

**Special Educational Needs and Disability (SEND) Partnership Board  
Performance Dashboard**

**Kingston upon Thames**

**Q3 2020/21**

**Reporting period: Oct - Dec 2020**

## Key Performance Indicators – summary 2020/21 Q3:



Legend (with exceptions):

- G At or above target
- A Below target and moving towards target
- R Below target and not moving towards target
- not yet collected* Not yet collected

## What is working well?

- Parents and carers found more time to be involved in co-production work / giving feedback for which we are very grateful
- Another 42 local specialist places were delivered for this academic year
- Low representation of SEND in exclusion data
- One amber KPI in the Finance Section (!)

## What are we concerned about?

- Lack of data:
  - Achievement data for academic year 2019/2020 and 2020/21
  - SEN Support data
- Timeliness of social care advice in EHC assessment process
- Next Steps interviews and vocational pathway opportunities impacted by COVID
- Plateau / slight rise in % of EHC plans in independent special school sector
- Waiting times
- Impact of COVID on needs

## Finance

Outcome: The needs of children and young people with SEND are met by multi-agency services that deliver excellent value for money and operate within the funding provided within the high needs block of the Dedicated Schools Grant.

| 1   | Key performance indicator  | Good                   | Target     | 18/19                | 19/20      | 20/21 Q1   | 20/21 Q2   | 20/21 Q3   | 20/21 Q4 | Q3 RAG                   | Q3 Trend |
|-----|--|------------------------|------------|----------------------|------------|------------|------------|------------|----------|--------------------------|----------|
| 1.1 | Forecast funding gap in the <b>High Needs Block</b> of the <b>Dedicated Schools Grant</b> (DSG)            | <i>Lower is better</i> | £2.459m    | £4.080m <sup>1</sup> | £6.041m    | £6.231m    | £6.929m    | £6.870m    |          | R                        | ↑        |
| 1.2 | Average cost of an <b>Education, Health and Care Plan</b> (EHCP)   | <i>Lower is better</i> | £20,347    | £23,132              | £22,147    | £23,329    | £22,103    | £21,308    |          | A                        | ↓        |
| 1.3 | Average cost of an <b>in-borough</b> special school placement (maintained and academy)                     | <i>Lower is better</i> | £22,400    | £25,456              | £27,865    | £27,681    | £29,293    | £29,325    |          | R                        | ↑        |
| 1.4 | Average cost of an <b>out-borough</b> special school placement (maintained and academy)                    | <i>Lower is better</i> | £25,728    | £29,237              | £29,423    | £29,527    | £31,008    | £30,948    |          | R                        | ↑        |
| 1.5 | Average cost of an <b>independent special school placement</b>   | <i>Lower is better</i> | £33,750    | £38,351              | £36,673    | £36,564    | £39,356    | £40,703    |          | R                        | ↑        |
| 1.6 | % of spend in: <b>the independent, non-maintained</b> special school and <b>independent college</b> sector | <i>Lower is better</i> | 25%        | 30.18%               | 28.25%     | 26.25%     | 26.78%     | 29.68%     |          | R                        | ↑        |
| 1.7 | tbc confirmed, relating to <b>CCG / health spend</b>   | <i>tbc</i>             | <i>tbc</i> | <i>tbc</i>           | <i>tbc</i> | <i>tbc</i> | <i>tbc</i> | <i>tbc</i> |          | <i>not yet collected</i> | x        |

<sup>1</sup> Includes theoretical repayment of £3m “advance” from the Department for Education.

## Quality

Outcome: Children and young people with SEND and their parents and carers have access to the highest quality support and services, which respond to their needs in a coherent and coordinated way through effective multi-agency assessments, plans, reviews and funding arrangements.

