

Education Investment Areas: Selection Criteria – Lincolnshire

Education Investment Areas Selection

The Government sets out that it intends to drive school improvement through 55 new Education Investment Areas (EIAs) in places where educational attainment is currently weakest or they are already involved in place-based interventions. This effectively means that the 50 lowest performing local authorities have been chosen based on the data as there is overlap with some of the place-based programmes.

In order to target the school improvement interventions at the areas of the country where pupil outcomes are lowest, the selection methodology is based on sustained low performance across both Key Stage (KS) 2 and Key Stage 4. At Key Stage 2, the proportion of pupils achieving the expected standard in reading, writing and maths at Key Stage 2 over the years 2017-2019 is used with average Progress 8 scores over the three years at Key Stage 4. Progress 8 gives a figure for the performance of pupils at secondary school across eight specific subject areas after accounting for prior attainment at KS2. The subjects included are English, mathematics, three other EBacc subjects (science, computer science, geography, history, languages) and three further subjects. If a pupil sits both English Language and English Literature, the higher grade is double weighted, the lower grade may count in the open group of subjects.

To work out which authorities are furthest behind, the data from each year and each phase is standardised so the weighting is equal across all three years. This gives a measure for Key Stage 2 and Key Stage 4 separately across the three years and then these scores are averaged to find a single measure across both key stages of relative performance.

The paper gives some stark examples of the differences in the proportion of children reaching a good level of development in different areas, the proportions that are Child in Need being double in some areas to others and it also lists disparities across the country in later years in GCSEs. It gives the example that a child eligible for free school meals in London has more than double the chance of going to university by the age of 19 than a child on free school meals outside London.

It is planned that an area wide set of priorities is developed with partners locally including school and trust leaders, LAs and Dioceses. This will be provided in 2022/23 in Education Investment Areas with initial planning conversations taking place in the summer term 2022. A prospectus will be published for each Education Investment Area in the autumn setting out key educational priorities for MAT development in each area.

Lincolnshire's Data

From the methodology and formulae included we have been able to establish that Lincolnshire is in position 21 overall out of the 50 lowest performing local authorities, with the worst performing authority position 1. It is also possible to see the relative difference between primary and secondary where there is some disparity in positions with Key Stage 2 at position 14 and Key Stage 4 at position 55. This shows that it is the primary data that is the main indicator for Lincolnshire as a low performing authority.

Although the DfE has ranked the lowest performing authority in position 1, it may be easier to consider Lincolnshire's position as percentile rankings. At primary, Lincolnshire would be in the bottom 9% of the country, whilst at secondary, Lincolnshire would be in the 37th percentile. The final ranking position across both key stages would be the bottom 14% of the country.

It is possible to look at the data in more detail. At Key Stage 2, there is a small difference in the position of academies and maintained schools with academies at position 25 and maintained schools at position 19. It is not possible to do the same comparison at secondary with only two maintained secondary schools. However, it is possible to use the same methodology to compare performance across different types of secondary school and the differences are quite stark. Grammar schools are position 134, comprehensives position 37 and schools in a selective area are position 18. This is not surprising, as the proportions of pupils making expected progress or above has historically been significantly higher for more able pupils and grammar schools, due to their selective nature, have a higher proportion, or mostly, more able pupils. This means that they are likely to score higher progress measures due to their cohort alone rather than the direct impact of their work.

It is possible to also look at the relative performance between district areas, although for a fairer comparison, these have been ranked against local authority district areas across the country, so out of 326 districts rather than 150 local authorities. Overall, Lincoln is in the highest position at position 3 across both key stages, indicating the worst performance, and South Kesteven is in position 220. There is some difference between primary and secondary with Lincoln the highest rank for primary and Boston the highest for secondary, followed by Lincoln in second place. Although South Kesteven is overall lowest ranked position for secondary, North Kesteven is lower at primary with South Kesteven next lowest.

Further Analysis of Lincolnshire School Data

Key Stage 2

In 2018 data we had 18 schools contributing at least 100 total points in negative progress points in at least two out of three subjects at Key Stage 2; this means that they are significantly underperforming with cohorts in their school. Looking at the 18 schools in this category in 2019, only eight are still present in this category with 10 of the schools showing improvement and nine making significant progress.

