



# EDUCATION OUTCOMES FOR CHILDREN LOOKED AFTER BY LIVERPOOL – 2015/16

Education Data & Analysis Team



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<b>Contents</b>		<b>Page</b>
<b>1</b>	<b>1.1 Summary and Key Points</b>	<b>3</b>
<b>2</b>	<b>Key Stage One</b>	<b>5</b>
	2.1 Attainment	6
	2.2 SEN	7
	2.3 Ethnicity	8
	2.4 Gender	8
	2.5 Placement Type	9
	2.6 Length of Time in Care	9
	2.7 Statistical Neighbours and Core Cities	9
<b>3</b>	<b>Key Stage Two</b>	<b>11</b>
	3.1 Attainment	12
	3.2 SEN	13
	3.3 Ethnicity	15
	3.4 Gender	16
	3.5 Placement Type	16
	3.6 Length of Time in Care	17
	3.7 Statistical Neighbours and Core Cities	17
<b>4</b>	<b>Key Stage Four</b>	<b>19</b>
	4.1 Attainment	21
	4.2 SEN	22
	4.3 Ethnicity	23
	4.4 Gender	24
	4.5 Placement Type	24
	4.6 Length of Time in Care	25
	4.7 Statistical Neighbours and Core Cities	25
<b>5</b>	<b>5.1 Attendance and Exclusions</b>	<b>27</b>

## Summary and Key Points

### Outcomes for Children Looked After as at 31<sup>st</sup> March 2016

This report contains information on the educational outcomes for looked after children as at 31<sup>st</sup> March 2016. The definition used to monitor the attainment of looked after children covers children who have been continuously looked after for at least 12 months. Ethnicity is reported on in the categories that the DfE use rather than by Black and Minority Ethnic (BME) pupils.

The DfE introduced a new methodology for measuring Key Stage 1 and Key Stage 2 attainment in 2016. This assesses whether pupils have reached an expected standard in a subject. For comparative purposes, this report uses the percentage of pupils achieving Level 2 or higher at Key Stage 1 in previous years and those at Level 4 or higher at Key Stage 2. Further information can be found in the Key Stage 1 and 2 sections of this report.

The DfE has also introduced the new Key Stage 4 measures of Attainment 8 and Progress 8. As no comparison with previous years is available, the DfE have also published figures for those achieving GCSE A\*-C in English and mathematics. Further information can be found in the Key Stage 4 section.

### Context

- There were 706 children looked after continuously for 12 months at 31<sup>st</sup> March 2016 (711 in 2015)
- Of the children looked after continuously for 12 months, 501 were of compulsory school age (age 5 at 1<sup>st</sup> September 2015). In 2015, there were 500 children in the cohort.
- 49.7% (249) of compulsory school aged looked after children had some form of special educational need. Locally the figure was 19.5%
  - 32.5% (163) SEN Support (17.0% for all Liverpool pupils)
  - 17.2% (86) Statement/EHCP (2.4% for all Liverpool pupils)
- 42.5% (213) of the cohort were primary school age. Of these
  - 51.6% (110) were in Liverpool primary schools
  - 8.5% (18) were in Liverpool special schools
  - 38.0% (81) were in out of city primary schools
  - 1.4% (3) were in out of city special schools
  - 0.5% (1) was in an out of city primary PRU
- 57.5% (288) of the cohort were secondary school age. Of these:
  - 40.6% (117) were in Liverpool secondary schools
  - 11.1% (32) were in Liverpool special schools
  - 3.5% (10) were in Alternative Provision in Liverpool
  - 0.3% (1) was in a Liverpool Further Education College
  - 0.3% (1) was in the Liverpool Pupil Referral Unit
  - 0.3% (1) was not in receipt of education
  - 34.0% (98) were in out of city secondary
  - 7.6% (22) were in out of city special schools
  - 0.3% (1) was in an out of city Free School
  - 0.7% (2) were in out of city Hospital Schools
  - 1.0% (3) were in out of city Pupil Referral Unit

## Key Points

- Attainment at Key Stage 1 has fallen in all three subjects under the new measuring methodology
  - 31% achieved the expected level in reading (72% in 2015)
  - 28% in writing (64% in 2015)
  - 41% in maths (76% in 2015)
- Results in all three subjects at KS1 are below the LAC national average
  - National reading: 50%
  - National writing: 37%
  - National maths: 46%
- Key Stage 2 results were lower in all subjects
  - 49% achieved the expected level in reading (68% in 2015)
  - 51% in writing (61% in 2015)
  - 31% in mathematics (61% in 2015)
  - 51% in grammar, punctuation and spelling (55% in 2015)
  - 21% in reading, writing and mathematics (50% in 2015)
- The gap between LAC pupils and Liverpool pupils overall at Key Stage 2 is greatest for pupils with no SEN in all subjects except mathematics, the greatest gap being 29% in reading, writing and mathematics
- Attainment at Key Stage 2 is below the LAC national average reading and combined reading, writing and mathematics. Writing, mathematics and grammar, punctuation and spelling are above the average
  - Reading - National 41%, Liverpool 31%
  - Writing - National 46%, Liverpool 50%
  - Mathematics - National 41%, Liverpool 51%
  - Grammar, punctuation and spelling - National 44%, Liverpool 51%
  - Reading, writing, mathematics - National 25%, Liverpool 21%
- Liverpool ranked low compared to statistical neighbours and core cities for Attainment 8, Progress 8 and achieving grade A\*-C in English and mathematics
- The average score for Attainment 8 is above the national LAC average (23.2 compared to 22.8)
- The average attendance for looked after pupils for 2015/16 was 96.20% - 1.56% above the Liverpool average and 0.1% above the national LAC average
- The percentage of LAC persistent absentees was 10.1%, 4.37% below the Liverpool average but 1.0% above the national LAC average
- The percentage of Liverpool LAC pupils with at least one fixed term exclusion for the 2014/15 academic year was 9.03%, 6.73% above the Liverpool figure but 1.39% below the national LAC figure
- No looked after child had a permanent exclusion during the academic year 2014/15

**KEY STAGE ONE**

The 2016 key stage 1 assessments are the first which assess the new, more challenging national curriculum. The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. The new expected standards were designed to be broadly similar but are not equivalent to an old level 2b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 2b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 2b in previous years.

