narrowing the gap
in outcomes for vulnerable groups

overview and analysis of available datasets on vulnerable groups and the five ECM outcomes

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Local Government Association
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Contents

1 Introduction

This data study was commissioned from NFER as part of a two-year development and research programme, Narrowing the Gap, funded by the Department for Children, Schools and Families (DCSF) and the Local Government Association (LGA), working in a partnership with other agencies. The programme seeks to make a significant difference in 'narrowing the gap' in the Every Child Matters (ECM) outcomes between 'vulnerable' children (aged 3 to 13) and other children. In order to develop and implement the wider programme, however, both quantitative information (on the nature, size and extent of any 'gaps') and qualitative information (on what works in narrowing the gaps) was required.

A literature review was commissioned in April 2007 to explore the research information about successful strategies in this area and was published in January 2008 (Kendall *et al.*, 2008). Subsequently, in late August 2007, a data mapping and analysis project was commissioned, in order to scope, map and assess national and other large datasets, available from DCSF and other government sources, and to identify what useful and comparable data was and was not readily available on the five outcomes for identified vulnerable groups.

1.1 What sources of data were used?

A report on the first phase of this data mapping and analysis study was produced in September 2007; the summary data map from that report is attached as Appendix A. This current report summarises the outcomes of the work conducted by NFER during September and October 2007. The data that has been included comes from four major sources:

- Robust, recent and publicly accessible data for England (this includes information published in DCSF Statistical First Releases and Statistical Volumes, data from the Office of National Statistics and data from other government offices including the Home Office and Department of Health).
- Secondary analyses, undertaken by NFER during October 2007, of national or other large sample datasets. These datasets included:
  - PLASC (DCSF's Pupil Level Annual School Census) and the NPD (National Pupil Dataset) from 2001/02 to 2005/06. [A request has been made to the DCSF for access to data that is deemed as sensitive; permission to use this had not been received in time to allow an analysis of the sensitive data for this report.]
  - TIMSS (The International Maths and Science Study for the International Association for the Evaluation of Educactional Achievement (IEA)) for 2003
  - PIRLS (the OECD's Progress in International Reading Literacy) for 2001. (The national and international findings from the 2006 survey were published in November 2007)
  - PISA (the OECD's Programme for International Student Assessment) for 2003.
- Information gleaned from other national datasets and research publications based on these, including:
  - EPPE (Effective Pre-School and Primary Education)

  - ALSPAC (Avon Longitudinal Study of Parents and Children)
  - LSYPE (Longitudinal Study of Young People in England)
  - MCS (Millennium Cohort Study).
- Relevant information, where possible, from other datasets, including:
  - Young People's Social Attitudes
  - General Household Survey
  - TellUs2.

It should be noted that, while the data from these other national datasets or research publications was often useful and insightful in relation to its own aims, in many cases it did not add anything significant to the data that was already known for the particular vulnerable groups that are the focus of Narrowing the Gap. In some cases, this was simply because the data was not disaggregated sufficiently to enable us to obtain information on these groups; in other cases, it was because the sample size for the groups was too small to be analysed or to provide a statistically reliable measure.

In the case of LSYPE and TellUs2, data was still being processed at the time of writing and was not yet fully in the public domain. For both of these studies, the surveys have included a number of variables about which there are particular sensitivities. LSYPE has already been matched to the National Pupil Database (NPD), but, because of concerns about disclosure from these sensitive variables, the full linked administrative data has not been included in the initial deposit of LSYPE data on the DCSF website. There are plans to make the linked data available, removing the sensitive variables and including the limited non-disclosive administrative data only. This would facilitate some helpful sub-group analyses for Narrowing the Gap, but it will be at least March 2008 before the data enhancement exercise is complete. In the case of TellUs2, the outcomes of the survey was not published until the end of November 2007, so the outcomes data was not available for this study.

1.2 What does the report include?

The report incorporates the key findings from the data mapping exercise, along with a discussion about the nature (and size) of the different groups involved, the absolute and relative gaps identified and the areas where any gaps appear to be narrowing or widening. It provides an overview of the outcomes for which we may have better information in the future and those areas for which we may not be able to obtain any reliable information, given current or planned data collection strategies. The report suggests some possible ways forward, both in terms of identifying the young people who might be deemed vulnerable and in terms of monitoring and analysing their progress. A number of technical appendices are also available, outlining the research process for the study and providing comprehensive links to the overall data map and individual datasets.

To begin with, however, the report seeks to scope the nature and extent of the issue. Who are the young people in the vulnerable groups? How are they identified and recorded? What proportion of the population fit into these categories and what proportion might be counted in multiple different groups?

2 Vulnerable young people – identification and monitoring

The vulnerable groups of young people that are the focus of the Narrowing the Gap research and development project have been defined as:

- Children from poorer socio-economic groups (including white 'working class' boys)
- Children in care (looked after children or LAC)
- Children with disabilities
- Children with special educational needs (SEN)
- Children excluded from school
- Children with poor records of attendance at school
- Children from different ethnic minority backgrounds (now includes Roma/Traveller children)
- Young offenders
- Young carers
- Children at risk from significant harm
- Children living with 'vulnerable' adults

A number of other groups have subsequently been identified as of interest to the wider project, including mobile children, children of service families, pupils not fluent in English, young mothers, asylum seekers/refugees and children in unsatisfactory housing. The research and development project was originally focused on young people aged 3 to 13. Since its inception, and in order to inform its future development, it has also been thought important to look at the outcomes for older children (up to age 16) from these various groups.

It should be noted that, in identifying vulnerable groups, and mapping outcomes for them individually, there is a danger of oversimplifying reality. Many looked after children, for instance, might also be from disadvantaged socio-economic backgrounds, be from minority ethnic groups and/or have been excluded from school. Children with disabilities may also have a statement of SEN; children living with vulnerable adults may also be young carers and/or have poor attendance records at school. Ideally, any analysis of ECM outcomes should take account of other 'vulnerable group' markers.[1] Outcomes for being healthy, for example, would be more informative if they took account, not only of whether a young person was from a poorer socio-economic group, but also whether or not they had a disability, whether they were from a particular minority ethnic group, whether or not they lived in unsatisfactory housing and so on. This level of multivariate analysis has been carried out in a number of the longitudinal studies (such as EPPE and Excellence in Cities) and is now being undertaken, internally, in DCSF and such analyses should become available in the future.

There is a further issue particularly related to the analysis of outcomes for different socio-economic groups. In most instances, and in the absence of any detailed information on socio-economic grouping, being in receipt of free school meals (FSM) is used as a proxy indicator. FSM status, however, is not a true measure of socio-economic class, being instead a measure of

relative economic disadvantage – and one that relies on other indicators to demonstrate eligibility. It should also be noted that not all those young people who qualify, technically, for FSM are in fact in receipt of FSM. While some of the studies and some of the datasets used in this study obtained occupational data from parents, most have used FSM as a proxy indicator. This is true for any statistics drawing on PLASC or the NPD. Others have used the number of books in the home as an indicator (this is particularly true of any studies with an international dimension), but have not always used this indicator in the same way. In some instances, it has been used as a measure of low socio-economic status, in others as an indicator of low cultural capital. This means that identifying sub-groups such as white working-class boys is, therefore, highly problematic.

2.1 How many young people could be defined as 'vulnerable'?

Table 2.1 has been constructed to provide an overview of the numbers of young people in England in each of the identified categories, although it is unable to show any overlap between groups. As can be seen, there is clear information on the numbers in some of the groups (though data is not always up to date – the table draws mainly on data for 2005/06) but, for others, the figures are an estimate, or are based on aggregated data, or are not yet available. Deriving accurate estimates of the size of each vulnerable group is a significant challenge, partly because data is collected for different purposes, against different category definitions, at different levels of aggregation and for different age groupings.

As suggested in Table 2.1, accessing accurate and up-to-date data on young people in some categories is more difficult than in others. We know, for example, the overall figures on the numbers of young people in secure training centres[2] and secure children's homes,[3] and the rate of recidivism amongst young people;[4] identifying the total numbers of young offenders is more challenging. Figures are available from the Youth Justice Board (Youth Justice Annual Statistics), but relate to the number of offences relating to a disposal (301,860) and not the total number of young people. The most up-to-date estimates that we could find came from a Home Office survey of young people and offending in 2005, published in 2006 (Wilson *et al.*, 2006). This survey sought to be representative of the population of 10 to 25 year olds in England and Wales, but, of necessity, excluded young people who were homeless and those living in communal or institutional establishments (such as custodial institutions, residential homes, hospitals and hostels).[5] The survey also relies on self-reported data on criminal behaviour; 25 per cent of the young people aged 10 to 25 said they had committed a core offence in the last 12 months, with assault and violent crime predominating amongst 10 to 17 year olds (48 per cent of self-reported offences).

2.2 Which are the most reliable data sources in identifying vulnerable groups?

Data on vulnerable groups is collected in a number of different ways. At present, only one government dataset (PLASC) currently collects matched individual-level data. This data is for every child within state-maintained education (it does not include data on young people in independent schools, and data on children in the Foundation Stage is for a 10 per cent sample, at

Table 2.1 Proportion of young people in each vulnerable group (England)

Vulnerable group	Data for 2005/06 (unless indicated)	
	Number	per cent of all young people in age group
Children from poorer socio-economic groups	67,094	12.3
Children in care (looked after children or LAC) March 2007	60,000 (of whom 11,800 were aged 16+)	10.0 (rate per 10,000 under age 18)
Children with disabilities[6]	Not known	
Children with statement of Special Educational Needs (SEN) (all ages) data for 2006/07	229,110	2.8
Pupils with SEN without statements (all ages) data for 2006/07	1,333,430	16.4
Children excluded from school (permanent)	9170	0.12
Children excluded from school (fixed term) (one or more periods of exclusions (DfES, 2007a)	189,890	5.74
Children with poor records of attendance at school (primary) data for 2006/07 (DCSF, 2007a)	73,940	2.2
Children with poor records of attendance at school (secondary) data for 2006/07	204,810	6.9
Children from different ethnic minority backgrounds (includes Roma/Traveller children)	See Appendix B for details	
Young offenders (*note that this is the number of offences by 10–17 year olds, not the number of offenders)	(301,860*)	Not known
Young carers	Not known	
Children at risk from significant harm	26,400 (under 18)	4.8 (possible overestimate)
Children living with 'vulnerable' adults	Not known	
Mobile children	Not known	
Children of service families	Not known, but will be recorded from 2008	
Pupils not fluent in English	Not known	
Young mothers (under-16 conception rate 2003–05 aggregated) (ONS, 2007)	22,201	7.7
Asylum seekers/refugees	Not known	
Unaccompanied asylum seekers/refugees (March 2007)	3300	Not known
Asylum seekers/refugees in need receiving a service (March 2006)	5500	Not known
Children in unsatisfactory housing	Not known	

present). Other public or government datasets collect aggregated data, via annual or periodic returns, from local authorities. In some cases, as with looked after children (LAC), there is a possibility of linking this data to PLASC, but while this is planned centrally (and may already be done in some local authorities), it is not yet published at national level. Data is also collected through annual, periodic or ad hoc surveys, on a sample basis. In some cases (as with the 1999 and 2005 surveys of young runaways), data is collected from the young people, in others (such as the 2004 Office of National Statistics survey of mental health) young people, their families and their teachers may be involved.