| 2   | Key performance indicator  | Good                    | Target             | 18/19                    | 19/20                  | 20/21 Q1   | 20/21 Q2  | 20/21 Q3  | 20/21 Q4 | Q3 RAG | Q3 Trend |
|-----|--|-------------------------|--------------------|--------------------------|------------------------|--|---|---|----------|--------|----------|
| 2.1 | Proportion (%) <b>increase or decrease in number of EHCPs</b> - quarterly comparison                             | <i>Lower is better</i>  | 8.3%               | 11.4%                    | 11.5%                  | 2.5%   | 1.4% <sup>2</sup>   | 1.1% <sup>3</sup>   |          | A      | ↓        |
| 2.2 | Proportion (%) of <b>EHCPs assessed to be good or better</b> by internal <b>QA process</b> <sup>4</sup>          | <i>Higher is better</i> | 70%                | <i>not yet collected</i> | 48.1%                  | 86%<br>(7 Plans were audited)  | 79%<br>(94/119 plans audited)   | 85%<br>(88/103 plans audited)   |          | A      | ←        |
| 2.3 | Proportion (%) of parents who feel that their <b>SEN Support / EHCP will help their child make good progress</b> | <i>Higher is better</i> | 70%                | <i>not yet collected</i> | SEN: 71%<br>EHCPs: 92% | <b>SEN support</b><br>no responses as we do a big push during Spring term<br><b>EHCPs: 100%</b> (10 responses) | <b>SEN support</b><br>no responses as we do a big push during Spring term<br><b>EHCPs: 100%</b> (2 responses) | <b>SEN support</b><br>no responses as we do a big push during Spring term<br><b>EHCPs: 80%</b> (12 out of 15 responses) |          | A      | x ↓      |
| 2.4 | Proportion (%) of pupils in Kingston schools who are in receipt of <b>SEN Support</b> .                          | <i>Higher is better</i> | 11.9% <sup>5</sup> | 8.0%                     | 9.7%                   | 8.6% <sup>6</sup>  | 8.6%  | 8.5% <sup>7</sup>   |          | A      | ↓        |
| 2.5 | Proportion (%) of <b>SEND appeal cases</b> that are agreed in favour of the local authority.                     | <i>Higher is better</i> | 15%                | 15.4%                    | 3.1%                   | 0%<br>(2 appeals struck out, and 6 cases agreement negotiated before hearing)                                  | 0%<br>(3 conceded, 2 negotiated agreement and 1 withdrawn)  | 0%<br>(1 conceded, 3 negotiated agreement and 2 in favour of parent)  |          | A      | ←        |

<sup>2</sup> Looking at % change from 1 July 2020 - 30 September 2020

<sup>3</sup> Looking at % change from 1 October to 31 December 2020

<sup>4</sup> The process was reviewed in February 2020.

<sup>5</sup> National average.

<sup>6</sup> According to January 2020 School Census, due to COVID19 the summer school census (May Census) has been cancelled.

<sup>7</sup> Based on Autumn 2020 School Census ( held in October 2020)

## Local provision

Outcome: Children and young people with SEND benefit from provision that enables their education, health and care needs to be met locally wherever possible.

| 3   | Key performance indicator  | Good                    | Target | 18/19        | 19/20        | 20/21 Q1         | 20/21 Q2                   | 20/21 Q3               | 20/21 Q4 | Q3 RAG            | Q3 Trend |
|-----|--|-------------------------|--------|--------------|--------------|------------------|----------------------------|------------------------|----------|-------------------|----------|
| 3.1 | % of pupils with RBK EHCPs <b>supported in mainstream Early Years settings and schools</b> (not SRPs)  | <i>Higher is better</i> | 35%    | 32.6%        | 31.9%        | 33.6%            | 30.9%                      | 32.2%                  |          | A                 | ↑        |
| 3.2 | Proportion (%) of pupils with RBK EHCPs <b>supported in independent and non-maintained special schools</b>   | <i>Lower is better</i>  | 9%     | 13.5%        | 10.9%        | 10.4%            | 9.9%                       | 10.3%                  |          | A                 | ↑        |
| 3.3 | Number of <b>additional school places</b> delivered in specialist resource provisions and special schools.   | <i>Higher is better</i> | 49     | 35           | 49           | 49 <sup>8</sup>  | 42 <sup>9</sup>            | 42                     |          | G                 | ←        |
| 3.4 | Proportion (%) of clients <b>waiting more than 18 weeks</b> from referral to start of <b>occupational therapy</b>                                    | <i>Lower is better</i>  | 10%    | 6%           | 16%          | ? <sup>10</sup>  | 13.3% (4/30) <sup>11</sup> | 66.6% (10/15)          |          | R                 | ↑        |
| 3.5 | Proportion (%) of clients <b>waiting more than 18 weeks</b> from referral to start of <b>physiotherapy</b>   | <i>Lower is better</i>  | 10%    | 14%          | 10%          | ?                | 13.0% (3/23) <sup>12</sup> | 36.4% (4/11)           |          | R                 | ↑        |
| 3.6 | Proportion (%) of clients waiting <b>more than 4 weeks</b> for <b>first speech and language appointment</b>  | <i>Lower is better</i>  | tbc    | 43%          | 81.1%        | ?                | tbc                        | tbc                    |          | R                 | ←        |
| 3.7 | Proportion (%) of clients waiting <b>more than 16 weeks</b> for <b>first speech and language appointment</b>   | <i>Lower is better</i>  | tbc    | 20%          | 53%          | ?                | tbc                        | tbc                    |          | R                 | ↑        |
| 3.8 | Proportion (%) of cases seen within <b>8 weeks</b> target from choice assessment to partnership (treatment start) for <b>CAMHS (Tier 2) services</b> | <i>Higher is better</i> | 100%   | 29% (52/162) | 28% (93/334) | 4% (1 out of 23) | 4% (1 out of 25)           | data not yet available |          | not yet collected | X        |
| 3.9 | Proportion (%) of CYP seen within <b>8 weeks</b> of referral to <b>CAMHS (Tier 3) first assessment</b>   | <i>Higher is better</i> | 80%    | 93.3%        | 85%          | not collected    | 73% (47/64)                |                        |          | R                 | ↓        |