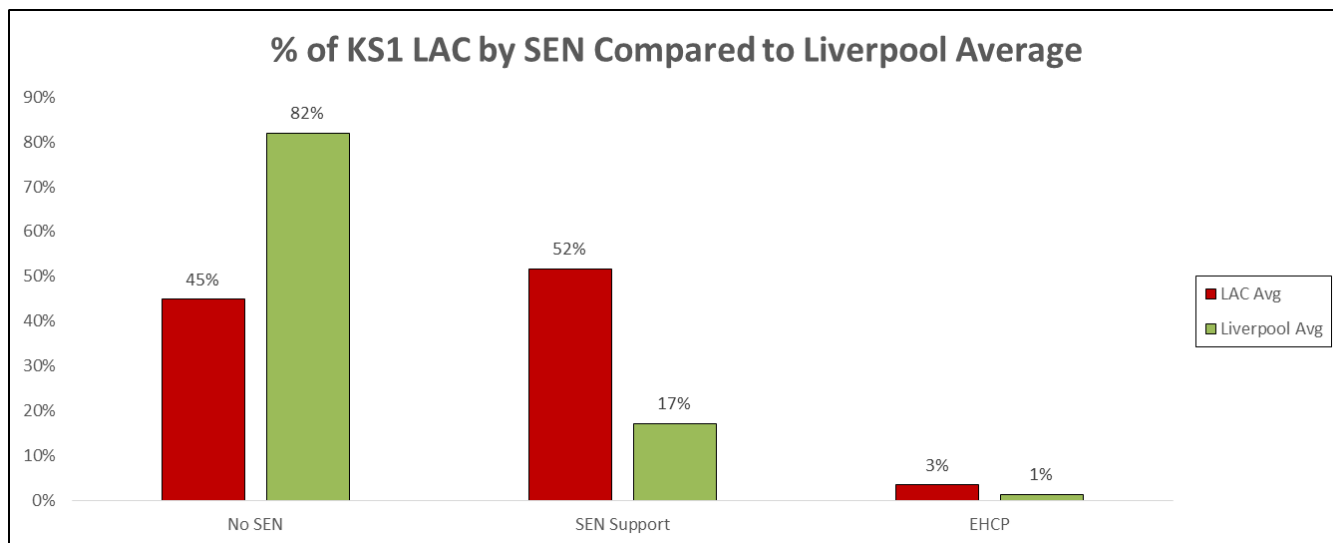
In 2016 there were 29 children looked after continuously for 12 months at 31<sup>st</sup> March 2016 who were in Year 2. The figure was 25 in 2015

Of these:

- 16 had some form of special educational need
- 16 were in Liverpool schools
- 13 were in schools outside the city

55% of Key Stage 1 looked after children are at SEN Support or have Statement/EHCPs. This is more than double the percentage for Liverpool Key Stage 1 pupils overall (18%) and a 15% increase from 2015 (40%)

SEN Stage	Total	LAC	Liverpool
No SEN	13	45%	82%
SEN Support	15	52%	17%
Statement/EHCP	1	3%	1%
<b>Total</b>	<b>29</b>	<b>100%</b>	<b>100%</b>



Placement Type	Pupils
Foster placement with other foster carer- long term fostering	10
Foster placement with other foster carer- not long term or FFA/concurrent planning	4
Foster placement with relative or friend- long term fostering	2
Fostering placement with relative or friend who is not long-term or FFA/concurrent planning	4
Placed for adoption with placement order not with current foster carer	3
Placed with own parents or other person with parental responsibility	5
Residential Care Home	1
<b>Total</b>	<b>29</b>

**Attainment**

- Liverpool LAC attending Liverpool schools were more likely to achieve the expected level in reading & writing than pupils attending out of city schools, but less likely in mathematics

Reading	Pupils	>= EXS	% >= EXS
In	16	6	38%
Out	13	3	23%
<b>Total</b>	<b>29</b>	<b>9</b>	<b>31%</b>

Writing	Pupils	>= EXS	% >= EXS
In	16	5	31%
Out	13	3	23%
<b>Total</b>	<b>29</b>	<b>8</b>	<b>28%</b>

Mathematics	Pupils	>= EXS	% >= EXS
In	16	6	38%
Out	13	6	46%
<b>Total</b>	<b>29</b>	<b>12</b>	<b>41%</b>

- Figures below from 2012 – 2015 relate to the old measure of pupils attaining Level 2 or above. Given that the assessments for 2016 have changed, the gap compared to Liverpool pupils overall has widened in all three subjects. However, it should also be noted that attainment for all Liverpool pupils fell significantly in all three subjects compared to previous years.

Reading	2012	2013	2014	2015	2016
LAC	68%	73%	64%	72%	31%
Liverpool	84%	85%	86%	88%	64%
<b>Gap</b>	<b>16%</b>	<b>12%</b>	<b>22%</b>	<b>16%</b>	<b>33%</b>

Writing	2012	2013	2014	2015	2016
LAC	58%	71%	58%	64%	28%
Liverpool	79%	81%	82%	85%	53%
<b>Gap</b>	<b>21%</b>	<b>10%</b>	<b>24%</b>	<b>21%</b>	<b>25%</b>

Mathematics	2012	2013	2014	2015	2016
LAC	71%	80%	78%	76%	41%
Liverpool	88%	89%	90%	91%	62%
<b>Gap</b>	<b>17%</b>	<b>9%</b>	<b>12%</b>	<b>15%</b>	<b>21%</b>

**SEN**

- 55% of Year 2 LAC, were at SEN Support or had Statements/EHCPs, compared to 18% locally. This figure is 15% higher than the corresponding figure last year (40%)
- LAC pupils at SEN Support were only 3% behind all Liverpool SEN Support pupils in writing
- LAC pupils with No SEN were also 2% behind Liverpool pupils with No SEN in mathematics

Reading	Pupils	>= EXS	% >= EXS	LA% >= EXS
No SEN	13	7	54%	73%
SEN Support	15	2	13%	26%
EHCP	1	0	0%	0%
<b>All LAC</b>	<b>29</b>	<b>9</b>	<b>31%</b>	<b>64%</b>

Writing	Pupils	>= EXS	% >= EXS	LA% >= EXS
No SEN	13	6	46%	62%
SEN Support	15	2	13%	16%
EHCP	1	0	0%	0%
<b>All LAC</b>	<b>29</b>	<b>8</b>	<b>28%</b>	<b>53%</b>

Mathematics	Pupils	>= EXS	% >= EXS	LA% >= EXS
No SEN	13	9	69%	71%
SEN Support	15	3	20%	28%
EHCP	1	0	0%	0%
<b>All LAC</b>	<b>29</b>	<b>12</b>	<b>41%</b>	<b>62%</b>

The following table shows attainment by primary need of those looked after children at SEN Support or Statement/EHCP who were attending Liverpool schools and were in year 2.

Primary Need	Pupils	%>=EXS		
		Reading	Writing	Mathematics
Autistic spectrum disorder	3	0%	0%	67%
Moderate Learning Difficulty	2	0%	50%	50%
Other difficulty / disorder	1	0%	0%	0%
Social, Emotional and Mental Health	9	22%	33%	44%
Speech, Language and Communication Needs	1	0%	0%	0%
<b>All LAC with a Primary Need</b>	<b>16</b>	<b>13%</b>	<b>25%</b>	<b>44%</b>

**Ethnicity**

- Of the looked after children in year 2, 31% were Non-White.
- Combined Black and Mixed ethnicity LAC pupils performed better than White LAC pupils across all subjects (reading - 44% compared to 25%, writing – 44% compared to 20% and mathematics – 56% compared to 35%)
- The narrowest gap between LAC pupils and all pupils was for those of mixed ethnicity in mathematics – 4% gap

Reading	Pupils	>= EXS	% >= EXS	LA% >= EXS
Black	4	2	50%	70%
Mixed	5	2	40%	63%
White	20	5	25%	64%
<b>Total</b>	<b>29</b>	<b>9</b>	<b>31%</b>	<b>64%</b>

Writing	Pupils	>= EXS	% >= EXS	LA% >= EXS
Black	4	2	50%	55%
Mixed	5	2	40%	57%
White	20	4	20%	53%
<b>Total</b>	<b>29</b>	<b>8</b>	<b>28%</b>	<b>53%</b>