2.2.1 Matched individual child-level data

Since 2001/02, deriving the estimates for some of the vulnerable groups of interest to this study has been assisted greatly by the development of the DCSF's PLASC database. This collects data, once a year, from all state-maintained schools and on each of the pupils in those schools, and collates this information to provide a comprehensive database of all those in state-maintained compulsory education. Young people are coded using a unique pupil number (UPN) linked to their postcode and to data on young people's sex, ethnicity, SEN status and FSM eligibility. Some information on disability and (since January 2007) attendance is also collected; the relatively recent collection of this data means that it is not yet possible to look at trends over time. PLASC data is also matched to attainment data (at key stages 1 to 4 and to key stage 5 where young people remain in school) to create the National Pupil Database (NPD).

Using PLASC and the NPD means that it is possible, therefore, to monitor, year by year, both the numbers and proportions of young people with a statement of special educational needs, or eligible for free school meals, or from different minority ethnic groups, for instance. It facilitates the identification of young people who are in more than one vulnerable group and makes it possible to ascertain the outcomes (and the relative progress made) for each of these vulnerable groups, thus contributing to an analysis of a number of the ECM outcomes (most notably enjoy and achieve, make a positive contribution and achieve economic well-being). Data can be explored at different levels, to allow comparisons at local authority level, for instance.

Nonetheless, PLASC does not include all relevant information about young people. At present, it does not record whether a child is a young carer, or a young offender, or is living with a vulnerable adult, for example. It is not possible, therefore, to provide an estimate of the overall numbers in such groups from PLASC; as yet, comprehensive and comparable data, at individual child level, for such groups does not appear to be collected in a systematic way in England. In some cases, such as whether children are in care, or have a disability, some data is recorded on PLASC; this is regarded as sensitive and is not normally released outside the DCSF.[7]

2.2.2 Aggregated and census data

Many of the returns from local government or from specialist units report on data aggregated within the authority or across authorities. At a national level, therefore, it is usually possible to provide a picture of outcomes for different groups, but it is not always possible to look at differences within groups or between groups. While overall numbers of LAC are collected and

published annually (split by age, gender and minority ethnic group), for instance, the data is currently collected and aggregated at local authority level. This means that, although we know that some 60,000 young people were LAC in 2007, that 60 per cent were aged between 5 and 15, that 55 per cent were male and that three per cent were Black Caribbean (DCSF, 2007b), we do not know (from publicly available data) what proportion of the LAC who were aged between 5 and 15, were also male and Black Caribbean. Equally, while we know that 43 per cent of the 8100 children leaving care aged 16 or over during 2005/06 had at least one GCSE or GNVQ, we do not know (from publicly available data) what proportion of these were white males, for instance (DfES, 2006a).

This means that exploring comparative ECM outcomes for young people who are LAC and those who are non-LAC is not a straightforward exercise, even when the aggregated outcomes of young people in care are known, nationally or at local authority level.

2.2.3 Survey data

The surveys that have been drawn on for this data study are generally large-scale sample surveys, although some smaller, focused surveys, looking at outcomes for specific groups of young people, have also been used. Where surveys follow specific cohorts, or a number of cohorts (such as the EPPE, ALSPAC and MCS studies), they can provide valuable longitudinal data and insights into gaps in outcomes and indications of where those gaps are narrowing or widening. Other surveys capture snapshot information (such as the Health Survey of England).

While some surveys (such as the survey of drug use, smoking and drinking among young people in England) are conducted annually, others are administered over different time periods (PIRLS is run once every five years, for instance), others are run once, with no specific plans for future surveys (such as the 2002 survey of the mental health of looked after children), or may be conducted on an ad hoc basis. The periodicity of surveys may change (the English House Condition Survey – EHCS – used to take place once every five years, but, more recently has been run annually), or be merged with other surveys (the EHCS will be integrated with the Survey of English Housing from 2008).

The type of sampling (random, stratified, clustered and so on) and of data collection also varies. Some surveys are nationally representative; others are representative at local authority level or are targeted at particular authorities, such as metropolitan or inner-city populations. Data may be collected via postal surveys or through online electronic returns, or it may be collected through face-to-face interviewing. Response rates to each survey type will vary, as will the type of questions that can be asked and the type of responses that are given. Surveys are usually commissioned and analysed for a specific purpose, which means that, even when young people from a vulnerable group are included in the sample, it may not always be possible to identify the respondents as belonging to that group. In some cases, it is possible to identify young people from, for example, lower socio-economic groups or different minority ethnic groups, but there may be too few such respondents in the survey to allow anything valid to be said about their responses. These issues, of periodicity, sample size and survey type can pose challenges when looking for data that is representative or robust in relevant areas.

Notes

1 The ECM outcomes, in summary, are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

2 Two hundred and thirty 10–17 year olds were in secure training centres in 2005, an increase of 25 per cent on the 2004 figure of 190 (DfES, 2005).

3 Just under half (155 or 49 per cent) of all children in secure children's homes in March 2006 (315) were aged 14 or under. While this is a decrease from 54 per cent (200) in 2005, it shows an increase since 2001, when the equivalent figure was 42 per cent (175) (DfES, 2006c).

4 Fifty one per cent of boys and 39 per cent of girls convicted of standard offences in 1998 had at least one previous conviction (Whiting and Cuppleditch, 2006).

5 It was argued that this was a relatively small proportion of young people.

6 Note that, according to the NSSQR Final Report on Equality and Diversity Statistical Data in DfES (2006d) there is no agreed common way of recording disability.

7 Following discussions with DCSF, NFER have now received the appropriate documentation to access some of this sensitive information; this was not received in time to enable any analysis to be conducted for this report.

3 What 'gaps' are evident?

For the purposes of this study, the term 'gap' has been identified as any difference between the outcomes for a specific group and the expected outcome for a member of that group, given the outcomes for all other young people. In the following sub-sections, the gaps that have been identified in terms of outcomes for vulnerable groups of young people against each of the five ECM areas (be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being) are summarised and any observed narrowing (or widening) of those gaps are indicated.

A total of 139 potential indicators within the five ECM outcome areas were identified during phase 1 of this study. These were compiled following an exploration of both the proposed DCSF performance measures for the Comprehensive Spending Review 2007 (CSR07)[1] and the data availability matrix compiled by analytical teams at DCSF. Subsequent data trawls and secondary analyses of existing datasets have contributed to the findings summarised below. In total, information on gaps was collated against a sample of the 139 potential indicators.

3.1 Be healthy

Indicative data for some of the vulnerable groups was obtained against five main areas: mental health, child obesity, smoking, drinking and drug use. The young people for whom the health gaps were largest and who thus seemed at most risk of mental health problems or resulting problem behaviours were:

- those from low socio-economic groups[2]
- those with SEN
- those with poor attendance records
- those who had been excluded from school on at least one occasion.

White pupils appeared to be in danger of a higher incidence of smoking and drinking, whilst those from mixed-race and Black backgrounds were more associated with incidences of drug taking. In terms of overall health, the research is not conclusive. There is some disagreement between those who argue that young people from high-income families enjoy better health and those who see the relationship as only an indirect effect of income, with parental behaviour and parental health (particularly that of the mother) being the significant factors.

3.1.1 Mental Health (ONS surveys, 1999 and 2004; Department of Health survey, 2002; EPPE data)

Children with some form of mental, emotional, conduct or hyperkinetic disorders were significantly more likely ($p<0.05$):

- to have come from low-income families (54 per cent of children who had emotional disorders lived in households with gross incomes under £300 per week) or to come from households where parents were unemployed or in routine or semi-routine occupations (this was particularly evident among older children – aged 11–16).
- to have recognised special educational needs

- to be poor attenders (though this relates to missing some time from school, rather than being a persistent poor attender, as in the DCSF definition)
- to have been excluded from school.

Mental disorder was significantly less prevalent amongst young people from an Indian background. By contrast, hyperkinetic disorders were significantly more prevalent amongst white students.

The prevalence of mental disorders appeared to be greater amongst LAC (42 per cent of LAC aged 5 to 10 had some form of childhood mental disorder compared with eight per cent of those in private households) and to be higher amongst those in residential care than amongst those in foster care.

The findings from the EPPE study (while not identifying specific mental health gaps for different groups) suggest that high quality and effective pre-school environments, combined with attendance at an effective primary school has a 'combination of 'protective' experiences that reduce the risk of low attainment and poor social/behavioural development' (Sylva *et al.*, 2007).

3.1.2 Child obesity (Health survey for England, 2002 to 2004; Millennium Cohort Study, 2007)

Data from the Health Survey for England showed that levels of childhood obesity were significantly greater ($p<0.05$) amongst young people from:

- areas of high socio-economic deprivation (obesity rates in areas with the least deprivation were 13.8 per cent, compared with 19.3 per cent in the most deprived areas)
- families from lower socio-economic groups (childhood obesity rates in routine and manual occupation households were 18.7 per cent, compared with 14.6 per cent in managerial and professional households).

The findings from the Millennium Cohort Study tend to support this picture of a relationship between childhood obesity and socio-economic indicators. Incidences of obesity in the survey cohort were significantly higher amongst children:

- living in low-income families (though it should be noted that being overweight was slightly less prevalent in this group)
- living in disadvantaged wards (24.1 per cent of the children in the study living in these areas were obese, compared with 21.6 per cent of the children living in more advantaged areas)
- from families in which parental levels of qualification were low (7 per cent of the children whose parents had qualifications no higher than GCSE grade D were obese, compared with 4 per cent whose parents were educated to degree level).

The study also suggests that children from minority ethnic groups were slightly less likely to be overweight or obese than the population in general. However, while children from Indian and Pakistani backgrounds were the most likely to be of normal weight (91 per cent and 83 per cent respectively), the highest rates of obesity were found among children from Black Caribbean (18 per cent), Black African (11 per cent) and Bangladeshi backgrounds (11 per cent).

3.1.3 Smoking (Survey for NHS, 2006)

The likelihood of smoking was greater amongst young people:

- from lower socio-economic groups (as measured by the number of books in the home). Those with between 11 and 15 books in the home were less than two-thirds as likely as those with no books in the home to report that they smoked regularly. (Note that there was no statistical relationship between eligibility for free school meals and the likelihood of smoking.)
- from white backgrounds (Black pupils were only one fifth as likely and mixed-race pupils less than half as likely as white pupils to report that they smoked regularly.)
- who were poor attenders (those who reported truanting were 2.15 times as likely to be smokers as those who had not.)
- who had been excluded (on at least one occasion). Young people who had been excluded were two and a half times as likely to be smokers as those who had never truanted.

