

REPORT TO: Children and Young People Policy and Performance Board

DATE: 11 September 2023

REPORTING OFFICER: Interim Executive Director Children

PORTFOLIO: Children and Young People

SUBJECT: Summary of 2023 Provisional Un-validated Attainment Outcomes

WARDS: Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 To provide a presentation on the provisional 2023 educational outcomes for Halton's children and young people for Early years Good Level of Development (GLD) indicator; Key Stage One phonics results; Key stage 1, 2, 4 and 5 attainment information. To share some key updates regarding educational national and local priorities and developments.

2.0 RECOMMENDATION: That

- (1) Members receive the presentation; and
- (2) Members ask any questions about the implications of these results; and
- (3) Members are aware of any key updates and implications for the borough

3.0 SUPPORTING INFORMATION

3.1 As part of the Children's Policy and Performance Board overview and scrutiny role for children's services in Halton, members regularly receive reports on educational attainment and other educational developments/issues in the borough. This report is to feedback on Statutory Educational Assessments throughout EYFS and Statutory Assessments undertaken in the summer term throughout the primary, secondary and post 16 phases of education. This series marks the return of non-compensated statutory assessment, post pandemic.

The information provided shares information regarding pre pandemic and 2022 performance, to gain an insight into the borough's prior educational position and then the provisional results achieved this academic year. Clearly direct comparisons cannot be made against prior performance and whilst Halton as a region were badly affected by Covid infections, individual schools have been affected to varying degrees so caution also needs to be exercised as there is variance in performance across schools.

3.2 The Operational Director for Education, Inclusion and Provision will provide a summary of 2023, GLD, phonics, Key Stage 1, 2, 4 and 5 provisional, un- validated

educational attainment. This data provide an early indication of the educational attainment data across Halton’s schools before formal publication of the validated data by the Department for Education in December. At that time more detailed national data on progress and comparative groups will be available. This data, does however, provide sufficient information for Schools, LA and wider stakeholders to plan and inform key priorities.

3.3 Provisional Attainment Results for 2023: Early years Good Level of Development (GLD):

Percentage of pupils achieving a good level of development								
Year	Halton			England			gap	
2017	60.9	↓	-1.0	70.7	↑	1.4	-9.8	↓
2018	64.5	↑	3.6	71.5	↑	0.8	-7.0	↑
2019	66.1	↑	1.6	71.8	↑	0.3	-5.7	↑
2022	60.1	↓	-6.0	65.2	↓	-6.6	-5.1	↑
2023	62.2	↑	2.1	67.3	↑	2.1	-5.1	⇒

For information Early Years Framework and revised Early Learning Goals changed in 2022, so cannot be compared directly with prior data. However gap to national is a useful indicator to give a benchmark of how we are comparing to the national average. This revised framework removed any exceeding measurements with figures based upon percentage of children reaching the expected standard in the Early Learning Goals (ELG).

The children undertaking these assessments were only two years old when the Covid pandemic hit. This cohort of children had reduced social interaction opportunities at a formative stage of their lives and many also had reduced physical development opportunities with parks, leisure centres, children’s playbarns and outdoor activities closed due to Covid. Any delays in gross motor skill development lead to delays in fine motor skills development so whilst pencil hold, scissor control, manipulative skills are impacted, so are self care skills and using tools such as a knife and fork to feed themselves. These are significant experiences that this generation missed out on and are seen nationally as well as locally From early data, we have seen the following results in each Area of Learning (AOL), with the (national data) being provided by early NCER data sources (subject to validation):

- **Communication and Language AOL** 76.5% (79.7%) achieving expected standard
- **Personal, Social and Emotional Development AOL** 81.0% (83.2%) achieving expected standard
- **Physical Development AOL** 82.1% (85.2%) achieving expected standard
- **Literacy AOL** 64.2% (69.8%) achieving expected standard
- **Mathematics AOL** 71.8% (77.2%) achieving expected standard
- **Understanding the World AOL** 76.3% (80.3%) achieving expected standard
- **Expressive Arts and Design AOL** 82.1% (85.0%) achieving expected standard

As with 2022 outcomes, the Writing early learning goal (ELG) continues to be the lowest performing ELG, which mirror national performance, with 66.2% (71.1%) of children achieving the expected standard.