<sup>8</sup> represents full year academic year 2019/20.

<sup>9</sup> represents full year academic year 2019/20

<sup>10</sup> Between April and June 2020, OT received 29 referrals and 1 appointment was offered. NB impact of COVID

<sup>11</sup> This figure has been updated to include September figures which were unavailable for Q2 reporting

<sup>12</sup> This figure has been updated to include September figures which were unavailable for Q2 reporting

# Engagement

Outcome: Children and young people with SEND and their parents and carers are listened to and engaged in the design and delivery of strategies, services and the support provided to them; parents and carers are part of the team supporting their child and their views and knowledge informs all professional decision-making.

| 4   | Key performance indicator  | Good             | Target | 18/19 | 19/20 | 20/21 Q1   | 20/21 Q2  | 20/21 Q3  | 20/21 Q4 | Q3 RAG             | Q3 Trend |
|-----|--|------------------|--------|-------|-------|--|---|---|----------|--------------------|----------|
| 4.1 | Proportion (%) of SEND commissioning activities and service developments where there is <b>co-production with parents and carers</b>                             | Higher is better | 70%    | n/a   | 80%   | focus on services under COVID  | focus on services under COVID   | 80%   |          | A                  | ←        |
| 4.2 | Proportion (%) of SEND commissioning activities and service developments where there is <b>co-production with children and young people</b>                      | Higher is better | 70%    | n/a   | 80%   | focus on services under COVID  | focus on services under COVID   | 80%   |          | A                  | ←        |
| 4.3 | Proportion (%) of <b>parents and carers who are satisfied with their engagement</b> in developing their child's SEN Support / EHCP                               | Higher is better | 70%    | 63%   | 77%   | <b>SEN support</b><br>no responses as we do a big push during Spring term<br><b>EHCPs:</b> 100% (10 responses) | <b>SEN support</b><br>no responses as we do a big push during Spring term<br><b>EHCPs:</b> 100% (2 responses) | <b>SEN Support:</b> not collected (will be collected in Q4)<br><b>EHCPs:</b> 91% (10 out of 11 responses)   |          | not collected<br>A | X ←      |
| 4.4 | Proportion (%) of <b>parents and carers who are satisfied with their engagement in the annual review</b> of their child's EHCP                                   | Higher is better | 70%    | n/a   | 75%   | 100% (2 responses)   | 67% (2 out of 3 responses)  | <b>SEN Support:</b> not collected (will be collected in Q4)<br><b>EHCPs:</b> 100% (4 out of 4 responses)  |          | A                  | ←        |
| 4.5 | Proportion (%) of <b>children and young people with SEND who report that their engagement has been positive</b> and they are happy with their SEN Support / EHCP | Higher is better | 55%    | 50%   | 64%   | <b>SEN support</b><br>not collected<br><b>EHCPs</b> 75% (3 out of 4)   | <b>SEN support</b><br>not collected<br><b>EHCP:</b> no responses from CYP in this Q                           | <b>SEN support</b><br>not collected<br><b>EHCP:</b><br><b>Engagement is positive:</b> 100% (6 out of 6 CYP)<br><b>Happy with EHCP:</b> 50% (3 out of 6 CYP) |          | not collected<br>A | X ←      |

## Processes<sup>13</sup>

Outcome: Children and young people with SEND and their parents and carers are supported by efficient, accessible and understandable processes which ensure that their needs can be met in a timely way by the most appropriate multi-professional services.