3.1.4 Drinking (Survey for NHS, 2006)

The likelihood of drinking was greater amongst young people:

- from white backgrounds (Black pupils and pupils of mixed race were around half as likely as white pupils to report that they had drunk alcohol in the last seven days. The odds ratio for Asian pupils was 0.15 – these young people were just over one sixth as likely as white pupils to report drinking.)
- who were poor attenders (those who reported truanting were almost twice as likely as other young people to report having drunk alcohol in the seven days before the survey).

3.1.5 Drug use (Survey for NHS, 2006)

The likelihood of drug taking was greater amongst young people:

- from mixed-race backgrounds (these pupils were more than twice as likely as white students to report taking drugs in the last month) and Black pupils (these pupils were just under twice as likely as white students to report taking drugs in the last month)
- poor attenders (those who reported truanting were more than twice as likely as other young people to report taking drugs in the last month)
- who had been excluded (at any point). Young people who had been excluded were nearly twice as likely (an odds ratio of 1.8) to report taking drugs in the last month than those who had never truanted.

3.1.6 Other health issues (Millennium Cohort Study, 2007; ALSPAC, 2004)

Long-term illness amongst children (and parental concern about eyesight or hearing) was slightly less prevalent among minority ethnic group families than among the population in general. The Millennium Cohort Study identified long-term childhood illness amongst 16 per cent of the total survey cohort, but only amongst 13 per cent of the minority ethnic group cohort, for instance.

Burgess *et al.* (2004) suggest that the perceived association between household income and child health is not direct. While much research has suggested that higher family income leads to better health (thus a gap in health outcomes for children from low-income families), they suggest that the most significant factor is not income, but a mother's health and events in her early life.

3.1.7 Is the gap narrowing?

The data suggests that, although there is a strong statistical relationship between the prevalence of obesity and deprivation, the incidence of obesity may now be growing at a slower rate amongst lower rather than higher socio-economic groups. Childhood obesity appears to have increased across all socio-economic groups since 1995, but a lower percentage point increase was noted in the incidence of obesity amongst children from routine and manual households. Between 2001/2002 (a combined dataset) and 2004, the incidence of obesity increased by 1.6 percentage points amongst such children (from 17.1 per cent to 18.7 per cent) compared with an increase of 2.2 percentage points (from 12.4 per cent to 14.6 per cent) amongst young people from managerial or professional households. This single comparison point is not in itself a sufficient indicator of any narrowing of the gap for the most vulnerable groups; further secondary analysis would be needed to see whether this is a trend. Given that obesity is rising across all socio-economic groups and within both low and high deprivation areas, a significant health issue is evident for all young people, not just those in the most vulnerable groups.

There are some indications that provision for children who are looked after (LAC) have improved, although further progress may need to take place. In 2005, 77 per cent of looked after children's immunisations were up to date, 82 per cent had at least an annual dental check and 80 per cent of LAC had an annual health assessment. By 2006, these figures had increased, with a three percentage point improvement in immunisations (to 80 per cent), dental checks (to 85 per cent) and annual health assessments (to 83 per cent).

In relation to smoking, drinking and drug use, the story is mixed. On average, smoking behaviour remained the same between 2003 and 2006, with nine per cent of all young people saying they smoked at least once a week. The proportion of children who drank some alcohol had reduced (from 61 per cent to 55 per cent) over the same period, but those who reported drinking said they consumed similar amounts to their peers in the past. The prevalence of drug use had also declined since 2001. As the NHS report indicated: 'In 2006, 24 per cent of pupils said they had ever used drugs, and 17 per cent had taken any drugs in the last year. In 2001, the corresponding proportions were 29 per cent and 20 per cent.' With regard to the vulnerable groups, however, it is not possible, from the published data, to say whether or not the noted decline in drug use or drinking was consistent across all young people.

The extent to which one can assess accurately whether the gap in mental health outcomes for young people is narrowing is limited because the comparative data is presented as a combined dataset; data from 1999 and 2004 were analysed together, so that changes over time cannot be identified.

3.2 Stay safe

Published data was obtained against three indicators, young runaways, young people who are LAC and those on the Child Protection Register. In addition, secondary analysis conducted on TIMSS data (The IEA's International Maths and Science Study) for 2003 provided a further measure for 'feeling safe' for young people in year 5 (age 10) and year 8 (age 13).

From the available data (mostly aggregated at local authority level), the young people who seem most at risk of not being (or not feeling) safe are those from mixed-race and white backgrounds and those from low-income families. Little (if any) of the data on the indicators in this area was comprehensive, however, and more needs to be known about outcomes at an individual pupil level.

3.2.1 Young runaways (Children's Society survey of 11,000 14–16 year olds, 2005)

Running away was significantly associated with:

- ethnicity – rates of running away were highest amongst children from white (10.7 per cent) and mixed-race (10.6 per cent) backgrounds and lowest amongst Indian/Pakistani/Bangladeshi groups (4.5 per cent)
- low-income families – the proportion of young people who had run away at least once overnight and who were from families with no adults in paid employment was 15.6 per cent. The proportion of young runaways from households in which at least one adult was in employment was 9.9 per cent. Of the young people in the survey who were eligible for free school meals, 13.4 per cent had run away overnight compared with 9.6 per cent of those who were not eligible.

3.2.2 LAC (Aggregate data from LAs)

Over the period 2002 to 2006, the proportion of young people who were LAC increased from 59,700 to 60,300. The highest proportion of young people who were LAC were aged 10–15 (43 per cent of all LAC were in this age band in 2006). Increases in the number of LAC were associated with increases in the number of children from mixed-race, Asian or Asian British (over half due to absent parenting), Black or Black British and other ethnic groups. By contrast, the number of LAC from white backgrounds reduced over this period.

3.2.3 Children at risk/in need (Aggregate data from LAs)

Given the greater numbers of young people from white backgrounds, it is not surprising that the majority of young people on child protection registers or seen as in need, or at risk, were white (78 per cent in March 2006). Of those so recorded, incidents of abuse and/or neglect were the primary reasons quoted for identification. These incidents were highest amongst children from mixed-race backgrounds (46 per cent of such children were noted as in need because of abuse or neglect) and white backgrounds (40 per cent). Such incidents were lower amongst children from Asian (31 per cent) or Black (28 per cent) children, for whom absent parenting was the more dominant reason.

3.2.4 Feeling safe (TIMSS 2003 data)

Based on standardised gap measures (drawing on outcome data for a number of vulnerable groups) the one vulnerable group in the study that was least likely to report feeling safe, once known social background and other demographic factors were taken into account, was that of the young people from lower socio-economic groups.

3.2.5 Is the gap narrowing?

Although the numbers of young people in care (LAC) and the numbers of young people listed as in need appear stable, there is no evidence to suggest that the gaps that have been identified (such as the higher incidence of abuse and neglect, or of running away, amongst young people from mixed-race and white backgrounds) have been narrowed to any significant extent. This is one area in which better indicator data is needed.

3.3 Enjoy and achieve

There are two distinct elements to this outcome. In relation to achievement, a significant amount of data analyses have already taken place, at DCSF and amongst other researchers, using PLASC and the NPD, as well as data collected in cohort studies such as EPPE. NFER have carried out some longitudinal analyses of the NPD between 2001/02 and 2005/06 to see to what extent there has been any narrowing of the gap in attainment at the end of key stage 4 for the most vulnerable groups of young people. NFER's secondary analyses of data from TIMSS, 2003; PIRLS, 2001; and PISA 2003, have also contributed to aspects of this measure.

These three international studies have, in addition, facilitated an analysis of the gap in enjoyment between different vulnerable groups and all participants in the studies.

- In relation to attainment, the story is complex, but the group for whom the biggest gap in outcomes has emerged is that of white boys on free school meals. The longitudinal data analyses also suggest that this gap has not narrowed at all over the six-year period between 2001/02 and 2006/07. The gap in attainment for LAC pupils is large, but shows signs of decreasing, as does the gap for Black Caribbean pupils, but the gap for Gypsy/Roma appears to be widening.
- As far as enjoyment is concerned, the children least likely to experience enjoyment in reading, mathematics or science, or to feel a positive enjoyment in school, were those from lower socio-economic groups. At present, it is not possible to examine any changes in this gap, over time, but the PIRLS data for 2006 (published in November 2007) should be a helpful means of monitoring this.

3.3.1 Attainment outcomes in early years (Millennium Cohort data)

The Millennium Cohort Study identified strong links between vocabulary scores and school readiness and the socio-economic indicators of parental qualifications, occupation and income. Children from families with high parental qualifications, with parents in managerial or professional occupations, with two earners in the family and with an income that was 60 per cent above the median income all scored highly (over 108) on the Bracken Basic School Readiness indicator.

3.3.2 Attainment outcomes at key stage 1, 2 and 3 (PLASC and NPD data, 2005/06, LA OC2 returns 2003/04 and 2005/06; EPPE data)

At key stages 1 and 2, lower than expected attainment outcomes were evident amongst young people:

- from lower socio-economic groups (as measured by the free school meals proxy).
  - At key stage 1, only 69 per cent of such children achieved their expected levels in reading and only 65 per cent achieved their expected levels in writing at key stage 1. The mean levels of achievement of expected attainment for all children were 84 per cent and 81 per cent respectively.
  - At key stage 2, 63 per cent of young people eligible for free school meals achieved the expected level in English, 58 per cent in maths and 73 per cent in science, compared with 83 per cent, 79 per cent and 89 per cent of all children. This finding is echoed in the EPPE study, which found that young people eligible for free school meals had lower reading scores (a mean of 91.6 compared with 102 for all other pupils) and mathematics scores (92.4 compared with 101.8 for all other pupils) and that children from families with low socio-economic status had lower reading ages at age 10 than children from high socio-economic status.
- with special educational needs (only 26 per cent of children with a statement achieved their expected levels in reading at key stage 1, for instance, and only 17 per cent achieved the expected level of English at key stage 2).
- from Irish Traveller or Gypsy/Roma backgrounds. Only 30 per cent and 40 per cent respectively achieved their expected levels of reading at key stage 1, for instance and 27 per cent and 35 per cent, the expected level of English at key stage 2).
- from Black, Asian and 'other' ethnic heritage, who appeared to under-perform in reading, writing, mathematics and science at key stages 1 and 2. Data from the EPPE study suggested that Indian pupils had higher maths scores at age 10 than white UK pupils, however.

Access to a good home learning environment in the early years is thought to have a strong positive impact on mathematics and reading scores at age 10 (EPPE).

Attainment outcomes for looked after children are, on average, lower than for all other children at key stages 1, 2 and 3, although some improvement was noted between 2003/04 and 2005/06, as Table 3.1 indicates.