Phonics:

End of Year One data:

Phonics - Year 1							
Percentage of pupils achieving the expected standard							
Year	Halton			England			gap
2017	79	↑	3	81	⇒	0	-2
2018	79	⇒	0	82	↑	1	-3
2019	80	↑	1	82	⇒	0	-2
2022	73	↓	-7	75	↓	-7	-2
2023	79	↑	6	79	↑	4	0

It is very encouraging to see the improvement in the proportion of children achieving expected standard in the Phonics Screening Check in 2023, with a year-on-year increase of 6% (4%), and more encouraging that the children in the borough have now attained in-line with early national data, given the high level of deprivation within Halton. The passmark remained at 32/40 in 2023.

End of Year Two data, also known as end of key stage (this includes those whom retook the assessment in Year Two as they didn't reach the expected standard by the end of Year One).

Phonics - by end of Year 2							
Percentage of pupils achieving the expected standard							
Year	Halton			England			gap
2017	91	⇒	0	92	↑	1	-1
2018	92	↑	1	92	⇒	0	0
2019	90	↓	-2	91	↓	-1	-1
2022	86	↓	-4	87	↓	-4	-1
2023	88	↑	2	89	↑	2	-1

Improvement from 2022 is in-line with national, with the gap to national remaining at -1%. Pupils who were not working at the expected standard by the end of key stage one will continue to develop their phonic skills throughout the following school years.

Key Stage One Assessments: Expected standard

Reading							Writing									
Year	Halton			England			gap	Year	Halton			England			gap	
2017	66	↓	-1	76	↑	2	-10	↓	58	↑	4	68	↑	3	-10	↑
2018	73	↑	7	75	↓	-1	-2	↑	67	↑	9	70	↑	2	-3	↑
2019	72	↓	-1	75	⇒	0	-3	↓	66	↓	-1	69	↓	-1	-3	⇒
2022	66.4	↓	-5.6	66.9	↓	-8.1	-0.5	↑	57.8	↓	-8.2	57.6	↓	-11.4	0.2	↑
2023	65.3	↓	-1.1	68.3	↑	1.4	-3	↓	57.5	↓	-0.3	60.1	↑	2.5	-2.6	↓

Maths							Reading, writing and maths									
Year	Halton			England			gap	Year	Halton			England			gap	
2017	65	↑	1	75	↑	2	-10	↓	53	↑	3	64	↑	4	-11	↓
2018	74	↑	9	76	↑	1	-2	↑	63	↑	10	65	↑	1	-2	↑
2019	71	↓	-3	76	⇒	0	-5	↓	61	↓	-2	65	⇒	0	-4	↓
2022	66.9	↓	-4.1	67.6	↓	-8.4	-0.7	↑	53.3	↓	-7.7	53.4	↓	-11.6	-0.1	↑
2023	66.7	↓	-0.2	70.4	↑	2.8	-3.7	↓	52.9	↓	-0.4	56	↑	2.6	-3.1	↓

Key stage one data is based on teacher assessment informed by tasks and key stage one tests. The combined Reading, writing, maths figure isn't a DFE reportable measure at key stage one but is a useful indicator to track to identify proportion of children reaching the expected standard in all three areas by the end of the key stage. This is the last academic year in which the key stage one testing and formal teacher assessment is statutory.

The gap to national widened across all subjects in 2023, although this can somewhat be offset by the previous year's (2022) comparisons, where Halton children made large gains on their peers nationally compared to the previous reporting years. It is important to note that this Year 2 cohort had serious interruption to both their pre-school and reception class early years' education.

Key Stage One: Greater Depth/Higher Standard

Reading							Writing									
Year	Halton			England			gap	Year	Halton			England			gap	
2017	17	↑	1	25	↑	1	-8	⇒	9	↑	3	16	↑	3	-7	⇒
2018	21	↑	4	26	↑	1	-5	↑	12	↑	3	16	⇒	0	-4	↑
2019	22	↑	1	25	↓	-1	-3	↑	11	↓	-1	15	↓	-1	-4	⇒
2022	17.1	↓	-4.9	18	↓	-7	-0.9	↑	7.8	↓	-3.2	8	↓	-7	-0.2	↑
2023	16.5	↓	-0.6	18.8	⇒	0.8	-2.3	↓	8.1	⇒	0.3	8.2	⇒	0.2	-0.1	↑

Maths							Reading, writing and maths									
Year	Halton			England			gap	Year	Halton			England			gap	
2017	13	↑	2	21	↑	3	-8	↓	6	↑	2	11	↑	2	-5	⇒
2018	17	↑	4	22	↑	1	-5	↑	8	↑	2	12	↑	1	-4	↑
2019	18	↑	1	22	⇒	0	-4	↑	9	↑	1	11	↓	-1	-2	↑
2022	14	↓	-4	15.1	↓	-6.9	-1.1	↑	6.5	↓	-3	5.9	↓	-5	0.6	↑
2023	13.8	↓	-0.2	16.4	↑	1.3	-2.6	↓	6.6	⇒	0	6.2	⇒	0	0.4	↓

In Writing, the proportion of children receiving greater depth outcomes was almost in-line with national at key stage one in 2023, which is a considerable achievement, given the high level of deprivation within the borough. Although the combined reading, writing and mathematics measure is not reported nationally, it is encouraging the Halton children outperformed their peers nationally, for the second year running, when considering those achieving greater depth outcomes.

