

HAMPSHIRE COUNTY COUNCIL

Report

Committee	Children and Young People Select Committee
Date:	6 March 2023
Title:	Attainment of Children and Young People in Hampshire Schools 2022
Report From:	Director of Children's Services

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Purpose of this Report

1. This report provides a broad summary and analysis of attainment across Hampshire schools in 2022 at the key points in children and young people's education; the end of the Foundation Stage (the end of early years, age 5), the end of Key Stage Two (KS2 - the end of primary education, age 11), the end of Key Stage Four (KS4 - the end of secondary education, age 16) and the end of Key Stage Five (KS5 – the end of post-16 education, age 18). It also outlines key actions being taken to build on performance and further raise attainment.

Recommendation

2. That the Children and Young People Select Committee note the contents of the report.

Executive Summary

3. This report seeks to give an account of the most recent statutory assessment datasets for Early Years, Primary, Secondary and Post-16 education in 2022. It also provides some contextual information about the structure and purpose of each performance indicator and the trends over time, whilst recognising the absence of data in 2020 and 2021 and the wider impact of the pandemic. Finally, it offers some key actions being

taken in response to the data and to further improve performance across the system.

4. Attainment in Hampshire continues to be broadly above or in line with that nationally, a consistent trend over time. This is the case at the end of all Key Stages that mark important curriculum transitions and sometimes a change of schools. This indicates that, overall, children and young people are well served by each stage of education in the preparation for the next, and for adulthood.
5. At the end of Early Years education, data indicates that the performance of schools in Hampshire has remained strong.
6. Provision in Key Stage One (KS1) continues the strong performance from Early Years with reading, writing and mathematics above national indicators for children by age seven.
7. As with Early Years and KS1, standards at the end of KS2 in Hampshire schools are above the national indicators in the key measure of reading, writing and mathematics (RWM) combined.
8. Attainment in secondary schools remains secure, with the key performance indicators of The Basics (GCSE English and mathematics combined) at grade 4+ remaining above the national comparator, and that of Attainment 8 (A8) being in line with the national figure.
9. Attainment at post-16 remains strong with all key performance indicators above national measures for both A level and vocational qualifications.
10. The statutory data set released for secondary education also contains figures to indicate proportions of young people staying in education or entering employment. This shows that in Hampshire, the number of young people who either stayed in education or went into employment after finishing KS4 was 95% relative to a national figure of 94%.
11. Whilst the above is a positive picture for Hampshire overall relative to that nationally, it must be recognised that the pandemic has had a substantial impact on outcomes, notably for those children and young people experiencing vulnerability for whom, in Hampshire, the attainment gap compared to that of their peers has widened in several areas. This broadly mirrors the national picture.
12. It is notable that the proportion of children and young people experiencing vulnerability as measured by being in receipt of free school meals (FSM) has increased substantially relative to the national comparator between the last set of reported outcomes in 2019, and this 2022 set. This is explored in more detail in the contextual information section.
13. Hampshire continues to aspire to better outcomes for all children and young people, but with necessary focus on those experiencing

vulnerability, such as those in relative poverty, open to social care or with special educational needs. For these children and young people, educational outcomes are less strong both in Hampshire and nationally, therefore remain a priority.

14. Whilst this report focuses on attainment, it must be recognised that school attendance is a key determinant of good attainment and the issue of weaker attendance relative to pre-pandemic levels therefore features within this report.