| 5   | Key performance indicator  | Good                    | Target | 18/19                    | 19/20 | 20/21 Q1   | 20/21 Q2                                | 20/21 Q3                                | 20/21 Q4 | Q3 RAG                   | Q3 Trend |
|-----|--|-------------------------|--------|--------------------------|-------|--|---|---|----------|--------------------------|----------|
| 5.1 | Proportion (%) of <b>health advice received within 6 weeks</b> of the agreement to an EHCP assessment                        | <i>Higher is better</i> | 95%    | 42%                      | 50.0% | 54.5%<br>(30/55)   | 43.0%<br>(40/93)                        | 76.4%<br>(94/123)                       |          | A                        | ↑        |
| 5.2 | Proportion (%) of <b>social care advice received within 6 weeks</b> of the agreement to an EHCP assessment                   | <i>Higher is better</i> | 95%    | <i>not yet collected</i> | 43.8% | 29.1%<br>(16/55)   | 32.1%<br>(9/28)                         | 18.5%<br>(5/27)                         |          | R                        | ↓        |
| 5.3 | Proportion (%) of <b>EHCPs completed within 20 weeks</b>   | <i>Higher is better</i> | 95%    | 82.9%                    | 97%   | 98.1%<br>(52/53)   | 87.5%<br>(47/54)                        | 90%<br>(46/51)                          |          | A                        | ↓        |
| 5.4 | Proportion (%) of <b>annual reviews for EHCPs</b> completed within statutory timescales <sup>14</sup>                        | <i>Higher is better</i> | 75%    | <i>not yet collected</i> | 81%   | collection method being improved                               | collection method being improved        | collection method being improved        |          | <i>not yet collected</i> | ×        |
| 5.5 | Proportion (%) of <b>two-year-old health visitor checks</b> completed (and of these using the ages and stages questionnaire) | <i>Higher is better</i> | 64%    | 54.2%                    | 54.2% | 48.5%<br>(276 children, 96.5% has ASQ completed) <sup>15</sup> | 41.1%<br>(221 children, 87.7% used ASQ) | 51.0%<br>(255 children, 95.1% used ASQ) |          | R                        | ↑        |
| 5.6 | Proportion (%) of open casework where there has been a <b>complaint about the EHCP process</b> <sup>16</sup>                 | <i>Lower is better</i>  | 0.5%   | 0.9%                     | 2.5%  | 0.1%<br>(1 complaint)  | 0.4%<br>(5 complaints)                  | 0%<br>(0 complaints)                    |          | A                        | ←        |

<sup>13</sup> collectable and meaningful measure for impact of foetal alcohol syndrome still to be identified

<sup>14</sup> While the general guideline is to have these issued within 16 weeks, our aim is to complete Annual Reviews within 4 weeks, and 16 weeks only if further advice and consultation is required.

<sup>15</sup> Q1 revised figures including tele and web contacts

<sup>16</sup> 10 complaints received in the whole of 2018/19, 32 complaints in 2019/20.



# Workforce

Outcome: Children and young people with SEND are supported by well-trained professionals who work effectively together and use evidence to inform their work and deliver positive outcomes.

| 6   | Key performance indicator   | Good                    | Target            | 18/19                    | 19/20                | 20/21 Q1                                     | 20/21 Q2          | 20/21 Q3           | 20/21 Q4 | Q3 RAG                   | Q3 Trend |
|-----|---|-------------------------|-------------------|--------------------------|----------------------|--|-------------------|--------------------|----------|--------------------------|----------|
| 6.1 | Proportion (%) of CYP reviewed by the Education Inclusion Service who <b>are supported to remain in mainstream</b> primary / secondary education.                                     | <i>Higher is better</i> | 95%/80%           | <i>not yet collected</i> | 98%/96%              | 100%/100%                                    | 82%/100%          | 91% / 100%         |          | A                        | ↑        |
| 6.2 | Proportion (%) of <b>fixed term and permanent exclusions</b> that relate to a CYP with SEND <sup>17</sup>   | <i>Lower is better</i>  | 44% <sup>18</sup> | 33%<br>(177/(523+8))     | 39%<br>(210/(529+9)) | 1 child with EHCP was excluded <sup>19</sup> | 50%<br>(20 of 40) | 25%<br>(30 of 119) |          | G                        | ↑        |
| 6.3 | Proportion (%) of <b>professionals who complete multi-agency training</b> on improving outcomes for children and young people with SEND.  | <i>Higher is better</i> | <i>tbc</i>        | <i>tbc</i>               | <i>tbc</i>           | <i>tbc</i>                                   | <i>tbc</i>        |                    |          | <i>not yet collected</i> | X        |
| 6.4 | Proportion (%) of the <b>multi-professional SEND workforce who self-assess to be confident</b> and competent at achieving excellent services for children and young people with SEND. | <i>Higher is better</i> | <i>tbc</i>        | <i>tbc</i>               | <i>tbc</i>           | <i>tbc</i>                                   | <i>tbc</i>        |                    |          | <i>not yet collected</i> | X        |
| 6.5 | Proportion (%) of <b>posts in the multi-professional SEND workforce that are vacant</b> or covered by an agency worker.   | <i>Lower is better</i>  | <i>tbc</i>        | <i>tbc</i>               | <i>tbc</i>           | <i>tbc</i>                                   | <i>tbc</i>        |                    |          | <i>not yet collected</i> | X        |