Key Stage Two; Expected Standard:

Reading				Writing (TA)			
Year	Halton	England	gap	Year	Halton	England	gap
2017	69 ↑ 6	72 ↑ 6	-3 →	2017	72 ↑ 6	76 ↑ 2	-4 ↑
2018	75 ↑ 6	76 ↑ 4	-1 ↑	2018	75 ↑ 3	78 ↑ 2	-3 ↑
2019	70 ↓ -5	74 ↓ -2	-4 ↓	2019	76 ↑ 1	78 → 0	-2 ↑
2022	76 ↑ 6	75 ↑ 1	1 ↑	2022	70 ↓ -6	69 ↓ -9	1 ↑
2023	73 ↓ -3	73 ↓ -2	0 ↓	2023	71 ↑ 1	71 ↑ 2	0 ↓

Maths				Grammar, Punctuation and Spelling			
Year	Halton	England	gap	Year	Halton	England	gap
2017	70 ↑ 5	75 ↑ 5	-5 →	2017	75 ↑ 5	77 ↑ 4	-2 ↑
2018	74 ↑ 4	75 → 0	-1 ↑	2018	75 → 0	78 ↑ 1	-3 ↓
2019	75 ↑ 1	79 ↑ 4	-4 ↓	2019	75 → 0	78 → 0	-3 →
2022	69 ↓ -6	71 ↓ -8	-2 ↑	2022	70 ↓ -5	72 ↓ -6	-2 ↑
2023	70 ↑ 1	73 ↑ 2	-3 ↓	2023	72 ↑ 2	72 → 0	0 ↑

Reading, Writing and Maths			
Year	Halton	England	gap
2017	56 ↑ 9	61 ↑ 8	-5 ↑
2018	63 ↑ 7	64 ↑ 3	-1 ↑
2019	60 ↓ -3	65 ↑ 1	-5 ↓
2022	58.1 ↓ -1.9	59 ↓ -6	-0.9 ↑
2023	58 ↓ -0.1	59 → 0	-1 ↓

The proportion of Halton children securing expected standard outcomes at key stage two remains broadly in-line with their national peers in 2023 across most of the subject areas, with the percentage of children achieving this in the combined reading, writing and maths measure remaining constant year-on-year. The gap to national in mathematics has widened from 2022 and this will be one of the key focus areas of the priority education investment area project.

Key Stage Two: Greater Depth/Higher standard:

Reading				Writing (TA)			
Year	Halton	England	gap	Year	Halton	England	gap
2017	19 ↑ 4	25 ↑ 6	-6 ↓	2017	13 ↑ 5	18 ↑ 3	-5 ↑
2018	25 ↑ 6	28 ↑ 3	-3 ↑	2018	19 ↑ 6	20 ↑ 2	-1 ↑
2019	22 ↓ -3	27 ↓ -1	-5 ↓	2019	19 → 0	20 → 0	-1 →
2022	25 ↑ 3	28 ↑ 1	-3 ↑	2022	11 ↓ -8	13 ↓ -7	-2 ↓
2023	28 ↑ 3	29 ↑ 1	-1 ↑	2023	11 → 0	13 → 0	-2 →

Maths				Grammar, Punctuation and Spelling			
Year	Halton	England	gap	Year	Halton	England	gap
2017	17 ↑ 6	23 ↑ 6	-6 →	2017	25 ↑ 6	31 ↑ 8	-6 ↓
2018	21 ↑ 4	24 ↑ 1	-3 ↑	2018	30 ↑ 5	35 ↑ 4	-5 ↑
2019	21 → 0	27 ↑ 3	-6 ↓	2019	30 → 0	36 ↑ 1	-6 ↓
2022	18 ↓ -3	23 ↓ -4	-5 ↑	2022	22 ↓ -8	28 ↓ -8	-6 →
2023	20 ↑ 2	24 ↑ 1	-4 ↑	2023	26 ↑ 4	30 ↑ 2	-4 ↑

