



SURREY
COUNTY COUNCIL

Page 205

Data Pack – Equity in Education – Surrey’s Lifetime of Learning Strategy

Underachievement in outcomes and inequity in well-being and belonging is notable even before children reach school age and their readiness for school.

Overall, with the notable exception of children in the care of the local authority at KS4, at every age and stage of learning Surrey's disadvantaged learners do less well than their counterparts in other counties or areas nationally.

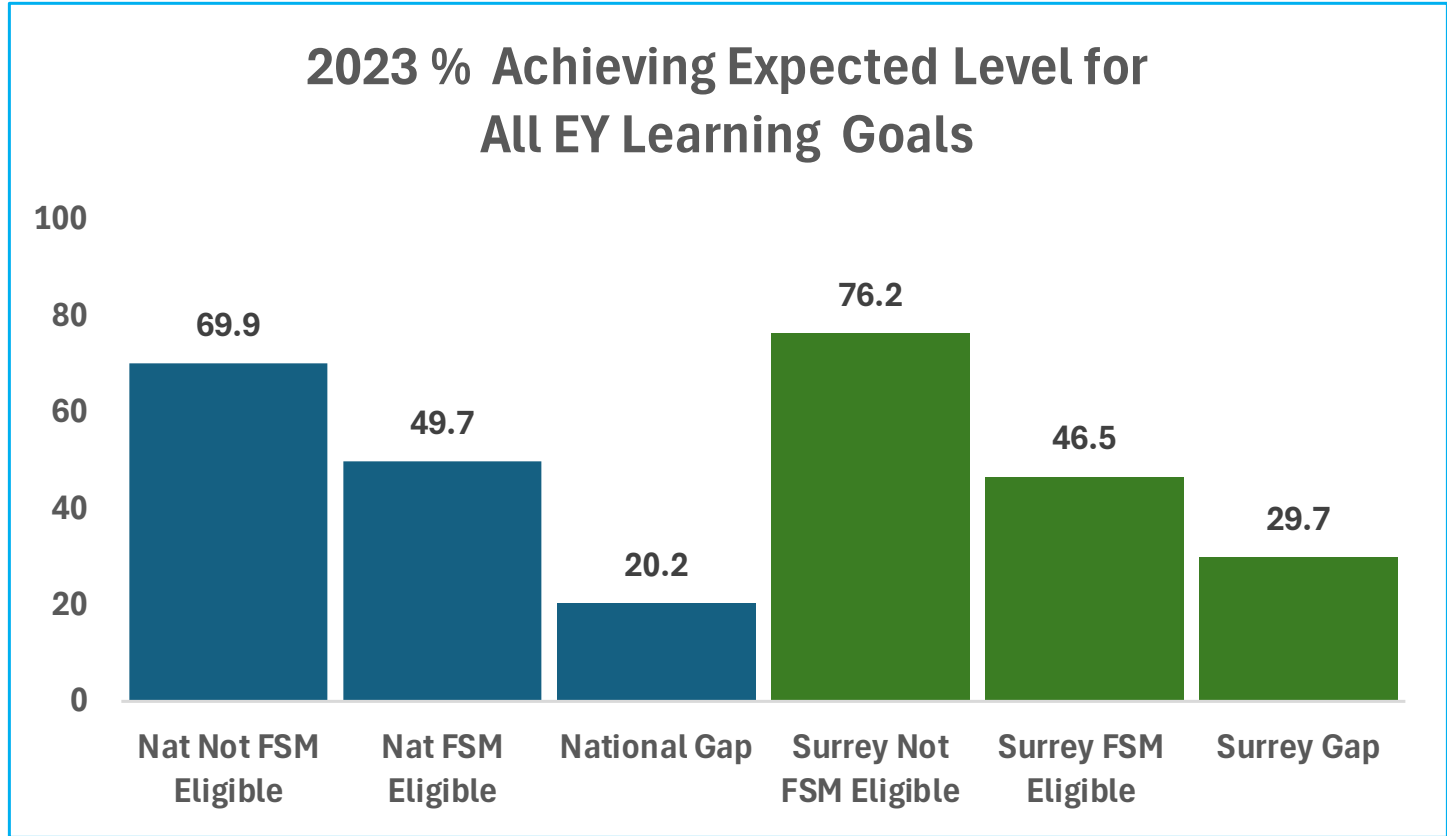
Once a child learner falls behind their peers, the disadvantage gap can persist throughout their whole lifetime of learning.

The Department for Education (DfE) definition of 'Disadvantaged' is that a person:

- has received Free School Meals (FSM) with the last 6 years or
- is in the care of the Local Authority as a child looked after (CLA) or
- was ever in the care of the Local Authority (PCLA) or
- is adopted

NB Eligibility for Free School Meals is income dependent. It also means that the school receives service pupil premium. If a child is part of a family in the Armed Forces they will get pupil premium funding, but this does not necessary lead them to be classed as disadvantaged for DfE reporting purposes unless they meet one of the criteria above.

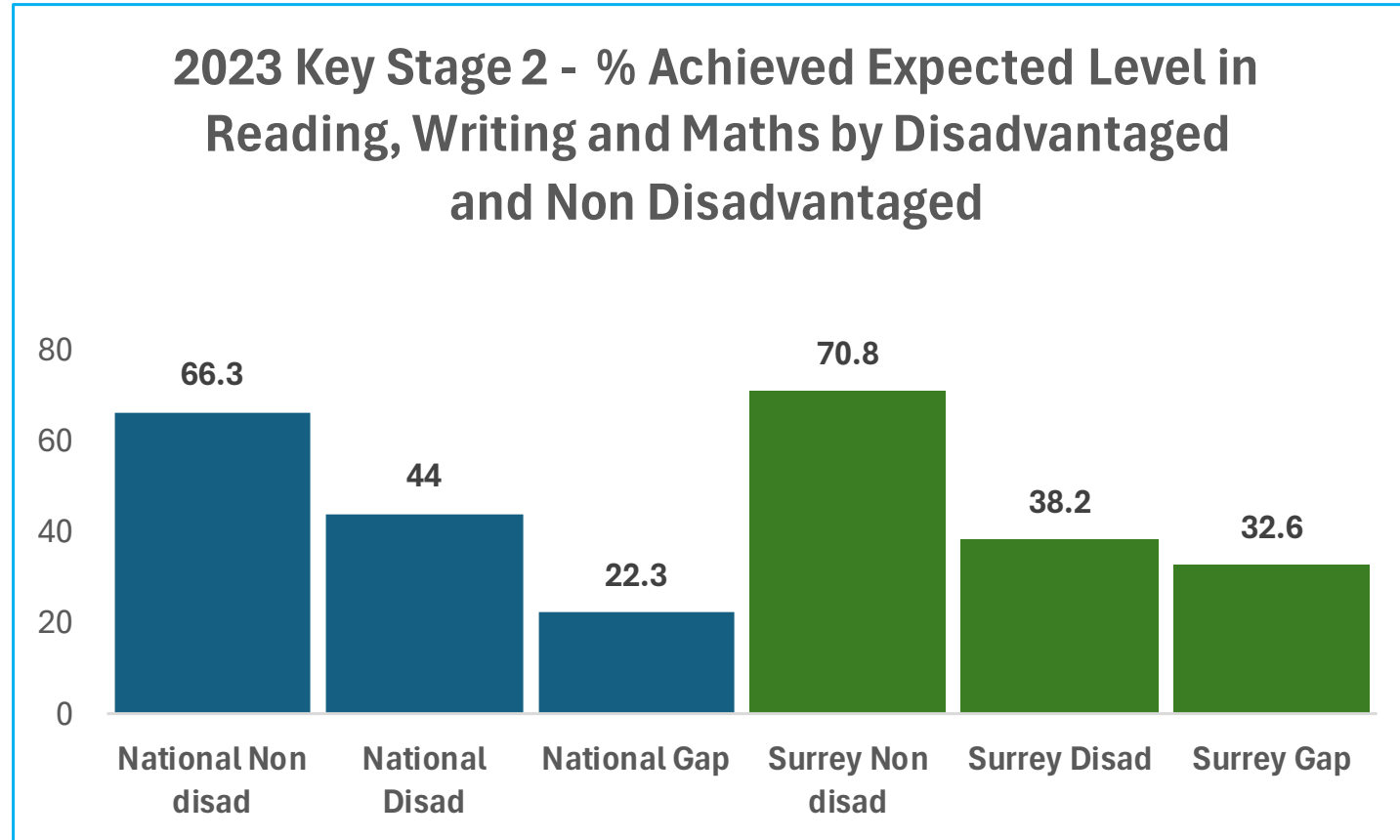
Percentage of children achieving at least expected level of achievement across all learning goals –Free School Meals (FSM) Non-Eligible and FSM Eligible



