

# JSNA Review - Prioritisation Tool

## Priority Topic: Educational performance of disadvantaged children

	Score	High 10 points	Medium 5 points	Low 1 point	Zero 0 points	Score	Weighting	What's the evidence?
	Criteria							
Estimated Level of Need	Level of need – Volume	Topic covers an estimated <u>large 'in need' population</u> (>25,000 people).	Topic covers an estimated <u>medium sized 'in need' population</u> (10,000 – 24,999).	Topic covers an estimated <u>small 'in need' population</u> (<10,000).	-	Low - 1 point	1.5	[0-17 mid 2012 population estimate for Warks - 111,872 2014 Spring School Census – Reception to Year 13: 75,104]  <b>FSM 4-17 = 7600(approximately) + LAC (535 4-17) =8,135</b>
	Level of need – Severity	The population concerned have <u>'severe' needs.</u>	The population concerned have <u>'considerable' needs.</u>	The population concerned have <u>'moderate' needs.</u>	-	Medium - 5 points	1.5	Warwickshire's attainment levels are good and continue to improve year on year. Results are higher than national averages and are often above or in line with our similar councils across all Key Stages. Challenges lie in closing the gaps between sub groups of the school population: <b>Gaps between disadvantaged and other pupils in Warwickshire</b> - The disadvantaged 'gap' for Key Stage 2 pupils achieving Level 4 or above in R/W/M has grown by 2 percentage points (21% to 23%) whilst the national gap has fallen by 1%. Encouragingly, the attainment of disadvantaged pupils achieving <b>above</b> the nationally expected level (achieving a Level 5) has increased by 2% between 2012 and 2013, however the attainment of other pupils has also increased at the same rate <b>maintaining</b> rather than 'closing' the gap, which holds at 18%. The <b>gaps widen</b> as pupils continue their schooling standing at 32% in 2013 for those achieving 5+ GCSEs at A*-C (or equivalent) including English and Maths. The attainment of disadvantaged pupils achieving this KS4 measure has grown over the past 3 years up from 33% to 39%, however the attainment of other pupils has matched this, up from 66% to 71%, <b>maintaining the gap</b> between the two groups. <b>Gender Gap</b> – At a County level Girls continue to outperform Boys however, this underachievement is <b>more pronounced and widening</b> in certain areas of the County.

	Score	High	Medium	Low	Zero	Score	Weighting	What's the evidence?
	Criteria	10 points	5 points	1 point	0 points			
	Level of need – Trend	Available evidence suggests <u>rapidly worsening</u> situation over time.	Available evidence suggests <u>worsening</u> situation over time.	Available evidence suggests situation has remained <u>stable</u> over time.	Available evidence suggests <u>improving</u> situation over time.	Low - 1 point	1	<b>Gaps between disadvantaged and other pupils in Warwickshire</b> – Relatively stable but not improving. Although attainment of disadvantaged group is improving (so too is the attainment of ‘other pupils’ thus maintaining the gap) <b>Gender Gap – In North Warwickshire – has widened in recent years</b>
	Level of need – Benchmarks	Available evidence suggests <u>very high</u> prevalence relative to comparator areas (the County is a clear statistical outlier).	Available evidence suggests <u>above average</u> prevalence relative to comparator areas.	Available evidence suggests prevalence <u>in-line</u> with comparator areas.	Available evidence suggests <u>relatively low</u> prevalence relative to comparator areas.	Low - 1 point	1	Attainment of disadvantaged pupils tends to be <b>above or in line with</b> national/statistical neighbour averages. Attainment gap at the Key Stages higher than comparators but not considerably so.  Gender – Warwickshire Boys and Girls tend to perform <b>better</b> than national and statistical neighbour counterparts. Gender gap at County level <b>similar</b> to national/SN average
	What is the magnitude of potential health benefit from dealing with the issue? What is the ability to benefit?	<u>Large</u> potential health benefits to be gained.	<u>Medium</u> potential health benefits to be gained.	<u>Small</u> potential health benefits to be gained.	-	<b>High - 10 points</b>	1	If the inequalities in attainment and achievement during school life are not tackled they are likely to impact on and exacerbate wider inequalities (social, economic and health) in later life. Narrowing inequalities and raising expectations could lead to longer healthier lives. <i>"An additional four years of education lowers five-year mortality by 1.8 percentage points; it also reduces the risk of heart disease by 2.16 percentage points, and the risk of diabetes by 1.3 percentage points."</i> <sup>1</sup>
Early intervention	Does the topic have early intervention implications? Is it an emerging issue which is likely to cause further problems in the future?	<u>Clear, demonstrable evidence</u> that there is a <u>strong case</u> for early intervention.	<u>Some evidence</u> which highlights areas suitable early intervention.	<u>Weak evidence</u> that the topic has areas suitable early intervention.	<u>No evidence</u> to suggest that the topic contains areas suitable early intervention.	<b>High - 10 points</b>	1	Education is one of the key determinants of future health and wellbeing. Not achieving Level 4+ at KS2 means the child has a considerable amount of ground to make up to achieve at least a C at KS4. Not achieving the minimum number of expected GCSEs increases the likelihood of becoming NEET. School Readiness at EYFS is key to identifying those already at a disadvantage at an early stage.
Consultation & Engagement	What level of qualitative information do we have on the issue?	<u>Consistent evidence of strong views</u> from stakeholders, patients, residents and/or service users.	<u>Some evidence of strong views</u> from stakeholders, patients, residents and/or service users.	<u>Weak evidence of views</u> from stakeholders, patients, residents and/or service users.	<u>No evidence of views</u> from stakeholders, patients, residents and/or service users.	Medium - 5 points	1	Numerous national studies into tackling underachievement of disadvantaged pupils. Pupil premium implemented with more emphasis on schools to demonstrate actions been taken with the extra funding  Gender Gap – Again several studies into differences in attainment between boys and girls. Usually a combination of other factors, such as ethnicity and disadvantage, that can have a bearing on educational achievement rather than gender on its own. Work can be done to investigate further what characterises these boys at the local level where the gap is more pronounced.

