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**190 Academy and School News and Resources Update, Oct 15-21 2022**

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**Attendance**

* The DfE has issued statistics **on pupil absence in schools in England: autumn 2021 and spring 2022**. See <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-2021-and-spring-2022>

**Absence**

**Absence** - refers to children who are absent for authorised and unauthorised reasons, this includes children who are absent with a positive COVID case – but does not include children who are isolating but have not had a confirmed positive case, for example as a contact. **Not attending in circumstances relating to COVID** refers to children who are not attending school due to public health guidelines. It does not include absence due to positive COVID cases. **Total number of children out of school** refers to the sum of absent children and those not attending in circumstances relating to COVID – together this figure shows the total number of children not in school in person for any reason

**The absence rate** increased within the academic year, from autumn 2021 to spring 2022. The absence rate in spring term 2022 alone was 7.9%, an increase from 6.9% in autumn 2021. Prior to the pandemic, this rate was typically around 5%, and a general increase between autumn and spring terms is expected. The increase is mostly driven by illness absence

The increase in absence was largely driven by a large increase in illness absence (including positive COVID cases), which increased from 4.4% in autumn 2021 to 5.0% in spring 2022. Unauthorised other reasons also increased from 1.2% to 1.4%.

Overall, authorised absence rate increased from 5.3% to 6.1% while unauthorised absence increased from 1.6% to 1.9%.

**Not attending due to COVID circumstances** decreased to 1.3% across the two- term period. In spring term this was 1.0%, a decrease from 1.6% in autumn 2021

**When combining absence with not attending due to COVID circumstances**, we see a combined rate of 8.7% across the two- term period. In spring term, this combined rate was 8.9%, an increase from 8.5% in autumn 2021

**Absence rates follow a similar pattern across school types**. Overall absence:

* increased in **primary** schools from 5.7% in Autumn 2021 to 6.7% in Spring 2022
* increased in **secondary** schools from 8.2% to 9.2%
* increased in **special** schools from 12.7% to 13.6%

**Persistent absence**

Pupils are identified as a persistent absentee if they miss 10% or more of their possible sessions. This includes absence with a positive COVID case. 10% of sessions translates to around 7 days of absence across the autumn term**.**

Over the autumn and spring term combined, the persistent absence rate is 22.3%. The persistent absence rate for autumn term alone was 23.5%, and for spring term 2022 was 27.2%. The increase compared to previous years, is driven by increases in illness absence (including positive COVID cases), with 11.0% of pupils missing 10% or more sessions due to illness absence alone. Further, 110,000 pupils missed 50% or more sessions across the autumn and spring terms (1.5% of all pupils). This compares to 57,000 pre-pandemic (2018/19).

**The rate of persistent absence varies across school types**. These figures include absence due to illness (including positive COVID cases).

The rate of persistent absentees **missing 10%** or more differs across all school types

* in **primary** schools - 18.2% in autumn and spring terms 2021/22
* in **secondary** schools - 26.7% in autumn and spring terms 2021/22
* in **special** schools - 40.2% in autumn and spring terms 2021/22

while the rate of pupils **missing 50%** or more was

* in **primary** schools - 0.6% in autumn and spring terms 2021/22
* in **secondary** schools - 2.5% in autumn and spring terms 2021/22
* in **specia**l schools - 5.6% in autumn and spring terms 2021/22

**Free school meals (FSM)**

The overall absence rate for pupils who are eligible for free school meals was 10.4% across autumn and spring terms 2021/22, up from 7.2% in the same period in the previous year. This compares to 6.4% for those pupils who were not eligible for free school meals. Further to sessions recorded as absence, for pupils who were eligible for free school meals, 1.6% of sessions were recorded as not attending due to COVID circumstances compared to 1.3% of sessions for pupils who were not eligible. 35.4% of pupils who were eligible for free school meals were persistently absent across the autumn and spring terms 2021/22 combined, compared to 17.9% of pupils who were not eligible.

**For statistics on absence in previous years**, see <https://www.gov.uk/government/collections/statistics-pupil-absence>

**Student destinations**

* The DfE has issued “**Destinations of key stage 4 and 5 students: 2021**.Data on key stage 4 (KS4) and 16 to 18 (KS5) students going into apprenticeship, education and employment destinations”. See <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-5-students-2021>
  + **KS4** This is about the destinations for pupils from state funded mainstream schools who left key stage 4 in 2019/20 and follows their destinations in 2020/21.
    - 93.8% of pupils were in a sustained education, apprenticeship or employment destination, broadly unchanged from the previous year
    - 89.0% of pupils were in sustained education, this shows a 1.8 percentage point increase since last year.
    - 4.9% of pupils did not have a recorded sustained destination in the year after key stage 4
    - Only 1.3% of year 11 leavers were not captured in any of the data sources
  + **16-18 students**

Overall sustained destination rate declined in 2020/21 with lower numbers going into apprenticeships and employment.

The headline destination rate was 79.1% for students that were deemed to have reached the end of 16 to 18 study in 2020, this is 1.6 percentage points less when compared to the previous academic year. This cohort shows a higher rate of students continuing in education (51.9%) and lower rates of apprenticeship and employment destinations compared to previous years. The decreases in apprenticeship and employment destinations are likely due to the disruption caused by the coronavirus (COVID-19) pandemic. The increase in the proportion of students progressing to further education is mainly due to a change in the underlying cohort.

The rise in overall education destinations was mainly driven by an increase in further education. The number of students going to higher education was also up.

Further education destinations went up by 3.4 percentage points compared to the previous year. This is in large part due to a change in the underlying cohort of 16 to 18 students, with more students that stayed at their 16 to 18 provider for a third year of study included in the 2020 cohort. The rate of progression to higher education was also higher, up by 0.2 percentage points.