Table 3.1 Attainment of LAC at key stages 1, 2 and 3 2003/04 and 2005/06

	2004		2006	
	LAC per cent	Non-LAC per cent	LAC per cent	Non-LAC per cent
Level 2 at key stage 1	55	86	58	85
Level 4 at key stage 2	43	79	47	81
Level 5 at key stage 3	23	70	30	74

It should be noted that this figure is based on aggregate reporting and that it is not possible to look at the breakdown of these figures, controlling for pupil sex, ethnicity or special educational needs.

Nonetheless, looking at performance outcomes in this way tends to overlook some of the issues linked to the interactions between variables. To what extent, for example, is the performance of Black pupils or of Gypsy/Roma pupils a function of ethnicity and to what extent is it linked to socio-economic or other variables? Have these relationships (or other interactions, such as with SEN) changed over time? Are the levels of under-performance of young people who are LAC a function of factors other than (or in addition to) being looked after or in care? An analysis of this type would yield some useful insights into gaps in performance at key stages 2 and 3, as demonstrated by the analysis that has been undertaken with data for young people in key stage 4 (see section 3.3.3)

3.3.3 Attainment outcomes at key stage 4 (PLASC and NPD data, 2005/06)

A basic analysis of the NPD for 2002 to 2006 suggests that mean levels of performance at key stage 4 have increased for most minority ethnic groups, other than for Gypsy/Travellers.[3] That change has not been uniform, however, as Figure 3.1 illustrates in relation to the best eight GCSE scores achieved by each group.

Over the same time period, the key stage 4 Best Eight GCSE performance of young people eligible for free school meals, speakers of a first language other than English (EAL) and those with SEN, showed similar fluctuations.

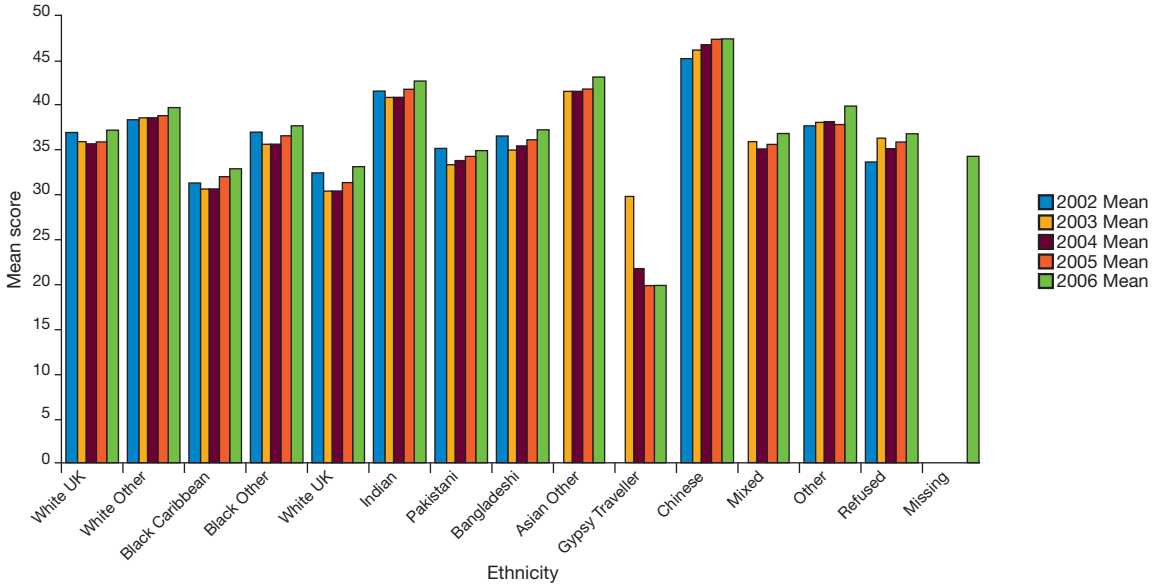
Performance levels for young people who were looked after appeared to rise more steadily than for other vulnerable groups between 2002/03 and 2005/06. More children were entered for GCSE or GNVQ (66 per cent in 2005/06 compared with 64 per cent in 2004/05, 59 per cent in 2003/04 and 57 per cent in 2002/03) and more obtained at least one qualification (63 per cent in 2005/06, compared with 60 per cent in 2004/05 and 56 per cent in 2003/04). These figures were still significantly lower than those for all school children, 98 per cent of whom achieved at least one GCSE or GNVQ.

Between 2001/02 and 2006/07 there was no indication of any significant change in the proportion of young people achieving at least 5 A*–C GCSE grades (including English and maths) in relation to:

- FSM eligibility (21 per cent in 2001/02 and 21 per cent in 2005/06, with a dip to 18 per cent in 2003)
- SEN pupils with a statement (nine per cent in 2001/02 and eight per cent in 2005/06 with dips in each of the intervening years to six per cent achieving this outcome)
- SEN pupils on School Action Plus (12 per cent in 2001/02 and 10 per cent in 2005/06 with dips in each of the intervening years to nine per cent achieving this outcome).

For some minority ethnic groups, however, performance at this level appeared to increase over time. The performance of pupils from Black Caribbean, Black African and Black other backgrounds showed a steady improvement, as did that of Indian pupils. The performance of Gypsy/Roma Traveller pupils, by contrast, deteriorated sharply, from 30 per cent achieving 5 A*–C GCSE grades (including English and maths) in 2003/04 to

Figure 3.1 Mean Best Eight GCSE score 2001/02 to 2006/07



eight per cent with this level of achievement in 2006/07. The numbers in this group were small across all four years (270 in 2003/04 and 320 in 2006/07) so it is not at all clear from the data why such an apparently dramatic decline in attainment (and one not echoed by any other group) took place.

Levels of attainment of these higher grades also increased amongst young people who were LAC, with an increase of three percentage points from nine per cent achieving 5 A*–C GCSE grades (though not necessarily including English and maths) in 2003/04 to 12 per cent in 2005/06.

As discussed in relation to key stage 1 and key stage 2 outcomes, it may be the interactions of the different pupil characteristics that are important. In order to see the extent to which any gaps were evident (once ethnicity, FSM and SEN, for example, were taken into account), NPD data for the five years (from 2001/02 to 2005/06) was put into a statistical model. This controlled for school-level variables (such as location and school type) and pupil demographic and background variables, including prior attainment at key stage 2. The findings suggest that attainment outcomes, in relation to young people's best eight GCSE scores, were lower for:

- Boys (on average, girls obtained a mean of 2.67 GCSE points more than boys, approximately equivalent to raising three grade Ds to three grade Cs)
- White pupils. On average, pupils from all other ethnic groups achieved better mean GCSEs scores than white pupils, with the exception of those from:
  - Gypsy/Traveller backgrounds (mean scores lower by 2.72 GCSE points)
  - Black Caribbean backgrounds (mean scores lower by 0.34 GCSE points)
  - mixed-race backgrounds (mean scores lower by 0.28 GCSE points).
- Pupils who were eligible for free school meals (the effect size was equivalent to a mean of 4.99 GCSE points, or obtaining five grade Ds rather than five grade Cs). White pupils on FSM had lower levels of attainment than all other ethnic groups in similar financial circumstances. While Indian pupils on FSM had lower GCSE scores, on average, than other Indian pupils (by 1.72 GCSE points), they still scored 1.82 points

more than white pupils not on FSM and 3.17 points more than white pupils on FSM.

- SEN pupils. On average, the mean scores of those who were statemented were lower by 2.65 GCSE points than all other pupils; those on School Action Plus had mean scores that were lower by 6.85 GCSE points than all other pupils.

If one looks at the probability of attaining five or more GCSE grades at A*–C (including English and maths), the group of pupils that is least likely to achieve this target is that of white males eligible for FSM. With the exception of Black Caribbean pupils not on FSM (who were marginally less likely to achieve the higher grades than white pupils), all ethnic groups (whether or not on FSM) had a higher probability of obtaining five higher grade GCSEs than white pupils.

3.3.4 Is the attainment gap narrowing?

There was little indication that the gaps identified in 2001/02 were closing for many of those in the vulnerable groups. Rates of progress from key stage 2 to key stage 4 in 2004/05 and 2005/06 were lower than they had been in 2001/02, both for overall GCSE scores and for the probability of attaining five or more GCSE grades at A*–C (including English and maths). This may be a function of the ceiling effect at GCSE, since pupils cannot gain more than eight A* grades if one considers their best eight GCSEs, but with few exceptions, attainment at key stage 4 was no better in 2005/06 than it had been in 2001/02.

- There was some suggestion that the gap was narrowing for Black Caribbean pupils, whose performance in 2004/05 and 2005/06 was significantly different from that in the three previous years. Their mean scores were higher by 0.74 and 0.57 GCSE points, respectively, which meant that in 2005/06, on average, they performed better than white pupils by 0.23 GCSE points.
- By contrast, the attainment gap for Gypsy/Roma Travellers appeared to have widened, with average attainment in 2004/05 and 2005/06 lower than the mean level of attainment of such pupils between 2001/02 and 2003/04. By 2005/06, the average attainment of Gypsy/Roma Traveller pupils was 5.63 points lower than white pupils (equivalent to six grade Ds rather than six grade Cs).
- Across all five years, white boys on free school meals had the lowest levels of attainment and there was no evidence that this gap was narrowing.

3.3.5 Enjoyment outcomes (TIMSS, PIRLS and PISA data; LSYPE, 2006)

Across all three international studies, the biggest 'gap' in enjoyment outcomes (the difference between the average outcome for the group and the expected outcome controlling for other factors) was in relation to young people from lower socio-economic groups.

- Analysis of the TIMSS data for 2003 indicated that in relation to enjoyment and confidence in science and mathematics and the school climate overall, young people from families with low economic status had the biggest 'gap'. Year 5 and year 8 pupils from such households were

the least likely to express confidence or enjoyment once other background factors were taken into account.

- These findings were reflected in the analysis of the PISA data for 2003, which focused on mathematics. This found that, in relation to attitudes to school, student–teacher relationships, interest in mathematics and mathematics anxiety, the largest 'gap' in outcome amongst year 11 pupils (age 16) was amongst young people from families with low economic status.
- Further analysis of PIRLS data for 2001 (for year 5 pupils) indicated that, while the largest gap for enjoyment of reading was for boys, it was closely followed by young people from households in which there was low cultural capital (as measured by the number of books in the home).

Data from LSYPE (year 9 pupils) indicates that the highest proportion of 'very low' attitudes to school were amongst young people from white British (27 per cent), mixed-race (24 per cent) and Black Caribbean backgrounds (23 per cent). It was amongst these groups that the lowest levels of intention to stay in full-time post-compulsory education were found. In contrast 'very high' attitudes to school were expressed by Black African (46 per cent), Pakistani (44 per cent) and Indian (42 per cent) pupils, amongst whom intentions to go to further education were high (95 per cent, 92 per cent and 94 per cent respectively).

3.3.6 Is the gap in 'enjoyment' narrowing?

It is not possible to measure this at this stage. The PIRLS data published in November 2007 should help to see whether the gap in enjoyment of reading is still as great for boys and those with low cultural capital as in 2001.

