

# Young People's Education and Skills

## Policy Update

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**Summary** This paper provides an update on young people's education and skills issues.

**Recommendation** Recipients are asked to note the content of this report and submit any comments to [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

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## 1 Introduction

1.1 This is the latest in our series of briefings and updates on policies, research and statistics relating to education and skills of 14 to 19 year-olds as they affect London. We have no meetings planned until the start of the next academic year and have provided this update so that our Board members, Councillors, local authority officers, partners and stakeholders can keep abreast of developments in July 2021. Our earlier briefings and updates can be viewed on our dedicated webpage<sup>1</sup>.

1.2 We hope that all those involved in 14 to 19 education and skills in London enjoy the summer break.

## 2 Context

2.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department for Education (DfE) but considers some of the main effects on different

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<sup>1</sup> <https://www.londoncouncils.gov.uk/node/37307>

aspects of the education and skills sector in London. Annex 1 provides a list of sources of official guidance.

2.2 Two bodies have been established to ensure that London moves smoothly out of the lockdown arrangements:

- London Transition Board<sup>2</sup>.
- London Recovery Board<sup>3</sup> (you can sign up to [receive updates from the London Recovery Board](#)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme<sup>4</sup>.

2.3 Progress is being made on the development and implementation of an Economic Recovery Framework. The Green, Creative, Health & Social Care, Digital and Hospitality sectors are being prioritised as these have been assessed as presenting the best potential for providing opportunities to find good work. It is proposed to establish mayoral sectoral academies in these industries that will deliver excellent learning, create a flow of highly skilled people into the labour market that will increase productivity and competitiveness, and help specific groups of excluded people to overcome barriers of employment.

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<sup>2</sup> <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

<sup>3</sup> <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

<sup>4</sup> <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/recovery-context>

### 3 Data

- 3.1 The House of Commons Library<sup>5</sup>, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country's response to Covid-19, government policies and our future emergence from the lockdown. Those of greatest relevance this month are:
- a briefing paper<sup>6</sup> that looks at the requirements on schools, colleges and universities in England to provide careers guidance, the quality of the advice provided, and the organisations working to provide careers advice
  - a paper providing an analysis of the national statistics on Young People not in education, employment or training (NEET)<sup>7</sup>
  - a briefing<sup>8</sup> looking at the cancellation of public exams and the replacement systems for awarding grades in Summer 2021, in light of the pandemic. It also provided information on plans for summer 2022 and some historical information on what happened in summer 2020.
- 3.2 The Local Authority Interactive Tool (LAIT)<sup>9</sup> produced by the DfE, is an interactive spreadsheet comparing data about children and young people across all local authorities in England and has also been updated with the latest published data.
- 3.3 During the pandemic, the Office for National Statistics (ONS) has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing

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<sup>5</sup> <https://www.parliament.uk/commons-library>

<sup>6</sup> [https://commonslibrary.parliament.uk/research-briefings/cbp-7236/?utm\\_source=HOC+Library+-+Research+alerts&utm\\_campaign=592587ecb7-EMAIL\\_CAMPAIGN\\_2021\\_07\\_02\\_08\\_00&utm\\_medium=email&utm\\_term=0\\_a9da1c9b17-592587ecb7-102517489&mc\\_cid=592587ecb7&mc\\_eid=d34cbf25d7](https://commonslibrary.parliament.uk/research-briefings/cbp-7236/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=592587ecb7-EMAIL_CAMPAIGN_2021_07_02_08_00&utm_medium=email&utm_term=0_a9da1c9b17-592587ecb7-102517489&mc_cid=592587ecb7&mc_eid=d34cbf25d7)

<sup>7</sup> <https://researchbriefings.files.parliament.uk/documents/SN06705/SN06705.pdf>

<sup>8</sup> <https://researchbriefings.files.parliament.uk/documents/CBP-9045/CBP-9045.pdf>

<sup>9</sup> <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme<sup>10</sup>, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date and provides links to more detailed data and analysis along with the relevant contact points.

- 3.4 Data specific to London is published monthly by Greater London Authority (GLA) Economics<sup>11</sup> and Intelligent London<sup>12</sup> is also updated frequently with the latest available data. The GLA's City Intelligence Unit has been publishing a series of digests of external research that offer short summaries of major research reports and a deep dive into one or two topics<sup>13</sup>.
- 3.5 London Councils has reported<sup>14</sup> that, although 98 per cent of children due to start primary school in London this September have been offered a place at one of their preferred schools (according to figures published on National Primary Offer Day 2021 by the Pan London Admissions Board,) around 6,500 fewer children had enrolled for reception classes in the capital's primary schools by the January deadline for academic year 2021 to 22 than had for the current one – a fall of 6.7 per cent. It attributed the fall in reception class applications to a combination of families leaving the city because of Brexit, leaving it because of the pandemic, simply not getting round to enrolling their children because of Covid's general disruption to normal life, and to a continuation of a fall in London's birth-rate that has become established in recent years (please also see the National Statistics on Pupil Projections<sup>15</sup>, which report on the population trends and their effects on pupil numbers in future years).

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<sup>10</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysisimarchtooctober2020/2020-10-28>

<sup>11</sup> <https://data.london.gov.uk/gla-economics/>

<sup>12</sup> <http://www.intelligentlondon.org.uk/>

<sup>13</sup> <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

<sup>14</sup> <https://beta.londoncouncils.gov.uk/news/2021/national-primary-offer-day-2021-98-get-preferred-school-place>

<sup>15</sup> [Statistics: pupil projections - GOV.UK \(www.gov.uk\)](https://www.gov.uk/statistics/pupil-projections)

3.6 This paper is in three parts: Part One covers current issues, Part Two provides a short general policy update and Part Three includes a brief performance update (the government uses the term “education settings” to describe any institution in which learning takes place - for consistency, we use the same term in this paper).

#### **4 Summary: the key issues for the recovery of Young People's Education and Skills in London**

4.1 It has been something of a tradition for the government to open consultations towards the end of the academic year and this year, in which the sector has faced continued stress and strain, has not proved to be an exception with important consultations on the National Funding Formula and FE and High Needs Funding and Accountability taking place over the summer paragraphs (15.1 and 15.2. refer). In the last few days of the year, the government also announced the results of the consultation on qualification reform and its policy decisions on future funding, to which there has been a largely unfavourable reaction (paragraph 22 provides more information). As expected, the Skills and Post-16 Education Bill has made progress through the House of Lords and debate will resume after the summer recess. Further details have been provided about this year's grade assessments and the enduring legacy of Covid-19 is evident by the revised arrangements that will apply next year. While we await this year's results, we are also concerned that the increased number of young people who started level 3 courses last year maintain their programmes in the new academic year.

4.2 While most restrictions have now been lifted and there are clear signs of economic recovery, there is still some way to go before the country reaches pre-pandemic levels and the positive trajectory it was following at the start of 2020. There is every indication that businesses in central London in particular face continuing pressure for the foreseeable future. Taken with other factors, such as the narrowing of recruitment pools, young people – who have suffered disproportionately worse in the pandemic – still face uncertain futures, with the inherent stress that causes. In this update we cover several reports about the state of the labour market as it impacts on young people

and particular groups within it (paragraph 11) and on young people's mental health (paragraph 17).

## Part One: Current Issues

### 5 Government Announcements

- 5.1 The Prime Minister confirmed England's move to Stage 4 of the government's roadmap of return to normal life on 19 July, with most restrictions being removed<sup>16</sup>. Further details were provided by the Secretary of State for Health and Social Care<sup>17</sup>. The Secretary of State for Education announced that restrictions in schools, such as class/year group bubbles, will be lifted but protective measures will remain in place next term<sup>18</sup>.
- 5.2 Supporting the Secretary of State for Education's announcement, the DfE has published a paper<sup>19</sup> summarising the evidence in relation to the Covid-19 pandemic, particularly around children, young people and education settings.
- 5.3 The Prime Minister delivered a speech about the government's 'levelling-up' vision<sup>20</sup> in which he confirmed the general direction of policy and the previously announced commitment to introducing a White Paper later this year to add substance to the slogan. He also mentioned that areas such as London and the south-east would not suffer as a result of 'levelling-up' other areas and that differences in Post-16 education were the starkest across society (though most of the measures currently in train that were included in the speech related to adult skills development rather than in the education and training of 16 to 18 year-olds).

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<sup>16</sup> <https://www.gov.uk/government/news/prime-minister-confirms-move-to-step-4>

<sup>17</sup> <https://www.gov.uk/government/speeches/secretary-of-state-for-health-and-social-care-provides-an-update-on-step-4>

<sup>18</sup> <https://www.gov.uk/government/news/covid-restrictions-in-education-settings-to-end-at-step-4>

<sup>19</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1000025/Evidence\\_Summary\\_-\\_July\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000025/Evidence_Summary_-_July_2021.pdf)

<sup>20</sup> <https://www.gov.uk/government/speeches/the-prime-ministers-levelling-up-speech-15-july-2021>

- 5.4 The DfE has released an academic paper by University Colleges (UCL) on children’s health and school closure<sup>21</sup>, which was considered at the Scientific Advisory Group on Emergencies (SAGE 80<sup>22</sup>) on 11 February 2021. The paper is the assessment of the evidence at the time of writing. As new evidence or data emerges, SAGE updates its advice accordingly.
- 5.5 Speaking at the Association of Directors of Children’s Services (ADCS) annual conference, Children and Families Minister Vicky Ford announced a new programme aimed at “levelling up outcomes for vulnerable children and building back a fairer, more resilient system”<sup>23</sup>. The new fund (£24 million) is intended to support projects tackling the issues facing the most vulnerable children in society in 2021-22, including Female Genital Mutilation (FGM) abuse, care for unaccompanied asylum-seeking children, preventing adolescents from being caught up in harms outside the home such as gangs and reducing the pressure on the system by reducing court backlogs or improving technology. Working through England’s network of nine Regional Improvement and Innovation Alliances (RIAs), it will also provide funding to accelerate the roll-out more family hubs to provide early help, build on existing projects with a proven record of success and offer investment in recruiting, developing and retaining social work staff.

(Please note, other Ministerial announcements are covered in this update according to the theme to which they relate).

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<sup>21</sup> [https://www.gov.uk/government/publications/ucl-impacts-of-school-closures-on-physical-and-mental-health-of-children-and-young-people-a-systematic-review-11-february-2021?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=3d5510cb-a6f7-4607-8fa8-f8c92041143a&utm\\_content=daily](https://www.gov.uk/government/publications/ucl-impacts-of-school-closures-on-physical-and-mental-health-of-children-and-young-people-a-systematic-review-11-february-2021?utm_medium=email&utm_campaign=govuk-notifications&utm_source=3d5510cb-a6f7-4607-8fa8-f8c92041143a&utm_content=daily)

<sup>22</sup> <https://www.gov.uk/government/publications/sage-80-minutes-coronavirus-covid-19-response-11-february-2021>

<sup>23</sup> [https://www.gov.uk/government/news/new-recovery-fund-to-tackle-harms-facing-vulnerable-children?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=ed3bb4da-5690-4093-bbf0-d5f37ffa4e50&utm\\_content=daily](https://www.gov.uk/government/news/new-recovery-fund-to-tackle-harms-facing-vulnerable-children?utm_medium=email&utm_campaign=govuk-notifications&utm_source=ed3bb4da-5690-4093-bbf0-d5f37ffa4e50&utm_content=daily)