The proportion of students that progressed to a sustained level 4 or higher destination was 66.0%, very similar to the previous year's cohort's progression rate of 66.2%. Of the 66.0% their destinations were as follows:

* 61.5% were studying for a degree (a level 6 qualification)
* 1.7% were participating in an apprenticeship at level 4 or higher
* 2.8% were studying qualifications at level 4 or 5

**For destinations of KS4 and KS5 students in previous years**, see <https://www.gov.uk/government/collections/statistics-destinations>

**Performance data**

* The DfE has issued **“Secondary school performance data in England: 2021 to 2022.**

The secondary school performance data (based on provisional data) shows:

* + attainment results for pupils at the end of key stage 4
  + the progress made by pupils between the end of primary school to the end of secondary school

**To search for schools, colleges and multi-academy trusts in England and check their performance.**, see <https://www.find-school-performance-data.service.gov.uk/>

For **collections of KS2 and KS4 performance tables up to 2019**, see <https://www.gov.uk/government/collections/statistics-performance-tables>

**GCSE results 2022**

* The DfE has issued “**Key stage 4 performance 2022**. Statistics on the achievements of young people at the end of key stage 4 in England, in the 2021 to 2022 academic year”. See <https://www.gov.uk/government/statistics/key-stage-4-performance-2022> Unlike previous years, this provisional release will include pupil characteristic breakdowns such as by disadvantage status, free school meal status, special educational needs status and ethnicity**.**

**Latest headline data for pupils at the end of Key Stage 4 in 2021/22**

* 38.7% of pupils were entered into the full EBacc. This is the same entry rate as 2020/21, but a decrease of 1.3 percentage points in comparison with the last full exam year of 2018/19 when 40.0% of pupils were entered into the full EBacc.
* 49.6% of pupils achieved a grade 5 or higher in both English and maths. This is a decrease of 2.3 percentage points (from 51.9%) compared to 2020/21, and an increase of 6.4 percentage points (from 43.2%) in comparison with 2018/19.
* Average Attainment 8 has decreased compared with last year, and increased compared to 2019. The average Attainment 8 score decreased by 2.2 points between 2021 and 2022 from 50.9 to 48.7, and increased by 2.0 points from 46.7 in 2019.
* EBacc APS also decreased compared with last year and increased compared with 2019, decreasing by 0.18 points from 4.45 to 4.27 between 2021 and 2022, and up by 0.2 points from 4.07 in 2019.
* The KS4 disadvantage gap index has widened compared to 2020/21, from 3.79 to 3.84. It is now at its highest level since 2011/12. Before the pandemic, the gap index had widened going from 3.66 to 3.7 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when CAGs were used to awarded grades.

**The Appendix to this Update gives much more detailed results that schools should find useful**

**For detailed GCSE results of the previous years**, see <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

**Early years and primary**

* There are 5,272 pupils who are known to have been **assigned an incorrect grade after taking Sats in May** - 22 per cent more than in 2019, the last time the assessments took place. This equates to a 20 per cent increase in the proportion of pupils who had marks changed following a review, according to figures from the Standards and Testing Agency. This year, 0.85 per cent of Year 6 Sats pupils had a mark change as a result of a marking review, up from 0.71 per cent in 2019.
* The DfE has issued “**Early years education recovery programme**. Information on new continuing professional development, qualifications and support and guidance for the early years sector funded by the Department for Education.” See all these: <https://www.gov.uk/government/news/180-million-to-improve-childrens-development-in-the-early-years> **and** <https://www.gov.uk/government/publications/early-years-education-recovery-programme> **and** <https://www.gov.uk/guidance/early-years-experts-and-mentors-programme> The government is providing a package of workforce training, qualifications and support and guidance for the early years sector to support staff and settings and address the impact of the pandemic on the youngest and most disadvantaged children. Designed to support all areas of the early years sector, the package offers:
  + continuing professional development
  + additional funding for qualifications
  + support and guidance to early years settings through stronger practice hubs and experts and mentors

**Vocational qualifications**

* The DfE has issued the outcome of its **review of post-16 qualifications at level 2 and below**. For full details, see <https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-2-and-below> The consultation response confirms that it will proceed with proposals **to axe almost 3,500 existing courses from entry level to level 2** However, plans to defund those qualifications will not get underway in 2024 as first planned. They will **start from 2025** and be carried out in a phased way to 2027. It estimates that 72% (c. 1530) of ‘in scope’5 level 2 qualifications for 16 to 19-year-olds, 61% (c.1290) of ‘in scope’ level 2 qualifications for adults, and 56% (c.626) of ‘in scope, level 1 and entry level qualifications currently available may not fit into the future landscape**. Under the plans, the surviving qualifications would be placed into 17 new “groups**” – eight at level 2, five at level 1 and four at entry level. The eight groups are comprised of six groups which it is intended to offer to both young people (aged 16-19) and adults (19+), as well as two groups which will be offered to adults only. The **six groups of qualifications which will be offered to both young people and adults** include:
* Qualifications that support students to progress to level 3 technical qualifications which provide entry to an occupation, including T Levels
* Occupational-entry qualifications supporting progression into employment in an occupation at level 2
* Specialist qualifications which enable students to build on an employer-led occupational standard and develop specialist skills and knowledge (
* Qualifications supporting students to develop cross-sectoral skills that add value across multiple occupational standards, such as stand-alone health and safety qualifications
* Qualifications that have content that is substantially different from GCSEs and that support students to progress to level 3 academic qualifications, such as performing arts qualifications.
* English qualifications for speakers of other languages

It is proposed that **five groups of qualifications at level 1 and four groups of qualification at entry level** will be considered for funding in the future, and that all these groups should be open to both young people and adults:

* Pre-technical qualifications which support direct progression onto a level 2
* technical qualification which in turn either provides entry into an occupation or progression to a level 3 technical qualification
* Qualifications that serve as a prerequisite to employment
* Qualifications delivering skills that are complementary to a study programme
* English and maths qualifications (non FSQ/GCSE)
* English qualifications for speakers of other languages (ESOL)

The four groups of qualifications for entry level are:

* Entry level 3 qualifications which lead directly to a level 1 pre-technical qualification
* Entry level 1, entry level 2 and entry level 3 qualifications delivering skills that are complementary to a study programme
* Entry level 1, entry level 2 and entry level 3 qualifications in English and maths
* Entry level 1, entry level 2 and entry level 3 qualifications in English for speakers of other languages (ESOL) (group 17)

It is also proposed to continue to fund **non FSQ/GCSE qualifications in English and maths at level 1 and below**, for the small cohort who cannot access GCSEs and FSQs directly, and to **remove funding approval from these qualifications at level 2.**

It is also proposed to develop **a set of national standards for PSE qualifications**. These standards, similar to the Essential Digital Skills Qualifications (EDSQ) standards, would include core content, key skills, and behaviours, and set out a clear continuum of skills development and progression across the levels. In future, only qualifications which meet these standards would be eligible for public funding.