Page 208

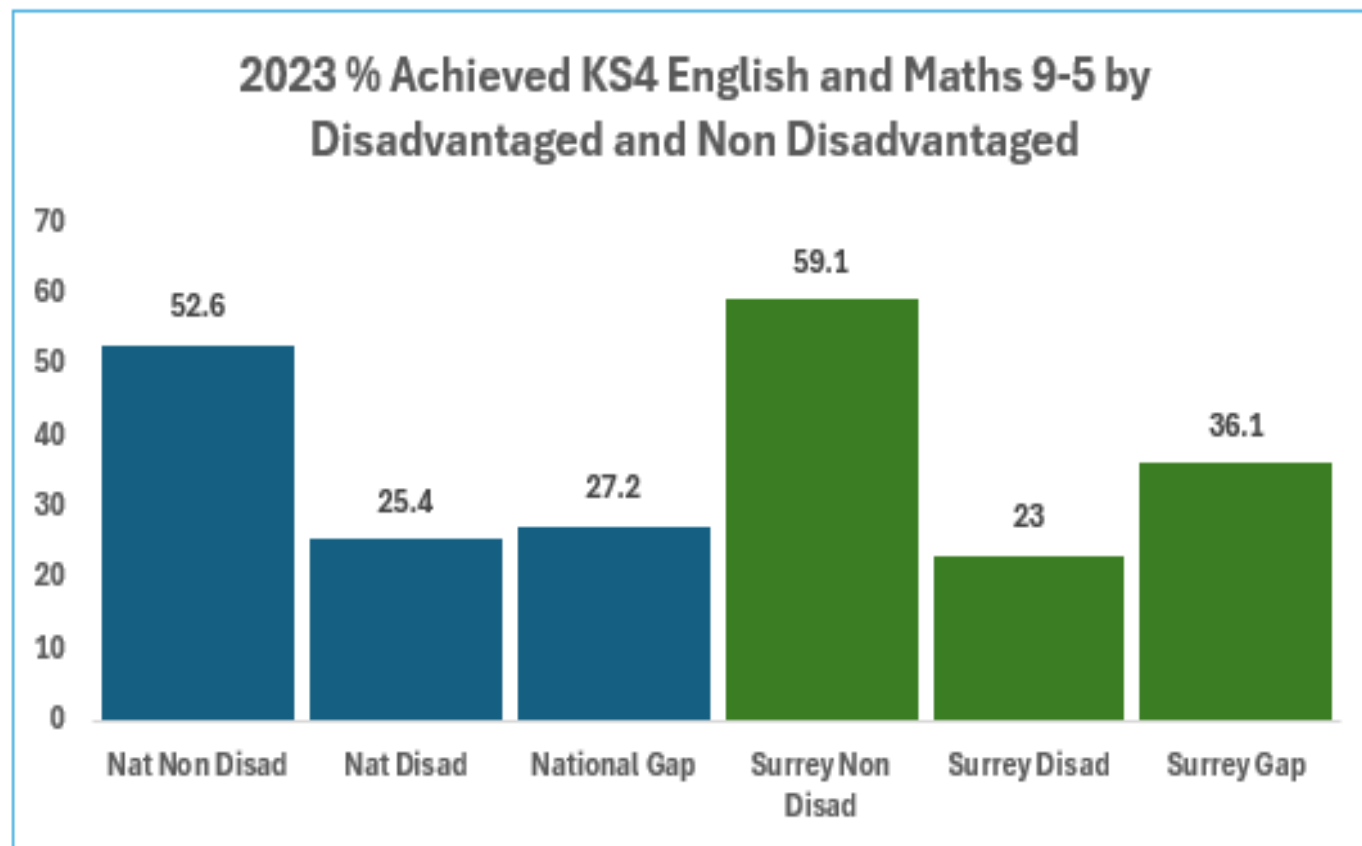
Source 2023 Department for Education (DfE) Early Year Foundation Stage (EYFSP) Outcomes and Nexus

% of children achieving Reading Writing and Maths (RWM) at end of Key Stage 2 (KS2) disadvantaged v non disadvantaged



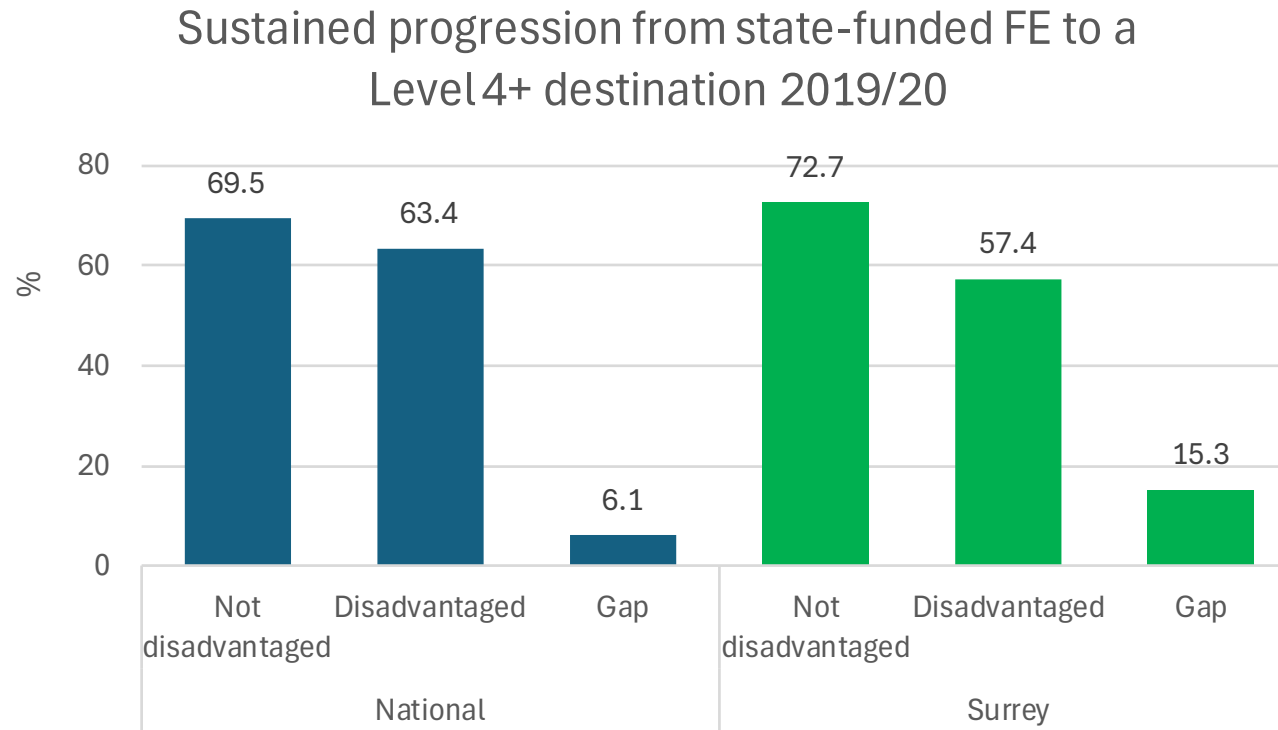
Source 2023 Nexus

% of pupils achieving Key stage 4 (KS4) 9-5 grades in English and Maths by disadvantaged v non disadvantaged



Source 2023 DfE

% of pupils progressing from state funded Further Education (FE) to a sustained level 4+ destination by year 11 Free School Meals (FSM) status