Mathematics	Pupils	>= EXS	% >= EXS	LA% >= EXS
Black	4	2	50%	61%
Mixed	5	3	60%	64%
White	20	7	35%	62%
<b>Total</b>	<b>29</b>	<b>12</b>	<b>41%</b>	<b>62%</b>

**Gender**

- As with the local picture, LAC girls performed better than LAC boys in all three subjects

Reading	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	8	4	50%	69%
Male	21	5	24%	58%
<b>Total</b>	<b>29</b>	<b>9</b>	<b>31%</b>	<b>64%</b>

Writing	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	8	4	50%	61%
Male	21	4	19%	45%
<b>Total</b>	<b>29</b>	<b>8</b>	<b>28%</b>	<b>53%</b>

Mathematics	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	8	5	63%	64%
Male	21	7	33%	61%
<b>Total</b>	<b>29</b>	<b>12</b>	<b>41%</b>	<b>62%</b>



**Placement Type**

- Only 17% of children in year 2 were placed with their own parents or those with parental responsibility compared to 40% in the previous year
- Pupils in this placement type were amongst the least successful in all three subjects – only one pupil achieved the expected standard in any subject

Placement Type	Pupils	%>=EXS		
		Reading	Writing	Mathematics
Foster placement with other foster carer- long term fostering	10	50%	50%	60%
Foster placement with other foster carer- not long term or FFA/concurrent planning	4	25%	25%	25%
Foster placement with relative or friend- long term fostering	2	50%	50%	50%
Fostering placement with relative or friend who is not long-term or FFA/concurrent planning	4	25%	0%	25%
Placed for adoption with placement order not with current foster carer	3	33%	33%	67%
Placed with own parents or other person with parental responsibility	5	0%	0%	20%
Residential Care Home	1	0%	0%	0%
<b>All LAC</b>	<b>29</b>	<b>31%</b>	<b>28%</b>	<b>41%</b>

**Length of Time in Care**

- Pupils in care for between 2 and 4 years performed best in all three subjects

Time in Care	Pupils	%>=EXS		
		Reading	Writing	Mathematics
Less than 2 years	13	23%	15%	31%
2 - 4 years	10	50%	50%	70%
4 - 6 years	6	17%	17%	17%
<b>Total</b>	<b>29</b>	<b>31%</b>	<b>28%</b>	<b>41%</b>

**Statistical Neighbours and Core Cities**

- Of the three statistical neighbours that Liverpool can be compared with, Liverpool ranked lowest in all three subjects
- Liverpool LAC pupils were below the national average in all three subjects

	Reading		Writing		Mathematics	
	%	Rank	%	Rank	%	Rank
<b>ENGLAND</b>	<b>50</b>		<b>37</b>		<b>46</b>	
Gateshead	x	-	x	-	x	-
Halton	x	-	x	-	x	-
Hartlepool	x	-	x	-	x	-
Hull	58	2	50	1	58	2
Knowsley	x	-	x	-	x	-
<b>LIVERPOOL</b>	<b>31</b>	<b>4</b>	<b>28</b>	<b>4</b>	<b>41</b>	<b>4</b>
Middlesbrough	x	-	x	-	x	-
Newcastle	x	-	x	-	x	-
Salford	70	1	50	1	65	1
South Tyneside	x	-	x	-	x	-
Sunderland	57	3	33	3	52	3

x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

- Of the core cities that had results recorded, Liverpool ranked last in reading and writing

	Reading		Writing		Mathematics	
	%	Rank	%	Rank	%	Rank
<b>ENGLAND</b>	<b>50</b>		<b>37</b>		<b>46</b>	
Birmingham	51	3	29	3	36	4
Bristol	x	-	x	-	x	-
Leeds	60	2	46	1	46	1
<b>LIVERPOOL</b>	<b>31</b>	<b>5</b>	<b>28</b>	<b>4</b>	<b>41</b>	<b>3</b>
Manchester	64	1	46	1	46	1
Newcastle	x	-	x	-	x	-
Nottingham	41	4	x	-	x	-
Sheffield	x	-	x	-	x	-

x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

**KEY STAGE TWO**

From 2016, key stage 2 assessment results are no longer reported as levels, each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the interim framework. The new expected standards were designed to be broadly similar but are not equivalent to an old level 4b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 4b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 4b in previous years.

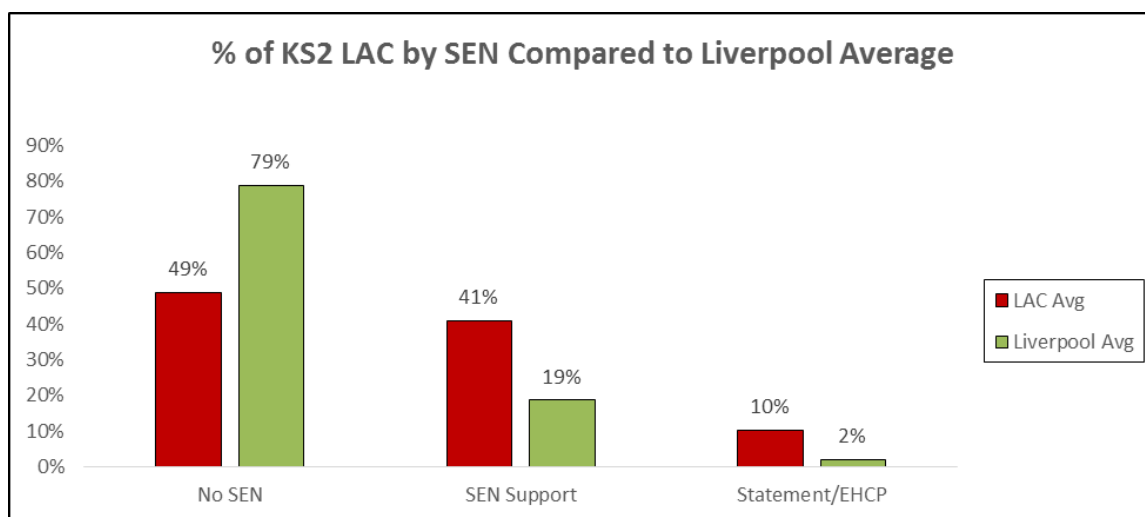
For convenience, the combined subject of grammar, punctuation and spelling has been abbreviated to GPS and reading, writing and mathematics to RWM

There were 39 children looked after continuously for 12 months during the year ending 31<sup>st</sup> March 2016 in Year 6. The figure was 44 in 2015

- 51% (20 pupils) had some form of special education need compared to 21% locally
- 38 were in mainstream primary schools
- 1 was in a special school
- 49% (19 children) were in establishments and placements outside of the city

51% of Key Stage 2 looked after children were at SEN Support or had statements/EHCPs. This is 1% higher than last year and more than twice the figure for Liverpool pupils overall (21%).