The DfE says it would “allow **greater flexibility”,** for example by allowing institutions to offer level 2 qualifications leading to employment to 16 to 19-year-olds in less than two years, depending on the “size of the reformed qualification and how it fits alongside the other essential elements of the study programme”. And at entry levels 1 and 2, the DfE will “fund ‘vocational taster’ qualifications (that provide students with an opportunity to explore industries and occupations), giving an additional option to those studying at the lowest levels”.

* The DfE has issued **the final list of level 3qualifications that will have 16 to 19 funding withdrawn for new starts from 1 August 2024 due to overlap with T Levels**. See <https://www.gov.uk/government/publications/qualifications-that-overlap-with-t-levels> At least a third of the BTEC qualifications set to be axed in 2024 have been saved. Of the 160 vocational and technical qualifications that were facing the chop, at least 106 will continue to be defunded in two years’ time. These courses account for around 38,000 current enrolments. But a decision has been delayed on another 33 courses that overlap with the health and science T-level, because the content of the T-level is being reviewed by the government after Ofqual found last year’s exams were not fit for purpose and led to results for over 1,000 students being regraded. The final outcome for these courses will be published later this calendar year. It means the remaining 21 courses have been saved from the axe, (see full list below). They had been deemed to overlap with digital, construction and education and childcare T Levels.

The DfE said its analysis of the final defunding list, excluding health and science, shows that students from special education needs and disabilities backgrounds, disadvantaged backgrounds, and those from white ethnic groups are “more likely to be disproportionately affected”. More qualifications will be reviewed in future years as more T Levels roll out. A provisional list of qualifications that overlap with wave three and four T Levels in spring 2023 and awarding organisations will also be given the opportunity to appeal



**Academies and Trusts**

* **Around a quarter of academy trusts in the North East of England are considering a merger with another trust**, a new survey has revealed. A survey of 33 academy trust CEOs, which represent more than 200 schools in the area, found that 24.2 per cent were planning a trust merger and 48.5 per cent an expansion. The research, conducted by Schools North East (SNE), found that 15.2 per cent of trusts were undecided as to what their next steps would be and 12.1 per cent said they would not merge or expand. See <https://www.tes.com/magazine/news/general/one-four-mats-north-east-considering-mergers>
* ESFA has updated “Information for academy trusts to **complete their accounts return**”. See <https://www.gov.uk/guidance/academies-accounts-return>
* ESFA has issued “Guidance for academy trusts, external auditors and reporting accountants on **preparing, auditing and submitting an academy trust's annual financial statements**”. See <https://www.gov.uk/guidance/academies-accounts-direction>
* The DfE has issued guidance on the **Trust Capacity Fund (TCaF**), <https://www.gov.uk/government/publications/apply-to-the-trust-capacity-fund> and **successful applicants** who applied to the Trust Capacity Fund in the 2019 to 2023 funding rounds, <https://www.gov.uk/government/publications/trust-capacity-fund-tcaf-award-recipients>

The government is offering “strong” academy trusts grants of up to £100,000 to expand by taking on ‘good’ or ‘outstanding’ schools in better-performing regions. Experts say these “**capacity giver” schools** will help to improve a trust’s ability to drive up improvement at its other schools. The new strand has been added to criteria for the second window of the 2022-23 trust capacity fund (TCaF). The capacity fund, worth £86 million over three years, is to help trusts “develop their capacity and take on underperforming schools, particularly in education investment areas”. Ministers named 55 EIAs – those with the lowest education outcomes – to be prioritised for government support. But trusts can now get between £50,000 and £100,000 for taking on “good or outstanding schools outside of an EIA”. Under the new round, applications can include for MAT mergers, single trusts joining together or local authority “spin-off” trusts. Applicants must be “of sound financial health”. Successful applicants who do not meet the standards of 90 per cent of pupils meeting the expected standard in phonics and half of students entering the EBacc will “need to commit to improving your performance”. Applicants will also be expected to host teacher training placements. Those written to by government over excessive chief executive pay may also have points deducted from their application. The money can be used for things like establishing new central processes, setting up new central team posts or relocation costs for moving staff to new reasons. Costs can not cover capital expenditure, consultancy for delivering the expansion or due diligence on takeovers. The application window runs until December 16. Details of the next application round – which will look particularly for projects which “address [government] priorities” in the EIAs – will be published later this year.

**NTP**

* ESFA has issued “**National Tutoring Programme (NTP) allocations for 2022 to 2023 academic year**. Initial allocations which set out the funding amounts for schools and local authorities through the National Tutoring Programme (NTP) for academic year 2022 to 2023. See <https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2022-to-2023-academic-year>
* An **independent study of the £350 million first year of the NTP** has been published. See <https://educationendowmentfoundation.org.uk/national-tutoring-programme> It looked at how students eligible for pupil premium performed through the two pillars in the 2020-21 academic year. Key findings:
  + Many **school leaders felt “overwhelmed” by their role in setting up and monitoring tuition** during the first year of the NTP. Schools had “not always anticipated the resource required to support” the programme, and had “limited time and capacity” to select the tutoring most suitable to meet their pupils’ needs.
* Researchers found that “**higher amounts” of tutoring were associated with better teacher assessed grades at year 11** in English and in maths through tuition partners. For schools where 70 per cent of pupil premium GCSE students for tutoring, two months **additional progress** was made in maths and English. But EEF’s own toolkit on small group tuition says the impact is on average four months’ progress over the course of a year.
* There was no **pupil premium** target for tuition’s partner’s inaugural year and schools had discretion on who needed tutoring the most, but with a focus on disadvantaged pupils. Just 46 per cent of 184,000 pupils receiving tutoring through this pillar – run by the Education Endowment Foundation – were pupil premium students. NFER said “more should be done” to target support at disadvantaged pupils.
* **Just over half – 56 per cent – of pupils attended 12 or more hours of tutoring**. NFER said that by the end of year 1, a “substantial minority” of pupils – 35 per cent – did not receive a full block, with another eight per cent having “missing data”. On average at pupil level, primary school pupils had received 8.8 hours of tuition in English and 8.9 hours in maths prior to assessments around June and July. In year 11, this was 7.6 hours in English and 8.4 hours in maths by the time TAGs were submitted in June.
* EEF’s evidence said **effective tutoring should be additional to classroom teaching**. But NFER’s data shows 63 per cent was booked to take place during lesson times only, followed by 19 per cent outside lessons times. Another 18 per cent had a mix of both. Almost two-thirds of school staff reported that reduced time spent by pupils in lessons was the most common challenge for the programme. Over a quarter – 26 per cent – of 777 staff said that tuition had led to pupils falling behind in lessons.
* NFER was unable to conclude whether **academic mentoring** – run by Teach First – had an impact due to the low number of pupil premium students taking part.
* According to the research, the majority (74 per cent) of surveyed school leads and school staff were “very” or “somewhat” **satisfied** with the programme overall, and felt that it had met their expectations. And the report authors add that by the end of the programme, “the majority of school leads surveyed felt that the programme had ‘helped pupils catch up with their peers’” (81 per cent). However, they also stress that school staff were “reluctant” to attribute improvements in attainment solely to the programme, as they also had other interventions in place.