Relevant Background and information

15. Some of the data used in this report has been drawn from the Department for Education's (DfE) provisional release. The final data is not published until later in the academic year. Experience has shown that there is little variation between the provisional dataset and the DfE's final published results.
16. The DfE Accountability Guidance and the DfE Performance tables make it clear that the 2022 data should not be compared to 2019 nor used to compare schools' performance – as detailed below.
17. Following the COVID-19 pandemic, most examinations, tests and assessments resumed in the academic year 2021/22. Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic. It is recommended that the KS2/KS4/KS5 data be used with caution. Performance data for 2022 should not be directly compared with 2019 and earlier.
18. Analysis of historic data tells us that school absence typically has a substantial negative impact on outcomes. This effect was even more pronounced in 2022. For example, schools report up to a 4.5 grade difference between the A8 scores of those young people who were persistently absent (that is, where the absence rate is 10% or more) with the average difference presenting as around 3 grades across the average of 8 subjects measured by the attainment 8 (A8) indicator. Significant work is underway to improve the attendance of children and young people in schools, supported by the publication of Working Together to Improve School Attendance in May 2022 [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/111411/Working_together_to_improve_school_attendance_-_GOV.UK_(www.gov.uk).pdf) and driven by a cross-Children's Services Directorate attendance steering group.
19. Although much work has been carried out through the system since the introduction of the disadvantaged pupil premium (DPP) in 2011, it remains the case that attainment for children and young people in receipt of this is stubbornly below that of their peers, although the gap had narrowed over the years between 2012 and 2019. Unfortunately, the gap for the 2022 cohort has widened further, both in Hampshire and nationally.

20. It is also of note that during this period the Hampshire cohort of children and young people in receipt of disadvantaged pupil premium increased by two thirds more than the national increase. In the case of primary age children, this increase was more than half as much as national; for secondary age young people, nationally the number in receipt of DPP dropped, whereas in Hampshire it increased. The biggest difference was seen in the Year 11 cohort where the relative increase was the most pronounced.
21. This change in cohort profile will have had an impact on the 2022 outcomes, and again sharpens the imperative to focus on this cohort.
22. In addition to the change in cohort profile over the period of the pandemic, schools throughout the system maintained a strong and necessary focus on wellbeing. The school improvement activities very much supported this alongside the school leaders and teachers who needed to work so differently through this period. Most school improvement activity was also remote, which it is now clear has less impact compared to work carried out on site in schools. These factors have undoubtedly had an impact on this year's results but also guide us clearly as to how best to target our work with schools moving forward, to support an acceleration in improved outcomes throughout the system. When the sharply focused school improvement activity of HIAS (Hampshire Inspection and Advisory Service) is reduced, this appears to have a negative impact on outcomes, underlining the important contribution HIAS makes to the school system.
23. Most recent school Ofsted outcomes reflect Hampshire's strong attainment. The proportion of all Hampshire schools judged good or better up to the end of the academic year 2021-22 was 93% compared to 88% nationally. In both the primary and secondary phase, Ofsted judged 93% of schools to be good or better compared to 90% in the primary phase nationally and 80% in the secondary phase nationally.

Performance

Early Years Foundation Stage (EYFS) Profile

24. Standards in the EYFS are assessed during the final year of this Key Stage, in the first year of statutory education in schools. This is measured by the proportion of pupils that have reached a good level of development (GLD). Standards in Hampshire continue to be well above those nationally and have been consistently so now for several years.

Good Level of Development (GLD)	2022	2019	2018
National	65.2%	71.8%	71.5%
Hampshire	70.7%	77.0%	76.7%

Data source: DfE published 24th November 2022

25. It should be noted, however, that the year-on-year GLD data cannot be used for comparison to 2022. This is due to the new statutory framework and outcomes as part of the Early Years Reforms 2021. The Early Learning Goals used to calculate GLD are not the same as those in previous years, therefore cannot be compared for the purposes of identifying trends.
26. It should also be noted that the GLD measure is no longer used for accountability at an individual school level or to compare schools.

Standards within Primary education (Key Stage One and Key Stage Two)

27. The two years following EYFS are deemed to be KS1. Hampshire schools' standards in this Key Stage continue the strong performance from EYFS with reading, writing and mathematics well above national indicators. This provides a secure basis for children to continue their education in KS2, prior to commencing secondary education.