## 6 Parliament

### ***Legislation: Skills and Post-16 Education Bill***

- 6.1 After four days of debate (on 6 July<sup>24</sup>, 15 July<sup>25</sup>, 19 July<sup>26</sup> and 21 July<sup>27</sup>), the Skills and Post-16 Education Bill completed its Committee Stage (that is, line-by-line scrutiny) in the House of Lords. Having considered 100 amendments in debate, the Lords reported the Bill without amendment. The Report Stage will follow, after the summer recess.
- 6.2 Some of the main points arising during the Committee Stage debates include:
- Lord Baker criticised some of policies implemented over the past 10 years and said that the Post-16 phase could not address failures in the pre-16 curriculum.
  - Peers from across the House sought for local authorities and Mayoral Combined Authorities to be named as strategic partners in the process for agreeing Local Skills Improvement Plans (LSIPs) and embed an element of local accountability. The Minister said that Employer Representative Bodies (ERBs) would be expected to engage with and build on current work, including Skills Advisory Panels.
  - Concern was expressed about areas of the country that could not find an ERB that would be able to deliver an LSIP.
  - Some Peers felt that the system was too biased towards colleges and Independent Providers, and potential new entrants to the market were being edged out and denied fair access to public funds.
  - Lords also observed that the Bill does not specify what constitutes a local area in terms of 'geographic footprint' (this appears to have been a

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<sup>24</sup> [https://hansard.parliament.uk/lords/2021-07-06/debates/91EEB5C5-EB4E-49F2-B9C2-519EC6796CDA/SkillsAndPost-16EducationBill\(HL\)](https://hansard.parliament.uk/lords/2021-07-06/debates/91EEB5C5-EB4E-49F2-B9C2-519EC6796CDA/SkillsAndPost-16EducationBill(HL))

<sup>25</sup> [https://hansard.parliament.uk/lords/2021-07-15/debates/708AB345-8243-45B0-A450-F68B88D19BAE/SkillsAndPost-16EducationBill\(HL\)](https://hansard.parliament.uk/lords/2021-07-15/debates/708AB345-8243-45B0-A450-F68B88D19BAE/SkillsAndPost-16EducationBill(HL))

<sup>26</sup> [https://hansard.parliament.uk/lords/2021-07-19/debates/AEC59D02-6B02-425C-B795-10908C197C83/SkillsAndPost-16EducationBill\(HL\)](https://hansard.parliament.uk/lords/2021-07-19/debates/AEC59D02-6B02-425C-B795-10908C197C83/SkillsAndPost-16EducationBill(HL))

<sup>27</sup> [https://hansard.parliament.uk/lords/2021-07-21/debates/E424F5A3-8224-42E3-B285-2B5558CEF2D5/SkillsAndPost-16EducationBill\(HL\)](https://hansard.parliament.uk/lords/2021-07-21/debates/E424F5A3-8224-42E3-B285-2B5558CEF2D5/SkillsAndPost-16EducationBill(HL))

major issue in the selection of trailblazer areas for LSIPs – see paragraph 6.4 for further details).

- It was argued that the Bill should include a joined-up careers system.
- Some Peers argued for a statutory right to study to level 3, particularly for young people, though the government preferred its current system of guarantees. Lords pressed Ministers for greater clarity over funding and whether LSIPs would bring more money. This was not resolved.
- Some members of the Lords thought that the Bill should make provision for skills for life in addition to the Skills for Jobs White Paper.

6.3 The DfE has issued draft guidance<sup>28</sup> to illustrate how it envisions educational settings will review their provision in the light of Local Skills Improvement Plans that are proposed in the Skills and Post-16 Education Bill.

6.4 The first areas to receive Local Skills Improvement Plans (LSIPs) have been announced<sup>29</sup>. None of them are in London.

#### ***Other debates***

6.5 On 14 July, David Simmonds MP (Conservative, Ruislip, Northwood and Pinner) led a Westminster Hall debate on developing a cross-government strategy for improving outcomes for children and young people<sup>30</sup>. In his remarks, Mr Simmonds commended the Minister for Children and Families for her work on the programme to support children during the school holidays but urged the Government to consider the benefits of a cross-government ambition for children so that we have a system that consistently supports all children to thrive. Mr Simmonds also urged the government to bolster the power of local authorities to fulfil their statutory role as champions for children. Responding to the debate, the Minister for Children and Families, Vicky Ford MP, said that Ministers and officials have “never worked more

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<sup>28</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/998268/DRAFT\\_statutory\\_guidance\\_-\\_review\\_FE\\_education\\_and\\_training\\_provision.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/998268/DRAFT_statutory_guidance_-_review_FE_education_and_training_provision.pdf)

<sup>29</sup> <https://www.gov.uk/government/publications/skills-accelerator-trailblazers-and-pilots>

<sup>30</sup> <https://hansard.parliament.uk/HoC%20Debate/2021-07-14/debates/BC7D6775-1C3C-4F7E-B8FA-F8EAE7A6A510/web/#contribution-B833EE1B-2EC4-451D-A847-CE10E62CCCFD>

closely together than over this pandemic period” and these meetings “have brought us together to better our approach to protect the most vulnerable children and young people”.

- 6.6 On 15 July, the Public Accounts Committee held an evidence session<sup>31</sup> on School funding, with Susan Acland-Hood (Permanent Secretary at the DfE), Tony Foot (DfE Strategic Finance Director), Julia Kinniburgh (Director General Covid Response and Schools Recovery at DfE) and Warwick Sharp (Director at the ESFA) answering questions.
- 6.7 The Education Select Committee, as part of its inquiry into the impact of Covid-19 on education and children’s services, took evidence from the National Education Union, Association of School and College Leaders (ASCL), NASUWT and UNISON on 13 July 2021<sup>32</sup>.
- 6.8 The Justice Committee questioned Alex Chalk MP, Ministry of Justice Minister, Dr Jo Farrar, Chief Executive Officer, HM Prison and Probation Service and others about secure training and secure schools on 13 July<sup>33</sup>.
- 6.9 Baroness Sherlock started a debate in the House of Lords<sup>34</sup> about supporting people receiving Universal Credit and increasing the number of people employed through the Kickstart Scheme.
- 6.10 Nick Gibb MP, Minister for School Standards and Gillian Keegan MP, Minister for Apprenticeships and Skills provided evidence to the Lords’ Youth Unemployment Committee on 13 July 2021<sup>35</sup>. The Minister highlighted that youth unemployment has risen to 13.2 per cent, and said the Government is focussed on preventing young people from becoming NEET by ensuring they stay in education until age 18 and can take up opportunities to move into work through the government’s introduction of Kickstart, Traineeships and expanded Apprenticeships. The Minister acknowledged that the analysis of the skills gap needs improving to align training with jobs and said that the government hopes to achieve this through establishing a National Skills and

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<sup>31</sup> <https://committees.parliament.uk/event/5162/formal-meeting-oral-evidence-session/>

<sup>32</sup> <https://committees.parliament.uk/event/5174/formal-meeting-oral-evidence-session/>

<sup>33</sup> <https://committees.parliament.uk/event/4735/formal-meeting-oral-evidence-session/>

<sup>34</sup> <https://lordsbusiness.parliament.uk/ItemOfBusiness?itemOfBusinessId=98674&sectionId=38&businessPaperDate=2021-07-13>

<sup>35</sup> <https://committees.parliament.uk/event/5204/formal-meeting-oral-evidence-session/>

Productivity Board and working collaboratively with employers, local authorities and education providers.

- 6.11 The House of Lords Youth Unemployment Committee took evidence from Mims Davies MP, Minister for Employment on 19 July<sup>36</sup>.
- 6.12 The House of Lords Public Services Committee, as part of its inquiry into the role of public services in addressing child vulnerability, heard evidence from Dame Andrea Leadson MP<sup>37</sup> and Sir Kevan Collins, former Education Recovery Commissioner<sup>38</sup>. On 21 July the Lords' Public Services Committee's inquiry into *The role of public services in addressing child vulnerability* heard evidence<sup>39</sup> from Jon Rouse, Director at Stoke on Trent City Council; Ade Adetosoye OBE, Society of Local Authority Chief executives (Solace) spokesperson for children and families and Chief Executive at Bromley Council; Professor Simon Kenny, National Clinical Director for Children and Young People, NHS England and NHS Improvement. The following day, evidence was provided by representatives of the Police<sup>40</sup>.

## **7 Participation and the risk of young people being NEET**

- 7.1 Figures were published<sup>41</sup> showing the number of pupils enrolled and the number of schools onboard in the National Tutoring Programme in each region of England. Since November 2020, over 240,000 pupils have enrolled in the Programme, of whom 41,842 are in London. Over 5,000 schools in England have onboarded on the Programme; 742 are in London.
- 7.2 Oak National Academy<sup>42</sup> will stay open and free to use for at least the next two terms. The move will allow schools and teachers to plan ahead for the start of the next academic year using Oak's online lessons and learning resources. Since schools fully reopened 30,000 teachers and 150,000 pupils

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<sup>36</sup> <https://committees.parliament.uk/event/5268/formal-meeting-oral-evidence-session/>

<sup>37</sup> <https://committees.parliament.uk/event/5010/formal-meeting-oral-evidence-session/>

<sup>38</sup> <https://committees.parliament.uk/event/5124/formal-meeting-oral-evidence-session/>

<sup>39</sup> <https://committees.parliament.uk/event/5292/formal-meeting-oral-evidence-session/>

<sup>40</sup> <https://committees.parliament.uk/event/5293/formal-meeting-oral-evidence-session/>

<sup>41</sup> <https://questions-statements.parliament.uk/written-questions/detail/2021-07-15/33985>

<sup>42</sup> <https://www.thenational.academy/planning>

have been using the platform each week, to support lesson planning, in-class teaching and cover lessons, homework and revision, and support for new teachers to observe experienced teachers' lessons. But Oak's usage has been increasing once again, reflecting the increase in Covid-19 infections and pupils self-isolating, with over 300,000 pupils using Oak National Academy in the final weeks of term. The continuation of Oak National Academy will ensure there is a national back-up and contingency resources for schools as we head into an uncertain autumn and winter, with schools already considering what measures they may need to put in place should pupils test positive or be asked to self-isolate by Test and Trace.

- 7.3 The costs of the autumn and spring terms will be funded by an additional grant from the DfE of £2.1 million. Reach Foundation, which has incubated Oak since its launch in April 2020, will continue as its host during this time. Separately, the Reach Foundation has been asked by the DfE to consult with its partners and stakeholders about transferring the ownership of Oak's brand, platform and associated intellectual property to the DfE, as part of securing its long term future. Oak and the DfE want to maintain Oak's principle of curriculum independence, being 'of the sector, for the sector', and that its resources would remain entirely optional. Three in four teachers surveyed say they plan to continue to use Oak after the pandemic. Teachers are keen to continue using the platform to support reducing workload, lesson planning, in-class resources and for any remote provision.
- 7.4 Education programmes to help support Gypsy, Roma and Traveller (GRT) pupils have been launched by the Ministry of Housing, Communities and Local Government (MHCLG)<sup>43</sup>. The new programmes will focus on boosting educational attainment, tackling exclusion and drop-out rates and improving pathways to employment for GRT children, backed by £1 million Government funding. The pilot programmes will reach 150 schools and involve a range of targeted work, including:

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<sup>43</sup> <https://www.gov.uk/government/news/1-million-education-programme-for-gypsy-roma-and-traveller-children-announced>

- reducing drop-out rates by engaging families with pre-school children and those transitioning from primary to secondary school.
- targeting young people not in education, employment or training.
- fostering better cooperation between councils, schools and families.
- tutoring for catch-up lessons to support pupils whose education has been disrupted by the pandemic.

Bradford, Central Bedfordshire, Essex, Hillingdon and Surrey have been chosen as the pilot areas, with the programmes informing future Government work that make a real difference to the lives of people in the community.

7.5 The Education Committee<sup>44</sup> called for a national register of home-educated children in England, saying there is an "unacceptable level of opaqueness" surrounding the issue. The Committee said it is important to "get a grip" on the number in home education. It says more data must be collected to ensure all children out of school get a suitable education.

7.6 Research from the Centre for Economic Performance (CEP)<sup>45</sup> finds that pupils lost a third of learning time during pandemic year. The analysis showed the variation across the UK in the maximum number of classroom days lost over one calendar year:

- 110 days (England)
- 119 days (Northern Ireland)
- 119 days (Scotland)
- 124 days (Wales).

These compare to a full year during normal times of 190 classroom days.

7.7 Analysis of absences by FFT Datalab<sup>46</sup> shows that students in Year 11, disadvantaged students and those with SEN have higher absence rates than average.