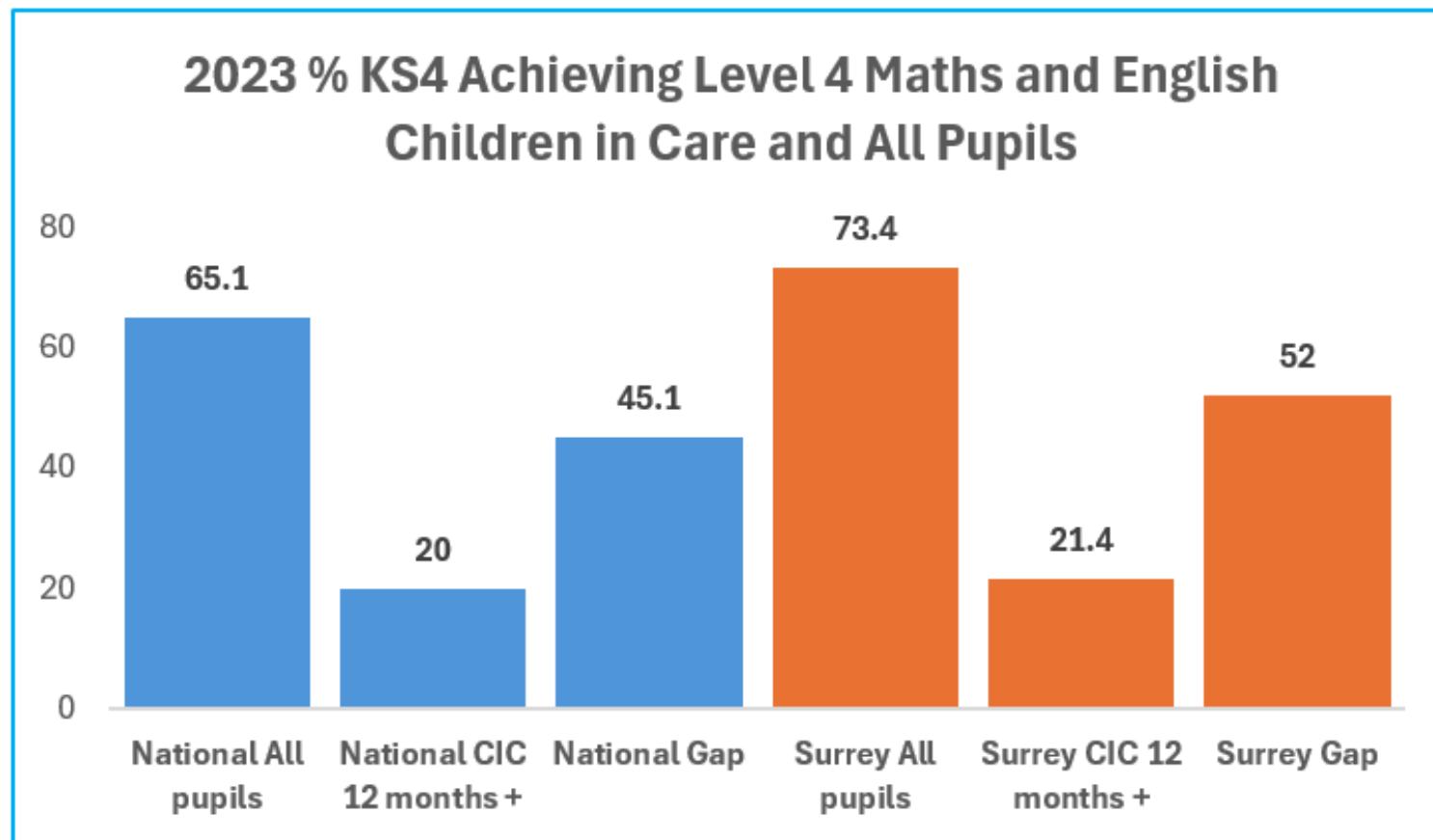


Source DfE Explore Education Statistics service

In 2021/22, 77% of disadvantaged pupils went from Key Stage 4 (KS4) to a sustained post-16 education destination compared with 91% who were not disadvantaged – a gap of 15 percentage points

The gap progressing from Further Education (FE) to Higher Education (HE) is therefore already from a lower base starting point. Unfortunately, data from KS4 to HE is not available

% of children achieving L4+ in maths and English at KS4 Children In Care v all children



Source 2023 DfE Looked after Child (LAC) Outcomes

Improving communication, language and literacy has a significant impact on all-round achievement and progress throughout all phases of education and beyond.

While most Surrey learners do well, many of our vulnerable children, young people and adults continue to struggle to achieve the key skills of reading, writing and oracy needed to succeed in education and life.

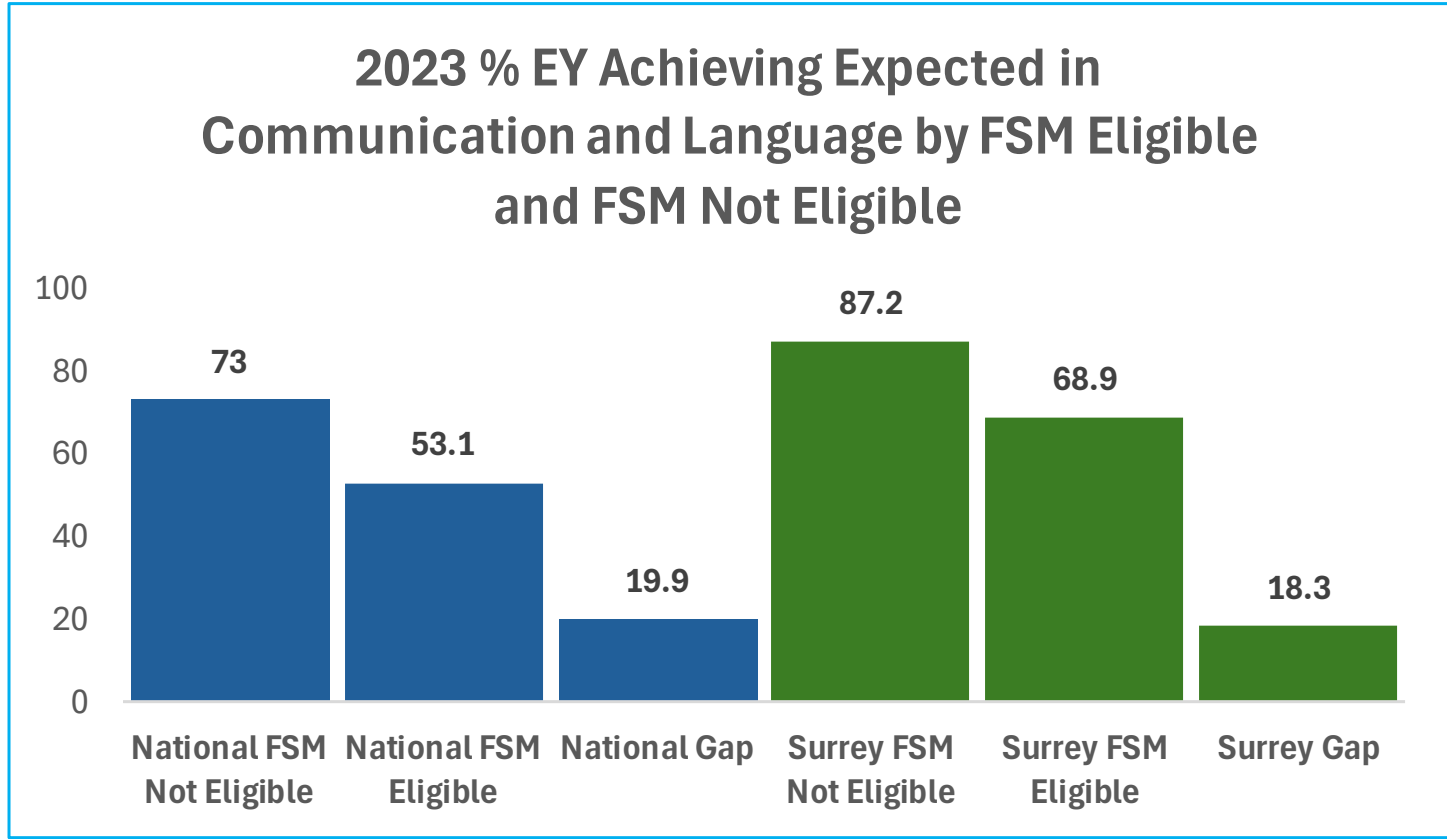
Surrey Early Years children, eligible for Free School Meals, achieved higher outcomes for Communication and Language compared with national, and there is a smaller gap than national.

Surrey Early Years children not eligible for FSM achieved a higher than expected level in Communication and Language than national by 14.2 percentage points.

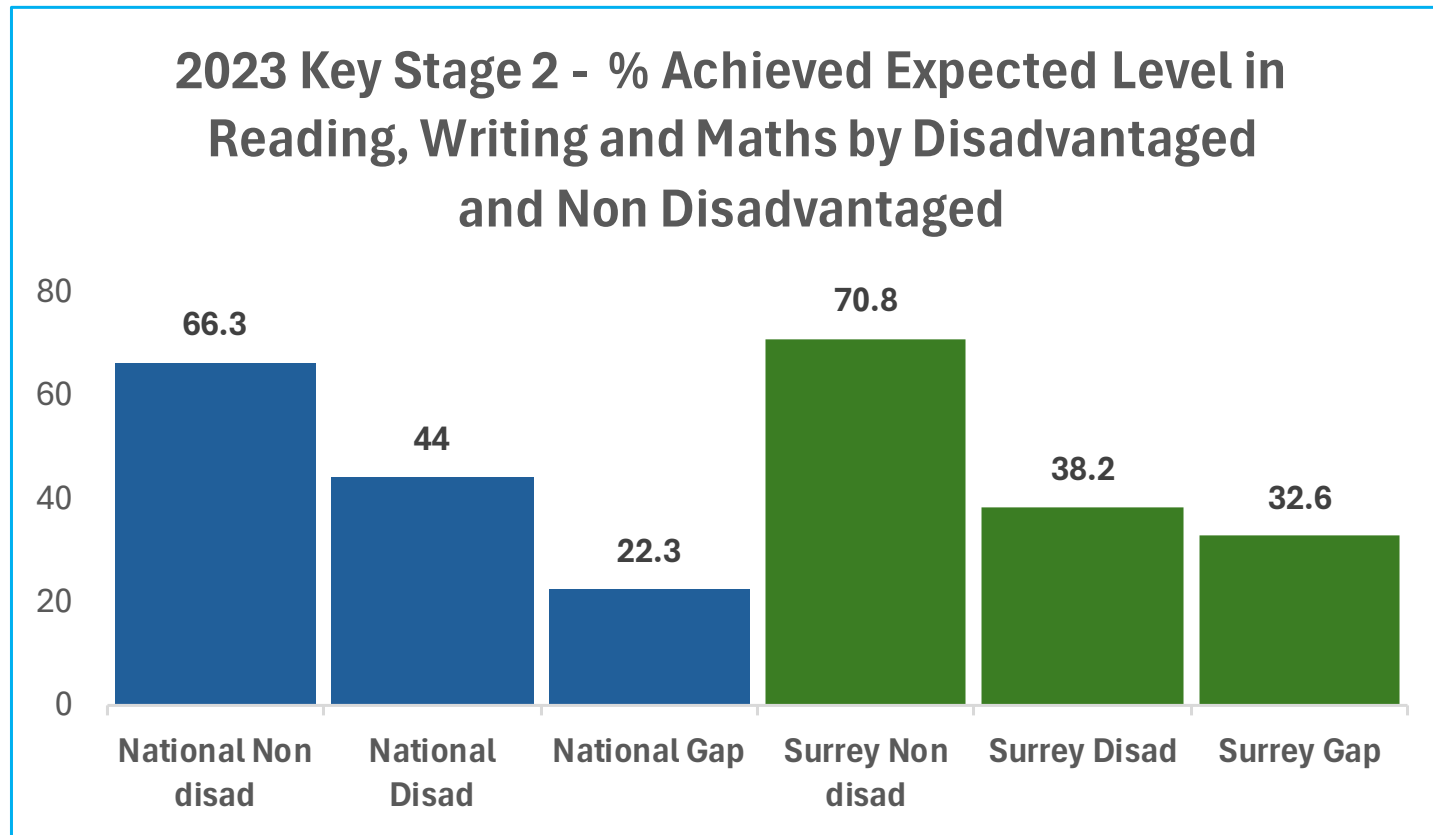
Percentage of children achieving at least expected level of achievement at Foundation Stage Profile (FSP) in communication and language – FSM Eligible and FSM Not Eligible