3.4 Make a positive contribution

Available data on making a positive contribution tends more towards the negative (published data on crime, anti-social behaviour, and exclusions) than towards information on active community involvement. Difficulties with the data (aggregated data, by incidence of occurrence and not by individual child, or recent collection only) make it difficult to identify gaps or any changes over time. Nonetheless, there appears to be some evidence that offending behaviour was more often recorded in relation to Black/Black British children and to those with a history of truancy or exclusion.

3.4.1 Crime and anti-social behaviour (Home Office survey, 2005)

Based on those admitting an offence in the face-to-face survey, offending behaviour was more evident amongst young people aged 10 to 15:

- who were eligible for FSM: these were significantly more likely than those not eligible for FSM to say they had committed an offence (34 per cent compared with 26 per cent) or to be a serious offender (19 per cent compared with 13 per cent). There was no significant difference between these two groups in relation to being a frequent offender (6 per cent compared with 7 per cent).
- who had truanted: 21 per cent who had truanted compared with eight per cent who had not reported committing an offence. Truants were also significantly more likely to report being frequent offenders (25 per cent

compared to 5 per cent) and to being serious offenders (27 per cent compared with 11 per cent).

- who had been excluded (whether fixed-term or permanent exclusion). Those who had been excluded were significantly more likely to report offending behaviour (55 per cent compared with 25 per cent), frequent offending (22 per cent compared with 5 per cent) or serious offending (35 per cent compared with 12 per cent).

3.4.2 Custodial sentences (Youth Justice Board)

Given that the youth population of England is predominantly white, it is not surprising that the majority of young people in custody are white. However, it would appear that a disproportionate percentage of Black/Black British children were on court remand; 10 per cent of those aged 10 to 17 on remand in 2004/05 were Black/Black British, although they made up approximately three per cent of the population within this age group (based on schools' census data for 2004/05). This picture was echoed in terms of the proportion on all pre-court, first-tier, community and custodial disposals in 2004/05, where six per cent of such disposals were to Black/Black British youths. Asian/Asian British children were, by a similar calculation, under-represented in the youth crime statistics for that year.

Looked after children were disproportionately represented amongst those young people who had been cautioned or convicted for an offence during 2004/05. Some 9.6 per cent of looked after children aged 10 or over were included in the crime statistics for that year, almost three times the rate for all children of this age and a figure that had changed little since 2002/03.

3.4.3 Permanent and fixed-term exclusions (PLASC)

The systematic inclusion of this data on PLASC was relatively recent; secondary schools moved to the termly collection of data in 2005/06,[4] and primary schools did so in 2006/07. It is therefore too soon to talk of changes over time. While there is some time series data from 1997/98, this refers to incidences of exclusion, not to pupils excluded.

- The young people most likely to be permanently excluded were Black pupils (0.26 per cent of the population of Black pupils were excluded) and those of mixed race (0.22 per cent of the population of mixed-race pupils were excluded). A smaller proportion of the white pupils (0.13 per cent) were permanently excluded.
- The young people most likely to be excluded for a fixed period were of Gypsy Traveller/Roma heritage (37 per cent of the Gypsy Traveller/Roma population) or of Irish Traveller heritage (31 per cent of the Irish Traveller population). By contrast fixed-term exclusions amongst other minority ethnic groups was lower (14 per cent of black pupils, 13 per cent of mixed-race pupils and only four per cent of Asian pupils). Nine per cent of white pupils were excluded for a fixed period.
- Data on children who had been looked after continuously for at least twelve months indicates that the number of permanent exclusions in 2006 were proportionally higher amongst LAC (0.8 per cent) compared with all children (0.1 per cent) (DfES, 2007b). It should be noted that this represents each incidence of permanent exclusion, rather than number of incidents per child.

3.4.4 Is the gap narrowing?

Given the ways in which data has been collected to date, it is very difficult to identify any areas in which the gap in outcomes relating to making a positive contribution is changing.

3.5 Achieve economic well-being

Overall, child poverty and the proportion of young people living in unsatisfactory housing both appear to have decreased between 1994/95 and 2004/05. Nonetheless, children from some vulnerable groups were more likely to be in low-income households, to have made less use of formal childcare or to be eligible for free school meals than other children. Young people from Bangladeshi and Pakistani households were more likely to live in low-income households and to have less experience of formal childcare or non-traditional early years provision. Young people with special educational needs were more likely to be eligible for free school meals.

3.5.1 Family Poverty (Family Resources Survey, 2005/06; Millennium Cohort Study, 2007)

Both the Family Resources Survey and the Millennium Cohort Study found a relationship between living in poverty and ethnicity.

- Young people from minority ethnic group backgrounds were more likely than other young people to live in low-income households in 2004/05. This was particularly the case for young people in Pakistani or Bangladeshi households, where 47 per cent were in households below 60 per cent of the median income (equivalised) of £210 per week in 2004/05 (Family Resources Survey). The Millennium Cohort Study found that 68 per cent of children of Pakistani mothers and 67 per cent of children of Bangladeshi mothers had family income below 60 per cent of the median income. This compares with only 23 per cent of children of white mothers, 35 per cent of Black Caribbean mothers and 42 per cent of Black African mothers and mothers of 'other' ethnic origin.
- Children from households in which there were one or more disabled people were more likely to live in low-income households, than those in families without a disabled person.

3.5.2 Use of childcare (Childcare and early years providers' survey, 2005/06; Millennium Cohort Study, 2007)

National data on the use of childcare is not currently collected on an individual child basis, but is collected through surveys of providers. These provide a breakdown by ethnicity, deprivation (using the index of multiple deprivation – IMD) and SEN. The most recent published providers' survey indicated that, for the week under study:

There appeared to be no difference between socio-economic groups in the use of traditional early years provision (nursery schools, classes and playgroups, for example), but low-income families made less use of other formal childcare or early years facilities. However, the findings from the Millennium Cohort Study suggested that this was more of a U-shaped distribution with parents at both ends of the qualification, occupation and income spectrum making more use of nurseries and similar types of child-care

than those in intermediate or supervisory occupations or in middle income bands, for instance.

- Young people from white, Black Caribbean and mixed-race origin were more likely to have been in receipt of some form of childcare than young people from other ethnic groups (though the difference between the use of childcare between mixed-race and Black African families was not significant).
- The use of formal childcare was greater amongst white and Black African families than amongst Pakistani or Bangladeshi families.

Although children with special educational needs were less likely to have been in formal or informal childcare settings than other children (51 per cent compared to 56 per cent without such needs) during the study period, it was felt that this was primarily a function of the statementing process; few children of pre-school age would have a statement of needs. SEN did not emerge as a key factor in relation to use of childcare in any of the subsequent analyses conducted for this survey, although parents of such children were significantly more likely than parents of other children to report finding it difficult to identify an appropriate provider.

3.5.3 Eligibility for free school meals (PLASC)

The proportion of young people eligible for free school meals is greater amongst those with special educational needs (with or without a statement) than amongst those with no identified individual need. In January 2007, 28 per cent of SEN pupils in primary schools and 25 per cent of those in secondary schools were eligible for free school meals, compared with 13 per cent and 11 per cent, respectively, of all other pupils.

3.5.4 Post-16 participation

The outcomes for young people aged 16 or more are largely outwith the scope of this study, but a consideration of post-16 participation provides one indicator of progression beyond compulsory education for young people in the vulnerable groups. The total number of 16–18 year olds not in education, employment or training (NEET), for example, was estimated at 206,000 (that is, 10.3 per cent of the population of 16–18 year olds) (DfES, 2007c). Published national statistics are broken down by such variables as age, gender, type of learning, institution, labour market status and highest qualification being studied, but are not disaggregated by other background variables, which means that it is difficult to identify gaps in post-16 outcomes for young people from the most vulnerable groups. Data on looked after children suggests that a higher proportion (16 per cent) were NEET at age 16 in 2006, compared with all children (5 per cent) (DfES, 2006b).

Data from the 12th Youth Cohort survey (2006) suggests that, at age 18, higher proportions of young people from Pakistani or Bangladeshi origin (17 per cent) were NEET than their peers (an average of 13 per cent of the 6879 young people in the survey, based on weighted data) (DfES, 2006b). This apparent greater likelihood of being NEET was also evident in relation to socio-economic circumstances, where higher proportions of young people from households in which parents were occupied in routine (17 per cent) or other occupations (20 per cent) were NEET than their peers. Young people with a disability (29 per cent), young people who reported that they had truanted in the past (19 per cent) and young people who said that they had

been excluded at least once during compulsory education (28 per cent) were also disproportionately represented amongst NEETs at age 18.

3.5.5 Is the gap narrowing?

From this data, it is not possible to say whether or not there has been any significant change in the gaps noted in achieving economic well-being for the most vulnerable groups of young people. Although the proportion of 16–18 year olds not in education, employment or training decreased from 10.9 per cent at the end of 2005 to 10.3 per cent at the end of 2006, following apparent gradual increases in previous years, it is not possible (from published national figures) to ascertain the relative proportion of these young people who came from each of the vulnerable groups in the study. Further analysis of the Youth Cohort Study Data, for example, would be needed to explore and compare changes over time in the population of NEETs.

Notes

1 Version dated 22 June 2007.

2 Low socio-economic groups in the studies referred to here were defined variously by income, by parental occupation, or by a variable derived from a combination of income and the number of books in the home.

3 This latter finding may be a function of the make-up and the small numbers of this group, however, since the profile of the group has been changed since its inception as a distinct group within NPD.

4 The most recent update of this data (published on 14 November 2007) indicated that most secondary school pupils who were excluded (61 per cent) had been excluded on one occasion only, though 19 per cent had been excluded twice and nine per cent on three occasions. Three hundred and sixty pupils (less than one per cent of those who had been excluded) had been excluded on more than ten occasions (DfES, 2007d).

4 What do we know about the outcomes for vulnerable groups?

Chapter 3 has summarised the known data on outcomes for the five ECM indicators against the vulnerable groups. In this section, we summarise the picture for each of the groups for which we have data. Clearly, there may be many more associations with different outcomes than are currently recorded here; reporting is constrained by the quality and type of existing data and the capacity of that data to be interrogated at the level of the individual child.

4.1 Children from poorer socio-economic groups

Young people from lower socio-economic groups, eligible for free school meals or with lower levels of social capital were significantly associated with:

- poorer health outcomes (particularly in relation to the likelihood of obesity and prevalence of smoking)
- higher risk of risky behaviour (running away from home) and greater feelings of insecurity in their neighbourhood
- lower than expected levels of attainment from key stage 1 to key stage 4 and a lack of confidence and enjoyment in learning
- a greater likelihood of offending behaviour.