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<sup>44</sup> <https://committees.parliament.uk/publications/6974/documents/72808/default/>

<sup>45</sup> <https://cep.lse.ac.uk/new/publications/abstract.asp?index=8228>

<sup>46</sup> <https://ffteducationdatalab.org.uk/2021/07/how-much-school-did-year-11-miss-this-year/>

7.8 The BBC reported<sup>47</sup> that the number of children registered for home education had risen by 75 per cent in the current academic year.

## **8 Apprenticeships**

8.1 With employment in the capital hit harder than anywhere else by the Covid-19 pandemic, London Councils joined forces with major employers in the capital to propose urgent reforms to the Apprenticeship Levy that will ensure apprenticeships can play a bigger role in the capital's recovery. A paper<sup>48</sup> published by London Councils, the GLA, London Chamber of Commerce and Industry, London First, West London Alliance, Central London Forward, South London Partnership and Local London, calls on the government to reform the Apprenticeship Levy and sets out how a number of new flexibilities could incentivise employers to take on more apprentices. The cross-party coalition has also written a joint letter to Skills Minister Gillian Keegan MP listing its proposed solutions.

8.2 The NFER also reports<sup>49</sup> that the apprenticeship system needs urgent reform to ensure that young people, particularly those from a disadvantaged background, do not suffer a "second educational blow" following Covid-19.

8.3 The DfE has published its final review of its apprenticeship reform programme<sup>50</sup>, which was launched in 2015 and scheduled for completion by the end of financial year 2020 to 21. Elements of the reform programme include the introduction of apprenticeship standards and the apprenticeship levy. The main points included in the review are:

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<sup>47</sup> <https://www.bbc.co.uk/news/education-57255380>

<sup>48</sup> [https://www.londoncouncils.gov.uk/our-key-themes/economic-development/apprenticeships-0/reforming-apprenticeships-recovery?utm\\_campaign=12503635\\_Elsie%209%20July%202021&utm\\_medium=email&utm\\_source=London%20Councils&dm\\_i=192K,7FZV7,71JL3B,U8ZW8,1](https://www.londoncouncils.gov.uk/our-key-themes/economic-development/apprenticeships-0/reforming-apprenticeships-recovery?utm_campaign=12503635_Elsie%209%20July%202021&utm_medium=email&utm_source=London%20Councils&dm_i=192K,7FZV7,71JL3B,U8ZW8,1)

<sup>49</sup> [https://www.nfer.ac.uk/putting-apprenticeships-to-work-for-young-people/?utm\\_campaign=912758\\_NFER%20Direct%20August%202021&utm\\_medium=email&utm\\_source=National%20Foundation%20For%20Educational%20Research&dm\\_i=4R3K,JKAE,10I091,2C0LS,1](https://www.nfer.ac.uk/putting-apprenticeships-to-work-for-young-people/?utm_campaign=912758_NFER%20Direct%20August%202021&utm_medium=email&utm_source=National%20Foundation%20For%20Educational%20Research&dm_i=4R3K,JKAE,10I091,2C0LS,1)

<sup>50</sup> [https://www.gov.uk/government/publications/apprenticeship-reform-programme-benefits-realisation-strategy?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=55661819-bd64-4fdd-a015-ebd411eacc9b&utm\\_content=immediately](https://www.gov.uk/government/publications/apprenticeship-reform-programme-benefits-realisation-strategy?utm_medium=email&utm_campaign=govuk-notifications&utm_source=55661819-bd64-4fdd-a015-ebd411eacc9b&utm_content=immediately)

- The government set a target of 3 million apprenticeship starts during the programme and there had actually been 2,373,100 starts representing 79.10 per cent of the target.
- The DfE set a target to increase the proportion of apprenticeships started by people of black, Asian and minority ethnic (BAME) backgrounds by 20 per cent by 2020. This would result in 12.1 per cent of starts being by apprentices of BAME backgrounds. This was exceeded, reaching 13.3 per cent starts from people with BAME backgrounds by 2019/20, which is higher than the BAME employment rate of 11.7 per cent, according to the report.
- The DfE also set a target to increase the proportion of apprenticeships started by those declaring a learning difficulty or disability (LDD). They aimed to increase LDD starts by 20 per cent, uplifting starts to 12.5 per cent. This was achieved in 2019/20, with 12.5 per cent starts declaring an LDD, the report states.
- The achievement rate for apprenticeship standards sat at just 58.7 per cent in 2019/20. While this is an 11.8 percentage point increase from 46.9 per cent in 2018/19, the DfE admits “we know there is more to do”.
- The FE Skills Index (see also paragraph 12.2; paragraph 11.1 may also be of interest) estimates the aggregate value of the skills supplied by the FE system each year by aggregating earnings returns for all adult learners and apprentices who successfully complete their courses. For apprenticeships, the Index increased every year from 2012/13 to 2017/18 but fell by 26 per cent in 2018/19 and a further 17 per cent in 2019/20.
- Public sector bodies in England with 250 or more staff have had a duty to aim to employ an average of at least 2.3 per cent of staff as new apprentices over the period 2017 to 2021. Between that period, public sector employment of apprentices sat at an average of 1.7 per cent. Following failure to hit the target and in “order to build on this success and continue to encourage public sector bodies to invest in apprenticeships”, the DfE has extended the public sector

apprenticeships target for a further year from 1 April 2021 to 31 March 2022.

- 8.4 The All-Party Parliamentary Group on Apprenticeships' Annual Report<sup>51</sup> called on the government to increase up take and improve delivery of apprenticeships, as well as ensure better access to apprenticeships for both learners and employers.

## 9 Quality and Standards

- 9.1 Ofsted has published its annual report for 2020 to 21<sup>52</sup>, which catalogues its work during Covid-19 particularly in the various lockdowns affecting educational settings and the suspension of its inspection programme.

- 9.2 The Education Secretary announced additional funding for Languages<sup>53</sup>:

- The Latin Excellence Programme will aim to level up opportunities for state secondary school pupils
- the next phase of the £16.4m Mandarin Excellence Programme was confirmed
- the fourth year of the £4.8 m modern foreign languages pilot will continue to support schools to teach French, German and Spanish up to GCSE.

- 9.3 A report from the think-tank Headteachers' Roundtable, *An Alternative Education White Paper*<sup>54</sup>, seeks:

- reform of Ofsted and inspection grading.

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<sup>51</sup> <https://connectpa.co.uk/wp-content/uploads/2021/07/APPG-on-Apprenticeships-2020-2021-report.pdf>

<sup>52</sup> [https://www.gov.uk/government/news/ofsted-publishes-annual-report-and-accounts-2020-21?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=147f8353-b9c8-4003-9deb-6a94ba1b9784&utm\\_content=daily](https://www.gov.uk/government/news/ofsted-publishes-annual-report-and-accounts-2020-21?utm_medium=email&utm_campaign=govuk-notifications&utm_source=147f8353-b9c8-4003-9deb-6a94ba1b9784&utm_content=daily)

<sup>53</sup> [https://www.gov.uk/government/news/thousands-more-students-to-learn-ancient-and-modern-languages?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=4fd332f0-3e05-45db-aa32-6f7473bf2a9a&utm\\_content=daily](https://www.gov.uk/government/news/thousands-more-students-to-learn-ancient-and-modern-languages?utm_medium=email&utm_campaign=govuk-notifications&utm_source=4fd332f0-3e05-45db-aa32-6f7473bf2a9a&utm_content=daily)

<sup>54</sup> <https://headteachersroundtable.wordpress.com/2021/07/02/headteachers-roundtable-an-alternative-white-paper/>

- long-term funding to support a move from catch-up culture to a long-term, sustainable commitment to provision-led funding.
- a new approach to safeguarding.
- more funding for staff training.
- action to address the digital divide.
- SEND funding to match need.
- establish criteria for each grade in each subject in external exams.
- improve oracy teaching.
- move some assessments online.

9.4 A report from the Education Policy Institute (EPI)<sup>55</sup>, commissioned by Wellcome Trust, finds that giving teachers a formal entitlement to high-quality training and development would only cost the government an extra £210m in funding a year. When added to existing school spending on training and development for teachers, the total cost would represent less than 1% of the government's total budget for schools in England. A policy of providing teachers with an entitlement to 35 hours of high-quality continuing professional development (CPD) a year has been shown to bring significant returns in the way of pupil attainment and earnings and may tackle retention problems in the teaching profession. But despite these benefits, there is currently no formal entitlement to high quality training offered by the government. Teachers in England currently participate in less CPD than their international counterparts, while the quality of CPD programmes on offer often fails to meet the government's own standards.

## 10 Achievement

10.1 On 22 July, the Minister of State for School Standards updated the Commons on awarding qualifications in 2021 and 2022<sup>56</sup>:

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<sup>55</sup> [https://epi.org.uk/wp-content/uploads/2021/07/2021-Cost-of-quality-teacher-cpd\\_EPI.pdf](https://epi.org.uk/wp-content/uploads/2021/07/2021-Cost-of-quality-teacher-cpd_EPI.pdf)

<sup>56</sup> <https://hansard.parliament.uk/commons/2021-07-22/debates/7B7B9D21-1F8A-4881-BFA1-2513AF42F995/AwardingQualificationsIn2021And2022>

- More than 99.9 per cent of all teacher-assessed grades (TAGs) have been submitted so this year and more than 99.5 per cent of centres so far have submitted evidence samples to exam boards.
- For next year's GCSEs, AS and A Levels, they are proposing a package of measures including greater topic optionality for some subjects, advance information in others, reducing the burden of non-exam assessment in some subjects, and allowing support materials in the exam room for some GCSEs.
- For vocational and technical qualifications, the consultation sets out a range of proposed measures for those that are included in performance tables, including adaptations such as streamlining assessment, early banking of assessments, and providing revision guidance.

10.2 The DfE has confirmed that results from key stage 4 and post-16 qualifications in 2021/22 will be published in school and college performance tables using the government's "normal suite of accountability measures, as far as that is possible"<sup>57</sup>.

10.3 The DfE and Ofqual are seeking views from students, parents and teachers on proposed arrangements for GCSEs, AS and A levels in summer 2022<sup>58</sup>, along with vocational and technical qualifications in academic year 2021 to 22<sup>59</sup>.

10.4 A significant minority of teachers have been approached or pressured by parents about their child's grades, with those at more affluent schools more likely to have been contacted, according to research from the Sutton Trust<sup>60</sup>. The research identifies considerable variation in the number of assessments being taken by A-level students to determine their grades. Almost two fifths (38 per cent) of teachers said their pupils were doing three to four mini

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<sup>57</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability-202122>

<sup>58</sup> <https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2022>

<sup>59</sup> [https://www.gov.uk/government/consultations/arrangements-for-the-assessment-and-awarding-of-vocational-technical-and-other-general-qualifications-2021-to-2022?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=d2a68aa7-d769-4660-8a48-5bc512954f4f&utm\\_content=daily](https://www.gov.uk/government/consultations/arrangements-for-the-assessment-and-awarding-of-vocational-technical-and-other-general-qualifications-2021-to-2022?utm_medium=email&utm_campaign=govuk-notifications&utm_source=d2a68aa7-d769-4660-8a48-5bc512954f4f&utm_content=daily)

<sup>60</sup> <https://www.suttontrust.com/our-research/a-levels-and-university-access-2021/>

assessments per subject. However, 18 per cent said their pupils were sitting more than six and a similar proportion reported their pupils were sitting two or fewer. There is also variety in the type of assessments being used, with some schools giving access to questions in advance, or allowing 'open book' tests, while others conduct the tests under exam conditions.

10.5 A report from the Education Policy Institute (EPI)<sup>61</sup>, funded by the Nuffield Foundation, provides new insights into the educational outcomes of pupils in England, Scotland, Wales and Northern Ireland since devolution. The study compares pupil performance among UK nations, revealing different results from established international PISA tests. The study, which draws on the detailed Millennium Cohort Study of children born around 2000 and compares outcomes in reading, vocabulary, language and maths, finds that pupils in Northern Ireland lead the way among UK nations in most measures of pupil outcomes, even moving ahead of the region of London, which is often widely regarded for its high level of educational attainment. The highly positive outcomes displayed by pupils in Northern Ireland through the EPI study are more positive than seen in other international comparisons:

- Pupils in Wales perform much closer to those in England than has been previously reported in international PISA results, where Wales trailed England significantly.
- Scottish pupils are shown to perform better than other UK nations at a very young age, but this quickly recedes as Scottish pupils get older, with pupils falling behind England in most performance measures, particularly in maths.

