

# Equalities Monitoring – Services

## Appendix F – Education

**Annual Report - 2016-17**



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# 1. Introduction

The Council's Children, Young People and Learning directorate aims to ensure that children, young people and adults achieve the best possible outcomes for their lives through education, advice and guidance, promoting lifelong learning and securing access to support and, where necessary, specialist placements.

The purpose of equalities monitoring is to ensure that the Council is providing a fair and equitable service to all residents. This report looks at outcomes for all stages of education from early years to adult learning.

Outcomes of education for children can be measured in a variety of different ways – e.g. in terms of physical, social/emotional well-being and educational attainment. For the purpose of this equalities report outcomes are measured in terms of the latter; educational attainment at the end of each Key Stage including GCSE results.

Outcomes have been analysed in relation to end of key stage performance in tests and public examinations for the following equality groups (where possible):

- Sex
- Race
- National Curriculum Year Group (NCY) – relates to age
- Pupils in receipt of additional funding through the Pupil Premium grant.

The Pupil Premium grant was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after for more than 1 day, adopted from care or under special guardianship, and children of service personnel.

Outcomes in exclusions from school and adult education (Community Learning and Skills) are also reported.

## 2. Early Years

**Table 1: Foundation Stage (age 5) results for Bracknell Forest for 2016 by gender**

**% of children attaining the expected levels or above at the end of the Foundation Stage as measured by the Early Years Foundation Stage Profile (EYFSP) in Bracknell Forest in 2016**

EYFSP data is collected every year in June/July. The data in the table below was collected in July 2015 which falls within the financial year April 2016 to March 2017.

2016 EYFSP data			
Areas Of Learning	All	Girls	Boys
Communication & Language	86.7%	92.7%	80.5%
Physical Development	89.8%	95.4%	84%
PSED	88.5%	93.5%	83.4%
Literacy	77.7%	84.6%	70.5%
Maths	82.3%	86.5%	78%
Knowledge of the World	88.4%	92.7%	84%

Expressive Arts and Design	91.1%	96.1%	86%
Average Point score	35.8	37.2	34.4
GLD	74%	81.5%	66.5%

At the end of the Foundation Stage all children are assessed against a range of criteria in the Early Years Foundation Stage Profile. Results for 2016 showed attainment remained above the national average across all areas of the curriculum and the percentage of children achieving a Good Level of Development (GLD, expected or exceeding levels in the prime areas of learning plus literacy and mathematics) was 74% as compared to 69.3% nationally. This showed a 0.8% increase over 2015 and compared very favourably to other authorities in the country, placing Bracknell-Forest eighteenth out of 152 authorities, ninth in the South East and fourth when compared to our statistical neighbours.

Data in the table above shows that girls outperform boys in all areas of the curriculum and this is a national picture. The gap between the attainment of boys and girls in Bracknell Forest in 2016 was at 15% in line with the national figure.

The attainment of children who attract additional pupil premium funding is analysed and plans are put in place to support vulnerable children. In 2016, 52% of pupil premium children in Bracknell Forest attained a Good Level of Development and this was a 2% decrease over 2015 and in line with the national figure. The attainment of non pupil premium children in Bracknell Forest was 74% in 2016 giving a gap of 22%. Although the attainment of pupil premium children was the same nationally as in Bracknell Forest the attainment of non pupil premium children nationally was 70% (4% lower than in Bracknell Forest) producing a national gap of 18%. Maintaining high standards for all children remains a focus for Bracknell Forest along with improving the attainment of Pupil Premium children in particular and continuing to close the pupil premium gap.

#### EYFSP outcomes for children in Bracknell Forest in 2013 - 2016

	2013	2014	2015	2016
GLD	58%	63%	73.2%	74%
Pupil Premium attainment	33.9%	43.8%	54.0%	52%
Pupil Premium gap	26%	22%	21%	22%
Inequality gap	27.3%	25.1%	28%	26.2%
Gender gap	21%	16%	16%	14.7%

### 3. Key Stage 1 (Age 7)

**Table 3: Key Stage 1 results by Gender in academic year 2015-16 for the proportion of students reaching the expected standard**

Key Stage 1	Reading			Writing			Mathematics		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (all schools)	74	70	78	65	59	73	73	72	74
South East	75	70	78	66	66	74	74	76	73
<b>Bracknell Forest</b>	<b>77</b>	<b>74</b>	<b>80</b>	<b>68</b>	<b>63</b>	<b>74</b>	<b>76</b>	<b>77</b>	<b>74</b>

The local gap in attainment between boys and girls reflects precisely the same regional and national trend. Girls have continued to perform better than boys as has been the case in previous years.