**Teacher pay and possible industrial action**

* **The new pay scales for teachers and school leaders for 2022-23** have been confirmed by the DfE. See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf> For a useful summary, see <https://schoolsweek.co.uk/pay-scales-for-teachers-and-leaders-in-england-from-september-2022/>
* The NASUWT and NEU will both **ballot members in schools for strike action over the government’s pay proposals**.
* **NASUWT,** which has just over 300,000 teacher members, said its ballot followed ministers’ “failure” to give teachers and heads a “fully-funded real-terms pay award of 12 per cent”. It did not hold an indicative ballot, and has recommended that its members in schools and sixth form colleges vote in favour of both strike action and action short of a strike. Ballot papers will be issued to the union’s members from October 27, and the vote will close on January 9.
* The **NEU**, which represents around 450,000 educators, will formally ballot teacher and support staff members. It had given the education secretary until today to announce a fully-funded, above-inflation pay rise, but said it had received no answer. An indicative ballot of 261,522 teachers in the NEU found 86 per cent supported strike action on a 62 per cent turnout. A separate ballot of support staff had a turnout of 68 per cent, and 78 per cent said they would vote to strike. The union announced that formal ballots, which will ask if members are prepared to take strike action, will open on October 28 and close on January 13. Ballots will go out to around 300,000 teachers and support staff in England and Wales. Dates for potential strike action “are yet to be decided, but likely to be from week commencing January 30, 2023”.
* The **NAHT** will ask its membership in England if they want to take industrial action over a pay deal worth 5 per cent to most teachers and leaders. The NAHT’s first ballot over pay in its 125-year history will ask members if they want to take action short of strike action, and whether they will take strike action. It follows a survey of 64 per cent of NAHT members, in which 84 per cent said they wanted to be balloted on action short of a strike “should a suitable agreement on pay and funding not be reached”. Fifty-five per cent said they wanted to be balloted on a full walkout. If these figures are repeated in a formal ballot, the union would meet strict thresholds for industrial action. Since 2016, unions have had to show 50 per cent turnout and 40 per cent support among voting members for action to be legal.
* Earlier this month **ASCL** released the results of its survey of school leaders, which asked whether the union should run an indicative ballot for action short of strike action and an indicative ballot on strike action. Half of the school leaders surveyed said the union should run an indicative ballot on strike action, but half of the respondents said the union should not take this step.
* In a survey by the NASUWT of more than 2,000 adults in the UK, including parents, those with children under the age of 18 were more likely than those without children to **support teachers taking industrial action**, with 64 per cent of parents saying such a move would be justified. The support for teachers was highest among parents with children aged 5 to 10, with 72 per cent in this demographic saying teachers would be justified in taking industrial action.

**School finances**

* ESFA has issued “Guidance for schools and local authorities on the **schools supplementary grant for 2022 to 2023**”. See <https://www.gov.uk/government/publications/schools-supplementary-grant-2022-to-2023>
* ESFA has issued “Information for local authorities, schools and colleges about **high needs funding arrangements for the 2023 to** **2024** financial and academic year”. See <https://www.gov.uk/government/publications/high-needs-funding-arrangements-2023-to-2024>
* The DfE has issued “Information on how local authorities can **manage their high needs systems** and associated spending in a sustainable way”. See <https://www.gov.uk/government/publications/creating-sustainable-high-needs-systems>
* The new chancellor has warned that “all departments will need to redouble their efforts to find savings, and some **areas of spending will need to be cut**”. It follows reports over the weekend that government departments were due to be asked to find savings of between 10 and 15 per cent of their capital budgets, and 2 per cent savings in revenue budgets. However, this was before Kwarteng was sacked and reports say Hunt intends to go further. A 2 per cent resource cut would see the DfE’s total budget slashed by £1.8 billion. A 2 per cent cut to the core schools’ budget as it stood in 2021-22 would equal £996 million, or the equivalent of more than 18,000 teachers. A 15 per cent capital cut to the DfE’s budget would amount to around £840 million. Unions have also called for urgent clarification on energy costs support after the chancellor announced universal help for households would end earlier than planned.
* **Exam fees are due to rise**:
* Both **Edexcel**, run by Pearson, and **OCR** have raised fees for all 2023 exams by a flat 6 per cent. With Edexcel, the cost of a maths GCSE is now £46.80 compared to £44 last year. Across nine subjects for 200 year 11s, this works out an extra £5,060 – or £35,420 for a trust with seven secondary schools. For OCR, A maths GCSE now costs £47, up from £44.25. With similar entry rates to last year across nine GCSE subjects, this would see OCR gain an extra £383,000.
* **AQA** has increased prices by between five and 17 per cent, although it is still has the lowest prices overall. It has raised prices for A-level art by 17 per cent – from £89.65 to £105.10. Other subjects have seen rises of between 5 and 12 per cent. Fees for A-level biology, chemistry and physics have risen by 10 per cent while GCSE geography and art have risen by 12 per cent. A maths GCSE now costs £41.20, up from £39.15. It means an average-size secondary, with 200 year 11s taking nine of the most popular GCSEs with AQA could pay an extra £4,840. This would cost around £30,000 for an average multi-academy trust with seven secondary schools
* As many as half of all the **maintained schools** in some areas are expected to **go into financial deficit this year**, putting councils in an “utterly untenable and unsustainable” position and “jeopardising” education. Policy experts said the dire situation could “force” local authorities to “relinquish” their maintained schools to balance the books, with the government keen for new powers to allow academy conversions en-masse. Latest figures from the DfE show 8.4 per cent of local authority-maintained schools nationally were in deficit last year. Academies were much better off, with only 2.6 per cent of trusts reporting they were in deficit in 2021. The Local Government Association said that “many schools” were concerned about their financial stability as rising costs of fuel, energy and school meals ate into budgets, alongside the need to fund the teacher pay rise. “This comes as the financial sustainability of councils and local services is already at a cliff-edge, with the dramatic increase in inflation undermining councils’ budgets,” a spokesperson said. LAs do not have any spare cash to bail out schools that are suffering financial hardship.