## 11 Progressions - the Labour Market

11.1 Although it comes with many caveats because of the methodology used, *GCSE attainment and lifetime earnings*<sup>62</sup> published by the DfE estimates

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<sup>61</sup> <https://epi.org.uk/publications-and-research/the-evolution-of-cognitive-skills-during-childhood-across-the-uk/>

<sup>62</sup> [https://www.gov.uk/government/publications/gcse-attainment-and-lifetime-earnings?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=e1b6956c-386f-4817-9f0e-ca717f5d2ccd&utm\\_content=daily](https://www.gov.uk/government/publications/gcse-attainment-and-lifetime-earnings?utm_medium=email&utm_campaign=govuk-notifications&utm_source=e1b6956c-386f-4817-9f0e-ca717f5d2ccd&utm_content=daily)

earnings return to grade improvements at GCSE. Its headline finding is that those who perform one GCSE grade better than their peers across nine subjects could earn on average more than £200,000 more in their lives. The report indicates that:

- An average student, that took their GCSE exams between 2001-2004, will go on to earn £1.3 million in undiscounted earnings during their life, or £515,000 in present values at age 16.
- A one-grade improvement in overall GCSE attainment is associated with an average increase in the present value of lifetime earnings of £8,500. This implies that a one-standard deviation (11.2 grades) improvement in overall GCSE performance is associated with an increase in discounted lifetime earnings of approximately £96,000. This is nearly 20 per cent of average discounted lifetime earnings and 46 per cent of the standard deviation of discounted lifetime earnings.
- The value of an additional grade in undiscounted earnings is £23,000, which represents about three quarters of the average full-time annual salary in the UK in 2019. The estimate for female (male) students is £20,000 (£24,000).
- There is wide variation in the marginal grade returns by individual GCSE subjects. A one-grade improvement in Maths is associated with a discounted return of £14,500, whereas in English the return is £7,300 and in Music it is £5,500.
- On average, men are found to have 18 per cent larger marginal returns than women; those not eligible for Free School Meals have 9 per cent larger marginal returns than those that are eligible.
- The marginal return varies with the grade boundary: the largest marginal returns are associated with moving from grade D to grade C, and from grade C to grade B, in most subjects. In some subjects, there are robust returns to top grades (A and A\*) but in others the return is not measurably different from zero. The returns to top grades are generally larger for male students than female. The returns to achieving

grades below C are typically smaller or not statistically different from zero.

- 11.2 Official statistics on Employment and the Labour Market published by the ONS<sup>63</sup> show that 110,000 people aged 16 to 24 were unemployed and looking for work between March and May have been in the same position for more than a year - an increase of 63 per cent compared with the same period last year. The figures come despite the number of unemployed young people (539,000) being four per cent lower year-on-year. Organisations supporting young people have raised concerns over the figures, warning youth unemployment figures will worsen when Covid-19 support including the furlough scheme and £20 Universal Credit uplift are scrapped in the coming months.
- 11.3 Figures were published showing the number of Kickstart jobs offered to and started by young people in Great Britain, as of 16 June 2021<sup>64</sup>. In London, 27,020 Kickstart jobs were advertised, and 7,780 jobs were started.
- 11.4 Regional figures were published showing the number of starts to a Sector-based Work Academy Programme (SWAP)<sup>65</sup>. In the financial year 2020-21, there were 58,320 SWAP starts in England, of which 12,950 were in London and Essex.
- 11.5 The GLA (London Datastore) published its July 2021 update of a briefing presenting evidence on the *Socio-economic impacts of Covid-19 in London*<sup>66</sup>, which complements the labour market analyses<sup>67</sup> and the newsletter summarising external research produced by the City Intelligence Unit (see paragraph 3.4). This edition looks at household finances, well-being, families and community life.

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<sup>63</sup> <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/employmentintheuk/latest>

<sup>64</sup> <https://questions-statements.parliament.uk/written-questions/detail/2021-06-28/23180>

<sup>65</sup> <https://questions-statements.parliament.uk/written-questions/detail/2021-06-24/22034>

<sup>66</sup> [https://data.london.gov.uk/dataset/socio-economic-impact-of-covid-19?utm\\_campaign=Socio-economic%20impact%20of%20Covid-19%20in%20London%20-%20July%202021&utm\\_source=emailCampaign&utm\\_content=&utm\\_medium=email](https://data.london.gov.uk/dataset/socio-economic-impact-of-covid-19?utm_campaign=Socio-economic%20impact%20of%20Covid-19%20in%20London%20-%20July%202021&utm_source=emailCampaign&utm_content=&utm_medium=email)

<sup>67</sup> [https://data.london.gov.uk/dataset/gla-economics-covid-19-labour-market-analysis?utm\\_campaign=Socio-economic%20impact%20of%20Covid-19%20in%20London%20-%20July%202021&utm\\_source=emailCampaign&utm\\_content=&utm\\_medium=email](https://data.london.gov.uk/dataset/gla-economics-covid-19-labour-market-analysis?utm_campaign=Socio-economic%20impact%20of%20Covid-19%20in%20London%20-%20July%202021&utm_source=emailCampaign&utm_content=&utm_medium=email)

The key findings include:

- The number of Londoners claiming Universal Credit has been more stable since passing one million in February.
- In March 2021, minoritized ethnic Londoners, renters and those not living with a partner are more likely to find their current financial position quite or very difficult.
- In March 2021 life satisfaction among Londoners was greater than in May 2020, though still below pre-pandemic levels.
- More Londoners have reported that they talk regularly to their neighbours, trust people in their neighbourhood and are willing to help their neighbours since June 2020.

This edition will be the last one in the series, as the survey which provides data for many of the findings in the briefings has been discontinued.

11.6 The Education Select Committee has published its report into home education (*Strengthening Home Education*)<sup>68</sup>, in which it expresses concern at the lack of data on how many children are being home educated and what quality of education they receive. The report accepts that a significant proportion of children may have been discouraged from attending mainstream school by lack of support or off-rolling, rather than their families actively choosing to home educate them, the Committee is convinced that a statutory register of children who do not receive their principal education in a mainstream school, including home-educated children, is essential. It calls on the Government to:

- implement a register as soon as possible.
- reconsider the creation of an independent, neutral advocate which has the responsibility for co-ordinating all statutory SEND processes and could support families where a choice about Elective Home Education (EHE) is being made.

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<sup>68</sup> <https://committees.parliament.uk/publications/6974/documents/72808/default/>

- reconsider the use of independent advocates in cases where a pupil is excluded from school for more than five non-consecutive days in a school year, which could guard against coercive off-rolling and provide families considering EHE with neutral guidance.

11.7 *Learning at work: Employer investment in skills*<sup>69</sup> by the Learning and Work Institute (with support from educational charity NOCN) says that the UK entered the deepest recession in history in 2020, following a decade of sluggish growth. Coronavirus restrictions led to a sharp rise in unemployment, vacancies plummeted, and millions were furloughed. The pandemic has also accelerated technological change, with increased digitalisation and firms discovering new ways to harness emerging technologies, increasing demand for new skills. It adds that job-related training will be crucial in responding to these changes, as well as an important contributor to innovation, productivity and wage growth. It also offers pathways for people to upskill and for wage progression. The report refers to previous research that has shown, that training significantly increases the chances of escaping low pay. It also says that employers play a vital role in job-related training and development. Ultimately, the main reason employers invest in skills is to meet business need and deliver their business strategies, but the UK has long suffered from low and unequal employer investment in skills and declining investment prior to the pandemic was identified as one of the likely contributors to the 'productivity puzzle'. Low productivity and low skills are interlinked.

11.8 The 2021 CBI/Birkbeck, University of London Education and Skills Survey<sup>70</sup> finds that:

- 41 per cent of employers plan on increasing investment in training compared with pre-COVID levels in response to accelerating changes to work.

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<sup>69</sup> <https://learningandwork.org.uk/resources/research-and-reports/learning-at-work-employer-investment-in-skills/?platform=hootsuite>

<sup>70</sup> <https://www.cbi.org.uk/media-centre/articles/employers-to-step-up-skills-investment-as-covid-transforms-work-cbibirkbeck-education-skills-survey/>

- Companies expect to have greater need for people with skills at entry level (balance of +31per cent), intermediate level (+38 per cent) and higher level (+39 per cent).
- Employers most expect the need for other workplace skills unattached to qualifications – such as communication and teamwork - to increase (+41per cent). But compared with other skills, respondents are the least confident about meeting these skills needs (+34 per cent).
- Developing workforce industry-specific technical knowledge (60 per cent), leadership & management (58 per cent) and advanced digital skills (44 per cent) are priorities for firms.
- 81 per cent of employers are confident they will be able to support young people over the next year, for example, through training and engagement with education.
- Adult education & lifelong learning are key priorities for business.
- Apprenticeships are highly valued, but the Levy remains a barrier. Firms are ready to step up their support for young people.

11.9 The Youth Employment Group (hosted by Impetus) has launched its latest set of recommendations for the government in response to the ongoing Covid-19 crisis and the impact this has had on young people’s employment, education and training opportunities<sup>71</sup>. During the last 15 months, the Youth Employment Group has produced several papers and made recommendations on youth employment policy areas. A year after the Prime Minister announced an Opportunity Guarantee, the Youth Employment Group has produced a new paper on what the government should be doing to level up for young people, taking the Plan for Jobs in the current labour market and conditions and setting out a 3 stage plan for future youth employment policy:

- Stage 1 – A September Guarantee.
- Stage 2 – Investing for the future.

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<sup>71</sup> <https://www.impetus.org.uk/assets/publications/Opportunity-Guarantee-YEG-paper-16.07.21.pdf>

- Stage 3 – Delivering for young people.

- 11.10 The latest Totaljobs Hiring Trends Index<sup>72</sup> gives an up-to-date view of recruitment and employment trends in the UK. The latest edition provides a look back at the second quarter of 2021 (from April-June 2021) and offers insights into what the labour market could look like over the coming months: It shows that recruitment has grown significantly in Quarter 2, with four in ten businesses increasing their hiring compared to just 26 per cent in Quarter 1. With this, 29 per cent of businesses are said to be planning to increase their recruitment in Quarter 3. As Covid-19 restrictions come to an end, an increase in recruitment activity is predicted in the months ahead.
- 11.11 The number of job vacancies increased by 12.3 per cent during June, whilst the number of applications has remained low, dropping by 3.2 per cent month-on-month and by a significant 22.2 per cent year-on-year (CV Library<sup>73</sup>). These changes have resulted in a 13.8 per cent decrease in the number of applications per role, placing power back in the hands of candidates once again. The industries which have witnessed the greatest drop in applications per vacancy include hospitality (down 39.5 per cent), customer services (down 27.9 per cent) and distribution (down 25.3 per cent). The data shows that businesses are already responding to this power shift, with salaries increasing by 16.2 per cent month-on-month. The industries that experienced the biggest salary jumps were the hospitality sector (up 9.1 per cent), the distribution sector (up 7.4 per cent) and the design sector (up 6.5 per cent).
- 11.12 A survey by CV Library<sup>74</sup> shows that almost 60 per cent of travel and tourism staff won't consider returning to the industry irrespective of changes in government policy on travel, which is likely to result in staff shortages throughout the industry.