In 2019, the number of schools contributing at least 100 total points in negative progress points to Lincolnshire in at least two out of three subjects increased from 18 schools to 26 schools. Only eight of these 26 schools were also in this category in 2018 which means there are 18 new schools into this category in 2019.

Key Stage 4

The schools which performed least well in 2019 for Progress 8, below or well below national as well as Attainment 8 and so have a significant effect on Lincolnshire's performance at Key Stage 4, are secondary modern or comprehensive schools.

Pupil Context Model

The pupil context model was originally designed to help put Lincolnshire's performance into context compared to national, with a view to see if any of the performance difference between Lincolnshire and national was due to a differing local context. As part of the model each pupil in Lincolnshire is categorised into one of 192 unique groupings on the basis of differing combinations of pupil characteristics (prior attainment/gender/SEN support/EHCP/disadvantaged/EAL/White Other). The national attainment and progress outcomes for each of the 192 different pupil groupings are then ascertained and this is then averaged across different cohorts/school/district/Lincolnshire to provide an indication of where a cohorts/school/district/Lincolnshire performance should have been had each pupil performed the same as the same "type" of pupil nationally.

Key Stage 2 Pupil Context Comparison

Lincolnshire was 3.0% below what the pupil context model indicated Lincolnshire should be achieving for the combined Reading, Writing and Maths (RWM) expected standard measure to match national in 2019, whilst accounting for differing local context (3.3% below in 2018 and 4.4% below in 2017). The improvement in 2019 came from a significant improvement in Writing outcomes of 1.2% (0.2% below pupil context model). There were drops in performance of 0.8% in Reading (3.7% below pupil context model) and 0.2% in Maths (3.1% below pupil context model).

Up to 2% of the Lincolnshire Gap (~30-40% of the Total Gap) to National for RWM Expected Standard or above can be attributed to the differing local context.

The different factors that contribute to this gap include:

- 1% greater number of Low Prior Attainment pupils than National (*Source: FFT Aspire*)

- 3% greater number of pupils with SEN Support than National (*Source: FFT Aspire*)
- 7% fewer number of high attaining ethnicities (Chinese, Indian, Bangladeshi, Other Asian & White Irish) than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS2 Test Summary Report*)
- 3% greater number of lower attaining White Other ethnicity pupils than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS2 Test Summary Report*)

Key Stage 4 Pupil Context Comparison

Although attainment of a Standard Grade 9-4 pass in English and maths in Lincolnshire was in line with National, when we look at the differing local context compared to National, we see that Lincolnshire actually performed up to 2% better than National. The different factors that contribute to this include:

- 1% greater number of Low Prior Attainment pupils than National (*Source: FFT Aspire*)
- 3% greater number of pupils with SEN Support than National (*Source: FFT Aspire*)
- 6% fewer number of high attaining ethnicities (*Chinese, Indian, Bangladeshi, Other Asian & White Irish*) than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS4 Test Summary Report*)
- 1% greater number of lower attaining White Other ethnicity pupils than National (*Source: Local Calculation from NCER National Aggregation from NEXUS NOVA KS4 Test Summary Report*)

Lincolnshire's Progress 8 Score showed an improvement of 0.10 grades on average between 2018 and 2019, and stands 0.02 grades above what the pupil context model indicates Lincolnshire should be achieving (0.08 grades below in 2018, 0.08 grades below in 2017).

Lincolnshire's Progress 8 Score for English improved by 0.12 grades on average between 2018 and 2019, and now stands 0.08 grades below pupil context model (0.20 grades below in 2018, 0.23 grades below in 2017).

Lincolnshire's Progress 8 Score for Maths improved by 0.09 grades on average between 2018 and 2019, and now stands 0.03 grades below pupil context model (0.12 grades below in 2018, 0.12 grades below in 2017).

Lincolnshire's Progress 8 Score for the English Baccalaureate subjects improved by 0.08 grades on average between 2018 and 2019, and now stands 0.07 grades above pupil context model (0.01 grades below in 2018, 0.04 grades below in 2017).

Lincolnshire's Progress 8 Score for the Open Subjects improved by 0.13 grades on average between 2018 and 2019, and now stands 0.06 grades below pupil context model (0.07 grades below in 2018, 0.07 grades below in 2017).