**Teacher recruitment and training**

* **School spending on staff development** fell from £630 per teacher in 2018 to under £400 three years later, as budget lines were “squeezed” by increasing the proportion spent on staffing, analysis shows. In 2014, SchoolDash analysis found that just over 75 per cent of school budgets went on staff, but by 2021 this had risen to nearly 80 per cent. Analysis by SchoolDash reveals that per-teacher spending on staff development and training in mainstream state schools was at 63 per cent of the 2018 figure last year, in cash terms. When you account for inflation, spending last year was at under 60 per cent of 2018 levels, which SchoolDash notes was from “an already low base”. And the gap between spending in primary and secondary schools has narrowed, with primaries spending £725 per teacher back in 2018, falling to £424 last year - compared with a fall from £528 to £371 in secondaries. The analysis shows that the spending equalled just £20 per pupil in 2021, which equates to 0.3 to 0.4 per cent of school budgets. And while spending tended to be higher at academies, large multi-academy trusts and rural schools, all types of mainstream state schools saw reductions in their spend over the period. See <https://www.schooldash.com/blog.html>
* In a new report from Teacher Tapp and the Gatsby Foundation, a survey of 300 **ECTs,** around 500 of their **mentors** and over 1,000 senior leaders, found just 13 per cent and 6 per cent of secondary and primary mentors respectively believed the ECF would increase retention. Just one in 10 ECTs and mentors thought the training was a “good use of time”. 72 per cent of ECTs felt the framework added to their workload. While the report highlighted that ECTs “arguably do not have a good reference point since they were not in the profession prior to the reform”, it also found that 65 per cent of mentors think the framework “adds too much to the workload of the ECF”. And almost six in 10 mentors (59 per cent) said their workload is too high as a result. Half of ECTs thought “further specialisation of self-study material should be a priority”. Only 2 per cent of mentors and 4 per cent of ECTs said the self-study material was “specialised to their subject or phase”. Meanwhile, only a third of ECTs said the self-study materials were clear and a quarter felt they gave good advice. More than half of mentors thought a “weakness” of the ECF was that it is not subject- or phase-specific enough. See <https://teachertapp.co.uk/wp-content/uploads/2022/10/2022-10-Early-Career-Framework-TT-Gatsby-Final.pdf>
* The DfE has issued “**Treating candidates fairly when you recruit trainee teachers**”. See <https://www.gov.uk/guidance/treating-candidates-fairly-when-you-recruit-trainee-teachers>
* The DfE has issued “The criteria that organisations must meet to provide **international qualified teacher status** (iQTS) for applicants training outside the UK”. See <https://www.gov.uk/search/all?organisations%5B%5D=department-for-education&order=updated-newest&parent=department-for-education> <https://www.gov.uk/government/publications/international-qualified-teacher-status-iqts>
* The DfE has updated a list of **early years initial teacher training (ITT) providers**. See <https://www.gov.uk/government/publications/early-years-initial-teacher-training-itt-providers-and-school-direct-early-years-lead-organisations>
* Plans to explore a new scheme to **build teacher housing on school sites** to help with recruitment have been dropped by the government. DfE officials say this is owing to “lack of demand”, despite repeated warnings from senior political and education figures that a lack of affordable housing near schools is hitting teacher supply. It is understood that several multi-academy trusts would be interested in building teacher housing on their land, but sources point to hurdles such as local planning rules, the potential need for funding deals with other parts of the public sector, and restrictions over the sale of designated playing fields.

**Welfare of young people**

* **Anyone who works with children and does not report child sexual abuse should be prosecuted**, the final report of the Independent Inquiry into Child Sexual Abuse (IICSA) has recommended. It called the nature and scale of abuse in England and Wales "horrific and deeply disturbing" with children "threatened, beaten and humiliated". found there were “limitations on an inspectorate’s ability to judge the adequacy” of schools’ child protection approaches. The current inspection system may also “lead to false assurances about children’s safety”, it warned. Despite an “enhanced focus” on safeguarding in the 21st century, the inquiry found that schools were “not as safe for children as they should be, and children’s interests do not always come first when allegations or concerns of sexual abuse arise”. The inquiry identified “many shortcomings” in current systems of protection, regulation, oversight and enforcement, including the scope and practical operation of the DBS scheme, workforce regulation, inspection systems and standards. Some school staff “were reluctant to report concerns, in part fearful of the consequences of doing so”. When concerns were raised, they were “not always referred to statutory authorities when they should have been”. It called for the creation of a child protection authority for England, which would have the power to inspect institutions and settings “as it considers necessary and proportionate”. See <https://www.bbc.co.uk/news/uk-63318342> for a summary, and for the full report, <https://www.iicsa.org.uk/reports-recommendations/publications/inquiry/final-report>
* Guidance on how to avoid **victim-blaming language and behaviours** when supporting children who have been abused or exploited online has been published. The 18-page non-statutory document has been produced by the UK Council for Internet Safety and is aimed at helping those working in schools and other settings to respond appropriately when discussing the online experiences of students. Advice from the guidance can also be incorporated into schools’ safeguarding and child protection policies. See <https://www.gov.uk/government/publications/challenging-victim-blaming-language-and-behaviours-when-dealing-with-the-online-experiences-of-children-and-young-people>
* On Tuesday, November 8, SecEd is running a free to view hour-long webinar offering practical advice and tips for **how schools can support students struggling with anxiety**. Taking place at 4pm, the discussion will feature a panel of expert educators and wellbeing specialists who will offer practical advice for how schools might deliver both preventative, whole-school support for students, as well as how we might respond to individual students, including both internal support and external intervention. See <https://www.bigmarker.com/ma-education1/Anxiety-and-mental-health-Supporting-secondary-students>