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<sup>72</sup> <https://www.totaljobs.com/recruiter-advice/hiring-trends-index-a-look-at-the-recruitment-landscape-of-q2-2021>

<sup>73</sup> <https://www.cv-library.co.uk/recruitment-insight/power-shifts-uk-job-market-competition-top-jobs-falls/>

<sup>74</sup> <https://www.cv-library.co.uk/recruitment-insight/exclusive-survey-reveals-almost-60-travel-tourism-staff-wont-consider-returning-industry-uk-awaits-update-travel-restrictions/>

- 11.13 The findings of these private companies are validated by the ONS' analysis<sup>75</sup>, which found that on 16 July 2021, the volume of UK online job adverts increased from the previous week to 130 per cent of its February 2020 (pre-pandemic) average. Just three of 28 job advert categories were below their February 2020 average levels in the latest week. These were "energy, oil and gas", "legal" and "graduate". The highest performing category relative to its pre-pandemic level remained the "transport/logistics/warehouse" category.
- 11.14 In *Out of the Woods*<sup>76</sup>, the Resolution Foundation reports on the long-term effects of the disruption caused by Covid-19 on young people's lives. Based on a survey conducted with the Health Foundation, the report says that the ramifications of this crisis for young people remain two-fold, as they continue to face penalties in, and have concerns about, the labour market and their mental health. First, even after the significant relaxation of restrictions in mid-May (which have provided a substantial boost to sectors employing many young people) they remain harder-hit in the labour market than older adults. This strengthens the argument that the Government's current approach risks ongoing long-term unemployment. It also suggests more is needed to buffer any negative impacts on this group when the Job Retention Scheme winds down at the end of September and when Universal Credit rates are due to fall back. Second, certain groups of young people are facing greater challenges in terms of their mental health including young women, students and those facing financial difficulties, worklessness and low pay. Targeted and accessible support is needed – taking full account of individuals' labour market experiences during the past year in tandem with characteristics that place them at greater risk for sustained difficulties (such as gender) – to ensure the most vulnerable do not fall through the net.
- 11.15 Finally, the report urges that young people's concerns about their future should not be underestimated. They are aware that their experiences in the labour market are closely intertwined with their mental health and it is not yet

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<sup>75</sup> <https://www.ons.gov.uk/economy/economicoutputandproductivity/output/bulletins/economicactivityandsocialchangeintheukrealttimeindicators/22july2021>

<sup>76</sup> <https://www.resolutionfoundation.org/publications/out-of-the-woods/>

known whether the reopening of the economy will lead to sustained improvements in their mental health or greater confidence in their futures, particularly for those who remain out of work or out of pocket. In the meantime, preventative action and targeted support is needed to ensure they are best able to get back on their feet.

- 11.16 The Learning and Work Institute has published a report<sup>77</sup> on employer investment in skills. It places the current situation in a historic context, saying that the UK entered the deepest recession in history in 2020 after a decade of sluggish growth. It adds that Covid-19 restrictions led to a sharp rise in unemployment, vacancies plummeted, and millions were furloughed. The report demonstrates that the pandemic has also accelerated technological change, with increased digitalisation and firms discovering new ways to harness emerging technologies, increasing demand for new skills.
- 11.17 The report also says that job-related training will be crucial in responding to these changes, as well as an important contributor to innovation, productivity and wage growth. It also offers pathways for people to upskill and for wage progression. The report refers to previous research, which has shown that training significantly increases the chances of escaping low pay.
- 11.18 The report continues by saying that employers play a vital role in job-related training and development, recognising that ultimately the main reason employers invest in skills is to meet business need and deliver their business strategies. It shows how the UK has long suffered from low and unequal employer investment in skills, and declining investment prior to the pandemic was identified as one of the likely contributors to the 'productivity puzzle'. Low productivity and low skills are interlinked.
- 11.19 This report, written with the support of NOCN, provides an audit of employer investment in skills over time. It explores how training varies by type of employer, categories of employee, and type of training.

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<sup>77</sup> <https://learningandwork.org.uk/wp-content/uploads/2021/07/Learning-at-Work-Employer-investment-in-skills.pdf>

## 12 Progression - Further and Higher Education

12.1 A consultation<sup>78</sup> has been launched on the government's new level 3 qualifications offer for adults, its skills bootcamps programme and how it can "meet critical skills needs".

12.2 The *Further Education Skills Index*<sup>79</sup> shows how the aggregate value of the skills supplied by the further education system each year has changed over time. The index works by taking an estimate of the 'value added' for all adult learners and apprentices in England who have successfully completed their training. The key findings in 2021 are:

- The Skills Index has decreased almost every year since 2012/13, and in 2019/20 fell by 21 per cent (its largest fall to date) against the backdrop of COVID-19 restrictions.
- The downward trend since 2012/13 has mainly been driven by a decline in FE learner numbers<sup>1</sup> leading to fewer achievers. The number of achievers in 2019/20 is less than half (47 per cent) what it was in 2012/13.
- The number of achievers in 2019/20 was also impacted by COVID-19 restrictions, with disruptions to exams and breaks in learning leading to fewer achievements than would normally have been expected. Achievements in both apprenticeships and classroom-based learning fell by around 21 per cent in 2019/20.
- The value-added per learner was 6 per cent greater in 2019/20 than it was in 2012/13, suggesting that learners across FE have shifted towards more valuable qualifications (particularly towards apprenticeships which typically have higher returns than classroom-based training).

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<sup>78</sup> <https://consult.education.gov.uk/national-skills-fund-consultation/national-skills-fund-consultation/>

<sup>79</sup> [https://www.gov.uk/government/publications/further-education-skills-index?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=506ffc9f-8363-4441-95e7-ffa021d617f&utm\\_content=daily](https://www.gov.uk/government/publications/further-education-skills-index?utm_medium=email&utm_campaign=govuk-notifications&utm_source=506ffc9f-8363-4441-95e7-ffa021d617f&utm_content=daily)

- The provision mix has become more valuable for apprenticeships over time as apprentices have gradually shifted towards higher levels and more valuable subjects. However, it has become less economically valuable for classroom-based training as learners have shifted to lower levels and less economically valuable subjects.

### 12.3 *Higher Education graduate outcomes survey UK: 2018 to 2019*<sup>80</sup>

(experimental statistics that provide details of the activities of graduates who obtained qualifications during the academic year 2018 to 2019) revealed:

- that 80 per cent of respondents were in employment or unpaid work, including 11 per cent who were engaged in both employment and further study.
- There was a three percentage point decrease in the proportion of 2018/19 graduates in full-time employment compared with 2017/18 graduates. This drop coincided with the onset of the COVID-19 pandemic during which most 2018/19 graduates were surveyed.
- Unemployment among 2018/19 graduates (including those due to start work or study) accounted for seven per cent of responses. This was up two percentage points on the 2017/18 dataset.
- From the 2017/18 to the 2018/19 graduate cohort there was a one percentage point increase (from 18 per cent to 19 per cent) in respondents engaged in further study including those who were in both employment and study.

12.4 The Higher Education Statistics Agency (HESA) has published a series of open data tables detailing the activities of graduates who obtained qualifications during the academic year 2018 to 2019<sup>81</sup>. These are experimental statistics.

12.5 The Office for Students (OfS) launched a competition to trial HE short courses<sup>82</sup>. As part of the government's approach to delivering the Lifelong

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<sup>80</sup> <https://www.gov.uk/government/statistics/higher-education-graduate-outcomes-survey-uk-2018-to-2019>

<sup>81</sup> <https://www.hesa.ac.uk/data-and-analysis/graduates>

<sup>82</sup> <https://www.officeforstudents.org.uk/publications/higher-education-short-course-trial-challenge-competition-initial-guidance/>

Learning Entitlement, DfE has asked the OfS to launch this Challenge Competition. They have published a note providing initial information for registered providers and other stakeholders, on the aims, available funding, an indication of likely competition criteria, next steps and timelines.

- 12.6 Degree-level learners are over four times more likely to access further training throughout their life than those with no qualifications, *Learning at work: Employer investment in skills*<sup>83</sup> by the Learning and Work Institute has found. It shows that almost one-third of graduates undertook training in quarter three of 2020, compared to one in 13 workers with no qualifications. People in the lowest-paid occupations were also being left out of training - just 11 per cent of workers in elementary occupations and process and plant operative jobs participated in training in quarter three of 2020, compared with 34 per cent of people in professional occupations.
- 12.7 UCAS released data<sup>84</sup> that shows there are expected to be record numbers of students entering HE this year. The data indicates that applications and university offer-making has increased and searches for apprenticeships continuing to rise.
- 12.8 The think-tank EDSK<sup>85</sup> has proposed splitting HE into local universities and national universities. 'Local universities' will be the engines of local economic growth, social mobility and lifelong learning. They will be tasked with delivering courses at degree and sub-degree level that promote civic engagement with the local community and support employers. This will be achieved by working in close collaboration with the new 'Tertiary Education Commissioner' in each area as well as local FE colleges to create a 'local tertiary ecosystem'. 'National universities' will take the lead in enhancing the national and international reputation of our Higher Education system. These universities will focus on providing degree-level courses and research

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<sup>83</sup> <https://learningandwork.org.uk/resources/research-and-reports/learning-at-work-employer-investment-in-skills/>

<sup>84</sup> <https://www.ucas.com/corporate/news-and-key-documents/news/more-students-ready-take-next-step-despite-pandemic>

<sup>85</sup> <https://www.edsk.org/publications/valueable-lessons/>

programmes that are targeted at students with higher prior attainment from across the country as well as attracting international students.

- 12.9 Ufi, working in partnership with the Association for Learning Technology (ALT) launched a new network to connect professionals in Further Education and Vocational Education last year. *AmplifyFE*<sup>86</sup> already connects over 500 professionals in Further Education and Vocational Education, providing a strong networking community for them to share, collaborate and learn. It has produced valuable resources for the sector, including a well-received Communities of Practice Sector Audit Report which was conducted during the pandemic. The findings and recommendations put forward were particularly timely and insightful in identifying those factors which are strongly associated with establishing and sustaining effective and collegiate Communities of Practice. ALT and Ufi are now putting those insights into practice, with the aim to support and sustain the AmplifyFE network. The network enables vocational teaching staff to acquire, develop and share the digital and digital pedagogical skills they need, with the ultimate aim of catalysing change across the UK so that significant scale can be achieved in digital vocational learning for adults.

### **13 Careers Guidance**

- 13.1 The DfE released updated statutory guidance<sup>87</sup> for schools, further education colleges, and sixth form colleges on the delivery of career guidance that confirmed that the Gatsby Benchmarks will continue as the single organising framework for career guidance in England. Since 2017, schools and colleges have adopted the Benchmarks and worked hard to embed them for their students. This guidance, along with the commitments to career guidance in the Skills for Jobs white paper, sets out a blueprint to help schools and colleges continue their work. Key points include:
- A clear articulation of the role senior leaders and governors should play in a careers programme.

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<sup>86</sup> <https://ufi.co.uk/latest/A-New-Network-to-Support-VocTech-Communities/>

<sup>87</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1002972/Careers\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf)

- An acknowledgement of the continuing changes to technical education, and ambitions on how these changes should be referenced in careers programmes. Continued commitment to The Careers & Enterprise Company, Careers Hubs and Career Leader training.

13.2 The Grant Award Process for The Mayor's European Social Fund (ESF) Co-Financing Programme – 'London Careers Hubs: Employer Support for Students with SEND' has been launched, with the application deadline being 3 September 2021<sup>88</sup>.

13.3 The Cross-Party Think Tank Policy Connect's Skills Commission has published a report *Transition to Ambition: Navigating the careers maze*<sup>89</sup> in which it calls for an ambitious longer-term strategy from government to ensure that the careers system can support people into work as we face the economic consequences of the pandemic. Following the economic and labour market instability caused by the pandemic, alongside the effects of Brexit and the fourth industrial revolution, the report says it is crucial that England's careers information, advice and guidance (CIAG) system works efficiently so that as many people as possible can be properly supported with their transitions into employment. The CIAG delivered to young people and adults inside and outside education is crucial to tackle England's persistent skills gaps and workforce shortages. It calls for:

- The government should set a framework for a stable, longer-term careers strategy.
- Careers advice and guidance should be a constituent part of all Plan for Jobs schemes, to ensure that these schemes are as useful as possible for those undertaking them.
- Lifelong learning loans must be made truly flexible. Better communication of the existence and services of the National Careers Service, to ensure take-up of its services by all those who need careers advice and guidance.

