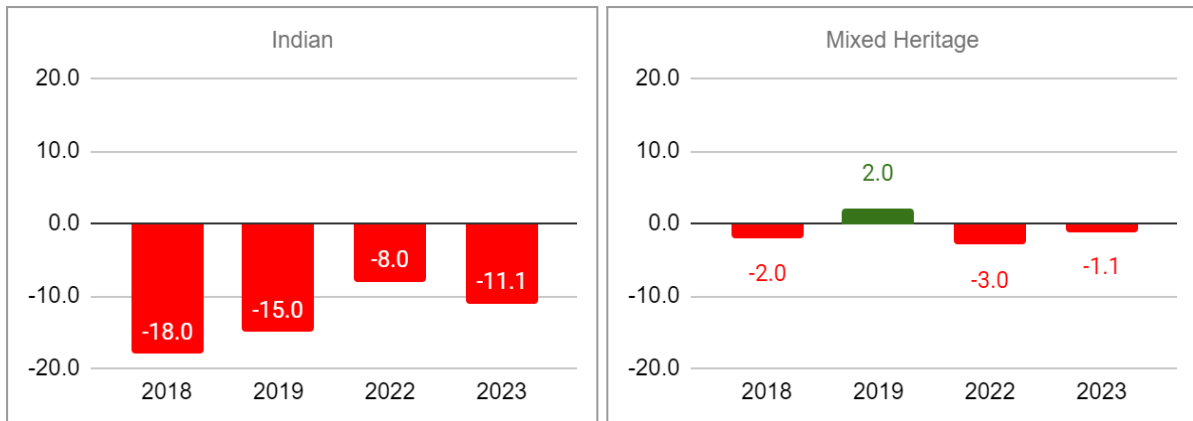




The trends seen above when considering the Attainment 8 measure are replicated in the below, which looks at the percentage of pupils achieving level 5+ in English and maths.

Figure 33: 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 2023





3.11 Key Stage 4 performance of other cohorts, 2023

i. African cohort

This is the largest cohort analysed in the KS4 cohort (when we excluded 'All other ethnicities' category) with 21% of pupils in total. Nigerian (6% of the overall KS4 cohort) and Ghanaian (4% of the overall KS4 cohort) are the largest groups within this African cohort.

59% of Nigerian pupils and 48% of Ghanaian pupils achieved level 5 in English and maths in 2023, with the overall African cohort having 53% of pupils achieving the benchmark. On the Attainment 8 measure, the gap is less, with Nigerian pupils having an average score of 51.2 and Ghanaian pupils an average score of 48.4 against the overall African pupils average score of 49.

ii. Mixed heritage cohort

Of the 'Mixed Heritage' cohort, Mixed White and Black Caribbean is the largest cohort (3.7% of pupils overall).

White and Black African (1.3% of the overall KS4 cohort) and White and Asian (0.7% of the overall cohort) are other significant ethnicities within this group. There is variation in the performance of these three cohorts:

White and Asian - 69% of pupils achieved level 5 in English and maths and had an average Attainment 8 score of 63.7

White and Black African - 39% of pupils achieved level 5 in English and maths and had an average Attainment 8 score of 49.6

White and Black Caribbean - 32% of pupils achieved level 5 in English and maths and had an average Attainment 8 score of 41.2