KS1 2022	Reading	Writing	Mathematics
National	67%	58%	68%
Hampshire	72%	62%	71%

Data source: Analysis by DaIT 07/10/22, from DFE publications/ NEXUS

28. The government's preferred performance measure for KS2 is the proportion of children that have reached age-related expectations (ARE) in each of reading, writing and mathematics (RWM) combined.
29. In 2020 and 2021, no assessment data was collected or published at KS2 because of the impact of the pandemic. In 2022, although data has been collected by the DfE there are no published performance tables at KS2 on an individual school basis.
30. The table below sets out the Hampshire performance at the end of the primary stage for ARE in RWM combined:

KS2 RWM	2022	2019	2018
National	59%	65%	64%
Hampshire	60%	68%	68%

Data source: DfE published 15th December (Final)

31. The pandemic has caused a decline in standards nationally and in Hampshire at the end of the primary phase. Hampshire schools' performance remains above the national standard. Hampshire schools are not complacent but continue to seek improvements that enable even more children to reach the challenging standards required to achieve ARE in all subjects.
32. In all three subject areas, separately, Hampshire continues to perform above or in line with that nationally.

KS2 Reading	2022	2019	2018

National	75%	74%	76%
Hampshire	76%	76%	79%

KS2 Writing	2022	2019	2018
National	70%	79%	79%
Hampshire	71%	81%	82%

KS2 Mathematics	2022	2019	2018
National	72%	79%	76%
Hampshire	72%	80%	78%

Data source: DfE published 15th December (Final)

33. Although performance remains above or in line with that nationally, there is a strong drive to increase attainment overall and ensure Hampshire performs further above the national standard. During the pandemic, the annual visits to maintained schools by the school improvement team within HIAS were conducted remotely, by necessity. This is not an effective way to robustly challenge and analyse school performance. The annual visits for the academic year 2022-2023 are in-person and robustly refocused on pupil achievement.
34. In order to better understand the challenges faced by schools, a series of visits has been arranged, some to schools that secured improved standards despite the pandemic and some to schools where standards have declined. These visits have been conducted by the HIAS primary phase inspectors, with a view to sharing learning and best practice across the system. The outcomes from this research will be shared with headteachers and will further inform our interactions with schools.
35. In addition, further training for inspectors and schools has been put in place, focusing on the core elements of effective school improvement and particularly supporting new headteachers who took up post either just before or during the pandemic.
36. Overall, children in Hampshire are well served by the high quality of Early Years and Primary education in our schools.

Standards at the end of Secondary education (Key Stage 4 – KS4)

37. Secondary school performance measures and their associated GCSE courses have undergone unprecedented change between 2016, with new, harder GCSE courses being introduced year on year until the final year of change in 2019. The end of that process of change should have meant that from 2019, year on year comparisons could be carried out with validity.
38. However, due to the pandemic, in 2020, GCSE exams were not taken by students; instead, they were awarded Centre Assessed Grades (CAGs), based on what their teachers expected that they would have achieved had they taken their final exams. These grades, when aggregated

nationally, showed an increase relative to 2019.

39. In 2021, still during the pandemic, a system of teacher assessment was adopted nationally that led to the award of Teacher Assessed Grades (TAGs). Once again, there was an increase relative to 2020. Although there was much discussion about the fairness of this system and unwarranted grade inflation, many schools reported that the system of continuous assessment had favoured students who traditionally may not have fared so well under the terminal exam method of assessment. It was notable that this positive effect was more pronounced in the cohort of students experiencing vulnerability.
40. In the face of a situation where grades had increased over the two pandemic years, Ofqual (the Office of Qualifications and Examinations Regulation), the non-ministerial government department that regulates qualifications, exams and tests in England, announced that in 2022, the approach examination boards would take to grading would reflect a midpoint between summer 2019 and 2021. They stated that it would be more meaningful to make comparisons with 2019 results, because this is when exams were last taken. However, when making this comparison, note should be made that results in summer 2022 will be higher than when summer examinations were last taken in 2019, but lower than in 2021, when grades were awarded by teacher assessment.
41. However, as noted in the context section, the DfE has been extremely clear in its warning of the uneven impact of the pandemic on 2021/2022 school and college performance data and recommended:
 - Not making direct comparisons with data from previous years or between schools or colleges.
 - Discussing with the school or college factors that may have influenced these results and considering a range of information when forming a view on how well a school or college is doing, including pupil/student population information.
42. The DfE now has four preferred measures of secondary school performance: The Basics at 4+, the average grade in the subjects that make up the English Baccalaureate (EBacc), Attainment 8 (A8) and Progress 8 (P8).