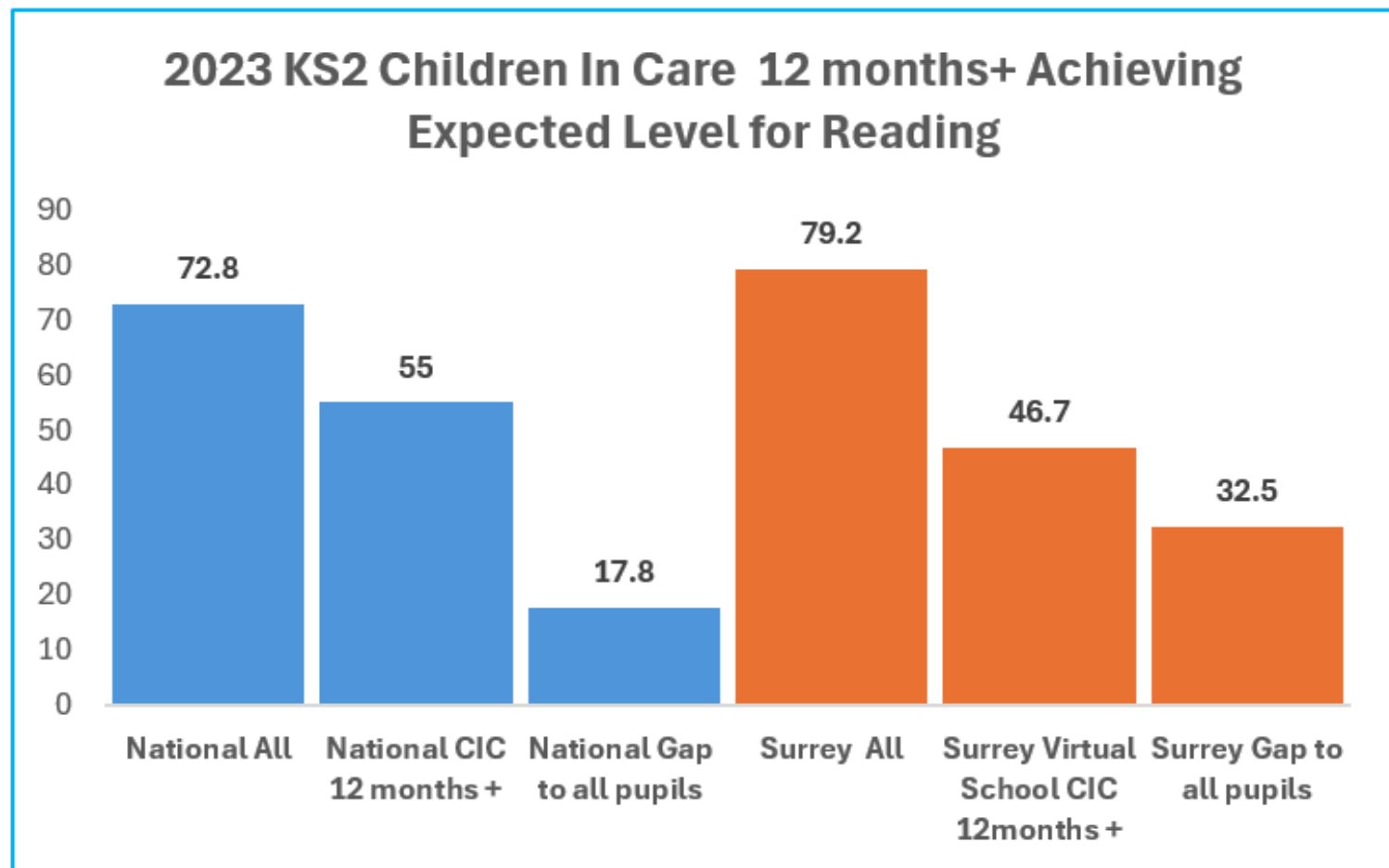
Page 214



% of pupils achieving expected standard of reading KS2
– disadvantaged and non-disadvantaged, Looked after Child (LAC)



% of pupils achieving expected standard of reading KS2 – Children In Care v all pupils



Page 216

Source Nexus 2023

The impact of literacy on wider life chances – earning potential

£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£

Worker with basic literacy

£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£
£	£	£	£	£	£	£	£	£	£

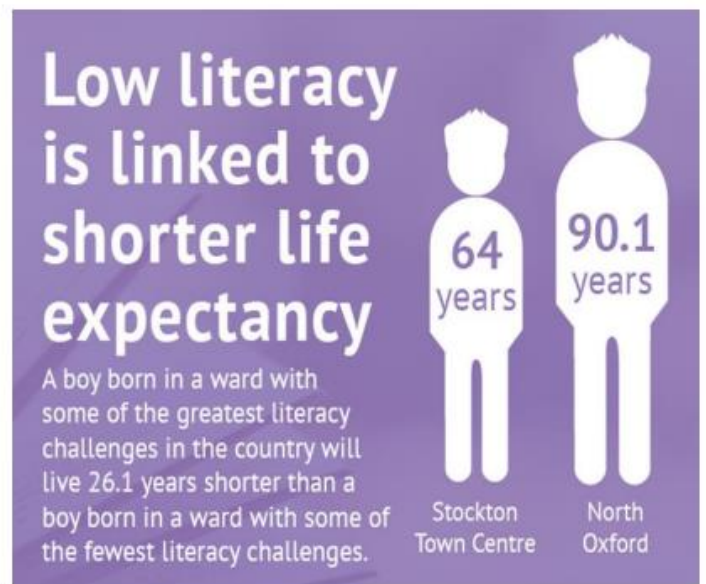
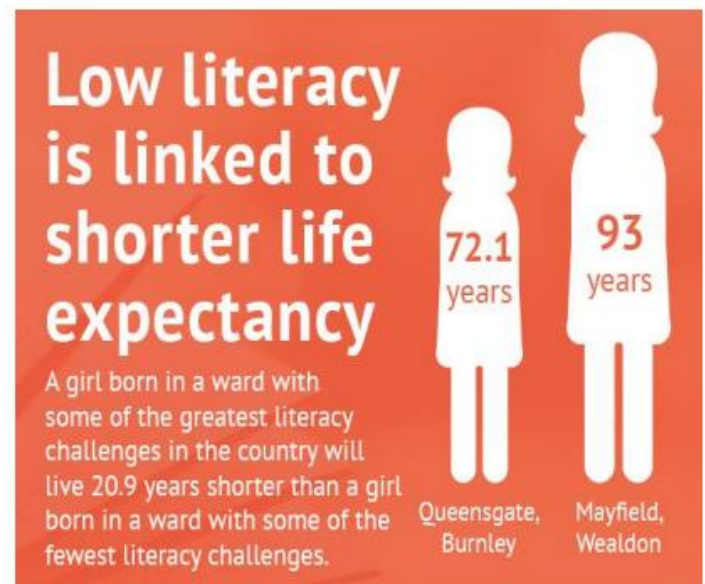
Worker with very low literacy

- The average worker in the UK with very low literacy will earn approximately 7.1% less than if they had a basic level of literacy. This means that they would need to work an additional 1.5 years over their lifetime to make up for this disparity (Pro Bono economics, 2021).