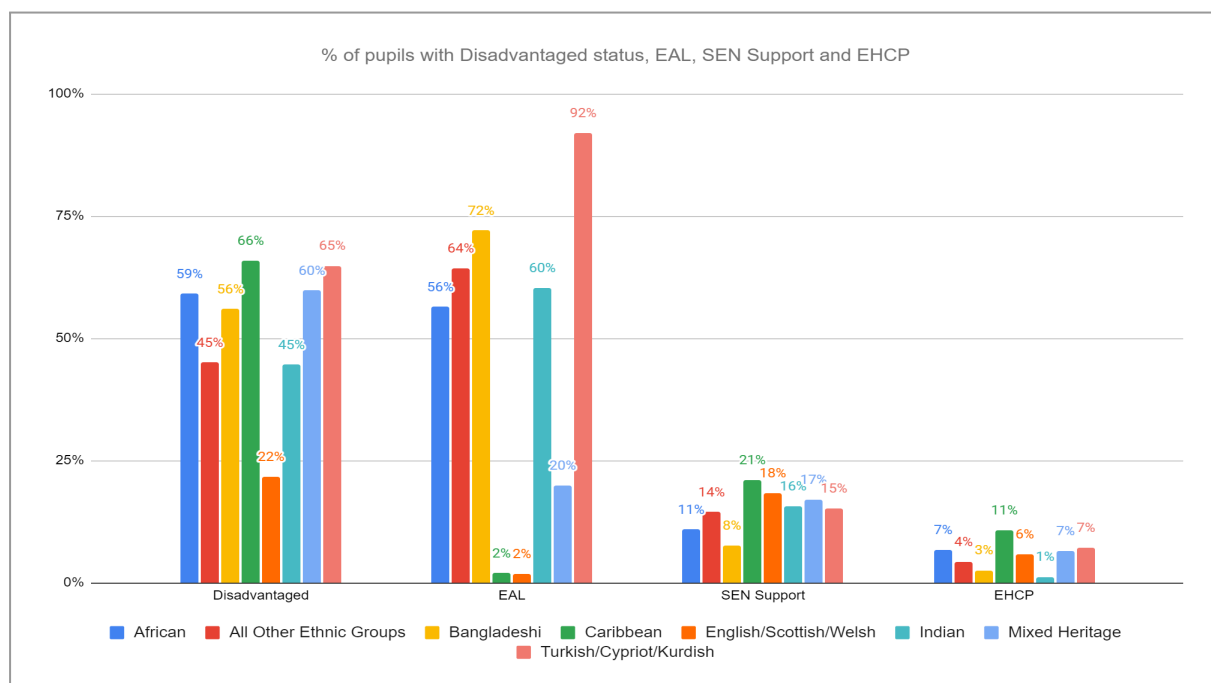
iii. Traveller pupils

At the end of key stage 4 in 2023, there were only four 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 Intersectionality, 2023

It is important to note that there are other factors in play, other than ethnicity, and intersectionality with other characteristics such as Disadvantaged status, English as an Additional Language and SEN could impact a child reaching the expected standard. The graph below shows the percentage of disadvantaged pupils, those with EAL and those that have SEND Support or an EHC plan that are from each ethnic group. The graph shows that Caribbean and Turkish/Cypriot/Kurdish pupils have a much higher rate of disadvantaged pupils than any other ethnic group. Caribbean pupils also have the highest rate of EHC and SEN support pupils. Turkish/Cypriot/Kurdish pupils also have a much higher rate of EAL than any other ethnic group (92%).

Figure 34 Percentage of pupils with FSM, EAL, SEN Support and Education, Health and Care plan by ethnic group



3.13 Interventions: secondary school performance

3.13.1 What have we done

The performance of Hackney secondary schools has again provided key success. We now have 11 academies and 5 maintained schools (1 community; 4 voluntary aided).

The 2023 outcomes are above those achieved in 2019, pre-Covid.

Against the best performing local authorities:

- All 11 of the main accountability measures are in the top quartile
- 10 of these indicators are in the top quintile. Four measures improved on the 2022 level .
- **For disadvantaged pupils (42% in Hackney)**, all seven indicators are in the top quintile of the best performing local authorities in England.
- **Attainment gaps between non-disadvantaged and disadvantaged pupils show** two of the five main indicators are in the top quintile; and two measures moved up from the 2nd quartile in academic year 2022/23.
- **SEN / EHCP measures** - three of the four indicators are in the top quintile; the other measure (the percentage of pupils achieving English and maths GCSEs 4+ - SEN/EHCP pupils), dropped from the top quartile to the 2nd quartile.
- **Ethnicity measures** - performance against the main eight indicators is variable. One measure is in the top quintile (percentage of pupils achieving English and maths GCSEs 5+ - White Boys).
- The Progress 8 score for Black boys improved in 2023.
- One measure (Progress 8 - Black Boys) improved a quartile position from the bottom quartile to the 3rd quartile.
- Two measures dropped a quartile position from the 2nd to 3rd quartile (the percentage of Black boys achieving 4+ in English and maths and EBacc APS for Black boys).
- De-delegated funding has been used to support schools in raising attainment of disadvantaged and under-performing groups, in particular focusing on Black Boys. This has been provided to our maintained schools.
- Whilst the gap between highest and lowest performing secondary schools and for SEND pupils continues to close, for Caribbean pupils it remains a focus.