The Basics

43. This measure at grade 4+ indicates the proportion of young people who have achieved a 9 to 4 GCSE grade in both mathematics and an English subject.

The Basics	2022	2019	2018
National	69%	64%	64%
Hampshire	70%	68%	66%

Data source: DfE published 20th October 2022

44. Within the Basics measures, performance in English was not as strong as that in mathematics. Detailed analysis is underway, but schools report the impact of the pandemic on writing to be a significant factor, with remote and on-line learning giving fewer opportunities for written work and far less opportunities for written work to be assessed.

English Baccalaureate (EBacc) average grade

45. The EBacc is not a qualification; it is a way for the government, and those looking at school league tables, to see how well young people in a school are achieving in a group of specified academically focused GCSEs. This group comprises English language, English literature, mathematics, two sciences, a foreign language (either modern or ancient) and a humanity, usually either of history or geography.
46. The average grade is calculated by totalling the points achieved in these EBacc subjects and dividing it by the total number of subjects in the measure to create the average point score (APS). In 2022, the average grade for Hampshire schools was 4.30, against the national average of 4.27.

EBacc APS	2022	2019	2018
National	4.27	4.06	4.04
Hampshire	4.30	4.17	4.11

Data source: DfE published 20th October 2022

Attainment 8 (A8)

47. A8 is a measure of the average grade young people achieve across a group of 8 subjects. Again, this is not a qualification but is designed to enable the government, and those looking at school league tables, to view school performance. There is a complexity to it, as only certain combinations of subjects are eligible. Students must study an English qualification, mathematics, three additional EBacc subjects and have three other qualifying subjects.
48. The changes that have been made to GCSE courses and their assessment over the past four years means that in strict terms, A8 is not comparable year on year. However, it is possible to get a sense of the underlying trend in Hampshire schools' performance by comparing the figure to the national average and looking at the difference over time.

Attainment 8	2022	2019	2018
National	48.8	46.5	46.5
Hampshire	48.8	47.5	47.0

Data source: DfE published 20th October 2022

49. Over the past three years, Hampshire schools have been improving in this measure. However, in 2022 the figure is in line with, rather than above national. Initial analysis shows outcomes in mathematics remain

strong compared to national, but those in English dropped to being in line with, rather than above national. As the calculation for A8 double counts the score for English and mathematics, but not for the other six subjects, the impact of the English outcomes is doubled within this measure.

50. Another factor that needs to be considered when looking at the results is the measures that schools took to support young people through the period of the pandemic, as this at times influenced the combination of subjects that pupils continued to study at KS4, and when they took the final exams in each subject.
51. Where headteachers decided that it would benefit students to take an examination a year early, this had no impact on the results for the students but meant that the results were not counted in the school's A8, and therefore Progress 8 (P8) score. For English, this has twice the impact on the school's A8 and therefore P8 score, as it means that the English component of this cannot be double counted. A higher proportion of young people took English literature a year early in Hampshire compared to national, and this will have had a numeric rather than attainment-based impact on results.
52. Not all subjects studied continuously counted towards the A8 and P8 measure. Some subjects that did count towards these measures were not continued by young people where it was decided that their needs would be better met through a more focused timetable, particularly ensuring that they secured the Basics and were able to progress successfully to the next stage of their education.
53. School leaders have shared that analysis of examination papers has shown the issue highlighted in English regarding writing stamina is seen across all subjects, with young people experiencing vulnerability much more likely to show this effect. This has also had an impact on the grades of young people and therefore the A8 score.