Pro Bono economics, 2021

The impact of literacy on wider life chances – life expectancy

Page 218



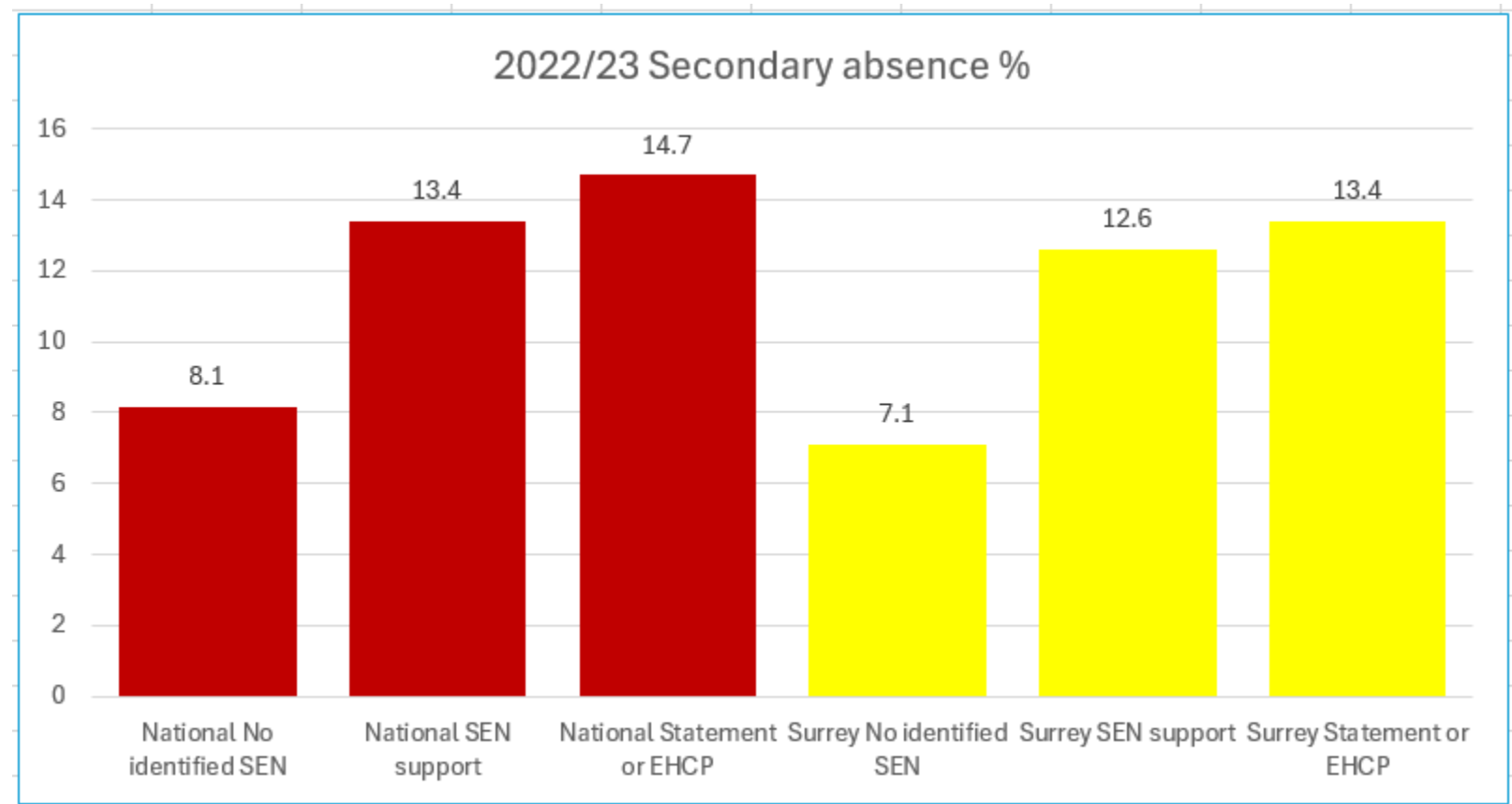
National Literacy Trust 2022

Regular attendance and engagement is an important part of giving Children and Young People (CYP) the best possible start in life and enabling all to make a significant positive contribution to society.

When children miss nursery, school or college, they miss out on valuable learning opportunities, which can have a significant impact on their academic progress.

Poor attendance and engagement can also lead to social isolation, low self-esteem, and a lack of engagement. We know that there is a strong correlation between socio-economic background and attendance and engagement.

Secondary Overall Absence Special Education Needs (SEN) Support and Education Health and Care Plan (EHCP) v non



Source DfE Explore Education Statistics service

Overall Absence and Persistent Absence – Surrey absence figures are lower than National and the South-east

		Autumn 2021/22	Autumn 2022/23	Autumn 2023/24
England	Overall absence rate	6.9%	7.5%	6.7%
	% of persistent absentees (10% or more missed)	23.5%	24.2%	19.4%
South East	Overall absence rate	6.9%	7.6%	6.6%
	% of persistent absentees (10% or more missed)	23.4%	24.5%	19.0%
Surrey	Overall absence rate	6.4%	7.0%	6.0%
	% of persistent absentees (10% or more missed)	22.1%	21.6%	16.8%

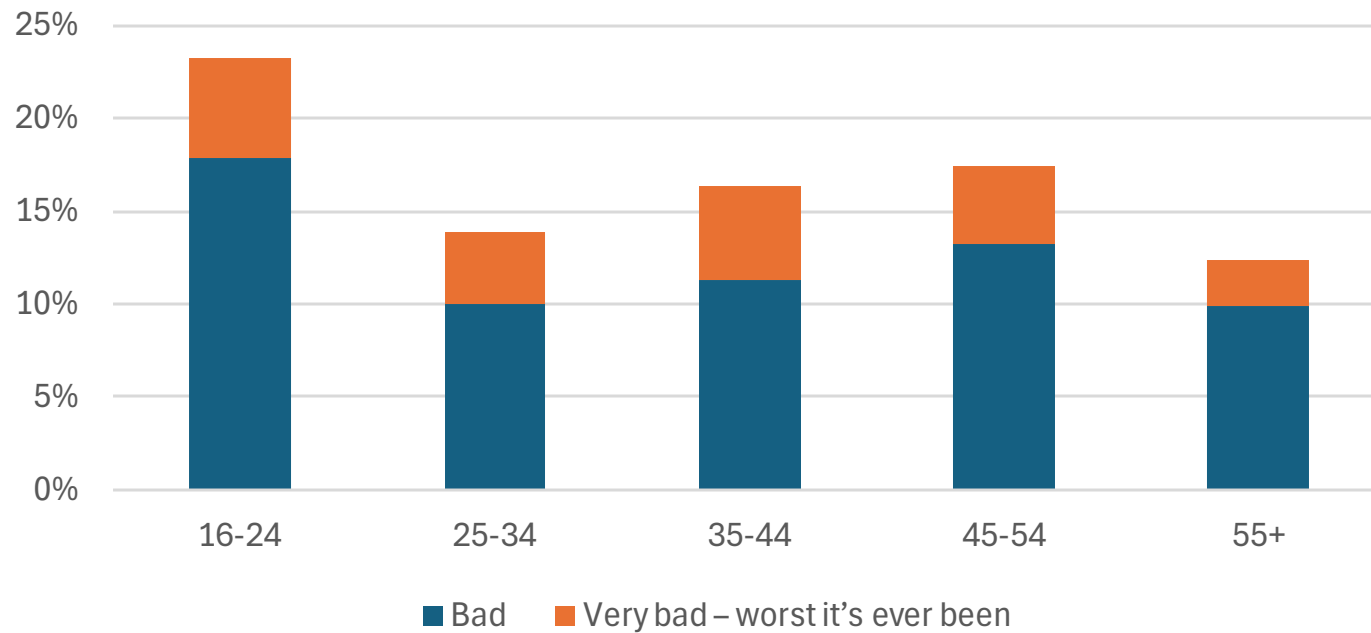
In the wake of the pandemic and the challenges of our current society the physical and mental health of our children, young people and adults is more challenged than ever.

To make real impact in this area of work, health and well-being needs to be built into the ethos, curriculum and practices of our Early years, school, college and Post-16 life.

In 2020/21 Surrey had a lower self reported anxiety score compared to national and regional.