<sup>17</sup> method of calculation: number of exclusions for CYP with EHCP+ SEN support / (all fixed exclusions + all permanent exclusions).

<sup>18</sup> National average 44% (Proportion of exclusion for children with SEND)

<sup>19</sup> Year 4 child with EHCP excluded (child attended school during COVID19 closure).

**Transitions** Outcome: Children and young people with SEND have positive transitions between schools and services that maximise their independence and prepares them for successful adulthood; they are supported by a local community that values diversity and promotes inclusive opportunities.

| 7   | Key performance indicator   | Good                    | Target | 18/19        | 19/20                        | 20/21 Q1                      | 20/21 Q2                     | 20/21 Q3                     | 20/21 Q4 | Q3 RAG   | Q3 Trend |
|-----|---|-------------------------|--------|--------------|------------------------------|-------------------------------|------------------------------|------------------------------|----------|----------|----------|
| 7.1 | Proportion (%) of CYP <b>with EHCP</b> in Yr 7&8 <b>who did not have an EHCP</b> in Yr 5 and 6  | <i>Lower is better</i>  | 6.0%   | 4%           | 3.0%                         | 2.8%<br>(6/214)               | 4.2%<br>(9/216)              | 2.3%<br>(5/220)              |          | <b>G</b> | ↓        |
| 7.2 | Proportion (%) of young people with EHCPs (post-16) <b>who are supported in FE</b>  | <i>Higher is better</i> | 50%    | not recorded | 47%                          | 47%(151/<br>324)              | 47.6%<br>(191/401)           | 44%<br>(172/392)             |          | <b>A</b> | ↓        |
| 7.3 | Proportion(%) of young people <b>with EHCPs</b> (post-16) who are <b>in vocational pathways</b>   | <i>Higher is better</i> | 12%    | not recorded | 10.3% (35<br>YP)             | 9.6% (31<br>YP)               | 6.7% (27<br>YP)              | 7.9% (31<br>YP)              |          | <b>R</b> | ↑        |
| 7.4 | Proportion (%) of young people <b>with EHCPs</b> (16 and 17 years) who are <b>not in education, training or employment (NEET)</b> <sup>20</sup>       | <i>Lower is better</i>  | 3.5%   | not recorded | 3.5%<br>(5 young<br>people)  | 5.1%<br>(10 young<br>people)  | 5.1% (10<br>young<br>people) | 5.1% (10<br>young<br>people) |          | <b>R</b> | ←        |
| 7.5 | Proportion (%) of young people <b>with SEN Support</b> (16 and 17 years) who are <b>not in education, training or employment (NEET)</b> <sup>21</sup> | <i>Lower is better</i>  | 4.3%   | not recorded | 4.3%<br>(12 young<br>people) | 4.5%<br>(13 young<br>people)  | 4.5%<br>(13 young<br>people) | 4.5%<br>(13 young<br>people) |          | <b>R</b> | ←        |
| 7.6 | Proportion of young people with SEND in <b>Year 10 who had a Next Steps interview</b> by the end of the academic year (2019/20)                       | <i>Higher is better</i> | 75%    | not recorded | 50%<br>(85 CYP)              | 18%<br>(31 CYP) <sup>22</sup> | 5%<br>(9 CYP)                | 0 <sup>23</sup>              |          | <b>R</b> | ↓        |

<sup>20</sup> This is an annual measure, in Kingston there were actually **10** NEET young people, of whom 3 were seeking education or employment and 7 were NEET due to illness or other factors.

<sup>21</sup> For comparison: London NEET with EHCP is 6.7% (423) and SEN Support 7.8% (890), NEET is calculated once a year and data provided here is 3 months average.