Progress 8 (P8)

54. P8 is a measure of the progress young people have made from KS2 across the A8 set of subjects relative to their peers nationally. This is calculated for each young person in the school and an average across all these calculated, to provide the school's P8 score. P8 is therefore a relative measure, dependant on all young people's performance nationally. Schools cannot predict with any accuracy what it might be, ahead of the examinations. As with the EBacc and A8, this is not a qualification but a comparative measure of relative school performance.
55. In a school with a P8 of around zero, young people have, on average, performed in line with peers with similar starting points nationally. If the score is positive, then young people have made more progress from their starting points than nationally; if it is negative, then they have made

correspondingly less progress.

56. Hampshire schools perform below the national average on this measure

Progress 8	2022	2019	2018
National	-0.03	-0.03	-0.02
Hampshire	-0.16	-0.12	-0.09

57. Young people have attained well in Hampshire schools when compared to national averages at the end of secondary school. However, these same young people also attained highly in Hampshire primary education. Indeed, the attainment of the 2017 primary cohort (which is this 2022 Year 11 cohort) was significantly above national averages for all measures. Therefore, when the P8 calculation is carried out, which measures the relative difference between primary school attainment and secondary school attainment, the score is influenced by the higher primary attainment.
58. As introduced in the A8 section, changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by young people included in this year's measures do count for the individuals but are not included in the A8 or P8 calculations. Therefore, schools that entered young people for exams in Year 10 in good faith, and because they had evidence-based data that showed this to be of benefit to the young people's overall grades, have been penalised relative to this measure.
59. The secondary school improvement team is working with schools to focus sharply on outcomes for all, although it is clear that the wellbeing support that was vital during the pandemic is still very much needed. This is particularly so for those young people experiencing vulnerability, hence this retains an important place in all conversations and plans. Each subject inspector/team has produced a detailed analysis that is focusing their work both with individual schools and across the Hampshire region. This is through network meetings and other subject events, with our secondary leads also working with schools on the holistic examination preparation and success strategies.

Standards at the end of Post-16 education (Key Stage 5 – KS5)

60. As with GCSEs, A level and other post-16 qualifications have not been published for the last two years and instead students have been awarded teacher assessed grades. This year is the first year that exams have been sat by students at the end of their post-16 courses of study and the same caveats should be applied as were explained in the previous section for GCSEs.

A level Average point score (APS) per entry

61. Each A level taken by a young person is given awarded a grade which has equivalent points attached to it. The average of these points per A level entry gives this measure.

APS per entry	2022	2019	2018
Hampshire	39.0	35.0	33.3
National	37.8	32.6	31.8

The A level APS has retained strong performance relative to national in the 2022 year in Hampshire.

A level APS per entry by grade

62. This table shows the grade equivalent of the points in the table above.

APS per entry by grade	2022	2019	2018
Hampshire	B	B-	C+
National	B-	C+	C+

The A level grade is a half grade above national in the Hampshire cohort's 2022 outcomes.

% achieving 3 A levels graded A* to A

63. This table shows the percentage young people achieving grade A* to A

% achieving 3 A* to A	2022	2019	2018
Hampshire	22.7%	11.5%	10.2%
National	20.0%	10.2%	10.3%

Hampshire's young people continue to perform well in this measure compared to young people nationally.

% achieving \geq AAB

64. This table shows the percentage of young people achieving greater than or equal to grades AAB.

% achieving \geq AAB	2022	2019	2018
Hampshire	34.5%	19.9%	17.7%
National	31.0%	17.5%	17.6%

Hampshire's young people continue to perform well in this measure compared to young people nationally.

65. In A level measures, Hampshire remains above national and has improved at a greater rate than national since 2018

Post-16 Technical Levels APS per entry

66. Technical levels are the vocational equivalent of A levels. They are a level 3 qualification. The APS per entry for technical levels in Hampshire has continued to improve and the average grade has maintained at a Distinction.

APS per entry	2022	2019	2018
Hampshire	34.0	30.8	27.9
National	30.6	28.4	28.4

Applied General Levels APS per entry

67. Applied general levels are level 3 qualifications for students who want to continue their education through applied learning. The APS per entry for applied general levels in Hampshire has continued to improve and the average grade remains a Distinction.