SEN Stage	Total	LAC	Liverpool
No SEN	19	49%	79%
SEN Support	16	41%	19%
Statement/EHCP	4	10%	2%
<b>Total</b>	<b>39</b>	<b>100%</b>	<b>100%</b>



- The most common placement type was Placement with other Foster Carer – 72% of the cohort
- 26% of the cohort was placed with a parent, family or friend

Placement Type	Pupils
Children's Homes	1
Foster placement with other foster carer- long term fostering	22
Foster placement with other foster carer- not long term or FFA/concurrent planning	6
Foster placement with relative or friend- long term fostering	4
Fostering placement with relative or friend who is not long-term or FFA/concurrent planning	1
Placed with own parents or other person with parental responsibility	5
<b>All LAC</b>	<b>39</b>

### Attainment

- LAC pupils in Liverpool schools performed significantly better than those placed in out of city schools in the individual subjects of reading, writing and mathematics
- However, those placed out of city out-performed Liverpool pupils in the combined subjects of grammar, punctuation & spelling and reading, writing & mathematics

Reading	Pupils	>= EXS	% >= EXS
Liverpool	20	8	40%
OOC	19	4	21%
<b>All LAC</b>	<b>39</b>	<b>12</b>	<b>31%</b>

Writing	Pupils	>= EXS	% >= EXS
Liverpool	20	11	55%
OOC	19	8	42%
<b>All LAC</b>	<b>39</b>	<b>19</b>	<b>49%</b>

Mathematics	Pupils	>= EXS	% >= EXS
Liverpool	20	12	60%
OOC	19	8	42%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>

GPS	Pupils	>= EXS	% >= EXS
Liverpool	20	10	50%
OOC	19	10	53%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>

RWM	Pupils	>= EXS	% >= EXS
Liverpool	20	4	20%
OOC	19	4	21%
<b>All LAC</b>	<b>39</b>	<b>8</b>	<b>21%</b>

OUTCOMES FOR CHILDREN LOOKED AFTER BY LIVERPOOL - 2015/16

- Figures below from 2012 – 2015 relate to the old measure of pupils attaining Level 4 or above. Given that the assessments for 2016 have changed, the gap compared to Liverpool pupils overall has widened in reading, but narrowed in all other subjects.
- As with Key Stage 1, it should be noted that attainment for all Liverpool pupils fell significantly in all five subjects compared to previous years.

<b>Mathematics</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
LAC	59%	58%	70%	61%	51%
Liverpool	82%	85%	84%	87%	65%
<b>Gap</b>	<b>23%</b>	<b>27%</b>	<b>14%</b>	<b>26%</b>	<b>14%</b>

<b>Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
LAC	72%	68%	31%
Liverpool	87%	90%	61%
<b>Gap</b>	<b>15%</b>	<b>22%</b>	<b>30%</b>

<b>Writing</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
LAC	56%	61%	49%
Liverpool	84%	87%	63%
<b>Gap</b>	<b>28%</b>	<b>26%</b>	<b>14%</b>

<b>Grammar, Punctuation &amp; Spelling</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
LAC	60%	55%	51%
Liverpool	73%	81%	61%
<b>Gap</b>	<b>13%</b>	<b>26%</b>	<b>10%</b>

<b>Reading, Writing &amp; Mathematics</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
LAC	47%	50%	21%
Liverpool	76%	80%	46%
<b>Gap</b>	<b>29%</b>	<b>30%</b>	<b>25%</b>

**SEN**

- 51% of Key Stage 2 looked after children were at SEN Support or had statements/EHCPs. This is more than twice the figure for Liverpool pupils overall (21%)
- LAC pupils with SEN Support outperformed the Liverpool SEN Support cohort in writing and combined reading, writing and mathematics
- LAC pupils with No SEN performed better than Liverpool pupils with No SEN in writing, mathematics & grammar, punctuation and spelling

<b>Reading</b>	<b>Pupils</b>	<b>&gt;= EXS</b>	<b>% &gt;= EXS</b>	<b>LA% &gt;= EXS</b>
No SEN	19	8	42%	70%
SEN Support	16	4	25%	33%
Statement/EHCP	4	0	0%	5%
<b>All LAC</b>	<b>39</b>	<b>12</b>	<b>31%</b>	<b>61%</b>

Writing	Pupils	>= EXS	% >= EXS	LA% >= EXS
No SEN	19	15	79%	74%
SEN Support	16	4	25%	24%
Statement/EHCP	4	0	0%	5%
<b>All LAC</b>	<b>39</b>	<b>19</b>	<b>49%</b>	<b>63%</b>

Mathematics	Pupils	>= EXS	% >= EXS	LA% >= EXS
No SEN	19	15	79%	75%
SEN Support	16	5	31%	33%
Statement/EHCP	4	0	0%	7%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>	<b>65%</b>

GPS	Pupils	>= EXS	% >= EXS	LA% >= EXS
No SEN	19	15	79%	70%
SEN Support	16	5	31%	33%
Statement/EHCP	4	0	0%	5%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>	<b>61%</b>

RWM	Pupils	>= EXS	% >= EXS	LA% >= EXS
No SEN	19	5	26%	55%
SEN Support	16	3	19%	14%
Statement/EHCP	4	0	0%	3%
<b>All LAC</b>	<b>39</b>	<b>8</b>	<b>21%</b>	<b>46%</b>

The following table shows the primary need of those looked after children at SEN Support or Statement/EHCP who were attending Liverpool schools and were in year 6

- 45% of LAC children at SEN Support or with Statements/EHCPs in Liverpool schools, who were eligible for Key Stage 2 tests, have social, emotional and mental health difficulties (SEMH)
- 45% of this cohort have moderate learning difficulties
- Pupils with SEMH were the only pupils with a primary need to achieve the expected level in any subject

Primary Need	Pupils	% >= EXS				
		Reading	Writing	Mathematics	GPS	RWM
Moderate Learning Difficulty	9	0%	0%	0%	0%	0%
Social, Emotional and Mental Health	9	44%	44%	56%	56%	33%
Specific Learning Difficulty	2	0%	0%	0%	0%	0%
<b>All LAC with a Primary Need</b>	<b>20</b>	<b>20%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>15%</b>

**Ethnicity**

There were 3 looked after children out of 39 (8%) from Non-White ethnic backgrounds eligible for Key Stage 2 tests.

- None of the Non-White pupils in the cohort achieved the expected standard in any subject

Reading	Pupils	>= EXS	% >= EXS	LA% >= EXS
Asian	1	0	0%	64%
Black	1	0	0%	57%
Mixed	1	0	0%	61%
White	36	12	33%	62%
<b>All LAC</b>	<b>39</b>	<b>12</b>	<b>31%</b>	<b>61%</b>

Writing	Pupils	>= EXS	% >= EXS	LA% >= EXS
Asian	1	0	0%	73%
Black	1	0	0%	60%
Mixed	1	0	0%	56%
White	36	19	53%	63%
<b>All LAC</b>	<b>39</b>	<b>19</b>	<b>49%</b>	<b>63%</b>

Mathematics	Pupils	>= EXS	% >= EXS	LA% >= EXS
Asian	1	0	0%	82%
Black	1	0	0%	66%
Mixed	1	0	0%	62%
White	36	20	56%	65%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>	<b>65%</b>

GPS	Pupils	>= EXS	% >= EXS	LA% >= EXS
Asian	1	0	0%	64%
Black	1	0	0%	57%
Mixed	1	0	0%	61%
White	36	20	56%	62%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>	<b>61%</b>