**Public examinations**

* Research, published by the University of Bristol alongside FFT Education Datalab, interrogated **whether Progress 8 had “encouraged schools to work more equitably” by focusing less on borderline pupils**. Lower-attaining pupils have done better in English and maths compared with pupils “on the borderline” since the Progress 8 performance measure was introduced, the research has shown. Results show that there was a gain of 0.01 standard deviations (SD) in GCSE English and maths for the above-borderline group and 0.07SD for the below-borderline group, meaning those pupils in the latter group made more relative progress. Mr Thomson and Professor Burgess said that the effects are “small but not trivial”. They also said that while Progress 8 is “clearly not perfect”, it is “much more equitable to pupils than threshold measures of raw attainment”. See <http://www.bristol.ac.uk/efm/media/workingpapers/working_papers/pdffiles/dp22770.pdf>
* Ofqual has issued “**Apply to be an external expert with Ofqual**”. See <https://www.gov.uk/guidance/apply-to-be-an-external-expert-with-ofqual>
* The DfE has issued “Information for schools about **secondary school accountability measures**, including Progress 8 and Attainment 8 2022”. See <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

**Ofsted**

* Ofsted has issued “**School inspection data summary report (IDSR) guide**”. This guide gives an overview of the inspection data summary report (IDSR) for primary and secondary schools, along with information to help interpret the charts. See <https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>
* Ofsted has been criticised for telling its inspectors that **teaching children to speak standard English** is a matter of social justice. The instruction is contained in Ofsted training materials that have been circulating on social media. The document highlights how to respond to a school that says: “Teaching pupils to speak standard English is not our priority because it is elitist and pupils should not be forced to adopt middle-class ways of speaking.” Ofsted’s document then tells its inspectors: “This and similar attitudes are not in keeping with the NC [national curriculum], which specifies that pupils are taught standard English, a term for accurate grammar use which has nothing to do with accents. See <https://www.tes.com/magazine/news/general/ofsted-teaching-pupils-speak-standard-english-social-justice>

**Falling rolls**

* **Running on-site childcare in classrooms** that may be empty as rolls fall allows primary schools to prepare pupils for reception, intervene early, and provide a “one stop shop” for families. But “practical issues” face leaders considering renting out since-vacated spaces, who may leave themselves short should populations spike again. Children’s commissioner Dame Rachel de Souza called for “underused space” in primaries to be used for early years education and childcare. The latest government projections predict the primary school population will fall by 16.6 per cent over the next five years. Some councils are already reducing school capacity and repurposing empty classrooms. Early years provision on school sites is nothing new, and it is becoming more popular. Government figures show there were 9,500 school-based early years providers in England last year, up from 8,600 in 2018. Schools can run their own provision funded through government childcare schemes and private fees, or rent out space to outside providers. See <https://schoolsweek.co.uk/can-childcare-fill-primary-schools-empty-classrooms/>
* **Falling birth rates across the UK will have massive implications for schools**, which are funded according to the number of pupils on their rolls. At a time when schools are already facing huge financial pressures, the future looks even bleaker. It forecasts that there will be a total of 4,064,902 pupils in nursery and primary schools in 2028, down by 532,000 from the 2022 number of 4,597,370. This issue will then feed into secondary schools - where the student population will already be in decline before that primary cohort even arrives. This matters in terms of school budgets because schools are funded on a per-pupil basis, and are expected to meet agreed published admissions numbers (PAN) to justify that funding. See <https://www.tes.com/magazine/analysis/general/falling-birth-rate-population-crisis-about-hit-schools>

**Schools Bill**

* The government is poised to **drop its schools bill**, but officials are working on a last-ditch plan to **bring back some of its proposals next year in the form of different legislation**. This could include some of the academy regulation and intervention powers proposed, along with the establishment of a register of children not in education and greater powers to tackle illegal schools. The SEND review, is safe, according to government sources. Ministers are due to respond to their own consultation this term. Despite the scrapping of the bill, sources said the government remained committed to the aims set out in the schools white paper. A review into academy regulation is also still ongoing. The schools minister has said that he would look to use “existing” powers in the academy trust handbook. It is believed this relates to the government’s power to issue termination notices and rebroker struggling academies into other trusts. The government has said it wants all schools at least in the process of moving into a MAT by 2030.

**MFL**

* Ministers plan to draw up new “benchmarks” setting out **expected attainment levels in languages** as they attempt to “improve” primary pupils’ transition into secondaries. It is part of the government push to increase the uptake of languages at GCSE level and its pledge for 90 per cent of year 10 pupils entering the English baccalaureate (EBacc) by 2025. The DfE plans to appoint a new advisory panel to draw up non-statutory guidance for languages education for 7 to 14-year-olds. It will be published later next year. As part of that, an early contract notice states the panel will produce a document that “seeks to improve transition between key stage 2 and key stage 3, benchmarking expected attainment levels”. Ofsted’s research review of languages education last year cited “staff expertise” at primary school as a barrier to learning. See <https://schoolsweek.co.uk/languages-french-german-spanish-attainment-benchmarks-proposed-to-boost-gcse-take-up/>