- De-delegated funding has been used by secondary schools to support mentoring, catch-up, the development of study skills, reading and numeracy.
- In 2022-23, and continuing this year too, we focused some of the secondary headteacher meetings and all the subject networks on curriculum implementation – adaptive teaching and checking for understanding.
- For schools where outcomes showed anomalies with previous or expected performance, call-in meetings were instigated leading to identify where school improvement and other services, such as SEND, could provide additional support.
- Joint approaches with SEND to ensure the graduated support model has had an impact which has been demonstrated in improved attainment and reduced suspensions for pupils with EHC plans.

3.13.2 What are we planning to do:

The offer for 2023-24 builds on the current model but with significantly greater use of school-to-school support, practitioner-led improvement and the introduction of flexible improvement partner visits.

A literacy network has been established and this is being used to promote the development of early reading skills. Looking further forward, we have undertaken discussions with schools on moving to arrangements for support that are school-led, partnership-delivered.

In 2023-24, As part of the Raising Achievement offer (see Key Stage 2), Hackney Education reintroduced the secondary offer which took the form of school based projects which focused on early identification and support for KS3 children showing vulnerability toward underachievement or exclusion. The purpose of the intervention is to disrupt this and improve attainment.

The projects have been designed by the schools themselves and will include parental involvement and some element of staff training relating to building awareness of issues faced by vulnerable children. Schools will need to provide analysed data on the project group at regular reporting points.

Schools will need to complete a short report midway and at the close of the project. This is likely to include a description of activity, an analysis of available data, an evaluation of success or otherwise, lessons learnt and pupil voice questionnaires to monitor their perception of the impact.

Through the programme of flexed school improvement partner visits we are supporting schools in developing their SEND provision, as part of wider commitment to respond to growing need as well as foster inclusivity in curriculum intent and implementation.

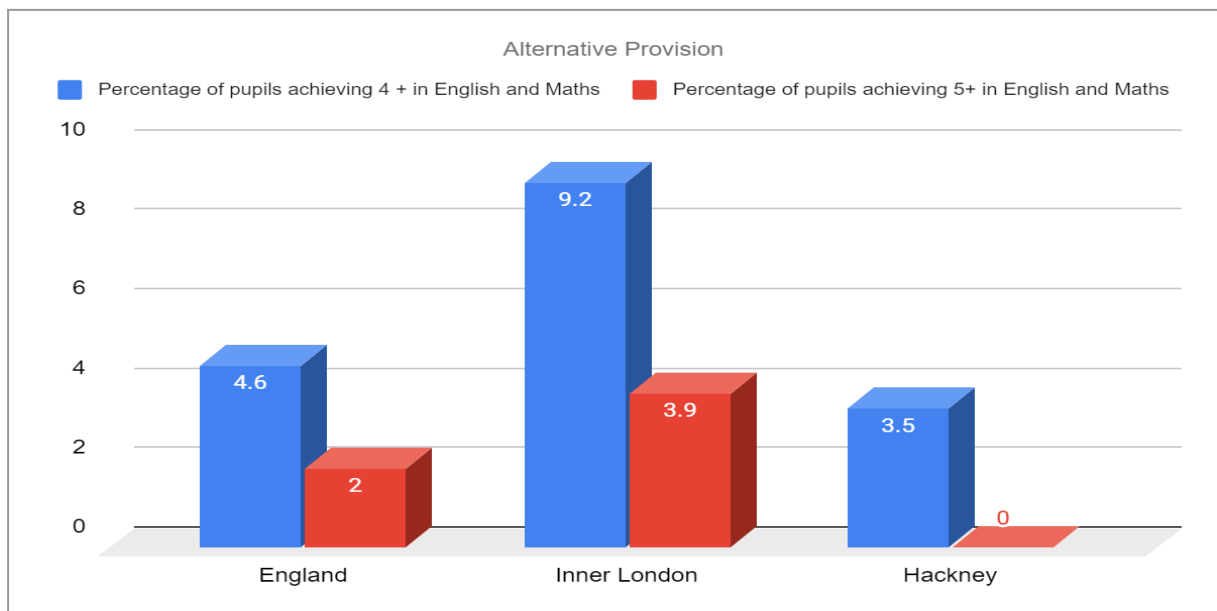
We continue to provide leadership training – working with Inspiration for All on an innovative mentoring programme that pairs headteachers (and some senior managers) with successful leaders from the world of business.