**Table 4: Key Stage 1 results by Ethnicity for academic year 2015-16**

Reading	White		Mixed		Asian		Black		Chinese		All pupils	
	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS
England		74		76		76		76		80		74
South East		76		79		79		79		84		76
<b>Bracknell Forest</b>	<b>1249</b>	<b>75</b>	<b>80</b>	<b>86</b>	<b>108</b>	<b>94</b>	<b>41</b>	<b>76</b>	<b>6</b>	<b>100</b>	<b>1502</b>	<b>77</b>
Writing	White		Mixed		Asian		Black		Chinese		All pupils	
	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS
England		65		68		69		69		77		66
South East		66		70		72		71		82		67
<b>Bracknell Forest</b>	<b>1249</b>	<b>67</b>	<b>80</b>	<b>76</b>	<b>108</b>	<b>82</b>	<b>41</b>	<b>71</b>	<b>6</b>	<b>100</b>	<b>1502</b>	<b>68</b>
Mathematics	White		Mixed		Asian		Black		Chinese		All pupils	
	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS	No. of pupils	%EXS
England		73		74		75		71		88		73
South East		74		76		77		72		89		74
<b>Bracknell Forest</b>	<b>1249</b>	<b>75</b>	<b>80</b>	<b>84</b>	<b>108</b>	<b>87</b>	<b>41</b>	<b>61</b>	<b>6</b>	<b>100</b>	<b>1502</b>	<b>76</b>

**Key: %EXS: proportion of children reaching the expected standard**

A change in assessment measures has meant that it is difficult to compare outcomes for 2015-16 with those from previous years. Analysing these validated outcomes, children from a Black or Minority Ethnic family performed better across all assessed areas in comparison to national data. The same was true against South East measures except for those with a Black ethnicity.

**Table 5: Key Stage 1 Performance of Pupil Premium pupils – 2015-16**

	Attainment	Narrowed by	Gap
KS1 Reading EXS+	57%	not comparable with previous years	-24%
KS1 Writing EXS+	49%		-23%
KS1 Maths EXS+	58%		-21%

**Key: EXS+: proportion of children reaching the expected standard or higher**

The Level 2B+ Reading, Writing & Mathematics Combined gap in 2015 was -30%, and on this basis a target of -20% was set. Some progress has been made towards this target, but it is clearly still a concern.

## 4. Key Stage 2 (Age 10-11)

**Table 6: Key Stage 2 results by Gender in academic year 2015-16**

Key Stage 2	Reading			Mathematics			Grammar, Punctuation and Spelling		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (all schools)	66	63	70	70	70	70	73	68	78
South East	69	66	73	70	71	70	73	68	78
<b>Bracknell Forest</b>	<b>65</b>	<b>60</b>	<b>72</b>	<b>66</b>	<b>65</b>	<b>66</b>	<b>64</b>	<b>57</b>	<b>71</b>

The national trend in gap in attainment between boys and girls was mirrored in the local performance for the same groups. However, the margins were closer than in other parts of the country. Girls performed better than boys across all assessed areas.

**Table 7: Key Stage 2 results by Race for academic year 2015-16**

	White		Mixed		Asian		Black		Chinese		All pupils	
Reading	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS
England		67		69		64		63		76		66
South East		70		71		69		65		76		69
<b>Bracknell Forest</b>	<b>1109</b>	<b>65</b>	<b>74</b>	<b>76</b>	<b>80</b>	<b>73</b>	<b>37</b>	<b>49</b>	<b>3</b>	<b>100</b>	<b>1311</b>	<b>65</b>
	White		Mixed		Asian		Black		Chinese		All pupils	
Writing	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS
England		74		76		78		76		85		74
South East		74		77		79		77		83		75
<b>Bracknell Forest</b>	<b>1109</b>	<b>72</b>	<b>74</b>	<b>86</b>	<b>80</b>	<b>80</b>	<b>37</b>	<b>84</b>	<b>3</b>	<b>100</b>	<b>1311</b>	<b>75</b>
	White		Mixed		Asian		Black		Chinese		All pupils	
Mathematics	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS
England		69		71		75		69		92		70
South East		69		72		78		68		91		70
<b>Bracknell Forest</b>	<b>1109</b>	<b>65</b>	<b>74</b>	<b>72</b>	<b>80</b>	<b>78</b>	<b>37</b>	<b>51</b>	<b>3</b>	<b>100</b>	<b>1311</b>	<b>66</b>
	White		Mixed		Asian		Black		Chinese		All pupils	
Grammar, punctuation & spelling	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS	No. of Pupils	%EXS
England		72		75		80		76		92		73
South East		72		76		82		77		91		73
<b>Bracknell Forest</b>	<b>1109</b>	<b>61</b>	<b>74</b>	<b>76</b>	<b>80</b>	<b>82</b>	<b>37</b>	<b>73</b>	<b>3</b>	<b>100</b>	<b>1311</b>	<b>64</b>