**Education News for schools**

* **The sixth annual awards, organised by the National Association for Special Educational Needs**, produced 18 winners across England. See <https://schoolsweek.co.uk/revealed-the-winners-of-the-nasen-awards-2022/>
* **Teaching and classroom assistants (TAs) working in mainstream schools in the UK have described being kicked, punched and spat at by pupils** in a new study that explores for the first time aggression targeted at support staff, who are predominantly female and low-paid. They told researchers they had been hit in the face, bitten, had objects thrown at them and received death threats, with incidents reported in primary and secondary schools. Their injuries included cuts, a black eye, a dislocated thumb, a broken finger and torn ligaments, according to the University of Roehampton study. They also described the psychological toll of the incidents, complaining of stress, anxiety, depression and post-traumatic stress disorder, forcing some to take time off sick and even to retire early due to ill health. The study also documents concerns about the lack of consequences for pupils in some cases. See <https://pure.roehampton.ac.uk/portal/en/publications/violence-towards-teachingclassroom-assistants-in-mainstream-uk-sc>
* The DfE has issued “**Setting up school partnerships**. Information for schools and universities on sharing expertise and resources through collaboration”. See <https://www.gov.uk/government/publications/setting-up-school-partnerships>
* The government must **extend free school meals** to avoid undermining school staff efforts to tackle the disadvantage gap and support ministers’ “growth agenda”, sector leaders have warned the government. In a letter signed by 12 organisations - including all four main teaching unions in England, and the sector bodies for school trusts, governors and business leaders -, education secretary Kit Malthouse and chancellor Jeremy Hunt are told: “Now is the right moment for the government to commit to an expansion of free school meals.” The letter says that every single school professional is “focused on ensuring that our most disadvantaged children are not left behind”, and that we “must” make sure every child has the nutrition “they need to be able to learn and thrive”. See <https://www.ascl.org.uk/News/Our-news-and-press-releases/Education-leaders-from-24,000-schools-demand-Gover>
* **Universities in England and Wales are doubling or tripling their hardship funds** in anticipation of “unprecedented” demand from students struggling with the cost of living, amid fears of widespread dropouts unless ministers offer more support. Just days into the new academic year, university and student leaders said they were already seeing signs of students being unable to cope, including not affording books for their courses, working 40-hour weeks, and being at risk of homelessness. See <https://www.theguardian.com/education/2022/oct/20/universities-double-or-triple-student-hardship-funds-in-face-of-soaring-need>
* A host of genetic variants associated with **dyslexia** have been identified by researchers, shedding light on the hereditary aspect of the disorder. It is estimated that about 10% of the UK population, about 6.3 million people, are dyslexic. Previous research has suggested it has a heritable component, with studies suggesting genetics account for somewhere between 40% and 80% of the average differences between those with dyslexia and general population. However, pinpointing specific genetic variants that may play a role has proved challenging. Now researchers say they have identified about 170 genes and 42 specific genetic variants significantly associated with dyslexia in the largest such study to date. See <https://www.theguardian.com/society/2022/oct/20/host-of-genes-and-genetic-variants-linked-to-dyslexia-identified>

**School management**

* The DfE has issued:
* Guidance and 2022-2023 allocations re the **pension grant**, supplementary fund and pension funding for local authority centrally employed teachers and music education hubs, <https://www.gov.uk/government/publications/teachers-pension-employer-contribution-grant-tpecg> <https://www.gov.uk/government/publications/teachers-pension-grant-2022-to-2023-allocations>
* Guidance and 2022-2023 allocations re schools and local authorities on the **teachers' pay grant**, <https://www.gov.uk/government/publications/teachers-pay-grant-methodology> https://www.gov.uk/government/publications/teachers-pay-grant-allocations-for-2022-to-2023-financial-year
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-19-october-2022>
* The DfE has issued information for apprenticeship providers about **reasonable adjustments for apprentices with learning difficulties and disabilities**. See <https://www.gov.uk/government/publications/support-for-apprentices-with-a-learning-difficulty-or-disability>

**Post 16**

* ESFA has issued “Information setting out the process that may lead to a grant funding arrangement with the ESFA for the **delivery of education provision for high needs students**”. See <https://www.gov.uk/search/all?organisations%5B%5D=education-and-skills-funding-agency&order=updated-newest&parent=education-and-skills-funding-agency>
* The DfE has issued “Information for 16 to 19 providers providing **capacity and delivery fund (CDF) industry placements** for the 2023 to 2024 academic year”. See <https://www.gov.uk/government/publications/industry-placements-capacity-and-delivery-fund-2023-to-2024>
* ESFA has issued “T **Level resources for universities**”. See <https://www.gov.uk/government/publications/t-level-resources-for-universities>
* ESFA has issued “**High needs funding: due diligence process for special post-16 providers**. Information setting out the process that may lead to a grant funding arrangement with the Education and Skills Funding Agency for the delivery of education provision for high needs students”. See <https://www.gov.uk/government/publications/high-needs-funding-due-diligence-process-for-new-special-post-16-providers>

**Appendix**

**More detailed 2022 GCSE Results**

**Attainment by disadvantage status, pupils in state-funded schools in England, 2018/19 – 2021/22**

|  | | **2018/19** | **2019/20** | **2020/21** | **2021/22** |
| --- | --- | --- | --- | --- | --- |
| Disadvantaged | Total number of pupils at the end of key stage 4 | 143,816 | 146,214 | 151,973 | 154,850 |
| Percentage of pupils entering the English Baccalaureate | 27.5% | 27.8% | 27.0% | 26.9% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 24.7% | 30.4% | 31.7% | 29.5% |
| Average Attainment 8 score of all pupils | 36.7 | 40.2 | 40.3 | 37.5 |
| Average EBacc APS score per pupil | 3.08 | 3.39 | 3.40 | 3.19 |
| Disadvantaged all other | Total number of pupils at the end of key stage 4 | 398,805 | 415,780 | 423,890 | 432,831 |
| Percentage of pupils entering the English Baccalaureate | 44.5% | 44.0% | 42.9% | 42.9% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 49.9% | 56.8% | 59.2% | 56.8% |
| Average Attainment 8 score of all pupils | 50.3 | 53.7 | 54.7 | 52.6 |
| Average EBacc APS score per pupil | 4.43 | 4.73 | 4.82 | 4.65 |