Reading, Writing and Maths			
Year	Halton	England	gap
2017	6 ↑ 3	9 ↑ 4	-3 ↓
2018	9 ↑ 3	10 ↑ 1	-1 ↑
2019	9 → 0	11 ↑ 1	-2 ↓
2022	6 ↓ -3	7 ↓ -4	-1 ↑
2023	6 → 0	8 ↑ 1	-2 ↓

Although behind national levels, the proportion of children achieving higher standard (reading, maths and grammar, punctuation and spelling tests) and greater depth

(writing teacher assessment) has improved year-on-year, with the gap to national narrowing in each individual subject area in 2023.

Key Stage Four Attainment: GCSE Performance:

Pending following release on 24th August

2022/2023 are the first cohort, post pandemic to undertake exams as the last two years GCSE results have been based on Centre Assessed Grades and Teacher Assessed Grades. The last year where GCSE's were based on purely exams and assessments was 2019. Early national data indicates that most GCSE performance nationally shows a small increase on 2019 data and a decline on 2021 teacher assessed grade data. Halton's GCSE results mirror much of this pattern, although maths at grades 9-5; English grades 9-5 and combined English and Maths grade 9-5 have all also increased on 2021 data too.

Ebacc data has declined slightly. The Ebacc measure is calculated by average point score counting all schools in all measures, based on a range of subjects including:

- English language and literature
- maths
- the sciences
- geography or history
- a language

To count towards the English part of the EBacc, pupils need to take both English literature and English language GCSE exams. For the science element, pupils need to take either GCSE combined science, or 2 single sciences. The language includes any ancient or modern foreign language.

Whilst Ebacc is a measure encouraged by DFE, for some pupils it does not reflect their strengths and ambitions. In some circumstances pupils individual best results may be gained by selecting subjects which don't cover this diverse, approved range. In these cases these students won't meet the Ebacc measure, but may have attained strong results in their chosen subjects.

Key Stage Five: Post 16 A level Attainment:

Halton A-Level Summary						
Year	Number of Students	Number of Entries	% A*-A	% A*-B	% A*-C	% A*-E
2019	350	960	16.8%	43.2%	70.2%	98.1%
2020	56	123	9.8%	35.8%	67.5%	97.6%
2021	-	1082	37.9%	66.6%	89.5%	98.7%
2022	-	1191	26.3%	58.4%	83.0%	99.7%
2023	-	1592	14.5%	44.2%	75.4%	98.7%

Halton Tech/Vocational			Distinctions		High (MMM +)		Passes	
Year	Students	Entries	No.	%	No.	%	No.	%
2019	468	519	449	87%	491	95%	518	100%
2020	24	60	37	62%	16	27%	63	105%
2021								
2022	491	518	350	68%	467	90%	31	6%
2023	-	1480	833	56%	418	28%	208	14%

In 2023 A level results, Halton's young people performed well with 75% of all grades being awarded at A*-C at A level against a national average of 75.4%. As has been the case nationally, A*-A grades has fallen with some of the protective measures from covid being removed.

Equally in relation to BTEC, T levels and Vocational qualifications 86% achieved MMM or above and 56% achieved distinctions.

Data regarding performance of vulnerable groups; performance by gender and performance of SEND support, EHCP and Looked after children and care leavers will be published in a subsequent report. DFE release characteristic data in December 2023 and so analysis and performance reporting of these groups will be reported later once released.

3.4 Key Educational Developments:

- Priority Educational Investment Area (PEIA)**- Halton have been identified as a Priority Educational Investment area and are one of 24 Local Authorities to be identified in this category. 55 out of 152 Local Authorities across England have been identified as Educational Investment Areas. These areas will receive additional funding to support local and national priorities in line with ambitions identified within The Schools White Paper. As a PEIA, Halton is working closely with the DFE. The key priorities are improving Early Years Good level of development, whilst improving outcomes in English and Maths across all ages and stages. These priorities will also focus on schools and settings being inclusive and raising achievement for children and young people with SEND. The fourth key priority is improving attendance in school for all children but particularly reducing persistent absenteeism and absence for vulnerable children and young people.
- Delivering Better Values**- Halton have been identified as a Local Authority to be part of the Delivering Better Values Programme. This programme is targeting authorities with high needs DSG funding deficits (about a third of all LA's) whom aren't at the highest level risk but have deficits that need to be addressed. The programme have commissioned Newton and CIPFA (specialists working with public financial management) to aid regions in identification to key drivers to address their high needs and inclusion needs whilst reducing deficit budgets. Halton are part of tranche three and having shared data and financial reporting, forecasting and system engagement work are taking place throughout the Autumn term of 2023.