Although it appears that there may be a slow-down in the rate of growth of the incidence of obesity among young people from this group, there is little evidence that the other gaps in ECM outcomes for children from the lower socio-economic groups have changed significantly in recent years. White boys on free school meals, for instance, remain the group for whom high levels of attainment are least likely; there was no evidence that this gap was narrowing. The story in relation to access to childcare is rather more mixed, but without data at child rather than provider level, it is difficult to ascertain any changes in the use of early years or other childcare provision by lower socio-economic groups.

4.2 Children in care (looked after children or LAC)

The attainment outcomes for children in care were lower across all four key stages than for their peers, although it should be noted that most of the analysis on outcomes for LAC does not, as yet, control for other background variables. There is some evidence that the gap in attainment is narrowing, albeit slowly, with more young people entered for, and achieving, national qualifications.

Health outcomes (in relation to dental and general health monitoring and immunisation) also appear to be improving, but it should be noted that mental disorders were significantly higher amongst young people who were LAC and to be higher amongst those in residential care than amongst those in foster care. Children who are LAC also continue to be over-represented amongst young people convicted of committing offences and this rate does not appear to have reduced over the last five years.

4.3 Children with SEN

Children with either a statement of SEN or identified as School Action or School Action Plus were significantly associated with:

- higher levels of eligibility for free school meals
- lower than expected attainment outcomes at all four key stages
- higher probabilities of mental, emotional, conduct or hyperkinetic disorders.

There was little indication in the current data that there had been any significant changes in any of the ECM outcome areas for this group, particularly once other background characteristics had been taken into account.

4.4 Children excluded from school

Young people who had been excluded from school on at least one occasion (whether fixed term or permanently), were significantly associated with poorer mental health and a greater likelihood of smoking and drug taking than their peers. They were also more likely to have taken part in some offending behaviour. The current data does not facilitate any trend analysis to see whether these associations are reducing over time. Since policies on exclusion (and the likelihood of exclusion) are subject to variation at local authority and school level and over time, interpreting changes in exclusion rates is also problematic.

4.5 Children with poor records of attendance at school

The story for persistent truants is similar to that for young people who had been excluded, with associations with poor mental health and poor health-related behaviour. Poor attenders had a significant association with the likelihood of smoking, drinking and drug taking and with the likelihood of offending behaviour.

At present it is not possible to explore trends in the relationship between school attendance and attainment, exclusion, SEN and FSM status and being LAC, for instance, but the individual pupil-level data now on PLASC will facilitate this monitoring in the future.

4.6 Children from different ethnic minority backgrounds

Children from some minority ethnic groups appeared to be more associated with positive ECM outcomes, others with predominantly negative outcomes.

- Young people from Indian backgrounds were, on average, associated with higher (and improving) levels of attainment, low levels of mental or physical health problems, and less likelihood of poor health-related or risky behaviour.
- By contrast, pupils from white backgrounds were associated with a higher incidence of mental disorders and poor health and were more likely to report that they had smoked or drunk alcohol. On average,

attainment rates (once other known background characteristics were taken into account) were lower than amongst pupils from most other minority ethnic groups. White British children were also associated with negative attitudes to school and were more likely than their peers to have run away from home on at least one occasion.

- Children from mixed-race backgrounds shared some of the outcomes of white pupils, being associated with lower levels of attainment, negative attitudes to school and a high rate of running away. In other respects they were closer to Black Caribbean pupils, being less likely to smoke and drink (though more likely to report taking drugs).
- Pakistani and Bangladeshi backgrounds appeared to be more associated with issues relating to poverty and to more limited levels of experience of formal childcare or non-traditional early years provision. Bangladeshi children were the only Asian minority ethnic group that were associated with a high incidence of obesity, but demonstrated few other poor health-related behaviours.
- Young people from Black Caribbean backgrounds were associated with high levels of obesity, but fewer negative health-related behaviours, other than in relation to drug taking. More worryingly, a disproportionate number of young people from Black Caribbean and Black British backgrounds were permanently excluded from school or were on court remand. At the same time, for these pupils, and for young people from Black African heritage, rates of attainment appeared to be increasing, once other background characteristics were taken into account.
- By contrast, the attainment gap for young people from Irish Traveller or Gypsy/Roma backgrounds appeared to be widening. These young people were also associated with higher levels of fixed-term exclusion from school than other groups.

4.7 Other groups

Existing data does not allow us to make any detailed statements about the ECM outcomes for young carers, young offenders, mobile children, young mothers, asylum seekers/refugees, children with disabilities, children at risk from significant harm or children living with 'vulnerable' adults.

5 What do we need to do now?

In order to monitor progress and evaluate the impact of any interventions to narrow the gap for vulnerable groups of young people, some clear steps need to be taken in relation to defining the groups, collecting and collating data and linking datasets. In addition, it is important that there is clarity about what can and cannot be imputed from data collected in different ways and for different purposes.

5.1 Agree definitions for vulnerable groups

For some groups, there is little dispute over the make-up or definition of the group and there is generally a common understanding as to which young people it would cover. Young people who are looked after constitute a distinct category, as do those from different minority ethnic groups, those eligible for free school meals or those with a statement of special educational needs. Yet even within these groups, there can be some confusion; eligibility for free school meals, for instance, does not mean that young people are in receipt of free school meals. In surveys and in some reports, these two terms may be used interchangeably, although the composition of the groups would not be identical.

For other groups, the definition is less clear. In theory, socio-economic status of children is defined by parental occupation. In practice, information specialists, data collators and researchers may use other measures as proxies. Eligibility for free school meals is commonly used, but is more correctly an indicator of relative income, not socio-economic status. The number of books in the home is used widely in international and national studies, but is more correctly an indicator of cultural capital.

In order to move forward and be able to monitor progress in Narrowing the Gap, it is important to gain stakeholders' agreement as to the nature of the constituent groups. By poor attenders, do we mean only those young people who miss 20 per cent or more of the school year? Little of the existing research in this area has used that definition as yet, so data that is collected now is, in effect, the baseline from which progress can be measured.

5.2 Collect data at individual child level

While there are many useful and illuminating datasets available to policy makers, researchers and practitioners in the children's services arena, many of them are not amenable to further analysis in order to monitor ECM outcomes. It is possible to use these datasets to provide the information for which they were developed. Analysis of surveys completed by childcare providers will give an indication of service and service uptake. It will not provide a complete profile of service users. The differences in perceptions evident between the outcomes for different socio-economic groups noted in the providers' survey and those reported by the Millennium Cohort Study (which collected user-level data) is a case in point (see section 3.5.2).

Comprehensive, child-level datasets provide the richest source of illuminative data. It is to be welcomed that the DCSF will, from 2008, use a variable to identify the children of service families and that there are ongoing discussions about flagging up persistent absentees, so that a

better understanding of the relationship between truancy and ECM outcomes can be established. Discussions are also under way to include data on pupil weight and to link LAC details on PLASC to local authority data on placements, which would help to develop better insights into the type of placements and the placement strategies used that have the biggest impact on narrowing gaps in health, behaviour and attainment for these young people. Consideration should be given to other variables that might be linked, such as whether or not young people obtained their first choice of secondary school, for instance.

Clearly there will be many issues of protocol and of sensitive data to be considered here and issues in relation to data protection and child protection will need to be considered in great detail. It will also be important to consider the size of the dataset – at what point does it become too big to be analysed effectively?

5.3 Link datasets where possible

At present there are many different datasets, compiled by different government departments for different purposes. Physically, operationally and ethically, there are likely to be insurmountable problems in constructing one single database for young people. Where possible, however, the capacity to link datasets to facilitate further investigations is invaluable. Researchers have, since 2001/02, been linking the NPD to survey data, in order to reduce the data requested from respondents and to enhance the number of background variables to which the study has access. Within government departments, data from the NPD has been matched to data from the Individual Learner Record (ILR) and, more recently, the Higher Education Statistics Agency (HESA), to help get a better understanding of young people's progression through the education and training system. We would encourage this continued cooperation across departments.

We would also raise a few notes of caution, however. Matching datasets, even when using a unique reference number, is not a simple process and requires consistency in the creation of data fields and clarity of definition. It also has the potential to highlight data protection concerns and every step needs to be taken to ensure that the originators of the data, wherever possible, have given their permission for it to be matched to an administrative dataset. It is also essential to ensure that the release of any matched dataset is not going to lead to information on individuals becoming available to any third party, whether or not that data is sensitive.

5.4 In conclusion

From this study, it is now clear that we know something about a number of the ECM outcomes for some of the vulnerable groups. As can be seen in the summary data map in Appendix A, there are many outcomes for which we have no current data (or no data in a form that can be analysed to provide a breakdown by the identified groups). In some cases, this data will be available within the next year or so. This is because:

- additional fields will be made available on PLASC
- the next survey in a number of periodic surveys will have been completed (e.g. PIRLS) and will provide data that will lead to the possibility of time series analyses

- existing data that can provide such insights (e.g. LSYPE and TellUs2) will be available for access.

In other cases, however, it is not clear when, if ever, data will be available. At present, we know nothing about the outcomes for young carers, for instance, because no comprehensive (or even partial) database about these young people is in existence. Some local authorities and some children's charities have some insights into the lives of some individuals, but not enough is known from which to develop a clearer understanding of the impact that being a young carer has on the life outcomes for young people. This is a significant challenge for the wider project on Narrowing the Gap and one which deserves close consideration.

Appendix A: Initial data map

Key to grids

	Published data giving between-groups analysis
	Potential for within-group analysis
	Data set and/or relevant sub-groups too small for between-groups analysis

	Published data giving within sub-group analysis
	Potential for within-group analysis
	Data set and/or relevant sub-groups too small for within-subgroup analysis

	No data available
?	Data may be available, but it is not clear whether the dataset will allow this level of disaggregation
	Not applicable
	Some analysis may be possible in the future if there is agreement that an indicator may be flagged on PLASC

Comments

Text in blue indicates problem areas, e.g. where there is a lack of data or where data is from local surveys and it is not possible to tell either how data was gathered or what additional analysis is possible.

Themes in italics are drawn from CSRO7 (some are Best Value Performance Indicators).

Themes in plain text are drawn from the DCSF ECM factsheet.