**Headline measures for boys and girls in state-funded schools in England, 2018/19 – 2021/22**

|  | | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| --- | --- | --- | --- | --- | --- |
| **Boys** | Total number of pupils at the end of key stage 4 | 276,670 | 286,588 | 293,649 | 300,533 |
| Percentage of pupils entering the English Baccalaureate | 34.3% | 34.1% | 33.5% | 33.9% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 40.0% | 45.9% | 48.2% | 46.8% |
| Average Attainment 8 score of all pupils | 44.0 | 47.4 | 48.1 | 46.2 |
| Average EBacc APS score per pupil | 3.84 | 4.13 | 4.19 | 4.05 |
| **Girls** | Total number of pupils at the end of key stage 4 | 265,951 | 275,406 | 282,214 | 287,148 |
| Percentage of pupils entering the English Baccalaureate | 45.9% | 45.7% | 44.1% | 43.8% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 46.6% | 54.1% | 55.8% | 52.5% |
| Average Attainment 8 score of all pupils | 49.5 | 53.1 | 53.9 | 51.3 |
| Average EBacc APS score per pupil | 4.32 | 4.65 | 4.71 | 4.49 |

**KS4 headline measures by prior attainment for pupils in state-funded schools in England between 2020/21 and 2021/22**

|  | | 2020/21 | 2021/22 |
| --- | --- | --- | --- |
| Low prior | Total number of pupils at the end of key stage 4 | 174,719 | 145,118 |
| Percentage of pupils entering the English Baccalaureate | 17.6% | 15.9% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 14.6% | 10.1% |
| Average Attainment 8 score of all pupils | 34.2 | 29.6 |
| Average EBacc APS score per pupil | 2.76 | 2.40 |
| Mid prior | Total number of pupils at the end of key stage 4 | 283,962 | 287,395 |
| Percentage of pupils entering the English Baccalaureate | 43.5% | 40.0% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 63.7% | 53.4% |
| Average Attainment 8 score of all pupils | 55.2 | 50.2 |
| Average EBacc APS score per pupil | 4.83 | 4.36 |
| High prior | Total number of pupils at the end of key stage 4 | 83,342 | 121,037 |
| Percentage of pupils entering the English Baccalaureate | 67.6% | 63.1% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 95.0% | 90.6% |
| Average Attainment 8 score of all pupils | 74.1 | 69.4 |
| Average EBacc APS score per pupil | 6.89 | 6.40 |

**Attainment by special educational needs (SEN) pupils in state-funded schools in England, 2018/19 – 2021/22**

|  | | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| --- | --- | --- | --- | --- | --- |
| Any SEN | Total number of pupils at the end of key stage 4 | 76,961 | 82,093 | 87,210 | 92,411 |
| Percentage of pupils entering the English Baccalaureate | 13.5% | 13.8% | 13.7% | 14.1% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 13.8% | 16.8% | 18.3% | 18.2% |
| Average Attainment 8 score of all pupils | 27.6 | 30.7 | 31.1 | 29.3 |
| Average EBacc APS score per pupil | 2.24 | 2.49 | 2.53 | 2.42 |
| No identified SEN | Total number of pupils at the end of key stage 4 | 464,515 | 477,952 | 487,466 | 493,933 |
| Percentage of pupils entering the English Baccalaureate | 44.5% | 44.4% | 43.3% | 43.4% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 48.2% | 55.8% | 58.0% | 55.6% |
| Average Attainment 8 score of all pupils | 49.9 | 53.7 | 54.5 | 52.4 |
| Average EBacc APS score per pupil | 4.39 | 4.72 | 4.80 | 4.62 |

**Attainment by ethnicity for pupils in state-funded schools in England, 2018/19 – 2021/22**

|  | | Asian | Black | Chinese | Mixed | Other | White |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total number of pupils at the end of key stage 4 | 2018/19 | 58,111 | 31,175 | 2,006 | 27,018 | 9,607 | 406,707 |
| 2019/20 | 61,023 | 32,935 | 1,959 | 29,481 | 10,522 | 416,504 |
| 2020/21 | 63,704 | 34,911 | 2,101 | 31,772 | 11,265 | 421,995 |
| 2021/22 | 66,833 | 36,076 | 2,438 | 34,069 | 11,986 | 425,307 |
| Percentage of pupils entering the English Baccalaureate | 2018/19 | 50.6% | 46.5% | 61.6% | 44.3% | 51.1% | 37.5% |
| 2019/20 | 51.9% | 47.7% | 64.2% | 44.3% | 51.1% | 36.9% |
| 2020/21 | 50.9% | 45.7% | 62.4% | 41.8% | 51.0% | 35.7% |
| 2021/22 | 51.2% | 46.7% | 61.5% | 42.0% | 51.4% | 35.4% |
| Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs | 2018/19 | 51.9% | 37.8% | 76.3% | 43.8% | 43.4% | 42.4% |
| 2019/20 | 58.3% | 46.0% | 79.6% | 50.2% | 50.5% | 49.1% |
| 2020/21 | 60.6% | 48.9% | 83.8% | 51.5% | 53.1% | 50.9% |
| 2021/22 | 61.3% | 49.2% | 79.9% | 49.7% | 51.9% | 47.7% |
| Average Attainment 8 score of all pupils | 2018/19 | 51.2 | 44.9 | 64.3 | 47.6 | 47.3 | 46.1 |
| 2019/20 | 54.5 | 48.9 | 67.6 | 50.8 | 50.6 | 49.7 |
| 2020/21 | 55.8 | 50.0 | 69.2 | 51.3 | 51.7 | 50.2 |
| 2021/22 | 54.5 | 48.5 | 66.0 | 49.3 | 49.5 | 47.7 |
| Average EBacc APS score per pupil | 2018/19 | 4.57 | 3.94 | 5.99 | 4.19 | 4.30 | 4.00 |
| 2019/20 | 4.89 | 4.32 | 6.31 | 4.48 | 4.59 | 4.31 |
| 2020/21 | 5.02 | 4.42 | 6.44 | 4.52 | 4.71 | 4.35 |
| 2021/22 | 4.91 | 4.30 | 6.15 | 4.35 | 4.52 | 4.15 |

**EBacc and subjects**

The percentage of pupils entering the full five EBacc subject groups has remained stable at 38.7 per cent – the same for 2020-21. Languages is continuing to cause problems. Of those missing just one EBacc component, 87.6 per cent missed languages – compared to 86 per cent in 2018-19. The percentage of pupils entered for languages this year is 44.8 per cent – the lowest in 10 years. This compares to 94.9 per cent in science and 81.4 per cent in humanities.