**Key: %EXS: proportion of children reaching the expected standard**

The attainment at Key Stage 2 in Writing for Black pupils reflects a better local performance than their peers nationally. This reflects further improvement for this particular group where progress is evident in higher outcomes than previous years. Pupils from Black and Minority Ethnic families generally performed better than their peers across the region and in comparison to national averages across all assessed areas.

**Table 8: Key Stage 2 Performance of Pupil Premium (PP) pupils – 2015-16**

	Attainment	Narrowed by	Gap
KS2 Reading EXS+	41%	not comparable with previous years	-31%
KS2 Writing EXS+	61%		-18%
KS2 Maths EXS+	46%		-25%
Grammar, Punctuation & Spelling	46%		-22%
Combined R,W,M EXS+	29%		-29%

The combined Reading, Writing & Mathematics gap of 29.3%, is largely due to disappointing results in reading. Writing had been a key focus through the year, and this is reflected in the lower gap in writing and grammar, punctuation and spelling. Approaches to support PP pupils in reading were a focus of the three termly English Subject Leader meetings, and priority schools received additional moderation visits with a focus on PP pupils.

## 6. Key Stage 4 (GCSE)

In the tables below Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum. Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects. It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and Mathematics as a baseline.

**Table 9: Key Stage 4 - GCSE results 2015-16 by Gender**

Key Stage 4	Boys				Girls			
	Number of pupils at the end of key stage 4	Percentage of pupils at the end of key stage 4 achieving at GCSE and equivalents:			Number of pupils at the end of key stage 4	Percentage of pupils at the end of key stage 4 achieving at GCSE and equivalents:		
		A*-C in English and Maths GCSEs	Attainment 8	Average Progress 8		A*-C in English and Maths GCSEs	Attainment 8	Average Progress 8
England		59.4	47.8	-0.17		67.3	52.4	0.11
South East		61.9	48.7	-0.12		70.0	53.4	0.16
<b>Bracknell Forest</b>	<b>448</b>	<b>57.1</b>	<b>49.4</b>	<b>-0.01</b>	<b>498</b>	<b>65.2</b>	<b>53.4</b>	<b>0.20</b>

Girls generally performed better than boys across all reported areas. The performance of both boys and girls was better in Bracknell Forest than was the case nationally.

**Table 10: Key Stage 4 – GCSE results 2015-16 by Ethnicity**

% Achieving A* - C in English & Maths												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		63.0		62.9		68.1		59.8		84.3		63.3
South East		65.8		66.7		74.0		60.7		87.3		65.8
Bracknell Forest	946	61.1	49	69.4	41	78.0	26	69.2	4	100	1076	61.1

Average Attainment 8 Score per pupil												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		49.8		50.6		52.9		48.9		63.0		50.1
South East		50.7		52.1		55.6		49.6		64.1		51.0
Bracknell Forest	946	50.9	49	54.1	41	57.7	26	49.7	4	64.1	1076	51.4

Average Progress 8 Score												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils		No. of Pupils	
England	-0.09		-0.04		0.31		0.17		0.68		-0.03	
South East	-0.02		0.04		0.41		0.32		0.70		0.02	
Bracknell Forest	946	0.05	49	0.21	41	0.78	26	0.06	4	0.88	1076	0.09

As observed from the above table, the result of relative small cohorts can have an impact on statistical data. The Asian cohort includes a number of pupils who joined their secondary school during, rather than at the start of, a key stage. However, these results not only demonstrate the continuing trend from the previous year of pupils but also represent a higher level of performance of all groups of pupils from Black and Minority Ethnic backgrounds in Bracknell Forest in comparison to their peers across the South East as well as nationally.

This is further evidence of the work of the Virtual School and its effective partnership and support for local schools in not only meeting the needs of such pupils but also assisting schools to develop their provision to ensure that gifted EAL pupils are not held back on the basis of their additional language(s) but are encouraged to work to their potential if not exceed it.