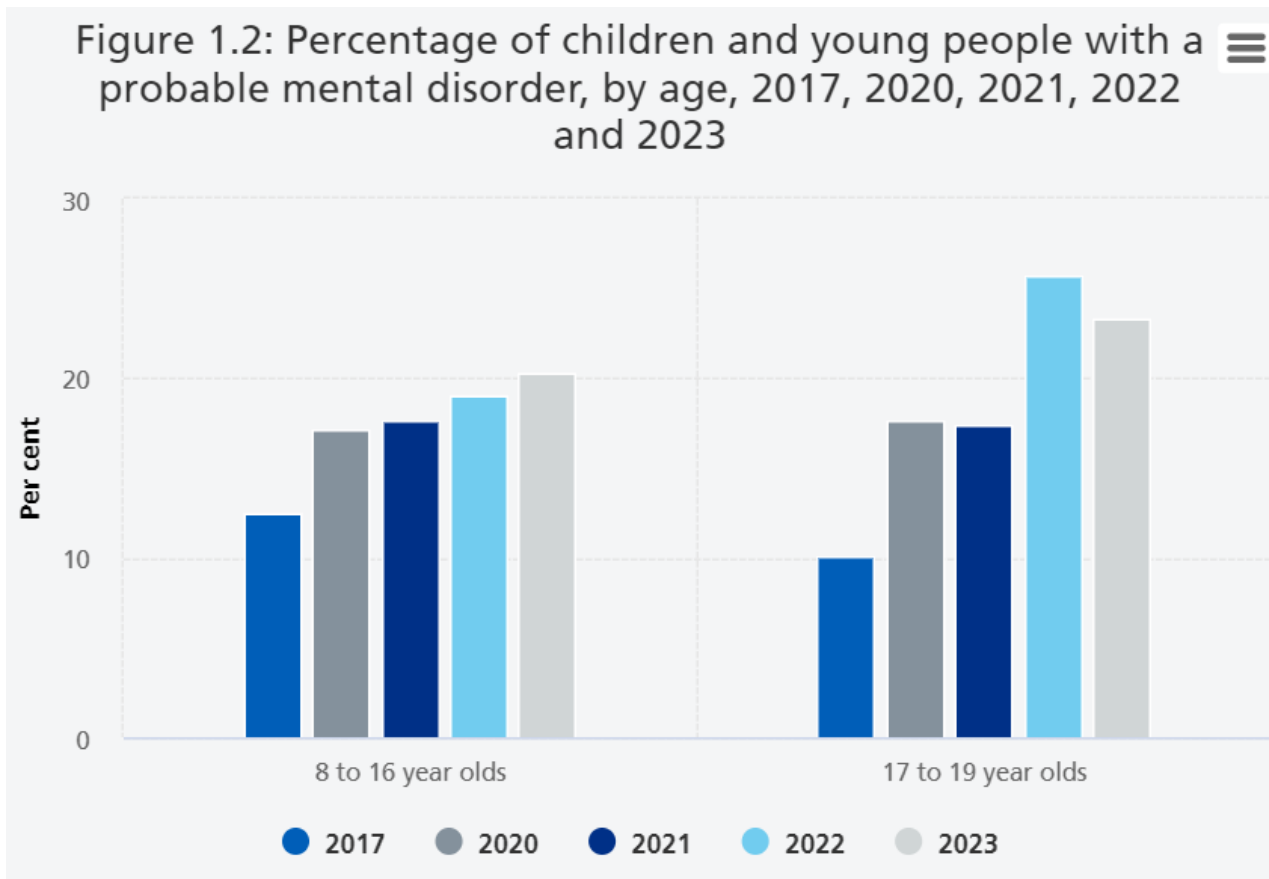
Mental health by age in the UK

Self-assessment of poor mental health by age in the UK, 2024



Young people, aged 16-24 are the most affected by mental health struggles, with nearly a quarter (23.5%) describing their mental health as either bad or the worst it's ever been.

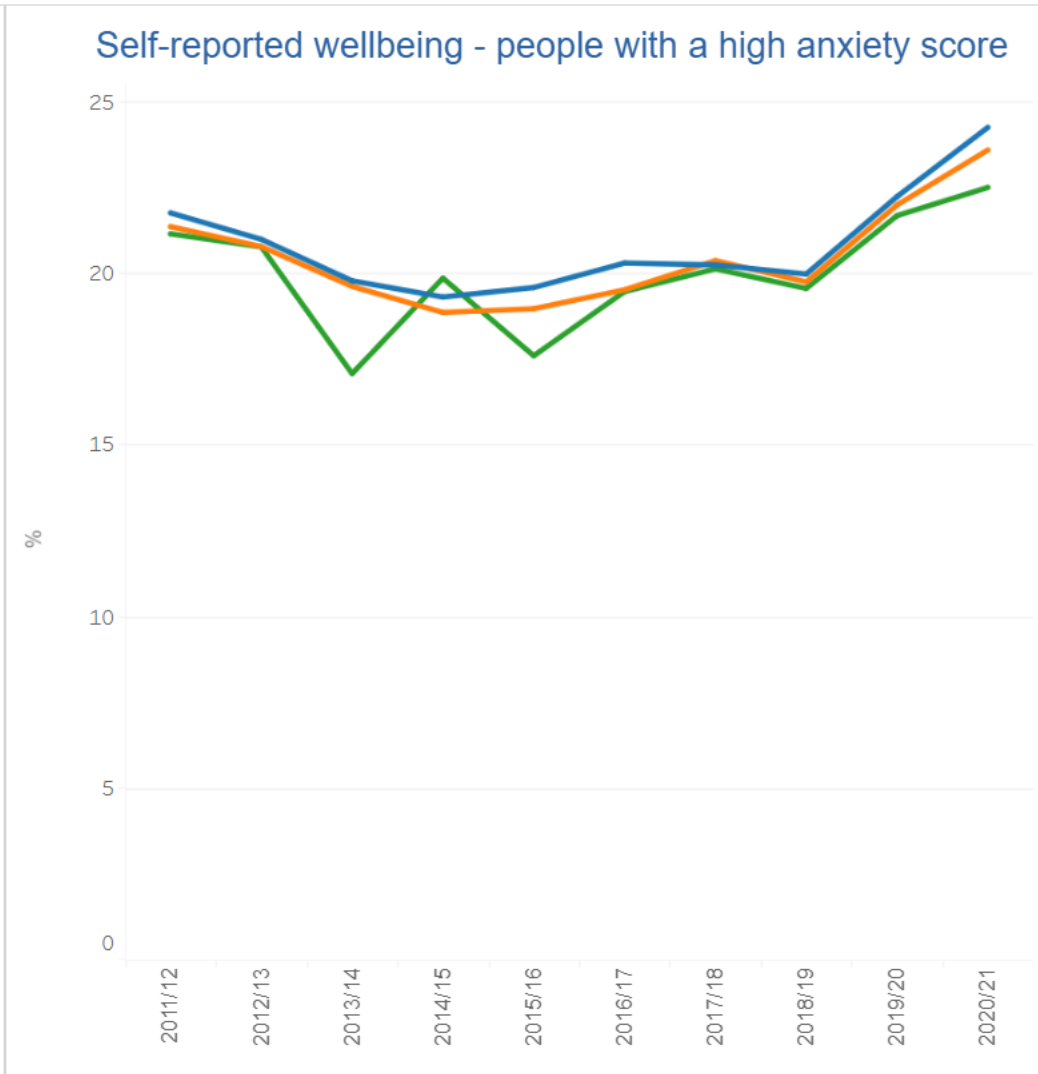
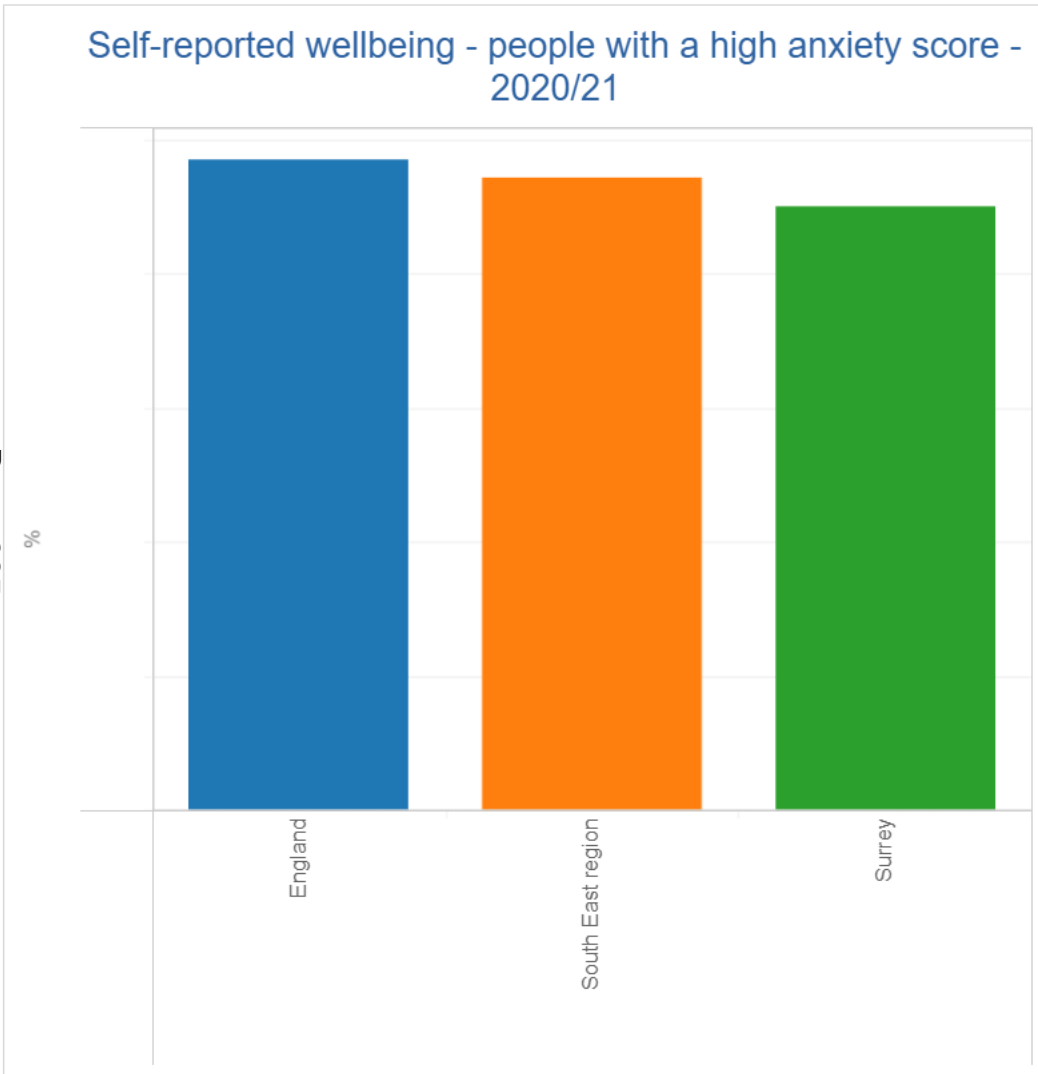
Mental health in children and young people – increase in likely mental health difficulties



NHS England 2023

Self-reported wellbeing – people with a high anxiety score 2020/21 – Surrey compared with national and regional