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<sup>88</sup> <https://www.london.gov.uk/what-we-do/funding/european-social-fund/funding-opportunities>

<sup>89</sup> <https://www.policyconnect.org.uk/research/transition-ambition-navigating-careers-maze>

13.4 A report, by global emerging talent and reskill provider mthree<sup>90</sup> found that more than a third of students (37 per cent) attribute their career decisions, such as pursuing a career in technology, to encouragement from their school or college. The majority of reasons that were cited for pursuing a career in technology were the same for both males and females. These included being pushed towards a career in tech by their parents (14 per cent) and because they had completed a degree in a related subject (9 per cent of males and 10 per cent of females).

## **14 Special Educational Needs and Disabilities (SEND)**

14.1 The All Party Parliamentary Group for SEND has criticised the government's decision to delay publishing the review of support for SEND<sup>91</sup>.

14.2 The government's National Strategy for Autism<sup>92</sup> promises to improve earlier diagnosis and transition to adulthood. There is also an additional £600,000 for autism training for staff in schools and colleges.

14.3 Research among school leaders<sup>93</sup> has found that:

- children in special schools are around four months behind in their education due to the Covid-19 pandemic.
- pupils at special schools are further behind in their academic development than pupils in mainstream schools, where the loss of progress due to the pandemic is estimated to be two and half to three months.
- The attainment gap among special school pupils is highest in disadvantaged areas. Pupils in settings in these areas are around

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<sup>90</sup> <https://www.mthree.com/media/diversity-in-tech-2021-uk-report-by-mthree/>

<sup>91</sup> <https://www.naht.org.uk/Portals/0/PDF's/APPG%20SEND%20Press%20Release%2016%20July%202021.pdf?ver=2021-07-16-150452-527>

<sup>92</sup> <https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026/the-national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>

<sup>93</sup> [https://www.nfer.ac.uk/news-events/press-releases/new-research-highlights-covid-s-effect-on-the-academic-and-developmental-progress-of-pupils-in-special-schools-and-colleges/?utm\\_source=Twitter&utm\\_medium=Social&utm\\_campaign=CVQU](https://www.nfer.ac.uk/news-events/press-releases/new-research-highlights-covid-s-effect-on-the-academic-and-developmental-progress-of-pupils-in-special-schools-and-colleges/?utm_source=Twitter&utm_medium=Social&utm_campaign=CVQU)

seven months behind in their literacy and six and a half months behind in numeracy due to the pandemic.

- The health crisis has also adversely affected the emotional wellbeing of children attending special schools. Headteachers rated pupils at such settings as, on average, five months behind with their emotional wellbeing and mental health and four and a half months behind with their behaviour, communication, social skills, self-care, life skills and independence.
- Pupils with health and physical conditions are on average more than five months behind in their physical development.
- In each area of wellbeing looked at by researchers, pupils in areas of disadvantage are an additional three to four and half months behind their peers.

14.4 The research has been published by the National Foundation for Educational Research (NFER) and funded by the Nuffield Foundation. It is based on a survey of 192 head teachers as well as in depth interviews with 40 special school leaders and 40 parents and carers of children in specialist settings. These were carried out between April and June this year.

14.5 Researchers at the University of Birmingham<sup>94</sup>, along with institutions in São Paulo, in Brazil, tested a computer programme designed to train basic attention skills among a group of autistic children aged between eight and 14 years old. They found participants achieved improvements in maths, reading, writing and overall attention both immediately after undergoing the training and at a three-month follow up assessment.

## 15 Funding

15.1 The DfE launched a consultation (*Fair school funding for all: completing our reforms of the National Funding Formula consultation*)<sup>95</sup> on its approach to

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<sup>94</sup> <https://www.birmingham.ac.uk/news/latest/2021/07/autistic-children-can-benefit-from-attention-training.aspx>

<sup>95</sup> <https://www.gov.uk/government/consultations/fair-school-funding-for-all-completing-our-reforms-to-the-national-funding-formula>

National Funding Formula (NFF) reforms and the most effective way to transition away from local formulae to all schools' funding allocations being determined directly by the NFF in the future. This is the first stage of the consultation and it presents proposals for how an NFF that is directly applied to schools' budgets should operate. It also sets out the next steps to ensure what is hoped to be a smooth transition towards this goal. The consultation closes on 30 September.

- 15.2 The DfE is consulting on proposals to reform the FE adult funding and accountability systems<sup>96</sup>.
- 15.3 The Government is currently undertaking a consultation on the UK Shared Prosperity Fund<sup>97</sup> with organisations who have experience of applying for UK Government funding in the past and are likely to seek funding in the future. There is a short questionnaire\* to register your interest and for more details email [FundingServiceDesign@communities.gov.uk](mailto:FundingServiceDesign@communities.gov.uk).
- 15.4 The DfE has decided to broaden the eligibility for the *16 to 19 tuition fund*<sup>98</sup> to include economic disadvantage in addition to low prior attainment in academic year 2021 to 2022. Including these students allows providers to offer tuition to all disadvantaged students who have been impacted by the pandemic, while still maintaining focus on low prior attainment. The DfE is also making some adjustments to the scheme based on feedback from providers to: allow some flexibility in the number of students included in a small group for the purposes of the fund; strengthen accountability of the fund.
- 15.5 The DfE has published details of the 18 colleges whose applications for the College Collaboration Fund were successful<sup>99</sup>. Those successful in London include:

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<sup>96</sup> [https://www.gov.uk/government/consultations/reforms-to-further-education-fe-funding-and-accountability?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=051ee75e-1be3-4a72-9772-699c8b28180d&utm\\_content=daily](https://www.gov.uk/government/consultations/reforms-to-further-education-fe-funding-and-accountability?utm_medium=email&utm_campaign=govuk-notifications&utm_source=051ee75e-1be3-4a72-9772-699c8b28180d&utm_content=daily)

<sup>97</sup> [https://forms.office.com/pages/responsepage.aspx?id=EGg0v32c3kOociSi7zmVqN7r7JQ\\_bVVGgj2XBEVW411UQ09KWU9CMkFYS0xFM0IFTIVZV1JSN0VONi4u&wdLOR=cF21C9B99-D301-46A3-95FD-0C0A4E4460E2](https://forms.office.com/pages/responsepage.aspx?id=EGg0v32c3kOociSi7zmVqN7r7JQ_bVVGgj2XBEVW411UQ09KWU9CMkFYS0xFM0IFTIVZV1JSN0VONi4u&wdLOR=cF21C9B99-D301-46A3-95FD-0C0A4E4460E2)

<sup>98</sup> <https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund>

<sup>99</sup> <https://www.gov.uk/guidance/college-collaboration-fund-ccf>

- EKC Group (with North Kent College and Morley College as partners).
- Harrow College and Uxbridge College (with Ealing, Hammersmith and West London College, West Thames College, Barnet and Southgate College and Stanmore College as partners).
- London South East Colleges (with East Sussex and East Surrey College as partners).

15.6 The National Audit Office (NAO) has reported<sup>100</sup> that after real-terms reductions in school funding in the two years to 2018-19, the DfE has since increased funding and plans further rises. Because of growing pupil numbers, average per-pupil funding was virtually unchanged in real terms between 2014 to15 and 2020 to 21. The increases in cash funding did not cover estimated cost pressures between 2015 to16 and 2019 to 20 but were projected to exceed them in 2020 to 21, although the DfE has not factored in the potential impact of Covid-19 in this assessment.

15.7 The report says that, with the introduction of the national funding formula, the DfE has met its objective of making its allocations more predictable and transparent. However, it is difficult to conclude definitively on whether the DfE has met its objective of allocating funding fairly with resources matched to need. There has been a shift in the balance of funding from more deprived to less deprived local areas. This shift has resulted mainly from changes in relative need and the introduction of minimum per-pupil funding levels. Although more deprived local authorities and schools continue on average to receive more per pupil than those that are less deprived, the difference in funding has narrowed. The DfE must evaluate the impact of the national funding formula and minimum funding levels over time and use that information to inform whether further action is needed to meet its objectives.

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<sup>100</sup> [https://www.nao.org.uk/report/school-funding-in-england/?utm\\_campaign=school-funding-in-england&utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.nao.org.uk/report/school-funding-in-england/?utm_campaign=school-funding-in-england&utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

## 16 Social Mobility

16.1 In its state of the nation report for 2021<sup>101</sup>, the Social Mobility Commission calls for the government to target Apprenticeships at the most disadvantaged. The Commission says government should do this by using the levy to incentivise employers to provide more traineeships and level 2 to 4 apprenticeships, while also moving higher level apprenticeships into social mobility cold-spots. Its recommendations are based around 'pillars' of recovery:

- Geography and local power – A levelling up agenda that promotes equal outcomes for people living in under-invested places, and not just strategies that improve places generally.
- Poverty and living standards – The UK Government should make benefits more generous and account for different sized households in its calculations, starting by reducing child poverty by about a third.
- Early years – Higher pay and a better career structure for a workforce crucial to social mobility. Expansion of the 30 hours childcare offer regardless of education or training status.
- Education – A bigger focus on long-term deprivation, funding targeting, post qualification access to university and a student premium for those aged 16 to 19.
- Apprenticeships and adult skills – Increase the share of apprenticeships from disadvantaged backgrounds and make sure more get on to the higher levels.
- Digital access – Access to affordable broadband and digital devices for all households, as well as the skills to thrive in a 21st century world.
- Work and career progression – Ensure that all employers measure the social diversity of their workforce and focus on career progression for those from lower socio-economic background, including those in low paid jobs.

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<sup>101</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1003977/State\\_of\\_the\\_nation\\_2021\\_-\\_Social\\_mobility\\_and\\_the\\_pandemic.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003977/State_of_the_nation_2021_-_Social_mobility_and_the_pandemic.pdf)

## 17 Mental Health and Anxiety

- 17.1 More than twice as many children and adolescents were referred to mental health services year on year in England. Data from the NHS<sup>102</sup> revealed a record high for referrals to child and adolescent mental health services in March 2021. At 65,533, it is more than double the number in March 2020 and 68 per cent higher than March 2019. Emergency referrals to crisis-care teams for under-18s were 62 per cent higher in March 2021 than the previous year. There was also a record high number of urgent referrals for under-18s in March 2021, up 58 per cent compared with March 2020. Dr Elaine Lockhart, chair of the Royal College of Psychiatrists' Faculty of Child and Adolescent Psychiatry, warned that waiting lists were so long that significant numbers of young people would not get treatment in time to prevent them growing into adults with "entrenched mental health issues that could have been avoided had we been able to intervene earlier".
- 17.2 A coalition of health and education experts<sup>103</sup> have committed to making mental health and wellbeing a central part of education recovery plans in education settings across England, as the Government's Mental Health in Education Action Group convened for the final time on 14 July:
- The experts will agree long-term commitment to prioritising mental health and wellbeing support in education within recovery plans.
  - Wellbeing resources for summer schools and holiday clubs launched by Youth Mental Health Ambassador Dr Alex George.
  - Training and free online resources available from September for schools and colleges to help develop a sustainable approach to mental health and wellbeing support.
- 17.3 Children experiencing poor mental health while at secondary school are three times as likely not to pass five GCSEs including Maths and English, a

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<sup>102</sup> <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-services-monthly-statistics/final-march-2021>

<sup>103</sup> <https://www.gov.uk/government/news/better-mental-health-and-wellbeing-support-for-young-people>

study<sup>104</sup> led by researchers at the National Centre for Social Research (NatCen) has found. The study analysed responses from 1,100 children aged 11-14 from the Understanding Society study and used the National Pupil Database for England to link this information to their exam results at age 16. It found young people with mental health difficulties were three times more likely to not achieve five GCSE grades A\*-C (or 9-4), including Maths and English, than their peers. Poor mental health and lower grades at GCSE were more common for pupils from disadvantaged backgrounds, but mental health difficulties affected young people's GCSE grades regardless of their background. The research also found that mental health difficulties adversely affected boys' educational attainment to a greater extent than girls'.