4.0 POLICY IMPLICATIONS

- 4.1 This data will also be shared with Department for Education (DFE) and Ofsted. As Halton are a priority education investment area (PEIA), this data will be used to help inform our educational key priorities and support action plans and deployment of priority funding use in consultation with DFE and overseen by the Regional Delivery Directorate (RDD).
- 4.2 Support and challenge to schools was previously funded through the receipt of the School Improvement Monitoring and Brokering Grant (SIMB). From April 2022, the SIMB grant funding for Local Authorities was reduced by 50% and from 1st April 2023, Local Authorities no longer received SIMB grant funding. The removal of this funding stream without the removal of duties has required the Local Authority to consider how educational support and challenge needs will be met and partnership working facilitated. In order to continue our close working with schools and work to support and challenge schools in the shared aim of improving educational outcomes for all, we are now needing to move to a Service Level Agreement model to fund these key roles.

5.0 OTHER IMPLICATIONS

- 5.1 Local Attainment results are summarised, the current national data is un-validated until the Statistical First release due in December 2022.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Outcomes for children and young people have to be treated with some caution due to impact of post Covid pandemic, with all pupils and schools having been affected to varying degrees. Relative position to unvalidated national figures are reported, but again consideration does need to be given to the varying impact of covid across regions, with disadvantaged areas being affected more adversely than other areas. This performance information will inform the priorities, training, support and challenge available to schools. Schools continue to be risk assessed and challenged/supported whilst also developing the capacity of the whole school system to be a sector led improvement system working in partnership with multi agency teams and local authority and Children's services colleagues. Our collective ambition is to raise aspiration and ambition for children and young people across the borough, so that they achieve successful outcomes in line with their aspirations and contributing to the regions development, businesses, services, growth and regeneration.

6.2 Employment, Learning and Skills in Halton

Due to the pandemic young people received a range of disruptions over time due to lockdowns and varying Covid infection levels. Curriculum offer, work experience, field trips, practical experiences have all been adversely affected by Covid. Employers and trainers need to be aware that young people moving into employment/training may not have received the same ranges of experiences and opportunities as cohorts pre pandemic and need to consider this in relation to

induction and training processes that will be required to support new recruits/trainees into the workforce/placements.

6.3 A Healthy Halton

Data regarding Covid infections in settings/schools/colleges is still being collated and is shared with relevant parents/carers/professionals as appropriate if any action needs to be taken to protect children, young people and the school workforce. Risk assessments and mitigation of risk are ongoing.

6.4 A Safer Halton

None

6.5 Halton's Urban Renewal

None.

7.0 RISK ANALYSIS

The governments' ambition long term is that all schools will become part of a "family of schools ie. part of a Multi Academy Trust (MAT). Current legislation identifies that this can happen through governor choice to convert or equally schools can be directed to convert if a school becomes graded as inadequate by Ofsted and is issued with a Directive Academy order (DAO). Halton currently have two maintained schools graded as inadequate with Directive Academy orders and are in the process of converting.

In Halton, we have four Diocese with a large number of Diocesan schools The government ambition is clear and Diocesan boards are also being actively encouraged to support this academy conversion agenda and Halton do have a large number of Diocesan schools.

As a PEIA, Halton are working closely with DFE and anticipate that there will be a drive by DFE to progress with The White Paper ambitions. If this does occur, there will be increased requirements from legal services to support academy conversion processes and may impact on their capacity for wider work. Multi Academy trusts can buy into any council traded services, but frequently have their own back office teams and contract their own services. This could impact adversely on wider traded services to schools, with a decline in demand for some council services.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 None identified at this stage.

9.0 CLIMATE CHANGE IMPLICATIONS

9.1 None identified

10.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Statutory Framework for the Early Years Foundation Stage, 31st March 2021, effective 1st September 2021, DFE.

Key Stage One Assessment and Reporting arrangements Guidance (ARA), October 2021, Standards and Testing Agency

“Key Stage Two Assessment and Reporting arrangements Guidance (ARA), October 2021, Standards and Testing Agency

“Secondary Accountability Measures update, June 2022, Department for Education, June 2022

“Schools causing concern Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers”, DFE, March 2022

“Opportunity for all: strong schools with great teachers for your child,” HM Government, March 2022