Page 225

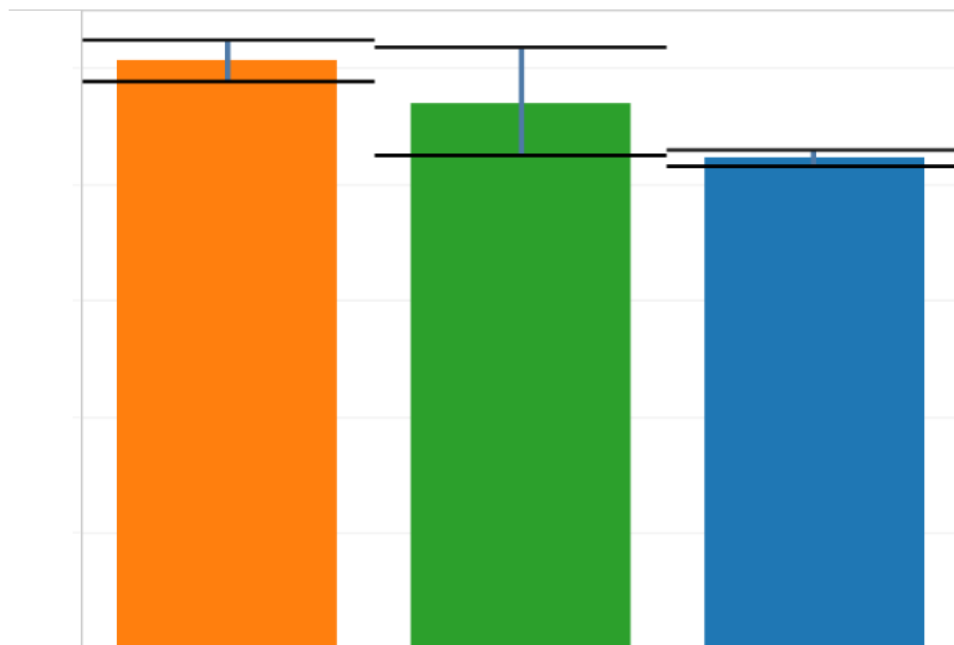


Hospital admissions as a result of self-harm (10-24 years) – 2020/21

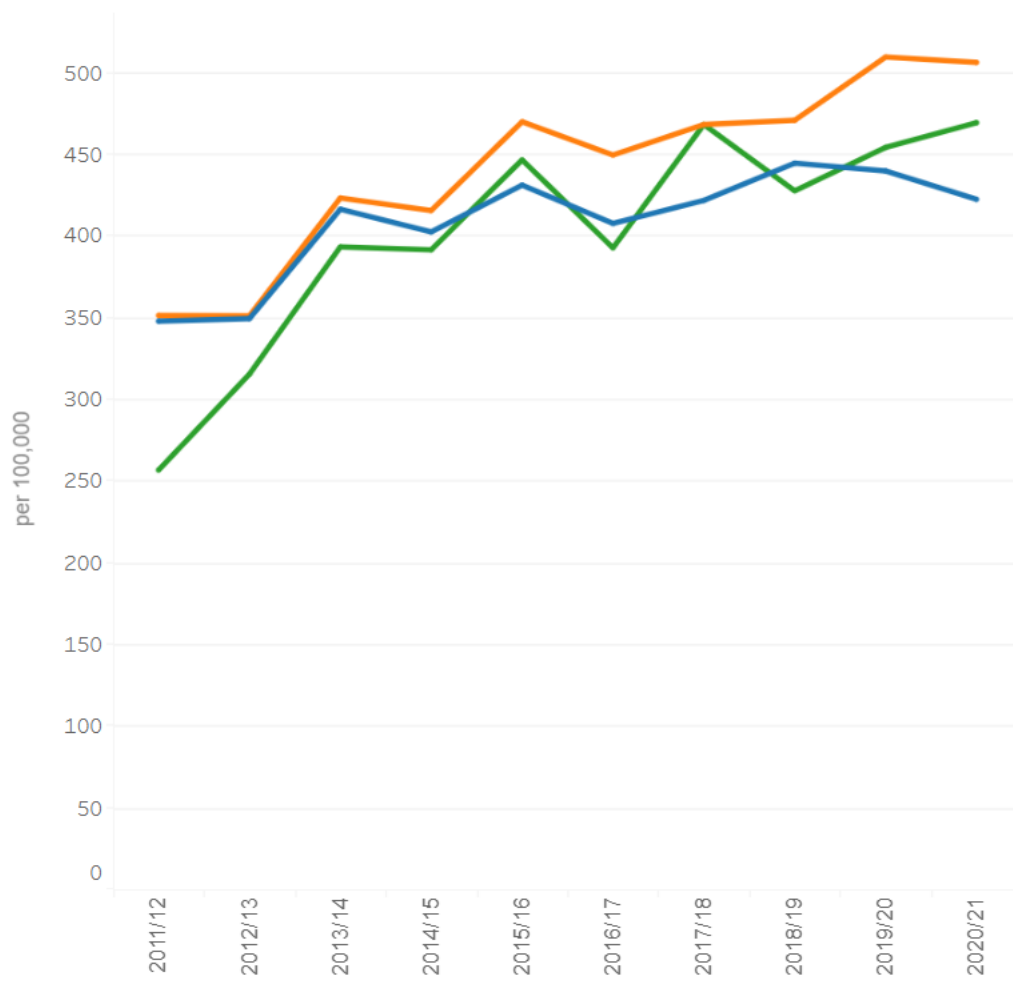
Surrey compared with national and regional

Hospital admissions as a result of self-harm (10-24 years)

2020/21



Hospital admissions as a result of self-harm (10-24 years)



We will not achieve our ambitions without ensuring we have sufficient education practitioners and experts across all phases and ensuring deep and long-term support to improve the quality of leadership and teaching.

Page 227
Early Years professionals, teachers and lecturers are our most precious resource.

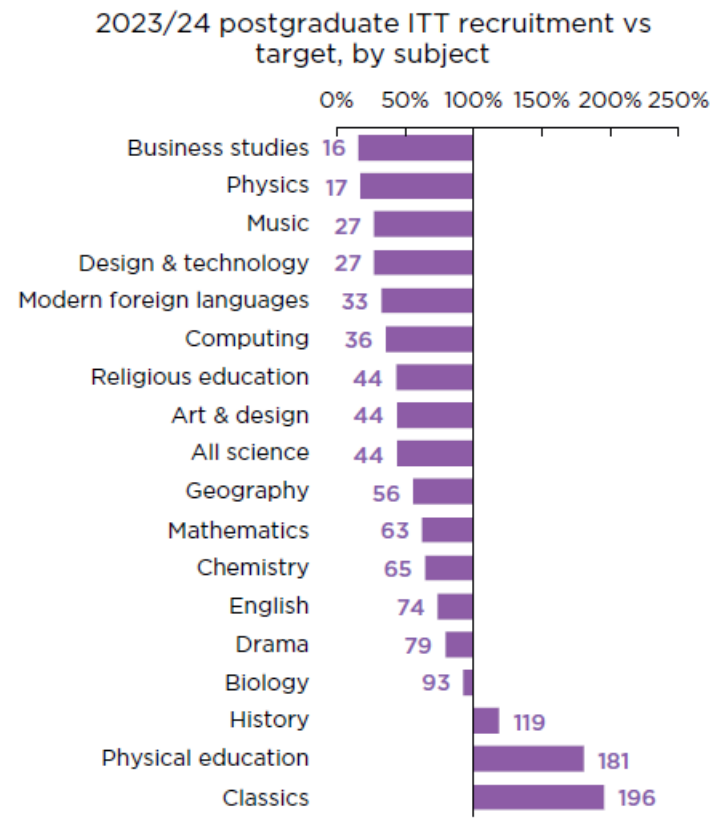
We know too that support staff play a key part in helping our education system thrive.

Postgraduate Initial Teacher Training (ITT) recruitment vs target – national trends by phase and by subject