APS per entry	2022	2019	2018
Hampshire	34.0	30.9	27.8
National	31.8	28.3	28.2

Technical certificates APS per entry

68. Technical certificates are a Level 2 qualification. The APS per entry for technical certificates in Hampshire remains strong and has maintained an average grade of a Level 2 Merit +.

APS per entry	2022	2019	2018
Hampshire	6.2	5.9	5.8
National	5.8	5.7	5.8

Destinations data at the end of Secondary education (Key Stage 4)

69. All young people in England are required to participate in formal education or training until at least their 18th birthday, under the Raising of the Participation Age (RPA) legislation introduced in 2015. The local authority has broad statutory duties to encourage, enable and assist young people to transition successfully from Key Stage 4 to Key Stage 5.
70. The September Guarantee is a statutory process which ensures all young people completing compulsory education in Key Stage 4 receive the information, advice, and guidance they need, to apply for and secure an appropriate place in post-16 education or training. The proportion of young people in Hampshire receiving a guaranteed place in post 16 education and training has increased in 2022 and remains above national and SE averages.

September Guarantee RPA Offers					
	2022	2021	2020	2019	2018
Hampshire	97.1%	97.0%	97.5%	97.5%	97.1%
National	94.5%	95.5%	94.3%	95.0%	94.5%
SE	92.8%	93.2%	90.9%	93.8%	93.0%

Source: CCIS DfE Jan 2023

71. Young people in Hampshire progress well into education, employment, and/or training (EET) destinations in Key Stage 5. Numbers reduced during the pandemic due to fewer employment and training opportunities, including apprenticeships, however Hampshire usually outperforms the national average and is higher than the SE average.

16-18 Education, Employment and/or Training					
	2022	2021	2020	2019	2018
Hampshire	94.9%	94.9%	94.3%	95.6%	94.7%
National	94.0%	94.7%	93.7%	93.8%	93.5%
SE	92.0%	93.6%	92.4%	92.5%	93.3%

*Provisional 2022 data indicates an increase to the highest rate since pre-pandemic.

Source: CCIS DfE Dec 2022

72. A Levels remain below pre-pandemic levels though have increased in 2022 as the preferred programme of study, accounting for more than half of all post 16 destinations.
73. The course level breakdown for young people leaving Key Stage 4 is presented in the table below. A Levels remain below pre-pandemic levels though have increased in 2022 as the most popular programme of study, accounting for more than half of all post 16 destinations.

Hampshire Year 12 Course Level Breakdown					
	2022	2021	2020	2019	2018
Level 3 A levels	50.9%	50.0%	52.0%	54.0%	48.0%
Level 3 Technical	21.9%	21.5%	22.0%	18.0%	21.0%
Level 2 GCSE	1.5%	1.2%	2.0%	6.0%	2.0%
Level 2 Technical	16.1%	18.7%	17.0%	15.0%	18.0%
Level 1 Technical	8.0%	6.0%	6.0%	7.0%	9.0%
Other Education	1.6%	1.8%	1.0%	1.0%	2.0%