RWM	Pupils	>= EXS	% >= EXS	LA% >= EXS
Asian	1	0	0%	57%
Black	1	0	0%	42%
Mixed	1	0	0%	42%
White	36	8	22%	46%
<b>All LAC</b>	<b>39</b>	<b>8</b>	<b>21%</b>	<b>46%</b>

**Gender**

- LAC girls outperformed LAC boys in writing, and the combined subjects of grammar, punctuation and spelling and reading, writing and mathematics
- However, a higher proportion of LAC boys than LAC girls achieved the expected standard in reading and mathematics

Reading	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	19	5	26%	63%
Male	20	7	35%	60%
<b>All LAC</b>	<b>39</b>	<b>12</b>	<b>31%</b>	<b>61%</b>

Writing	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	19	10	53%	69%
Male	20	9	45%	57%
<b>All LAC</b>	<b>39</b>	<b>19</b>	<b>49%</b>	<b>63%</b>

Mathematics	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	19	9	47%	65%
Male	20	11	55%	66%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>	<b>65%</b>

GPS	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	19	10	53%	71%
Male	20	10	50%	65%
<b>All LAC</b>	<b>39</b>	<b>20</b>	<b>51%</b>	<b>68%</b>

RWM	Pupils	>= EXS	% >= EXS	LA% >= EXS
Female	19	4	21%	48%
Male	20	4	20%	43%
<b>All LAC</b>	<b>39</b>	<b>8</b>	<b>21%</b>	<b>46%</b>

**Placement Type**

- 72% of year 6 looked after children are placed with other foster carers.
- Pupils in foster placement with relative or friend - long term fostering performed best in all subjects

Placement Type	Pupils	% >= EXS				
		Reading	Writing	Mathematics	GPS	RWM
Children's Homes	1	0%	0%	0%	0%	0%
Foster placement with other foster carer- long term fostering	22	32%	41%	45%	55%	23%
Foster placement with other foster carer- not long term or FFA/concurrent planning	6	33%	50%	33%	50%	17%
Foster placement with relative or friend- long term fostering	4	50%	100%	100%	100%	50%
Fostering placement with relative or friend who is not long-term or FFA/concurrent planning	1	0%	100%	100%	100%	0%
Placed with own parents or other person with parental responsibility	5	20%	40%	60%	0%	0%
<b>All LAC</b>	<b>39</b>	<b>31%</b>	<b>49%</b>	<b>51%</b>	<b>51%</b>	<b>21%</b>



**Length of Time in Care**

- The table below groups year 6 looked after children by the length of time they have been in care. 17 pupils (44%) have been in care since before their Key Stage 1 assessments.
- Those in care for between 2 and 4 years performed best in 4 out of the 5 subjects

Time in Care	Pupils	% >= EXS				
		Reading	Writing	Mathematics	GPS	RWM
Less than 2 years	10	30%	40%	40%	40%	10%
2 - 4 years	12	42%	58%	58%	58%	42%
4 - 6 years	13	23%	46%	54%	46%	15%
6 - 8 years	4	25%	50%	50%	75%	0%
<b>All LAC</b>	<b>39</b>	<b>31%</b>	<b>49%</b>	<b>51%</b>	<b>51%</b>	<b>21%</b>

**Statistical Neighbours and Core Cities**

- Although Liverpool LAC pupils ranked lowest in reading, they were in the top half for all other subjects, most notably mathematics – ranked second
- Liverpool LAC were above the national average in writing, mathematics and grammar, punctuation and spelling

	Reading		Writing		Mathematics		GPS		RWM	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
<b>ENGLAND</b>	<b>41</b>		<b>46</b>		<b>41</b>		<b>44</b>		<b>25</b>	
Gateshead	67	1	67	1	50	4	67	1	x	-
Halton	x	-	x	-	x	-	x	-	x	-
Hartlepool	x	-	x	-	x	-	x	-	x	-
Hull	43	6	43	6	48	6	38	7	33	2
Knowsley	x	-	x	-	x	-	x	-	x	-
<b>LIVERPOOL</b>	<b>31</b>	<b>8</b>	<b>50</b>	<b>3</b>	<b>51</b>	<b>2</b>	<b>51</b>	<b>4</b>	<b>21</b>	<b>4</b>
Middlesbrough	62	2	x	-	x	-	x	-	x	-
Newcastle	52	3	50	3	51	2	51	4	21	4
Salford	48	4	48	5	47	7	56	2	31	3
South Tyneside	43	6	57	2	50	4	43	6	43	1
Sunderland	46	5	x	-	54	1	54	3	x	-

OUTCOMES FOR CHILDREN LOOKED AFTER BY LIVERPOOL - 2015/16

- Liverpool LAC pupils performed well compared to the other core cities in writing (2<sup>nd</sup>), grammar, punctuation and spelling (2<sup>nd</sup>) and particularly mathematics (1<sup>st</sup>)
- However, Liverpool LAC pupils were joint bottom for reading and reading, writing and mathematics

	Reading		Writing		Mathematics		GPS		RWM	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
<b>ENGLAND</b>	<b>41</b>		<b>46</b>		<b>41</b>		<b>44</b>		<b>25</b>	
Birmingham	34	6	46	6	43	6	46	5	24	4
Bristol	40	3	33	8	43	6	40	7	27	3
Leeds	38	4	51	1	40	8	43	6	24	4
<b>LIVERPOOL</b>	<b>31</b>	<b>7</b>	<b>50</b>	<b>2</b>	<b>51</b>	<b>1</b>	<b>51</b>	<b>2</b>	<b>21</b>	<b>6</b>
Manchester	51	2	48	5	47	5	56	1	31	1
Newcastle	52	1	50	2	51	1	51	2	21	6
Nottingham	36	5	36	7	48	4	32	8	28	2
Sheffield	31	7	50	2	51	1	51	2	21	6

**KEY STAGE FOUR****Attainment 8**

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

**Progress 8**

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

**Attainment in English and maths (A\*-C)**

This measure looks at the percentage of pupils achieving A\*-C in both English and maths.