**Table 11: Key stage 4 Performance of Pupil Premium (PP) pupils**

	2015-16			
	PP	Non-PP	Gap	Narrowed by
Attainment 8	42.7	52.9	-10.2 (one grade)	not comparable with previous years
Progress 8	-0.21	+0.15	-0.36 (1/3 grade)	
% A*-C English and maths	39%	65%	-26%	
% A*-C EBacc	7%	25%	-18%	

Due to changes in performance measures, it is not possible to compare the size of the gap with that of last year. However, the gap between PP pupils and their peers at KS4 remains a concern. Three priority secondary schools were identified in 2016-17, and the Council commissioned external Pupil Premium reviews in these schools.



## 7. Exclusions

Where the behaviour of a pupil in school is unacceptable they may be excluded from a school, either temporarily or, in extreme cases, permanently. Exclusion data is analysed by sex, by age (via year group) and by ethnicity.

Nearly 18,000 children attend Bracknell Forest maintained schools.

**Table 12: Permanent Exclusions 2012/13 to 2016/17**

	2012/13	2013/14	2014/15	2015-16	2016/17
<b>Total number of pupils</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3*</b>	<b>7</b>
<b>Sex</b>					
Male	4	1	1	3*	7
Female	1		1		
<b>Year Group</b>					
3				1	
4				1	
5					1
6					
7					
8					
9				1*	3
10	4	1	1		3
11	1		1		
<b>Race</b>					
Race of pupils excluded	White	White Other	White	White	White
Proportion of excluded pupils	100%	100%	100%	100%	100%
Proportion in school population	82.1%	5.1%	80.5%	79.4%	78.7%

*\* NB: One of these exclusions is from a Bracknell Forest school; however the pupil resides in a neighbouring Local Authority (LA). For DfE statistical purposes the permanent exclusion counts against the home LA*

The number of exclusions is low in the last 5 academic years as a result of schools having new ways to manage exclusions. It should be noted that the number of permanent exclusions is very small and this can lead to large swings in percentages. For this reason, the data should be viewed with caution. Historically more boys have been excluded than girls. The latest published figures from the Department for Education show

that, nationally, the permanent exclusion rate for boys was higher than that for girls. The increase in exclusions last year is also in line with national data which shows an increase in the use of exclusion.

In terms of race, again with a relatively small data set, it is difficult to determine trends, but over the past 5 years all permanently excluded pupils were of White British ethnicity, with the exception of one child excluded child of 'White Other ethnicity' in 2013/14.

## 8. Community Learning

Bracknell Forest Council's adult education provision is managed by the Community Learning team. The service includes a programme of courses and workshops designed to:

- develop skills for people aiming to increase their economic activity
- encourage people to live active and healthy lifestyles and contribute to the community
- support and promote digital inclusion.

Through sub-contracts and service level agreements (SLAs), the service works in partnership with two community organisations as well as Bracknell Forest schools and children's centres. This enhances the breadth of engagement with adults who may not have otherwise previously participated in adult education.

### Access

**Table 13: Adult Learners by Sex (April 2016 - March 2017)**

<b>Gender of Adult Learners 2016/17 compared with Bracknell Forest adult population</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Bracknell Forest Adult population* %</b>	<b>Variance</b>
Female	2,395	78%	49%	+29%
Male	669	22%	51%	-29%
<b>Total</b>	3,064			

\*ONS Mid-2016 estimates

The 78% to 22% split between female and male learners using our service mostly corresponds to figures for adult learning across the country. This ratio has remained broadly similar over several years even though the gender split across Bracknell Forest, South East and the UK is 49% female to 51% male.

**Table 14: Adult Learners by Age band**

<b>Age band of Adult Learners 2016/17</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Bracknell Forest Adult population* %</b>	<b>Variance</b>
16-18	2	0.1%		
19-24	131	4%	7.9%	-3.9%
25-39	1,395	46%	28%	+18%
40-59	1,066	35%	38.9%	-3.9%
60 plus	432	14%	25.2%	-11.2%
Unknown	38	1%		
<b>Total</b>	3,064			

\*ONS Mid-2016 estimates

Our service has a larger proportion of adults in the 25-39 category than the Bracknell Forest and national adult population figures. This variance has increased in 2016/17 as more learners in this age group access our services following a renewed focus on unemployed job seekers.

**Table 15: Adult Learners by Ethnicity**

<b>Ethnicity of Adult Learners 2016/17 compared with Bracknell Forest Population</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Total Bracknell Forest population* %</b>	<b>Variance</b>
Asian/Asian British	199	6%	4.7%	+1.3%
Black/Black British	64	2%	1.8%	+0.2%
Mixed	53	2%	1.3%	+0.7%
White	2,561	84%	91.5%	-7.5%
Other/Not provided	187	6%	0.4%	+5.6%
<b>Total</b>	<b>3,064</b>			

\*National Population Census 27 March 2011

The proportion of adult learners is broadly in line with the local Bracknell Forest population. However a variance can be seen with the 'White' and 'Other ethnic minority' learners where the service has engaged with a significantly larger proportion of learners in the other ethnic minority category. Our English Language Café continues to be successful for speakers of other languages who want to improve their English speaking skills, which allows learners to integrate into society.