Be healthy

				Vulnerable groups																		
Theme	**Key statistics**	**Periodicity/next scheduled update**	**Published statistics**	**SEG**	**White working class boys**	**LAC**	**Children with disabilities**	**SEN**	**Excluded from school**	**Poor attenders**	**Ethnicity**	**Young offenders**	**Young carers**	**Children at risk**	**Children living with vulnerable adults**	**Mobile children**	**Roma/ traveller children**	**Children of service families**	**Pupils not fluent in English**	**Young mothers**	**Asylum seekers/ refugees**	**Children in unsatisfactory housing**
Be healthy																						
Mental health	% of 5–16 year olds with mental health problem	Previous survey 1999. Not known if further surveys are planned	National only				?															
Mental health of looked after children		First such survey – no indication of likely repeat survey	National only																			
Sexually Transmitted Infections (STIs)																						
Under 16 conception rate	Number of females aged 15–17 and rate per 1000	Annual	National and by community (local authority)																			
		Annual with quarterly updates	National and by LA																			
Under 16 conception rate	Number of females aged 13–15 and rate per 1000		National and by LA																			
		Annually using 3-year moving averages	National and by LA																			
Mortality	Number of children aged under 15 and (rate per 100,000 of under 15 population) dying from all causes		National																			
Obese children	% of children (aged 2–10) classified as obese using UK BMI classification		National																			
Obese children	*Obesity in 4–5 year olds and 10–11 year olds*	Annual	National, some regional								?											
	Obesity in 4–5 year olds and 10–11 year olds	?									?											
Healthy eating	% of 5–15 year olds eating five or more portions of fruit and vegetables per day	Annual since 2001	National																			
Overall Drug use	% of 11–15 year olds reporting taking drugs in the last year	Annually since 1998	National																			
Class A Drugs	% of Class A drug use among 11–15 year olds																					
Smoking	% of 11–15 year olds reporting regular smoking (at least one cigarette a week)	Every two years since 1982, annually since 1999																				
Drinking	% (and mean consumption per week) of 11–15 year olds reporting drinking alcohol in last week	Every two years since 1988, annually since 1999																				

Be healthy *continued*

				Vulnerable groups																			
Theme	**Key statistics**	**Periodicity/next scheduled update**	**Published statistics**	**SEG**	**White working class boys**	**LAC**	**Children with disabilities**	**SEN**	**Excluded from school**	**Poor attenders**	**Ethnicity**	**Young offenders**	**Young carers**	**Children at risk**	**Children living with vulnerable adults**	**Mobile children**	**Roma/ traveller children**	**Children of service families**	**Pupils not fluent in English**	**Young mothers**	**Asylum seekers/ refugees**	**Children in unsatisfactory housing**
Be healthy																							
Service provision for disabled children																							
Physical exercise	*% of 5–16 year olds doing at least 2 hours of high quality PE and school sport every week*	*Annual*	National/ regional																				
Physical exercise	*% of young people engaging in school sport for 2–3 hours (per week) beyond the school day*																						
Physical exercise	% of 5–16 year olds spending a minimum of two hours per week on high quality PE and sport within and outside the curriculum	Previous survey in 2004/05 Not clear if there is to be further survey although evaluation of Sport Partnerships is continuing	National (School Sport Partnership Schools only)																				
Travel to school	*% of school pupils travelling sustainably to school*	*Annual since 1988*	National (regional on request)																				

Stay safe

Theme	Key Statistics	Periodicity/next scheduled update	Published statistics	Vulnerable groups																		
				SEG	White working class boys	LAC	Children with disabilities	SEN	Excluded from school	Poor attenders	Ethnicity	Young offenders	Young carers	Children at risk	Children living with vulnerable adults	Mobile children	Roma/ traveller children	Children of service families	Pupils not fluent in English	Young mothers	Asylum seekers/ refugees	Children in unsatisfactory housing
Stay safe																						
Young runaways		First survey 1999										Getting into trouble										
Children Looked After	Number of Children Looked After (aged under 18) and type of placement	Annual, going back at least 10 years	National and LA																			
Children Looked After	*% of children under 16 who have been looked after for 2.5 years or more and in the same placement for at least 2 years*	See above	See above																			
Children Looked After	Number of Unaccompanied Asylum Seeking Children Looked After	See above	See above																			
Children Looked After	Number and % of children who ceased to be looked after during the year by type of placement	See above	See above																			
Children Looked After	*Children adopted as a % of LAC*	See above	See above																			
Children Looked After	*Proportion of LAC experiencing 3 or more placement moves over the previous year*	See above	See above																			
Children Looked After	Average cost per week per Children Looked After receiving a service	Biennial Fourth in a series, discussion on a fifth survey under way	National and LA																			
CSFI	Average cost per week per Children Supported in Families or Independently (CSFI) receiving a service	See above	See above																			
CSFI	Numbers of active Children Supported in Families or Independently (CSFI)	See above	See above																			
Children in Need	Numbers of Children in Need	See above	See above																			
Children in Need	Number of disabled Children in Need	See above	See above																			
Children in Need	Average cost per week per Children in Need receiving a service	See above	See above																			
Preventable child deaths																						
Preventable child deaths as recorded through child death review process																						
Child Protection Register	Number of children on the Child Protection Register (aged under 18)	Annual (financial years)	National and LA																			
Child Protection	*Child protection cases reviewed during the year (as % of those which should have been reviewed during the year)*	See above	See above																			
Child Protection	*Duration of child protection plan*	See above	See above																			

Stay safe *continued*

Theme	Key Statistics	Periodicity/next scheduled update	Published statistics	SEG	White working class boys	LAC	Children with disabilities	SEN	Excluded from school	Poor attenders	Ethnicity	Young offenders	Young carers	Children at risk	Children living with vulnerable adults	Mobile children	Roma/ traveller children	Children of service families	Pupils not fluent in English	Young mothers	Asylum seekers/ refugees	Children in unsatisfactory housing
Stay safe																						
Child Protection	*Children becoming the subject of a child protection plan for a second or subsequent time*	See above	See above																			
Child Protection	*Initial assessments for children's social care carried out within 7 days of referral*	See above	See above																			
Child Protection	*% core assessments within 35 days*	See above	See above																			
Hospital admissions caused by unintentional and deliberate injuries																						
Child homicides	Number and rate of homicides aged 1–4 years	Annual	National																			
Child homicides	Number and rate of homicides aged 5–15 years																					
Child safety (Great Britain)	Number of children killed or seriously injured in road traffic accidents		National																			
Bullying in last 12 months	% of 13/14 year olds upset by name-calling including text or email	Wave 1 2004																				
	% of 13/14 year olds made to hand over their money or possessions	See above	See above																			
	% of 13/14 year olds threatened with violence by other pupils	See above	See above																			
	% of 13/14 year olds who experienced violence from other pupils	See above	See above																			

Enjoy and achieve

				Vulnerable groups																	
Theme	**Key statistics**	**Periodicity/next scheduled update**	**Published statistics**	**SEG**	**White working class boys**	**LAC**	**Children with disabilities**	**SEN**	**Excluded from school**	**Poor attenders**	**Ethnicity**	**Young offenders**	**Young carers**	**Children at risk**	**Children living with vulnerable adults**	**Mobile children**	**Roma/ traveller children**	**Children of service families**	**Pupils not fluent in English**	**Young mothers**	**Asylum seekers/ refugees**	**Children in unsatisfactory housing**
Enjoy and achieve																					
Schools																					
Choice of school	*% of pupils in first choice secondary schools*																				
Schools in special measures	*% of pupils attending schools in special measures*	*Not known*																			
Extended Schools	*% of pupils attending extended schools*																				
Self-governing schools (Academies, Trusts, VA, Foundations)	*% of pupils attending self-governing schools*																				
Childcare																					
Take-up of formal childcare by low income families																					
Attainment – overall, children of statutory school age																					
Early Years Foundation Stage threshold (child development at age 5)																					
Narrowing the gap at Early Years Foundation stage (child development at age 5)																					
Key Stage 1 (age 7)	% of children in Year 2 achieving at least Level 2 in English, reading, writing, mathematics and science	Annual	National, GOR and LA																		
		See above	National																		
Key Stage 2 (age 11)	% of children in Year 6 achieving at least Level 4 in English (E) reading (R), writing (W), mathematics (M) and science (S)	See above	National, GOR and LA																		
		See above	National and LA																		
	AWP attainment																				
	Proportion progressing by 2 levels in English at KS 1–2																				
	Proportion progressing by 2 levels in Maths at KS 1–2																				
	Narrowing the FSM – non FSM gap at Key Stage 2																				
	Proportion of pupils in schools not meeting Key Stage 2 floor target – English and Maths																				

Enjoy and achieve *continued*

Theme	Key statistics	Periodicity/next scheduled update	Published statistics	SEG	White working class boys	LAC	Children with disabilities	SEN	Excluded from school	Poor attenders	Ethnicity	Young offenders	Young carers	Children at risk	Children living with vulnerable adults	Mobile children	Roma/ traveller children	Children of service families	Pupils not fluent in English	Young mothers	Asylum seekers/ refugees	Children in unsatisfactory housing
Enjoy and achieve																						
Key Stage 3 (age 14)	% of children in Year 9 achieving at least Level 5 in English (E) reading (R), writing (W), mathematics (M) and science (S)	See above	National, GOR and LA																			
		See above	National, GOR and LA																			
	BME attainment																					
	Proportion progressing by 2 levels in English at KS 2–3																					
	Proportion progressing by 2 levels in Maths at KS 2–3																					
	Pupils in schools not reaching Key Stage 3 floor target – English and Maths																					
Key Stage 4 (age 16)	% achieving 5+ GCSE and equivalents at grades A*–C	See above																				
	% achieving 5+ A–C GCSE's (or equivalent) including English and Maths*	See above																				
	Key Stage 4 Science (% achieving 2 or more A–C GCSE's)*																					
	BME attainment																					
	% achieving good GCSE or equivalent in any language other than English																					
	Proportion progressing by 2 levels in English at KS 3–4																					
	Proportion progressing by 2 levels in Maths at KS 3–4																					
	Narrowing the FSM – non FSM gap at Key Stage 4																					
	Proportion of pupils in schools not reaching Key Stage 4 floor target: 5 A–C (including English and Maths)*																					
Post-16 outcomes																						
Post-16 qualifications	% of 19 year olds achieving level 2 and above in NVQ 2 or equivalent	Annual, next update due Feb 2008 From 2004, previously via Labour Force Survey	National (local LSC and LA available from LSC website)																			
	Level 3 attainment at 19	See above	See above																			
Post-16 participation in physical sciences (A level physics, chemistry & maths)																						
% 17 year olds in education or training																						
Attainment of children in care																						
Children in care	*% achieving level 4 at KS2*	Annual, goes back at least 6 years Next update April 2008	National and regional																			
Children in care	*% achieving 5 good GCSEs including English and maths at KS4*	See above	See above																			