4. Pupils in Alternative Provision - Key Stage 4 outcomes

4.1 Key Stage 4 performance of pupils in alternative provision, 2023

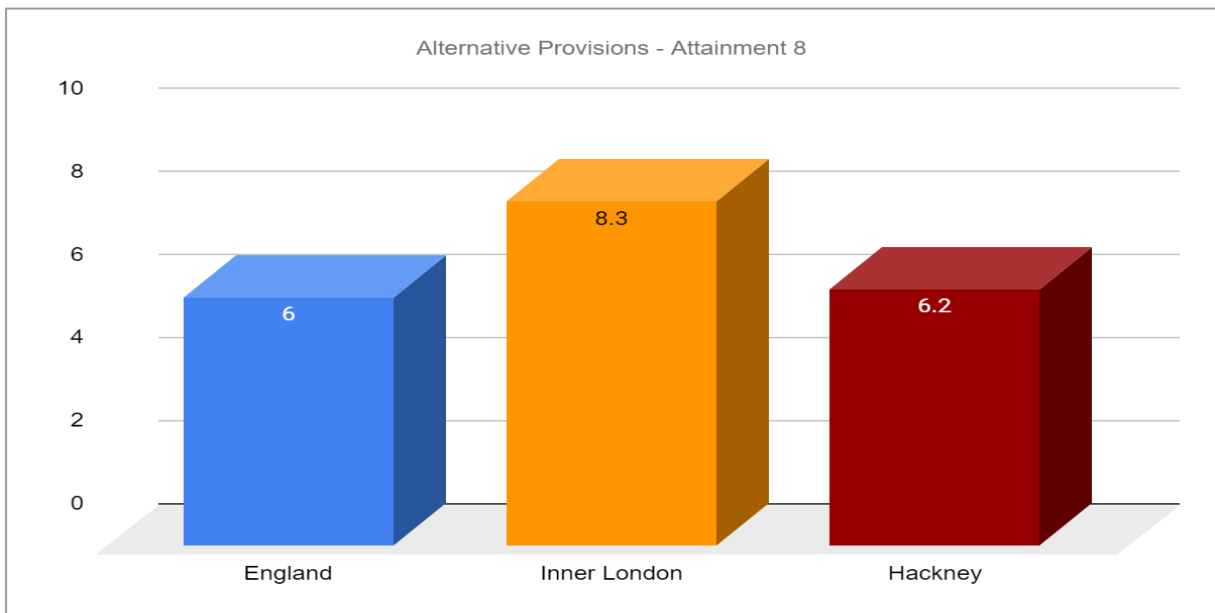
A total of 57 pupils are reported as part of the alternative provision cohort in Hackney in 2023, therefore caution should be exercised in interpreting percentage point differences given the small cohort size. A smaller proportion of pupils in alternative provision in Hackney achieve passes in English 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 35: Percentage of pupils achieving level 4+ and level 5+ in English and maths for pupils in alternative provision



Pupils in alternative provision in Hackney also have a lower Attainment 8 score (6.2) than Inner London (8.3) but slightly above the national level (6.0)

Figure 36: Average Attainment 8 score for pupils in alternative provision



The figure below shows that the percentage of pupils in alternative provision in Hackney (42.1%) achieving a pass at GCSE or equivalent is lower than nationally (52.2%), and lower than Inner London (57.3%).

Figure 37: Percentage of pupils attending AP gaining any pass at GCSE or equivalent