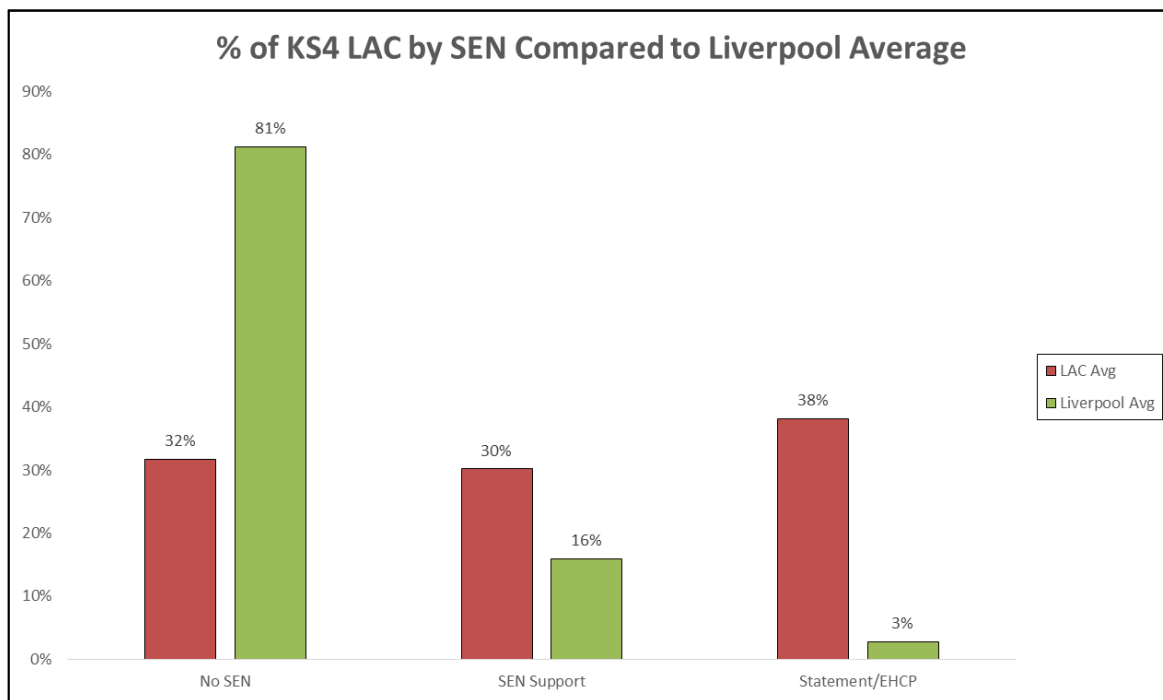
In 2016, pupils could achieve the English component of this with A\*-C in English language or literature. In 2015 pupils had to achieve an A\*-C in English language, and have sat an English literature exam. The change means a higher proportion of pupils achieve the measure.

There were 63 children looked after continuously for 12 months during the year ending 31<sup>st</sup> March 2016 in Year 11, seven less than last year.

Of these:

- 68% (43 children) had some form of special educational need compared to 19% locally
  - 43 were in mainstream secondary schools
  - 5 were in alternative provision
  - 13 were in special schools
  - 1 was in a Secure Unit
  - 1 was in a Young Offenders Institute
  - 43% (28 pupils) were in establishments and placements outside of the city
- 68% of Key Stage 4 looked after children were at SEN Support or had Statements/EHCPs.

SEN Stage	Pupils	LAC	Liverpool
No SEN	20	32%	81%
SEN Support	19	30%	16%
Statement/EHCP	24	38%	3%
<b>All LAC</b>	<b>63</b>	<b>100%</b>	<b>100%</b>



- The most common placement type is Placement with other Foster Carer – 52% of the cohort
- 30% of the cohort is placed with a parent, family or friend

Placement Type	Pupils
All Residential schools, except where dual-registered as a school and Children’s Home.	1
Children’s Homes	3
Foster placement with other foster carer- long term fostering	19
Foster placement with other foster carer- not long term or FFA/concurrent planning	14
Foster placement with relative or friend- long term fostering	10
NHS/Health Trust or other establishment providing medical or nursing care	1
Placed with own parents or other person with parental responsibility	9
Residential accommodation not subject to Children’s Homes Regulations	1
Residential Care Home	4
Secure Unit	1
<b>Total</b>	<b>63</b>

**ATTAINMENT**

**Liverpool LAC and out of city LAC**

- LAC pupils in Liverpool schools had a higher average score for Attainment 8 than those in schools outside the city.
- However, the Progress 8 average score was better for those in schools outside the city than in Liverpool Schools
- Also, a higher proportion of out of city pupils achieved A\*-C in English and mathematics than those in Liverpool schools

<b>Attainment 8</b>	<b>Pupils</b>	<b>Average Score</b>
In City	35	23.9
Out of City	28	22.3
<b>All LAC</b>	<b>63</b>	<b>23.2</b>

<b>Progress 8</b>	<b>Pupils</b>	<b>Average Score</b>
In City	34	-0.95
Out of City	29	-0.64
<b>All LAC</b>	<b>63</b>	<b>-0.81</b>

<b>GCSE A*-C English &amp; Maths</b>	<b>Pupils</b>	<b>% GCSE A*-C English &amp; Maths</b>
In City	34	14.3%
Out of City	29	17.9%
<b>All LAC</b>	<b>63</b>	<b>15.9%</b>

**Local and LAC Attainment Gap**

- 21% of Year 11 looked after children were in special schools
- 2.3% of all Year 11 pupils in Liverpool are in special schools
- The gap between LAC and Liverpool pupils has widened for pupils achieving A\*-C in both English and mathematics compared to last year.
- However, attainment of this benchmark is higher than it was 4 years ago and the gap compared to Liverpool pupils overall is narrower than at that time

<b>GCSE A*-C English &amp; Mathematics</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
LAC	15.3%	15.5%	13.0%	26.8%	15.9%
Liverpool	57.3%	56.9%	52.4%	51.4%	56.6%
<b>Gap</b>	<b>42.0%</b>	<b>41.4%</b>	<b>39.4%</b>	<b>24.6%</b>	<b>40.7%</b>

Secondary School Pupils

- 68% of LAC pupils in year 11 were in mainstream secondary schools (43 pupils). For all year 11 pupils in Liverpool the figure was 92%.
- LAC pupils in out of city secondaries had a higher average Attainment 8 score than those in Liverpool secondaries
- However, the average Progress 8 score for pupils in Liverpool schools was better than for out of city pupils

Liverpool Secondaries	Attainment 8 Average Score
27	29.9
Non-Liverpool Secondaries	Attainment 8 Average Score
16	33.7

Liverpool Secondaries	Progress 8 Average Score
27	-0.49
Non-Liverpool Secondaries	Progress 8 Average Score
16	-0.77

Liverpool Secondaries	% GCSE A*-C English & Maths
27	18.5%
Non-Liverpool Secondaries	% GCSE A*-C English & Maths
16	25.0%

SEN

- 68% of LAC Key Stage 4 pupils were at SEN Support or Statement/EHCP

SEN Stage	Pupils	Attainment 8 Average Score	Liverpool
No SEN	20	32.2	51.5
SEN Support	19	26.8	33.2
Statement/EHCP	24	12.8	9.4
<b>All LAC</b>	<b>63</b>	<b>23.2</b>	<b>47.3</b>

SEN Stage	Pupils	Progress 8 Average Score	Liverpool
No SEN	20	-0.59	-0.23
SEN Support	19	-1.05	-0.77
Statement/EHCP	24	-0.80	-1.45
<b>All LAC</b>	<b>63</b>	<b>-0.81</b>	<b>-0.35</b>

SEN Stage	Pupils	% GCSE A*-C English & Maths	Liverpool
No SEN	20	25.0%	65.3%
SEN Support	19	15.8%	x
EHCP/Statement	24	8.3%	x
<b>All LAC</b>	<b>63</b>	<b>15.9%</b>	<b>56.6%</b>

x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

The following table shows the primary need for Liverpool looked after children with Statements/EHCPs or at SEN Support, who were eligible to sit Key Stage 4 exams.