Enjoy and achieve *continued*

Theme	Key statistics	Periodicity/next scheduled update	Published statistics	SEG	White working class boys	LAC	Children with disabilities	SEN	Excluded from school	Poor attenders	Ethnicity	Young offenders	Young carers	Children at risk	Children living with vulnerable adults	Mobile children	Roma/ traveller children	Children of service families	Pupils not fluent in English	Young mothers	Asylum seekers/ refugees	Children in unsatisfactory housing
Enjoy and achieve																						
Wellbeing																						
Feelings about life as a whole	% of 11–15 year olds feeling extremely happy, very happy or happy	Rolling survey since 2001, annual technical reports	Not known											?	?	?						
Feelings about health	% of 11–15 year olds feeling extremely happy, very happy or happy	See above	See above																			
Feelings about family	% of 11–15 year olds feeling extremely happy, very happy or happy	See above	See above																			
Feelings about school work	% of 11–15 year olds feeling extremely happy, very happy or happy	See above	See above																			
Feelings about appearance	% of 11–15 year olds feeling extremely happy, very happy or happy	See above	See above																			
Sport																						
Youth Participation in sport	% of 5–16 year olds spending a minimum of two hours per week on high quality PE and sport within and outside the curriculum	Previous survey in 2004/05 Not clear if there is to be further survey although evaluation of Sport Partnerships is continuing	National (School Sport Partnership Schools only)																			
SEN process																						
Special Educational Needs	Number and % of pupils across all schools with SEN, with and without statements of SEN	Annual Some figures go back many years but note change in Code of Practice in 2002	National, GOR and LA																			
Special Educational Needs	Number and % of pupils across all schools in England with statements of SEN	See above	See above																			
Special Educational Needs	Of all pupils with statements of SEN: % of pupils with statements of SEN in maintained mainstream schools	See above	See above																			
Special Educational Needs	Of all pupils with statements of SEN: % of pupils with statements of SEN in maintained special schools	See above	See above																			
Special Educational Needs	Number and % of pupils attending special schools (maintained and non-maintained) in 2006	See above	See above																			
Special Educational Needs	*SEN draft statements issued within 18 weeks (with and without exceptions)*																					
Special Educational Needs	*SEN final statements issued within 26 weeks (with and without exceptions)*																					
Absence																						
Pupil Absence in Schools	% of total half days missed in maintained primary and secondary schools	Twice yearly from Autumn 2005	National, GOR and LA																			
	% of authorised half days missed in maintained primary and secondary schools	See above	See above																			
	% of unauthorised half days missed in maintained primary and secondary schools	See above	See above																			
	Number of persistent absentee pupils (missing 20% or more of school year) – primary																					
	Number of persistent absentee pupils (missing 20% or more of school year) – secondary																					

Enjoy and achieve *continued*

Theme	Key statistics	Periodicity/next scheduled update	Published statistics	SEG	White working class boys	LAC	Children with disabilities	SEN	Excluded from school	Poor attenders	Ethnicity	Young offenders	Young carers	Children at risk	Children living with vulnerable adults	Mobile children	Roma/ traveller children	Children of service families	Pupils not fluent in English	Young mothers	Asylum seekers/ refugees	Children in unsatisfactory housing
Enjoy and achieve																						
Attainment of children looked after																						
Children Looked After	% of CLA in Year 2 achieving at least Level 2 in reading, writing and mathematics	Annual	National and regional																			
	% of CLA in Year 6 achieving at least Level 4 in English, mathematics and science	See above	See above																			
	% of CLA in Year 9 achieving at least Level 5 in English, mathematics and science	See above	See above																			
	% of CLA in Year 11 achieving 5+ A*–C	See above	See above																			
	% of CLA in Year 11 achieving 1+ A*–C	See above	See above																			
Attainment of children with SEN																						
SEN	Attainment at Key Stage 1 – % of SEN pupils without/with a statement of SEN in Year 2 achieving at least Level 2 in reading, writing and mathematics	Annual, series goes back 5 years (when Code of Practice for SEN changed) Update due early 2008	National, CCR, LA																			
SEN	Attainment at Key Stage 1 – % of SEN pupils without/with a statement of SEN in Year 2 achieving at least Level 2 in reading, writing and mathematics	See above	See above																			
SEN	Attainment at Key Stage 1 – % of SEN pupils without/with a statement of SEN in Year 2 achieving at least Level 2 in reading, writing and mathematics	See above	See above																			
SEN	Attainment at Key Stage 2 – % of SEN pupils without/with a statement of SEN in Year 6 achieving at least Level 4 in English, mathematics and science	See above	See above																			
SEN	Attainment at Key Stage 3 – % of SEN pupils without/with a statement of SEN in Year 9 achieving at least Level 5 in English, mathematics and science	See above	See above																			
SEN	Attainment at Key Stage 3 – % of SEN pupils without/with a statement of SEN in Year 9 achieving at least Level 5 in English, mathematics and science	See above	See above																			
SEN	Attainment at GCSE and Equivalent – % of SEN pupils without/with a statement of SEN in Year 11 achieving 5+ A*–C	See above	See above																			
SEN	Attainment at GCSE and Equivalent – % of SEN pupils without/with a statement of SEN in Year 11 achieving 1+ A*–C	See above	See above																			
Behaviour																						
	% of pupils attending secondary schools where behaviour is judged to be good or better																					
Attainment of LAC																						

Make a positive contribution

Theme	Key statistics	Periodicity/next scheduled update	Published statistics	Vulnerable groups: SEG	White working class boys	LAC	Children with disabilities	SEN	Excluded from school	Poor attenders	Ethnicity	Young offenders	Young carers	Children at risk	Children living with vulnerable	Mobile children	Roma/ traveller children	Children of service families	Pupils not fluent in English	Young mothers	Asylum seekers/ refugees	Children in unsatisfactory housing
Make a positive contribution																						
Satisfaction with transport (CYP perceptions)		Triennial	Published by LAs – not collated nationally																			
Participation in positive activities (CCIS data)																						
Youth service accredited outcomes																						
Reducing the number of first time entrants to the YJS aged 10–17		Annual																				
Crime and Antisocial Behaviour (England and Wales)	Number of Antisocial Behaviour Orders (ASBOs) issued to 10–17 year olds in 2005	Annual	National and by CJS area																			
Crime and Antisocial Behaviour (England and Wales)	% of 10–25 year olds admitting to committing a core offence in the last 12 months	First survey 2003, then annual until 2006	National																			
Custody (England and Wales)	Number of 10–17 year olds and 18–19 year olds in custody	Annual – volume for 2004/05 refers to statistics for 'the last 2 years' but not clear if this includes 2004/05	National (also available for GORs for 'practitioners')																			
Permanent Exclusions	Numbers (%) of Permanent Exclusions from primary, secondary and all special schools	Annual, summer 2006 Time series from 1997/98	National and LA																			
Fixed-Term Exclusions	Numbers (%) of Fixed Period Exclusions from primary, secondary and maintained special schools	See above but time series only from 2003/04	See above																			

Achieve economic well-being

				Vulnerable groups																			
Theme	**Key statistics**	**Periodicity\next scheduled update**	**Published statistics**	**SEG**	**White working class boys**	**LAC**	**Children with disabilities**	**SEN**	**Excluded from school**	**Poor attenders**	**Ethnicity**	**Young offenders**	**Young carers**	**Children at risk**	**Children living with vulnerable adults**	**Mobile children**	**Roma/ traveller children**	**Children of service families**	**Pupils not fluent in English**	**Young mothers**	**Asylum seekers/ refugees**	**Children in unsatisfactory housing**
Achieve economic wellbeing																							
Children's centres	Children attending Sure Start Children's Centres	Annual 2006–2008 (with intention to continue?) DCSF is also in the process of commissioning a survey of parents and carers of young children	National																				
Childcare Provision	Number of registered childcare places in England	See above	See above																				
Childcare Provision	Number of children enrolled in childcare in 2005	See above	See above																				
Parents Use of Childcare	% using any childcare in last year	See above	See above																				
Parents Use of Childcare	% using formal care in last year	See above	See above																				
Parents Use of Childcare	% using informal childcare in last year	See above	See above																				
Extended Schools	Pupils attending schools offering access to extended services																						
Cost of Childcare	Average weekly cost of childcare and Early Years provision is £33 (including subsidies)																						
Cost of Childcare	% of lower income families finding it difficult to meet childcare costs																						
Workless families and child population in the UK	Number (%) of workless households with dependent children	Annual since 1997	National and regional																				
Workless families and child population in the UK	Number (%) of workless lone parent households with dependent children	See above	See above																				
Workless families and child population	Number (%) of children aged under 16 living in workless households	See above	See above																				
Family poverty and child population in Great Britain	% of couples with children with relative low income (60% of median threshold) before housing costs	Annual	National and regional																				
Family poverty and child population in Great Britain	% of lone parent families with children with relative low income (60% of median threshold) before housing costs	See above	See above																				
Family poverty and child population	Number (%) of children living in families with relative low income (60% of median threshold) before housing costs	See above	See above																				
Family poverty and child population	% of children who live in a home that does not meet the set standard of decency	5 yearly from 1971 to 2001. Now continuous	National																				

Achieve economic well-being *continued*

Theme	Key statistics	Periodicity/next scheduled update	Published statistics	SEG	White working class boys	LAC	Children with disabilities	SEN	Excluded from school	Poor attenders	Ethnicity	Young offenders	Young carers	Children at risk	Children living with vulnerable adults	Mobile children	Romal traveller children	Children of service families	Pupils not fluent in English	Young mothers	Asylum seekers/ refugees	Children in unsatisfactory housing
Achieve economic wellbeing																						
Free School Meals (FSM)	% of pupils in maintained Nursery and Primary schools known to be eligible for FSM	Annual	National																			
Free School Meals (FSM)	% of pupils in maintained Secondary schools known to be eligible for FSM	See above	See above																			
Special Educational Needs	% of children with and without SEN eligible for free school meals	Annual since 2003 (possibly longer but data may not be comparable)	National and LA																			
Participation in Education and Training	% of 16–18 year olds in education and training	Annual, since 1985 or 1994	National																			
Not in Education, Employment or Training	% of 16–18 year old NEETs	See above	See above																			
Children Looked After/NEET	% of Children Looked After in Year 11 who are NEETs	Annual	National and regional																			

Appendix B: Numbers and percentages of children by ethnic backgrounds

	2002		2003		2004		2005		2006	
	Count	%	Count	%	Count	%	Count	%	Count	%
White UK	387,757	84.3	423,580	85.1	453,217	85.7	458,161	85.3	458,120	83.7
White Other	10,854	2.4	9212	1.9	8310	1.6	10,588	2.0	11,049	2.0
Black Caribbean	5706	1.2	6664	1.3	7142	1.3	7203	1.3	7204	1.3
Black African	3404	0.7	4127	0.8	4736	0.9	5277	1.0	5992	1.1
Black Other	3258	0.7	1855	0.4	2003	0.4	2013	0.4	2172	0.4
Indian	11,598	2.5	12,344	2.5	12,559	2.4	11,860	2.2	12,071	2.2
Pakistani	9815	2.1	10,942	2.2	11,468	2.2	11,568	2.2	12,112	2.2
Bangladeshi	3620	0.8	4339	0.9	4434	0.8	4526	0.8	5097	0.9
Asian 'Other'			2038	0.4	2329	0.4	2491	0.5	2769	0.5
Gypsy/Traveller			270	0.1	160	0.0	206	0.0	305	0.1
Chinese	1479	0.3	1489	0.3	1613	0.3	1720	0.3	1628	0.3
Mixed			8295	1.7	9755	1.8	10,779	2.0	11,858	2.2
Other	7492	1.6	2570	0.5	2876	0.5	3359	0.6	3298	0.6
Refused	15,180	3.3	10,113	2.0	8503	1.6	7662	1.4	6419	1.2
Missing									7443	1.4

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