Page 228



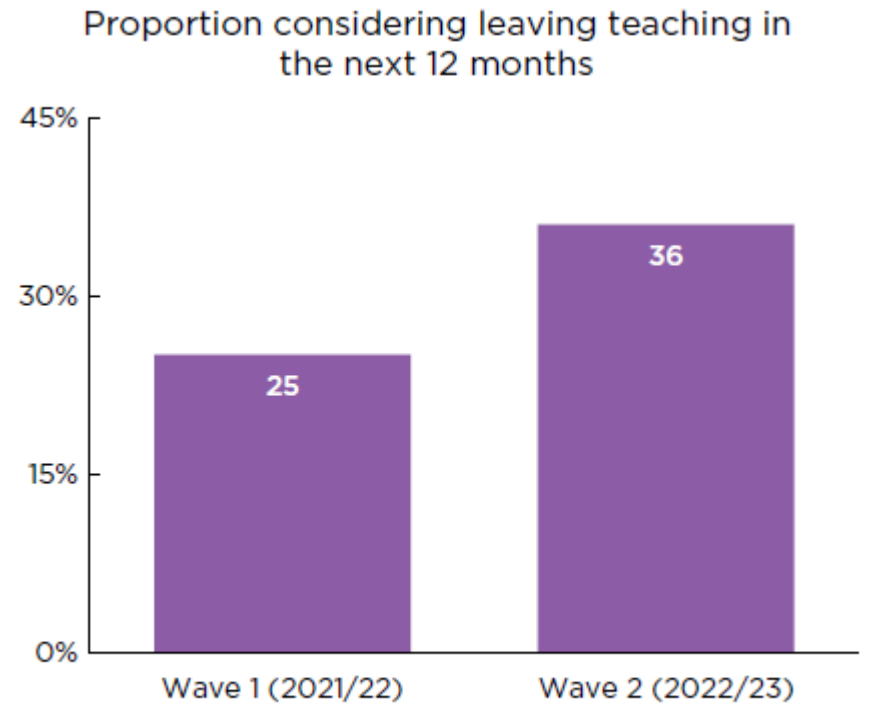
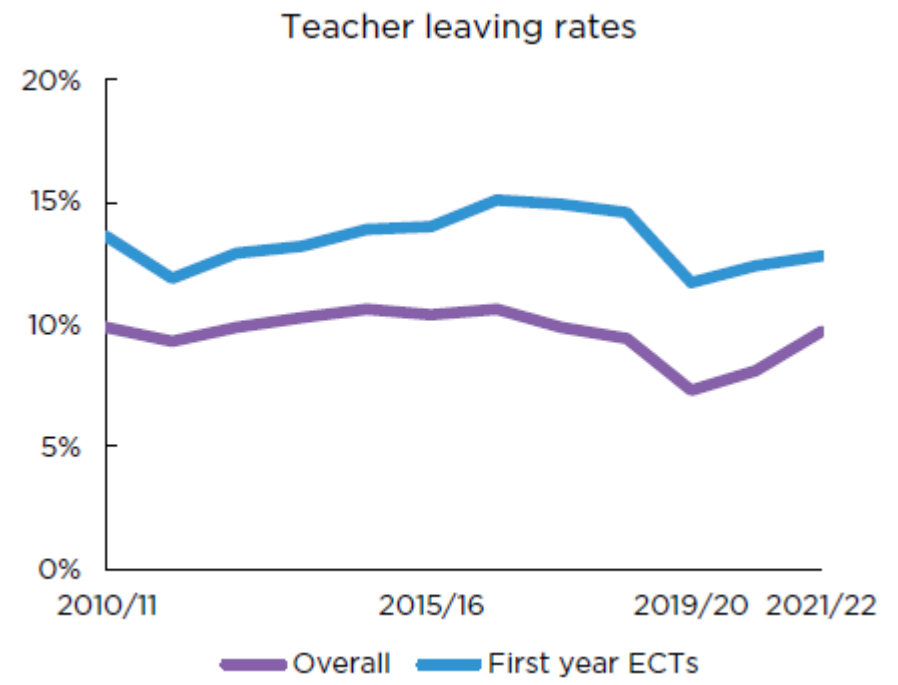
Source: DfE ITT census (2015/16 - 2023/24)



Source: DfE ITT census (2023/24)

Teachers leaving or considering leaving teaching – trends over time

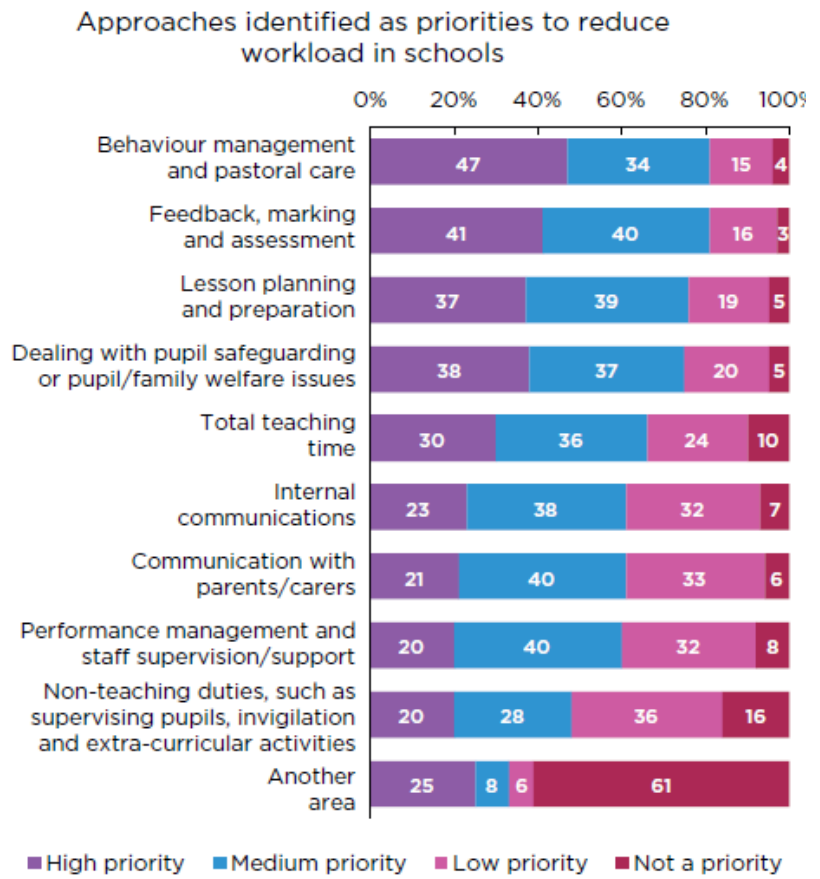
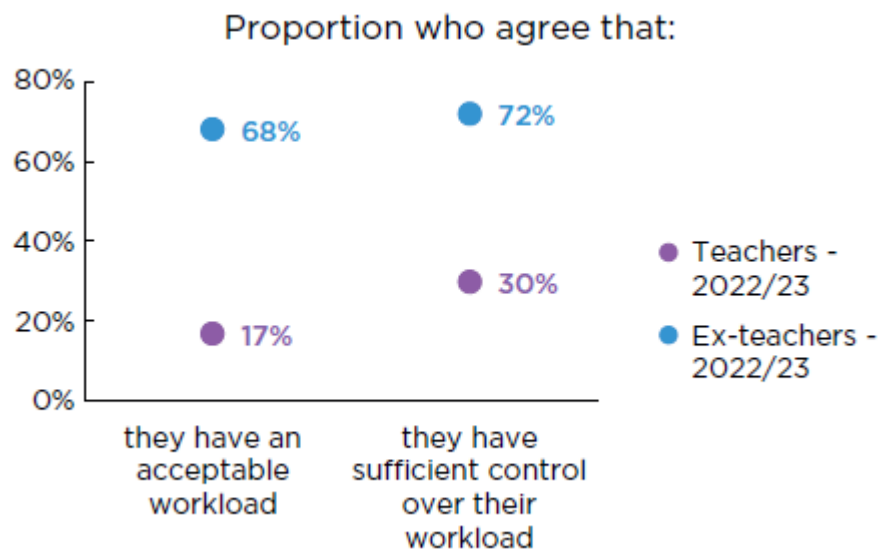
Page 229



Source: Working Lives of Teachers and Leaders (waves 1 and 2)

Teacher workloads and strategies to reduce

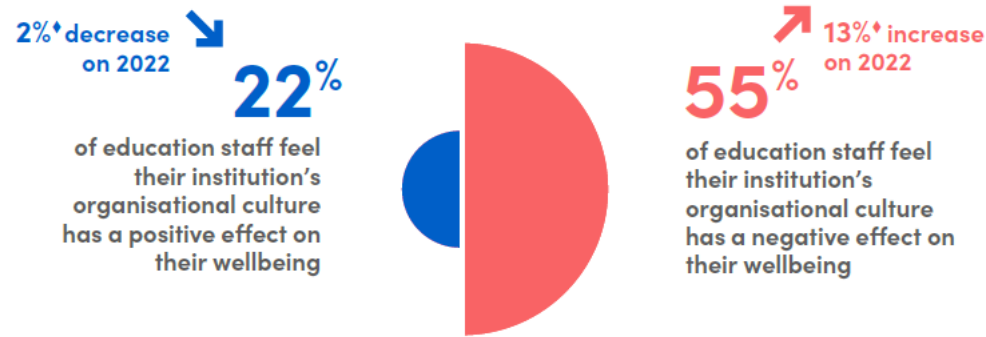
Page 230



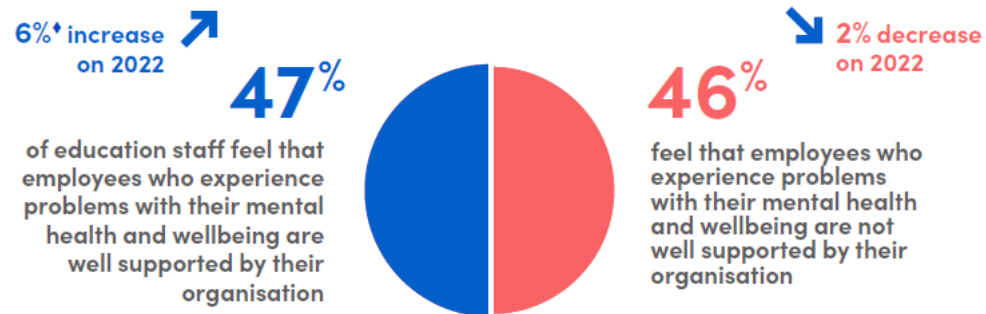
Source: Martin *et al.* (2023)

Mental health of education staff

There is a large increase in the number of school teachers and senior leaders reporting their organisational culture has a negative effect on their wellbeing.



We asked staff how well they thought their organisation supports employees who experience problems with mental health and wellbeing.



This page is intentionally left blank