<sup>1</sup> <http://www.nber.org/digest/mar07/w12352.html>

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	Criteria							
Inequalities	What is the scale of inequality?	<u>Persistent, wide scale geographic and population-based inequalities</u> are clearly apparent.	<u>Some notable geographic or population-based inequalities</u> are apparent.	<u>Some minor inequalities</u> exist.	<u>Little or no evidence</u> of inequalities.	High - 10 points	1	At a County level, girls continue to perform better than boys although the gap in attainment has narrowed. The gender gap in North Warks is more pronounced and has widened over the last few years at KS2 with boys under achieving at 68% compared with 81% of girls attaining the expected level in reading, writing and maths. At the end of KS4 in Warwickshire there is an 8ppt gap in attainment between girls and boys, with girls continuing to out-perform boys, 69% attaining the expected level at the end of KS4 compared to 61%. As at the end of KS2, in North Warwickshire state funded schools there is also a more pronounced gap in attainment between boys and girls of 17ppts when compared with the other Districts and Boroughs, with under half of the boys (47%) achieving 5+ A*-C GCSEs including English and maths, compared to 64% of girls. The attainment of disadvantaged children (as defined by the DfE) includes those eligible for free school meals i.e. low income families, & those who have been looked after. These are vulnerable groups for poor long term health outcomes.
Wider Impact	What broader impact does the topic have on the local population?	A number of <u>significant, clear and obvious direct impacts</u> .	A <u>moderate direct and/or indirect impact</u> .	A <u>minor indirect impact</u> .	<u>Unclear, little or no impact</u> .	High - 10 points	1	<i>"The ultimate impact of education for All is to ensure that all people, young and old, can access quality basic education and acquire the literacy skills they need to learn throughout life, and the life skills they need to apply their knowledge in daily life and society."</i> <sup>2</sup> <i>"When we recognize that education is more than schooling it becomes evident that forces as broad ranging as the family, media, religion, &amp; peer groupings contribute significantly to the individual's knowledge, skills, &amp; dispositions"</i> <sup>3</sup>
Cost Implications	Estimated economic cost associated with tackling the topic in Warwickshire	<u>High levels (multi-millions of £s) of both direct and indirect estimated economic costs</u> both now and in the future.	<u>Medium levels (c. £5 million) of direct and/or indirect estimated economic costs</u> both now and in the future.	<u>Low levels (&lt;£1 million) of estimated economic costs</u> either now/and or in the future.	-	High - 10 points	1.5	Investing in education will save millions of pounds in the future in unemployment benefit, costs to the economy and costs to the health sector due to education affecting long term health.

**Total Score = 71**

**Maximum points available: 115**

<sup>2</sup> <http://www4.unescobkk.org/education/efatraining/module-a4/11-impact/>

<sup>3</sup> [http://www.ieiseattle.org/AEDScholars\\_ForcesOtherThanSchools.pdf](http://www.ieiseattle.org/AEDScholars_ForcesOtherThanSchools.pdf)