<sup>22</sup> The team continued throughout lockdown with phone interviews but these are more intensive to set up without the intervention of schools, families more likely not to engage and some schools did not share phone numbers/publicise the offer.

<sup>23</sup> No delivery took place with Year 10s in Q3 as we prioritised Year 11 SEND learners to support them in making post 16 choices and applications for September 2021. We are contacting schools now (early January) with the offer for Year 10s EHCP and SEN Support (and Year 9s in special schools and SRP mainstream) for virtual delivery over Q4.

## Academic Progress (NB no data up to Key Stage 4 for 2019/20 or 2020/21)

Outcome: Children and young people with SEND participate, enjoy and achieve well in education so that they are able to fulfil their individual potential.

| 8   | Key performance indicator   | Good                    | 2017/18 |                          |          | 2018/19 |                          |          | RAG<br>SEN support<br>/EHCPs |
|-----|---|-------------------------|---------|--------------------------|----------|---------|--------------------------|----------|------------------------------|
|     |   |                         | England | London                   | Kingston | England | London                   | Kingston |                              |
| 8.1 | Key Stage 1 to Key Stage 2 VA <sup>24</sup> scores, <b>reading: SEN Support EHCPs</b> | <i>Higher is better</i> | -1.0    | -0.2                     | -0.20    | -1.00   | -0.2                     | -0.8     | G                            |
|     |   |                         | -3.8    | -3.1                     | 0.20     | -3.6    | -2.7                     | -5.1     | R                            |
| 8.2 | Key Stage 1 to Key Stage 2 VA scores, <b>writing: SEN Support EHCPs</b>               | <i>Higher is better</i> | -1.8    | -0.8                     | -2.2     | -1.7    | -0.7                     | -1.9     | A                            |
|     |   |                         | -4.1    | -3.2                     | -2.1     | -4.3    | -2.7                     | -5.7     | R                            |
| 8.3 | Key Stage 1 to Key Stage 2 VA Scores, <b>maths: SEN Support EHCPs</b>                 | <i>Higher is better</i> | -1.0    | 0.10                     | 0.0      | -1.0    | 0.1                      | -0.5     | G                            |
|     |   |                         | -3.8    | -2.80                    | -1.3     | -4.0    | -2.6                     | -6.3     | R                            |
| 8.4 | Pupils achieving expected level of <b>RWM by end Key Stage 2:</b>                     | <i>Higher is better</i> | 24.0    | 31.0                     | 29.0     | 25.0    | 33.0                     | 32.0     | G                            |
|     |   |                         | 9.0     | 10.0                     | 19.0     | 9.0     | 12.0                     | 12.0     | G                            |
| 8.5 | <b>Progress 8<sup>25</sup> scores:</b>  | <i>Higher is better</i> | -0.43   | -0.26                    | -0.02    | -0.43   | -0.26                    | -0.55    | R                            |
|     |   |                         | -1.09   | -0.88                    | -0.43    | -1.17   | -0.98                    | -0.80    | G                            |
| 8.6 | <b>Attainment 8 scores:</b>   | <i>Higher is better</i> | 32.2    | 34.7                     | 38.2     | 32.6    | 35.7                     | 34.2     | R                            |
|     |   |                         | 13.5    | 16.1                     | 21.5     | 13.7    | 15.8                     | 14.6     | G                            |
| 8.7 | Proportion (%) of <b>19 year olds</b> qualified to <b>L2:</b>                         | <i>Higher is better</i> | 35.9%   | Stat neighbours<br>45.1% | 44.4%    | 35.9%   | Stat neighbours<br>44.5% | 35.7%    | G                            |
|     |   |                         | 15.0%   | 20.0%                    | 29.5%    | 14.9%   | 19.6%                    | 25.0%    | G                            |
| 8.8 | Proportion (%) of <b>19 year olds</b> qualified to <b>L3:</b>                         | <i>Higher is better</i> | 31%     | Stat neighbours<br>42.3% | 36%      | 30.7%   | Stat neighbours<br>37.2% | 34.3%    | G                            |
|     |   |                         | 13%     | 17.5%                    | 25%      | 12.5%   | 16.3%                    | 16.2%    | G                            |

<sup>24</sup> Value Added is a measure of progress / change over time, as opposed to "attainment" which is a measure of the absolute level of achievement.

<sup>25</sup> Progress 8 compares pupils' key stage 4 results to those of other pupils nationally with similar prior attainment, across 8 GCSE subjects