- 17.4 A Healthy Living initiative, set to boost the mental and physical health of young Londoners living, working or studying in the Square Mile, begins this week. The City Youth Forum<sup>105</sup>, which represents young people aged between 11-19 or up to 25 years old for those with Special Educational Needs and Disabilities (SEND), is seeking to support others to maintain a healthy lifestyle with health being a top priority for many during the pandemic. The City Youth Forum, part of the City of London Corporation's work to commission youth participation and delivered by Prospects, part of Shaw Trust, wants to help more young people take control of their mental and physical health by offering free fitness classes and workshops during the school summer holidays. As well as hosting a range of free events, including virtual wellbeing sessions and fitness days, the City Youth Forum will also be offering young people a free Healthy Living Guide containing tips and tricks on how to improve their health and wellbeing over the summer break. Targeting three key areas for a healthy lifestyle, including Healthy Body, Healthy Mind and Healthy Eating, the guide seeks to equip young people with vital skills and knowledge to help reduce stress, eat better, and lead an all-round healthier lifestyle. The Healthy Living Week – which runs from 29 July to 5 August – is just one of a number of initiatives run by the City Youth

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<sup>104</sup> <https://www.natcen.ac.uk/news-media/press-releases/2021/july/children-with-poor-mental-health-three-times-as-likely-not-to-pass-five-gcses/>

<sup>105</sup> <https://www.cityoflondon.gov.uk/services/children-and-families/city-youth-forum>

Forum to help young Londoners to get involved in campaigns and community projects.

## **18 Youth Work**

- 18.1 The *Vulnerable Children and Young People Survey*<sup>106</sup> is a survey of local authorities in England established by the DfE to help understand the impact of the Covid-19 outbreak on Children's Social Care. Local authorities now report to DfE monthly on the total number of Children Looked After (CLA), children on a Child Protection Plan (CPP) and other Children in Need (CIN). Each survey return is referred to as a 'wave' and the DfE has published the results of Wave 25 (conducted 14 to 16 June). In Wave 25 the total number of CLA was 2 per cent higher than the same time in 2019-20 and the total number of children on a CPP was 6 per cent lower (though the DfE cautions that a change in data methodology means that this comparison is not precise).
- 18.2 The Home Office published a new Crime Reduction Strategy<sup>107</sup> and, in response, the National Youth Agency (NYA)<sup>108</sup>, though acknowledging that the strategy recognises a role for youth work in breaking a cycle of violence at the point of crisis in A&E wards and through alternative provision to reduce school exclusion, has said that it falls short in supporting young people with a community response to reduce and prevent crime. The NYA argues that when young people have a sense of belonging, communities are stronger, adding that young people need a safe space in their community, somewhere to go and things to do with a trusted adult who know what is needed. It calls for the government to:
- Match a named police officer for each neighbourhood with a named, qualified youth worker.

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<sup>106</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1004577/ACCESSIBLE\\_VCYP\\_Survey\\_Publication\\_Waves\\_1\\_-\\_25\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004577/ACCESSIBLE_VCYP_Survey_Publication_Waves_1_-_25_Final.pdf)

<sup>107</sup> <https://www.gov.uk/government/news/crime-plan-to-protect-victims-and-make-streets-safer>

<sup>108</sup> <https://nya.org.uk/2021/07/to-reduce-crime-requires-more-than-a-policing-or-criminal-justice-response/>

- Reinvest and ring fence funding for local authorities to fulfil the statutory for youth services.
- Work with and listen to young people, as part of the solution not always the problem; we must learn the lessons of marginalising young people's views and experiences.

The NYA says that this cannot be piecemeal or left to chance. Therefore, it is calling for the recruitment and deployment of:

- 10,000 qualified youth workers.
- 40,000 trained adult volunteers.
- 20,000 young people up skilled as entry-level youth workers.

18.3 *Not making the grade: why our approach to mental health at secondary school is failing young people*<sup>109</sup> from Mind explores ways to improve the support provided in secondary schools to young people experiencing mental health problems. It explains that before the Covid-19 pandemic many young people with mental health issues were finding secondary school a significant challenge and examines the ways in which mental health problems affect young people at school, including participation and attendance. It looks at the drivers of mental health problems among young people, including trauma, racism and the impact of school closures and lockdown restrictions and considers the response from secondary schools and mental health services to young people's needs, including experiences of discipline, exclusions and accessing mental health support. It presents a summary of key findings and recommendations to support schools to meet the needs of young people experiencing mental health problems, improve access to NHS mental health services and rethink the approach to discipline in schools.

18.4 The National Society for the Prevention of Cruelty to Children (NSPCC) has published results of research<sup>110</sup> it carried out with 2,275 young people aged

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<sup>109</sup> <https://www.mind.org.uk/media/8852/not-making-the-grade.pdf>

<sup>110</sup> <https://learning.nspcc.org.uk/research-resources/statistics-briefings/child-neglect>

11 to 17 about their experiences of neglect, which suggests around one in 10 children in the UK have been neglected. NSPCC's briefing finds:

- Neglect is the most common form of abuse.
- Concerns around neglect have been identified for half of children who are the subject of a child protection plan or on a child protection register in the UK.
- The number of police recorded child cruelty offences is increasing.
- Neglect is the most commonly mentioned form of abuse by adults contacting the NSPCC helpline.

## **19 Engaging Young People**

19.1 Between Monday 23 August to Monday 30 August 2021, Public Health England, NHS London, and the Mayor of London are supporting engagement with young Londoners to explore journeys out of Covid-19, including a focus on vaccines and wider health and wellbeing. There are two opportunities that young people and community organisations can get involved with now:

- Young People's Action Groups<sup>111</sup> – 18 to 25 years old are invited to help make sure that we are engaging with young Londoners in the right way. There are 4 action groups young people can join:
  - o Working with a creative agency to design the theme for the week.
  - o Helping the NHS with messaging online.
  - o Deciding which community events are given funding.
  - o Supporting the Community Champions Programme.
- Health Conversations with Young Londoners<sup>112</sup> - Community partners are being sought to help young Londoners share stories and experiences of the pandemic and explore journeys out of Covid-19.

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<sup>111</sup> <https://www.london.gov.uk/health-conversations-young-londoners-action-groups>

<sup>112</sup> <https://www.london.gov.uk/what-we-do/communities/out-covid-19-health-conversations-young-londoners>

Public Health England and NHS London are providing grants of up to £1,000 to support creative activities and events that encourage young Londoners to engage in conversations around wider health and vaccinations. Events must take place between Monday 23 August and Monday 30 August 2021. Applications close at 5pm on Wednesday 11 August 2021.

- 19.2 The Department for Digital, Culture, Media and Sport (DCMS) has issued guidance on the Youth Engagement Grants competition for 2021 to 22<sup>113</sup>. Youth Engagement Grants provide an opportunity for young people to express their voices and be heard on issues that matter to them and participate in decision making on a national policy level. Applications close on 6 August.
- 19.3 A study by community organisation Conscious Youth<sup>114</sup> reveals that over 70 per cent of young people feel more confident than ever sharing their views and speak up about causes they are passionate about online. Researchers asked young people aged 11 to 25 how confident they feel posting on social media about causes they care about and what issues matter most to them. 71 per cent of those surveyed said they feel more confident now than ever before posting about causes they are passionate about on social media, with over half (55 per cent) saying they regularly share their opinions online. When asked why they feel more confident, three quarters (75 per cent) of young people said they see other people sharing their views and that it makes them feel empowered to share theirs. Racism (91 per cent), Black Lives Matter (83 per cent) and Bullying (69 per cent) came out on top as the most important issues to young people in 2021. Other causes that made the top ten include Poverty (60 per cent), Feminism (54 per cent) and LGBTQ+ Rights (51 per cent). The least prioritised issue with only 37 per cent of the vote was Climate Change.

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<sup>113</sup> [https://www.gov.uk/guidance/youth-engagement-grant-2021-to-2022?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=9ffb98b3-df66-406b-9eed-6e98e8425581&utm\\_content=daily](https://www.gov.uk/guidance/youth-engagement-grant-2021-to-2022?utm_medium=email&utm_campaign=govuk-notifications&utm_source=9ffb98b3-df66-406b-9eed-6e98e8425581&utm_content=daily)

<sup>114</sup> <http://consciousyouth.co.uk/over-70-of-young-people-feel-more-confident-than-ever-sharing-their-views-online/>

19.4 *Youth Card*<sup>115</sup> is the result of a one-of-a-kind collaboration between educational equality charity Speakers for Schools alongside other youth charities including UK Youth and the European Youth Card Association. Youth Card is a free mobile app that acts as a one-stop shop for amazing perks and has been designed specifically to benefit young people aged 11 to 25 who live in England, Wales and Northern Ireland. UK Youth are encouraging organisations to promote their opportunities via the Youth Card so that it reaches young people instantly.

## **20 Youth Justice**

20.1 The government has published factsheets<sup>116</sup> about the measures proposed in the Police Crime Sentencing and Courts Bill, including those relating to secure schools and youth sentencing (custodial or in the community).

20.2 The Alliance for Youth Justice has reported that Covid-19 has had devastatingly affected issues faced by children in the youth justice system<sup>117</sup>.

20.3 London's Violence Reduction Unit (VRU) - working in partnership with London Councils and directors of children's services, NHS Violence Reduction Programme and Child and Adolescent Mental Health Service (CAMHS) providers - has secured funding from the Home Office and the Youth Endowment Fund to deliver a targeted three-year programme<sup>118</sup> of high intensity intervention to children aged 11to17 who are most at risk of being involved in violence or exploitation. The £10 million of investment will help deliver interventions for up to 2,500 children and young people at the greatest risk of serious violence in the capital.

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<sup>115</sup> <https://www.speakersforschools.org/youthcard-join/>

<sup>116</sup> [https://www.gov.uk/government/publications/police-crime-sentencing-and-courts-bill-2021-factsheets?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=8790de5c-baac-4a5b-af01-4d2eb05c56da&utm\\_content=daily](https://www.gov.uk/government/publications/police-crime-sentencing-and-courts-bill-2021-factsheets?utm_medium=email&utm_campaign=govuk-notifications&utm_source=8790de5c-baac-4a5b-af01-4d2eb05c56da&utm_content=daily)

<sup>117</sup> [https://www.gov.uk/government/publications/further-education-skills-index?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=506ffc9f-8363-4441-95e7-fffa021d617f&utm\\_content=daily](https://www.gov.uk/government/publications/further-education-skills-index?utm_medium=email&utm_campaign=govuk-notifications&utm_source=506ffc9f-8363-4441-95e7-fffa021d617f&utm_content=daily)

<sup>118</sup> <https://www.london.gov.uk/content/londons-violence-reduction-unit>

## 21 London

- 21.1 The Big Issue is launching a brand new talent programme for young people who struggle to land work in the media. The Breakthrough<sup>119</sup> programme will offer opportunities to talented 18-24 year olds from underrepresented and less privileged backgrounds, passionate about a career in the media industry. Working with the DWP's Kickstart scheme, The Big Issue will offer four places, based in London, to create a youth-led unit within the multi-award-winning media arm of the business. The scheme will offer training across all aspects of journalism including digital, social, video, audio, design and writing. The four recruits will work on a live product from day one. They will curate a dedicated content channel on BigIssue.com and contribute to an annual print supplement to The Big Issue magazine.
- 21.2 The Evening Standard<sup>120</sup> reported that Newham Collegiate Sixth Form (NCS) and the City of London Corporation plan to open two new colleges (in Hackney and Islington) for working class Londoners. NCS serves one of the areas with the highest rates of child poverty in the country, but 95 per cent of students leave for the Russell Group universities. The centres will seek to replicate NCS' success, which has helped dozens of students win places at Oxbridge as well as scholarships at MIT, Harvard and Princeton.
- 21.3 The winners in this year's Festival of Learning Awards<sup>121</sup> from London were:
- CARAS ESOL, an innovative and holistic project led by a south London charity working with young people and adults who are either seeking asylum or have a refugee background to progress in learning, was awarded the President's Award.
  - Rosie Wainwright was awarded the Outstanding Individual Award. Rosie had a tumultuous start in life but has shown great tenacity in carrying on regardless of any barriers in the way. Going back to

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<sup>119</sup> <https://www.bigissue.com/latest/the-big-issue-to-launch-new-employment-programme-for-young-journalists>

<sup>120</sup> <https://www.standard.co.uk/news/london/new-elite-colleges-islington-hackney-oxbridge-russell-group-universities-b948492.html>

<sup>121</sup> <https://www.festivaloflearning.org.uk/2021-award-winners/>

learning in Lewisham College has transformed her life and academic and career prospects.