**Table 16: Adult Learners by Disability**

<b>Adult Learners 2016/17 by Disability (self declaration)</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Limiting Long Term Illness in Bracknell Forest population %</b>	<b>Variance</b>
Has a learning difficulty / disability	479	16%	15%	+1%
Does not have a learning difficulty / disability	2,217	72%	85%	-13%
Not declared	368	12%		
<b>Total</b>	<b>3,064</b>			

\*National Population Census 27 March 2011

The data suggests that our service reaches a slightly higher proportion of people with a self-declared disability than in the general population. However, an eighth of our learners have chosen not to declare; this could be that these learners have a disability but prefer not to disclose this information.

## Outcomes

Achievement rates for people enrolling in adult learning courses are measured in terms of whether learners have met the course learning objectives. Some 13% of courses, such as English, Retail, Customer Service, Hospitality, Food Safety and Health & Safety lead to a recognised qualification.

**Table 17: Levels of achievement by Sex**

<b>Adult Learners - % of people enrolled who achieved their goals</b>		
	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,542	95.7%
Female	2,759	95.6%
Male	783	96.0%

**Table 18: Levels of achievement by Age band**

	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,542	95.7%
19-24	153	94.7%
25-39	1,575	96.7%
40-59	1,289	95.4%
60 plus	483	95.4%
Unknown	40	

**Table 19: Levels of achievement by Ethnicity**

	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,542	95.7%
Asian	243	96.1%
Black	78	97.7%
Mixed	59	99.3%
Other	208	98.0%
White	2,954	95.5%

**Table 20: Levels of achievement by Disability**

	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,542	95.7%
Has a learning difficulty / disability	596	94.6%
Does not have a learning diff. / dis.	2,556	96.1%
Not declared	390	95.2%

In comparison to 2015-16, our overall achievement rate has increased by 2%. Levels of achievement by BME groups are above the average for the population as a whole. Achievement by White learners is 0.2% below our average achievement.

## 9. Conclusion

The data highlights some differences in the achievement of different groups of pupils, students and learners across the different stages of education. Work continues to understand the reasons for, and address, these differential performances in the context of raising achievement for all.

There are approximately 2500 pupils in receipt of Pupil Premium (PP) attending Bracknell Forest schools and the additional funding they bring into the borough is in the region of £3+m. The gap between their achievement and the achievement of other pupils is closing, but the pace of change needs to be accelerated. Some schools have had a significant impact on closing the gap in achievement, but in others there has been little change.

This is a priority area for the Learning and Achievement branch with a detailed strategy which includes actions such as strengthening school leadership and governance as well as a range of activity which is specifically related to use of the grant. As a result of concerns in 2015-16 a plan was put in place for 2016-17. Council officers joined an Ofsted led working group to identify solutions and approaches which were shared during the year via PP Network Meetings for school leaders. Priority schools were identified, and the Council commissioned external PP Reviews in nine priority primary schools. Nearly all primary schools attended a conference in July to hear from national leaders about successful approaches to closing the gap. PP outcomes are challenged at termly attached adviser visits to schools, as are key indicators for categorising schools according to the School Improvement Strategy.

## 10. Other Performance indicators related to specific groups

Table 21: Other Annual Performance indicators related to specific groups

Ind. Ref	Short Description	2011/12 (Financial year)	2012/13 (Financial year)	2013/14 (Financial year)	2014/15 (Financial year)	2015-16 (Financial year)	2016/17 (Financial year)
L153	Looked after children reaching level 4 in reading at Key Stage 2	100%	0%	50%	80%	86%	100%
L154	Looked after children reaching level 4 in Maths at Key Stage 2	0%	0%	50%	80%	60%	100%
L190	Looked after children reaching level 4 in writing at Key Stage 2	-	-	50%	80%	86%	100%
L155	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	11%	0%	7%	13%	33%	33%
NI 102.1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2	28%	18%	20%	26%	22%	31%
NI 102.2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4	24%	32%	32%	32%	31%	26%
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)	5.6%	6.0%	4.0%	4.1%	4.0%	3.9%
L 195	Children who achieve or exceed levels of attainment at the end of the Foundation Stage in all of the Early Learning Goals for Communication and Language, Physical Development, Personal Social and Emotional development, Literacy and Mathematics	-	-	57.6%	63.0%	73.2%	74.0%