- Only pupils with social, emotional and mental health and moderate learning difficulties achieved GCSE grade A\*-C in English and mathematics

Primary Need	Pupils	Attainment 8	Progress 8	GCSE A*-C English & Mathematics
Autistic Spectrum Disorder	5	28.2	0.11	40.0%
Moderate Learning Difficulty	5	24.9	-0.03	0.0%
SEN support but no specialist assessment of type of need	1	30.0	-0.94	0.0%
Physical Disability	1	8.5	0.85	0.0%
Profound & Multiple Learning Difficulty	1	0.0	-1.45	0.0%
Social, Emotional and Mental Health	27	18.9	-1.27	11.1%
Severe Learning Difficulty	2	0.0	-0.72	0.0%
Speech, Language and Communication Needs	1	0.0	-2.25	0.0%
<b>All LAC</b>	<b>43</b>	<b>19.0</b>	<b>-0.91</b>	<b>11.6%</b>

### Ethnicity

- 16% of looked after children in year 11 were Non-White
- The average Attainment 8 score for the combined Asian, Black and Mixed cohorts was higher than for White pupils (25.9 compared to 22.6)
- The average Progress 8 score for the combined Asian, Black and Mixed cohorts was higher than for White pupils (0.28 compared to -1.01)
- The percentage of combined Asian, Black and Mixed pupils achieving grade A\*-C in English and mathematics is higher than for White pupils (40.0% compared to 11.3%)

Ethnicity	Pupils	Attainment 8 Average Score	Liverpool
Asian	1	7	55.1
Black	5	24	46.8
Mixed	4	33	44.9
White	53	22.6	47.2
<b>All LAC</b>	<b>63</b>	<b>23.2</b>	<b>47.3</b>

Ethnicity	Pupils	Progress 8 Average Score	Liverpool
Asian	1	0.70	0.31
Black	5	0.60	0.01
Mixed	4	-0.23	-0.47
White	53	-1.01	-0.38
<b>All LAC</b>	<b>63</b>	<b>-0.81</b>	<b>-0.35</b>

Ethnicity	Pupils	% GCSE A*-C English & Maths	Liverpool
Asian	1	0.0%	69.7%
Black	5	40.0%	54.0%
Mixed	4	50.0%	51.7%
White	53	11.3%	56.7%
<b>All LAC</b>	<b>63</b>	<b>15.9%</b>	<b>56.6%</b>

**Gender**

- The gender split for year 11 looked after children was 48% girls, 52% boys. Locally the split is 50% girls and 50% boys
- Although girls had a higher average Attainment 8 score than boys, the average Progress 8 score and the percentage of pupils achieving grade A\*-C in English and mathematics were better for boys

Gender	Pupils	Attainment 8 Average Score	Liverpool
Female	30	25.6	48.9
Male	33	20.9	45.8
<b>All LAC</b>	<b>63</b>	<b>23.2</b>	<b>47.3</b>

Gender	Pupils	Progress 8 Average Score	Liverpool
Female	30	-0.83	-0.27
Male	33	-0.79	-0.42
<b>All LAC</b>	<b>63</b>	<b>-0.81</b>	<b>-0.35</b>

Gender	Pupils	% GCSE A*-C English & Maths	Liverpool
Female	30	13.3%	60.9%
Male	33	18.2%	52.3%
<b>All LAC</b>	<b>63</b>	<b>15.9%</b>	<b>56.6%</b>

**Placement Type**

- The most common placement type for Key Stage 4 looked after children was placement with other foster carers (52% of cohort).
- This placement type had the highest average Attainment 8 score (31.7) and the highest percentage of pupils achieving A\*-C in English and mathematics (24.2%)

Placement Type	Pupils	Attainment 8	Progress 8	A*-C English & Maths
All Residential schools, except where dual-registered as a school and Children's Home.	1	0.0	0.00	0.0%
Children's Homes	3	7.3	-1.08	0.0%
Foster placement with other foster carer- long term fostering	19	32.4	-0.53	26.3%
Foster placement with other foster carer- not long term or FFA/concurrent planning	14	30.8	-0.22	21.4%
Foster placement with relative or friend- long term fostering	10	26.8	-0.43	20.0%
NHS/Health Trust or other establishment providing medical or nursing care	1	0.0	0.00	0.0%
Placed with own parents or other person with parental responsibility	9	13.3	-2.00	0.0%
Residential accommodation not subject to Children's Homes Regulations	1	0.0	0.00	0.0%
Residential Care Home	4	0.0	-3.12	0.0%
Secure Unit	1	2.5	0.25	0.0%
<b>Total</b>	<b>63</b>	<b>23.2</b>	<b>-0.81</b>	<b>15.9%</b>



**Length of Time in Care**

The table below groups Key Stage 4 looked after children by the length of time they have been in care.

- 22 pupils (35%) have been in care since before their Key Stage 2 assessments.
- LAC pupils in care for over 12 years had the highest average Attainment 8 score and the highest percentage of pupils achieving grade A\*-C in English and mathematics
- Pupils in care for between 6 and 8 years had the highest average score for Progress 8

Time in Care	Pupils	Attainment 8	Progress 8	A*-C English & Maths	Statemented	% Statemented
Less than 2 years	22	13.9	-1.65	4.5%	6	27%
2 - 4 years	16	25.4	-0.16	12.5%	5	31%
4 - 6 years	9	33.7	-0.63	33.3%	2	22%
6 - 8 years	4	21.6	0.09	0.0%	3	75%
8 - 10 years	6	28.5	-0.51	33.3%	3	50%
10 - 12 years	3	27.3	-0.28	0.0%	1	33%
Over 12 years	3	34.5	-1.00	66.7%	0	0%
<b>Total</b>	<b>63</b>	<b>23.2</b>	<b>-0.81</b>	<b>15.9%</b>	<b>20</b>	<b>32%</b>

**Statistical Neighbours and Core Cities**

- Compared to the statistical neighbours, Liverpool was in the bottom half for Attainment 8 and Progress 8 and last for pupils achieving grade A\*-C in English and mathematics
- However, Liverpool LAC pupils were above the national average for Attainment 8 average score (23.2 compared to 22.8)

**Statistical Neighbours**

	Attainment 8		Progress 8		A*-C English & Maths	
	Average Score	Rank	Average Score	Rank	Percentage	Rank
<b>ENGLAND</b>	<b>22.8</b>		<b>-1.14</b>		<b>17.5%</b>	
Gateshead	28.3	2	-1.07	5	19.4%	3
Halton	23.3	6	-0.85	2	x	-
Hartlepool	23.0	9	-1.69	9	x	-
Hull	25.7	4	-0.68	1	17.1%	4
Knowsley	19.3	10	-1.95	11	x	-
<b>LIVERPOOL</b>	<b>23.2</b>	<b>7</b>	<b>-1.34</b>	<b>7</b>	<b>15.9%</b>	<b>6</b>
Middlesbrough	17.1	11	-1.93	10	x	-
Newcastle	30.9	1	-0.93	4	32.6%	1
Salford	26.3	3	-0.91	3	x	-
South Tyneside	23.8	5	-1.24	6	27.3%	2
Sunderland	23.2	7	-1.49	8	17.1%	4

- The Progress 8 score was low compared to the other core cities

**Core Cities**

	Attainment 8		Progress 8		A*-C English & Maths	
	Average Score	Rank	Average Score	Rank	Percentage	Rank
<b>ENGLAND</b>	<b>22.8</b>		<b>-1.14</b>		<b>17.5%</b>	
Birmingham	25.3	3	-0.91	1	17.6%	4
Bristol	18.7	7	-1.13	5	13.4%	6
Leeds	17.9	8	-1.37	8	7.9%	7
<b>LIVERPOOL</b>	<b>23.2</b>	<b>5</b>	<b>-1.34</b>	<b>7</b>	<b>15.9%</b>	<b>5</b>
Manchester	25.4	2	-1.11	4	21.6%	3
Newcastle	30.9	1	-0.93	3	32.6%	1
Nottingham	21.5	6	-1.30	6	x	-
Sheffield	24.6	4	-0.92	2	22.2%	2