Source: CCIS DfE Nov 2022

Children and Young People Experiencing Vulnerability

74. Both nationally and in Hampshire, outcomes for children and young people experiencing vulnerability have been weaker than those of their peers by some margin over time. Children and young people experiencing vulnerability typically include those living in circumstances of relative poverty, sometimes referred to as 'disadvantaged', those with special educational needs, and those open to social care. With increases in numbers of children and young people within all these groups, further compounded through the pandemic, there is an overall rise in the proportion for whom strong educational outcomes are more challenging to achieve. There is a social, moral and economic imperative to address this issue; determinants of educational outcomes such as school attendance, for example, need to be tackled as a priority, led by but beyond the Education and Inclusion Branch of the Children's Services Directorate, to include wider services and partner agencies. A statement of intent has been developed over 2022 to focus this work, with rollout and engagement activity with partners required in early 2023 to drive effective implementation [Services for Schools: Twenty Strands](#).
75. Pre-pandemic, trend data shows outcomes for children and young people experiencing vulnerability were proving stubborn to shift. Data for 2022 confirms that, nationally and locally, the impact of the pandemic is significant, with a widening of educational inequalities for children and young people experiencing vulnerability.
76. At the end of the primary phase in Hampshire in 2022, 38% of children experiencing economic disadvantage (eligible for free school meals) achieved ARE in reading, writing and mathematics (RWM) combined, compared to 66% of their non-disadvantaged peers. This represents a gap of 28%, compared to a gap of 24% in 2019, which reflected a narrowing trend to that point.
77. At the end of the secondary phase in Hampshire in 2022, provisional data shows that 40% of young people experiencing economic disadvantage achieved the Basics at grade 4+, compared to 77% of their non-disadvantaged peers. This represents a gap of 37%, compared to a gap of 33% in 2019. This again follows the national pattern of a narrowing of this gap until 2019, followed by an increase in 2022, post-pandemic.
78. Outcomes at the end of the primary phase for children and young people with special educational needs and disabilities (SEND) similarly show a fall nationally and locally in 2022 compared to pre-pandemic levels. Recognising that for this group of children and young people, Hampshire's outcomes both primary and secondary are unusually not as strong as those nationally, a number of actions have been taken to focus on the SEND group. For example, new guidance on meeting the needs of children and young people at the level of SEN Support was co-produced with stakeholders and has been a focus of work with schools since its rollout in March 2021 [SEN Support](#)

Guidance.

79. Extensive universal targeted and bespoke training offers are available to schools through services such as HIAS (Hampshire Inspection and Advisory Service), HIEP (Hampshire and Isle of Wight Education Psychology) and PBS (the Primary Behaviour Service). Significant SEND-focused project work is underway in schools, supported or led by HIAS school improvement colleagues. Sector-led improvement projects have also been facilitated, with 13 groups of education settings, early years through to post-16, forming to drive projects between September 2022 and March 2024. These projects are designed to build capacity in the workforce and across the system to meet special educational needs effectively.
80. The array of workstreams to improve the timeliness, quality and delivery of Education, Health and Care Plans (EHCPs) is also expected to have a positive impact on outcomes; for children and young people with an EHCP, Hampshire's trend of performance continues to be above the national picture.
81. Children and young people open to social care can typically experience some of the lowest attainment outcomes, often as a result of erratic and/or poor school attendance linked to family circumstances, coupled with the impact of adverse childhood experiences, sometimes including issues of attachment and/or trauma. Following the pattern for other groups experiencing vulnerability as described above, the impact of the pandemic appears to have been greater on this group in Hampshire than their peers, with negative attainment gaps widening for the majority of key performance indicators across the age ranges. There is currently no comparative attainment data nationally for the open to social care cohort in 2022.

Finance

82. None.

Performance

83. Performance as outlined in tables above.

Consultation and Equalities

84. None.

Climate Change Impact Assessment

85. Climate Change Adaptation and Mitigation - None
86. Carbon Mitigation - None

Other Key Issues

87. None

Conclusions and recommendations

88. In conclusion, attainment in Hampshire schools remains comparatively strong across all Key Stages. This is testament to the work of Hampshire's schools throughout a time of significant educational change and challenge. It also underlines the important work of HIAS and the impact on the school system during the pandemic, when the HIAS focus necessarily diverted to pandemic-related issues and was not as sharp on attainment and standards, nor was there the usual physical HIAS presence in schools and with school leaders.
89. Attainment for children and young people experiencing vulnerability remains a priority area of focus. A number of actions are being taken to strengthen the school system in this respect as highlighted.
90. It is recommended that priority areas and actions being taken are revisited in the next annual report in relation to progress and impact.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

This report highlights where there are gaps in attainment between the whole cohort, and groups of pupils including those with special educational needs and those experiencing disadvantage. The work that we are doing to address these gaps currently and moving forward is highlighted, and the commitment to keeping the focus on closing these gaps is stated. The impact of the proposals in this report should therefore be positive.