- Jose Aguiar, from HMP Pentonville, won the Tutor Award, supported by Education and Training Foundation. Supporting learners within the criminal justice system to unlock their potential, Jose's innovative and creative approach has played a huge role in the mental health and wellbeing of prisoners throughout lockdown.
- Daya Mohindra, who's learning journey started as she approached her 80s, was awarded the Online Learning Award. When Daya joined a health and wellbeing course organised for people with disabilities by Adult and Community Education Hounslow, she didn't know she would go on to complete several online art courses using her lockdown time to develop herself into a more confident artist.

## Part Two: Policy Update

This part of the Briefing Note covers policies and reports that have been received in July 2021.

### 22 Qualification Reform

- 22.1 The DfE published its response to the consultation on Post-16 level 3 qualifications that included a policy announcement by the Secretary of State<sup>122</sup>. The policy statement sets out the groups of qualifications that the government will approve for funding alongside A levels and T Levels. It also sets out how students are expected to progress and how the new range of qualifications will support all students to fulfil their potential. Although the government is maintaining its position that the three Post-16 level 3 routes will be A levels, T levels and Apprenticeships, some BTECs will be retained if they give employers the skills they need or lead to good higher education courses and awarding organisations demonstrate why there is a real need for them to be funded. The latest available statistics show that approximately 28 per cent of young Londoners took Applied General Qualifications in 2020. Sector bodies have warned the DfE that defunding existing level 3 qualifications could more heavily impact disadvantaged learners. That is because the qualifications likely to be withdrawn are taken by higher proportions of minoritised ethnic students, those with lower prior attainment, SEND students, and those eligible for free school meals.
- 22.2 The decision continued to be opposed by education bodies, who have combined their efforts in a Protect Student Choice campaign, writing to the Education Secretary to voice their concern<sup>123</sup>. Former Secretary of State for Education, Lord Baker of Dorking, is reported as referring to the decision as

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<sup>122</sup> [https://www.gov.uk/government/publications/reforms-to-post-16-qualifications-at-level-3-in-england?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=bcd96d66-f303-4356-bac6-59638479c3f3&utm\\_content=daily](https://www.gov.uk/government/publications/reforms-to-post-16-qualifications-at-level-3-in-england?utm_medium=email&utm_campaign=govuk-notifications&utm_source=bcd96d66-f303-4356-bac6-59638479c3f3&utm_content=daily)

<sup>123</sup> <https://sfcawebsite.s3.amazonaws.com/uploads/document/0721-Protect-Student-Choice-letter-v2.pdf>

“an act of educational vandalism”<sup>124</sup>. The House of Commons Library provided an independent briefing on the decision<sup>125</sup>.

## **23 Aoc Beacon Awards<sup>126</sup>**

23.1 Nominations for the 2021/22 AoC Beacon Awards are now open until the closing date of Monday 12 October at 12 noon.

## **24 Appointments**

24.1 The Education Committee endorsed Dr Jo Saxton for the role of Ofqual chief. Dr Saxton, a former academy trust leader and policy adviser to Gavin Williamson<sup>127</sup>.

24.2 The ESFA has announced that Eileen Milner will stand down as its Chief Executive in the autumn<sup>128</sup> and that John Edwards has been appointed the Interim Chief Executive in her place<sup>129</sup>.

## **25 DfE Outcome Delivery Plan<sup>130</sup>**

25.1 The DfE, along with every other government department, has set out its priority outcomes and strategic enablers and how they will be achieved.

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<sup>124</sup> <https://www.tes.com/news/lord-baker-scrapping-btecs-act-vandalism>

<sup>125</sup> [https://commonslibrary.parliament.uk/level-3-qualifications-reform-whats-happening-to-btecs/?utm\\_source=HOC+Library+-+Research+alerts&utm\\_campaign=09556b36a9-EMAIL\\_CAMPAIGN\\_2021\\_07\\_31\\_08\\_00&utm\\_medium=email&utm\\_term=0\\_a9da1c9b17-09556b36a9-102517489&mc\\_cid=09556b36a9&mc\\_eid=d34cbf25d7](https://commonslibrary.parliament.uk/level-3-qualifications-reform-whats-happening-to-btecs/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=09556b36a9-EMAIL_CAMPAIGN_2021_07_31_08_00&utm_medium=email&utm_term=0_a9da1c9b17-09556b36a9-102517489&mc_cid=09556b36a9&mc_eid=d34cbf25d7)

<sup>126</sup> <https://www.aoc.co.uk/news/beacon-award-nominations-open-202122>

<sup>127</sup> <https://committees.parliament.uk/event/5097/formal-meeting-oral-evidence-session/>

<sup>128</sup> [https://www.gov.uk/government/news/chief-executive-change-at-esfa?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=af906273-f447-4489-94b0-b9409928395b&utm\\_content=immediately](https://www.gov.uk/government/news/chief-executive-change-at-esfa?utm_medium=email&utm_campaign=govuk-notifications&utm_source=af906273-f447-4489-94b0-b9409928395b&utm_content=immediately)

<sup>129</sup> [https://www.gov.uk/government/news/appointment-of-interim-esfa-chief-executive?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=24622dcf-6fdf-4ab1-9533-0a7c862e0f46&utm\\_content=immediately](https://www.gov.uk/government/news/appointment-of-interim-esfa-chief-executive?utm_medium=email&utm_campaign=govuk-notifications&utm_source=24622dcf-6fdf-4ab1-9533-0a7c862e0f46&utm_content=immediately)

<sup>130</sup> [https://www.gov.uk/government/publications/department-for-education-outcome-delivery-plan?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=9367985c-cb1a-4e33-9aae-4c739309d82d&utm\\_content=daily](https://www.gov.uk/government/publications/department-for-education-outcome-delivery-plan?utm_medium=email&utm_campaign=govuk-notifications&utm_source=9367985c-cb1a-4e33-9aae-4c739309d82d&utm_content=daily)

## Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance. The DfE is trialling a new service to enable its statistical data to be viewed and used<sup>131</sup>.

### 26 Participation

#### *Attendance*

26.1 The figures on schools and colleges attendance published by DfE<sup>132</sup> are as follows:

- In the week commencing 5 July (spot date 8 July) 99.6 per cent of educational settings were open and 80.4 per cent of students were attending.
- In the week commencing 12 July (spot date 15 July), 99.5 per cent of educational settings were open and 76.7 per cent of students attended.

(The figures for week commencing 12 July are the last for this year. The DfE is deciding how best to report attendance in the academic year starting in September.)

- London had the lowest rate of Covid-19 related absence adjusted for Years 11 to 13 not expected to attend on 15 July (9.6 per cent), which still represents a large increase when compared with 10 June (0.9 per cent).

#### *Young people not in education, employment or training*

26.2 The DfE has published the annual estimates of 16 and 17 year-olds recorded in education and training and NEET by local authority for 2021<sup>133</sup>. In summary, the headline figures show:

- 96.0 per cent of the age group participated in education or training in London (93.2 per cent in England). Far more 16 and 17 year-olds

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<sup>131</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

<sup>132</sup> <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

<sup>133</sup> [https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=5c9480fb-7647-4649-bfb0-0d74926cce57&utm\\_content=daily](https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures?utm_medium=email&utm_campaign=govuk-notifications&utm_source=5c9480fb-7647-4649-bfb0-0d74926cce57&utm_content=daily)

participate in full-time education and vocational training in London than the average for England (93.4 per cent in London compared with 87.4 per cent in England; while a lower proportion of Londoners in the age range participate in Apprenticeships (1.4 per cent in London and 3.8 per cent in England).

- There are nearly 1,000 young people in London in employment with non-regulated qualifications; this participation does not meet the duty to participate in education or training to the age of 18.
- Although the gap between participation of 16 year-olds and 17 year-olds has very much reduced, it is still significant. – 97.5 per cent of 16 year-olds were participating in education or training in London and 94.5 per cent of 17 year-olds.
- Female participation in London is higher than male at both age 16 (98.2 per cent of females and 96.8 of males) and age 17 (95.7 per cent of females and 93.3 per cent of males).
- London's participation rate of young people in the age group with SEND (that is with an Education Health and Care Plan or SEN Support) is 93.7 per cent – once again, the highest rate in England and higher than all but two other regions' participation rate for young people without SEND. The England average participation rate for young people with SEND is 89.2 per cent.
- The overall level of NEET in London for 16 and 17 year-olds was 1.8 per cent (the figure for England is 2.8 per cent) and those whose status is not known to their local authority is 2.2 per cent (2.7 per cent in England).
- White British have the highest combined rate of NEET and status not known among the major classifications of ethnicity at 4.7 per cent.

### ***Effective Participation – exclusions and suspensions***

- 26.3 Official statistics on permanent exclusions and suspensions in schools in England in 2019 to 2020 have been published<sup>134</sup>. The overall rates in England are:
- 26.4 Exclusions – 0.06 (down from the rate of 0.10 in 2018 to 2019).
- 26.5 Suspensions – 3.76 (from 5.36).
- 26.6 Analysis of the data supporting these headline figures shows the following:
- Boys continue to have a higher permanent exclusion rate than girls (0.09 and 0.02 respectively).
  - Rates were higher among pupils eligible for Free School Meals (FSM) – the exclusion rate for pupils eligible for FSM was 0.16 compared to 0.04 for those not eligible; the suspension rate was 9.34 for pupils eligible for FSM compared to 2.58 for those not eligible.
  - Rates were higher among pupils with SEND – the exclusion rate for pupils with an EHCP was 0.10, for those with SEND but without an EHCP was 0.20 and for those with no SEND was 0.04. The suspension rates were 11.70 for pupils with an EHCP, 10.98 for those with SEND but no EHCP and 2.43 for those without SEND.
  - GRT pupils continue to have the highest rates of permanent exclusions (0.24) and suspensions (15.28). Pupils of mixed White and Black Caribbean ethnicity have the second highest rate of permanent exclusion (0.15). Pupils from Traveller or Irish Heritage have the highest rate of suspension (10.12).
  - Permanent exclusions and suspensions still peak at age 14 (0.22 and 10.84 respectively).

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<sup>134</sup> <https://www.gov.uk/government/statistics/permanent-exclusions-and-suspensions-in-england-2019-to-2020>

## **27 Intelligent London<sup>135</sup>**

- 27.1 Intelligent London makes the very best of data analysis and visualisation techniques so that those with an interest in supporting and promoting the interests of young people can easily access reliable and up-to-date data.
- 27.2 We are holding a session about London Councils where you can find out more about how it can help you in supporting young Londoners. More details, including how to register, are on our webpage.<sup>136</sup>

## **28 Recommendation**

- 28.1 Recipients are asked to note the content of this report and submit any comments by email: [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

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<sup>135</sup> <http://www.intelligentlondon.org.uk/>

<sup>136</sup> <https://www.londoncouncils.gov.uk/node/38680>

## Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response<sup>137</sup>

Specific guidance on education<sup>138</sup>

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence<sup>139</sup>.

NHS information on coronavirus: <sup>140</sup>

Q&A from Public Health England on coronavirus: <sup>141</sup>. **Please note:** The National Institute for Health Protection (NIHP) has been set up to bring together Public Health England (PHE), NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling COVID-19 and protecting the nation's health.

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<sup>137</sup> <https://www.gov.uk/coronavirus>

<sup>138</sup> <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

<sup>139</sup> <https://www.gov.uk/search/research-and-statistics>

<sup>140</sup> <https://www.nhs.uk/conditions/coronavirus-covid-19/>

<sup>141</sup> <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>