**Absence and Exclusions**

The following tables relate to attendance and exclusions for pupils continuously in care for 12 months up to 31<sup>st</sup> March 2016, compared to our Statistical Neighbours and the Core Cities. Attendance figures are for the full academic year 2015/16 and exclusions are for 2014/15

**Absence**

- Overall absence and authorised absence for Liverpool Looked After Children is below the national average
- However, unauthorised absence was above national average
- The percentage of persistent absentees has improved in Liverpool over the last four years
- Liverpool LAC pupils ranked in the bottom half for the percentage of persistent absentees compared to our statistical neighbours

**Statistical Neighbours**

	<b>% Overall Absence</b>	<b>% Authorised Absence</b>	<b>% Unauthorised Absence</b>
<b>ENGLAND</b>	<b>3.9</b>	<b>2.9</b>	<b>1.0</b>
Gateshead	2.8	2.0	0.9
Halton	3.7	2.2	1.5
Hartlepool	2.8	2.0	0.9
Hull	2.7	2.0	0.7
Knowsley	3.9	2.4	1.5
<b>LIVERPOOL</b>	<b>3.8</b>	<b>2.6</b>	<b>1.2</b>
Middlesbrough	3.0	2.0	1.1
Newcastle	3.0	2.0	1.1
Salford	4.3	3.1	1.2
South Tyneside	3.7	2.9	0.8
Sunderland	3.3	2.5	0.8

	<b>Percentage of Persistent Absentees</b>				<b>2016 Rank</b>
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	
<b>ENGLAND</b>	<b>10.1</b>	<b>8.9</b>	<b>9.0</b>	<b>9.1</b>	
Gateshead	9.0	7.4	11.8	4.8	1
Halton	10.9	x	x	11.0	9
Hartlepool	x	x	x	x	-
Hull	8.8	6.5	3.8	7.1	5
Knowsley	6.0	8.7	11.2	11.5	10
<b>LIVERPOOL</b>	<b>12.7</b>	<b>10.6</b>	<b>11.7</b>	<b>10.1</b>	<b>7</b>
Middlesbrough	6.3	8.1	9.2	9.5	6
Newcastle	5.1	6.3	10.1	6.6	2
Salford	7.1	7.8	11.6	10.8	8
South Tyneside	7.3	6.7	8.3	7.0	3
Sunderland	10.4	8.0	4.7	7.0	3

- Liverpool ranks in the bottom half for the percentage of persistent absentees compared to the other core cities

**Core Cities**

	<b>% Overall Absence</b>	<b>% Authorised Absence</b>	<b>% Unauthorised Absence</b>
<b>ENGLAND</b>	<b>3.9</b>	<b>2.9</b>	<b>1.0</b>
Birmingham	3.2	2.5	0.6
Bristol	6.3	4.7	1.5
Leeds	3.6	2.4	1.5
<b>LIVERPOOL</b>	<b>3.8</b>	<b>2.6</b>	<b>1.2</b>
Manchester	4.3	3.1	1.2
Newcastle	3.0	2.0	0.7
Nottingham	3.8	2.6	1.2
Sheffield	4.8	3.0	1.8

	<b>Percentage of Persistent Absentees</b>				<b>2016 Rank</b>
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	
<b>ENGLAND</b>	<b>10.1</b>	<b>8.9</b>	<b>9.0</b>	<b>9.1</b>	
Birmingham	10.4	8.6	6.8	6.0	1
Bristol	14.4	11.5	12.7	16.2	8
Leeds	10.2	8.8	9.6	8.2	3
<b>LIVERPOOL</b>	<b>12.7</b>	<b>10.6</b>	<b>11.7</b>	<b>10.1</b>	<b>5</b>
Manchester	13.4	12.0	12.2	10.5	6
Newcastle	5.1	6.3	10.1	6.6	2
Nottingham	7.4	9.1	10.0	9.1	4
Sheffield	14.5	9.9	12.5	12.0	7

**Exclusions**

- The percentage of Liverpool pupils with at least one fixed term has consistently been below the national average over the last five years
- Liverpool ranked in the top half for exclusions in 2015 when compared to our Statistical Neighbours

**Statistical Neighbours**

	<b>% Permanently Excluded</b>
<b>ENGLAND</b>	<b>0.14</b>
Gateshead	0
Halton	0
Hartlepool	0
Hull	0
Knowsley	0
<b>LIVERPOOL</b>	<b>0</b>
Middlesbrough	x
Newcastle	x
Salford	0
South Tyneside	x
Sunderland	0

	<b>% With at Least One Fixed Period Exclusion</b>					<b>Rank 2015</b>
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	
<b>ENGLAND</b>	<b>11.79</b>	<b>11.33</b>	<b>10.27</b>	<b>10.25</b>	<b>10.42</b>	
Gateshead	7.30	7.05	9.70	6.90	5.66	1
Halton	x	12.77	x	14.06	x	-
Hartlepool	8.86	x	x	x	7.45	3
Hull	11.7	10.7	8.54	12.69	10.09	7
Knowsley	12.42	10.29	8.20	9.40	10.91	10
<b>LIVERPOOL</b>	<b>9.00</b>	<b>5.94</b>	<b>8.88</b>	<b>9.91</b>	<b>9.03</b>	<b>5</b>
Middlesbrough	12.32	10.07	10.12	11.46	10.56	9
Newcastle	10.38	8.56	8.64	10.21	8.68	4
Salford	12.29	8.54	9.24	6.69	9.26	6
South Tyneside	9.45	6.34	x	x	6.43	2
Sunderland	13.37	15.48	14.37	14.29	10.19	8

- Compared to the Core Cities Liverpool had the second lowest percentage of pupils with at least one fixed term exclusion

**Core Cities**

	<b>% Permanently Excluded</b>
<b>ENGLAND</b>	<b>0.14</b>
Birmingham	0.68
Bristol	0
Leeds	x
<b>LIVERPOOL</b>	<b>0</b>
Manchester	x
Newcastle	x
Nottingham	x
Sheffield	0

	<b>% With at Least One Fixed Period Exclusion</b>					<b>Rank 2015</b>
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	
<b>ENGLAND</b>	<b>11.79</b>	<b>11.33</b>	<b>10.27</b>	<b>10.25</b>	<b>10.42</b>	
Birmingham	13.82	12.61	11.26	12.23	11.04	5
Bristol	14.15	17.16	13.04	15.02	14.52	8
Leeds	9.17	9.36	8.46	8.18	10.19	4
<b>LIVERPOOL</b>	<b>9.00</b>	<b>5.94</b>	<b>8.88</b>	<b>9.91</b>	<b>9.03</b>	<b>2</b>
Manchester	16.88	13.22	11.9	10.02	11.63	6
Newcastle	10.38	8.56	8.64	10.21	8.68	1
Nottingham	11.62	9.26	8.85	9.44	12.04	7
Sheffield	14.10	12.60	11.86	11.97	10.08	3