A whole systems approach to addressing the education attainment gap

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With support from the B&NES Education Attainment Gap Task and Finish Group

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1. Executive Summary

Educational attainment has broad benefits on health, wealth and happiness. Inequalities in educational attainment between children from more and less affluent backgrounds is an issue nationally and has worsened in recent years.

B&NES schools at Key Stage 4 (year groups 10 and 11) and in their A Level results (years 12 and 13) produce some of the best education results outside of London. Most schools are Ofsted rated good or outstanding, with every secondary school rated good or above.

However, B&NES has a long-standing attainment gap between the educational outcomes of pupils that are defined as disadvantaged (see section 2.1 for definitions) and non-disadvantaged pupils. This gap starts in the early years and is particularly concerning in Key Stage 2 (year groups 3-6), when it is the widest in England, with an attainment gap of 36% compared to 23% nationally (Figure 4). This gap cannot be fully explained by the premise that non-disadvantaged pupils are doing particularly well, as pupils defined as disadvantaged are doing less well in B&NES than their comparative cohort nationally. 30% of B&NES pupils defined as disadvantaged reached expected standards in Reading, Writing and Maths at KS2 in 2022-23 compared to 44% nationally - the lowest proportion in the country. Unlike the vast majority of local authorities in England, attainment of disadvantaged pupils in B&NES's schools fell (by 4 percentage points) between 2021/22 and 2022/23. This is a widespread issue with the majority of state primary schools in B&NES not reaching the England average for KS2 attainment in students from less affluent backgrounds and students with specific protected characteristics[1].

When children defined as disadvantaged finish their education in KS4, 2022/23 data suggests that their educational outcomes are broadly in line with the national average compared to the same cohort nationally. However, when you compare their outcomes with those of their non-disadvantaged peers locally, the gap is substantial. The above national average performance of B&NES non-disadvantaged pupils is a factor in this (at KS4).

97% of schools in B&NES are academies; the majority of these schools are organised into Multi-Academy Trusts. As organisations, they are accountable to the Department of Education and not the Local Authority. However, the Local Authority, via the DCS function, still holds the responsibility for ensuring good educational outcomes for all children.

The aspiration for B&NES is:

- for our children that are defined as disadvantaged to have improved educational outcomes in KS2 reading, writing, and maths that are in line with national performance.

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[1] The protected characteristic referred to is if children have been in the care of the local authority for one day or more in the last year and/or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.

- to narrow the gap between the KS4 results of our young people defined as disadvantaged and their non-disadvantaged peers, by improving the results of disadvantaged pupils.

Whilst education settings have a critical role in reducing the educational attainment gap, many drivers of educational attainment are outside of educational settings. In an average year, children spend around 20-24% of their waking hours in school and 76-80% of their waking hours outside of school. The wider environment in which children and young people grow up in therefore has a huge role to play, and a whole systems approach can help to understand the broader drivers and solutions to the educational attainment gap. Both schools and society matter.

1.1 Aim and objectives

The aim of this project is to investigate the potential causes of the educational attainment gap in B&NES, with a focus on causes and barriers outside of education settings, and make recommendations as to how a whole systems approach could help address the gap.

Due to the way in which educational inequality is monitored nationally, the focus will be on the educational attainment gap between pupils eligible for free school meals and those that aren't, and children that are or have been in the care of the local authority.

The objectives of this project are as follows:

1. Complete a literature review summarising the contributing factors to differences in educational attainment and approaches and interventions to reduce this difference, with a focus on aspects outside of education settings (e.g. the core determinants and whole system approaches).
2. Review and appraise existing quantitative data to identify local factors that may be most likely to be contributing to differences in educational attainment and to facilitate targeting of recommendations.
3. Gather qualitative information from local professionals, young people and families to understand their views and thoughts on contributing factors to the education attainment gap and how they could be addressed locally.
4. Outline recommendations on how the educational gap in B&NES could be addressed.
5. Use the process to build momentum and commitment to action, including via a task and finish group that oversees the project and the development of an action plan informed by the recommendations.

1.2 Alignment with other Council and system work

These aims and objectives complement work taking place by B&NES Council and system partners to address the attainment gap **by** education settings. For example, St John's Foundation have funded a multiagency two-year pilot project called "Language for Life: making a difference together", led by B&NES Council's Early

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Years Service and HCRG Care Group speech and language therapy team. The pilot aims to reduce the word gap between young children by upskilling staff to support children in their nursery/pre-school setting, and particularly those unlikely to meet specialist thresholds for support[2].

B&NES Council and St John's Foundation have also commissioned Big Education to support schools to improve the educational outcomes of children defined as disadvantaged. The two-year project has involved analysing local needs and data and work with schools to design interventions or changes in practice that address the attainment gap. Impact evaluation data will be collected and analysed during the Summer Term 2025 and a final report sharing good practice will be issued.

1.3 Key drivers of the attainment gap and action plan to address these:

Triangulated findings of the literature review, data analysis and qualitative research suggest that the following are core factors that are contributing to the attainment gap in B&NES:
- Barriers to social mobility
- Barriers to community cohesion, inclusion and equity
- Inequitable sporting, social and cultural capital
- Under-resourced home learning environment
- More complex home social environment
- Reduced family and education setting relationship
- Reduced early intervention and prevention offer
- Limited engagement with services/settings (from early years to youth)
- Health and wellbeing needs

Appendix 5 sets out the core factors and contributing factors visually.

An Action Plan has been developed to address all of these core factors, and contributing factors, with action taking place across the core determinants of health. The Action Plan has been developed in collaboration with Council Heads of Service, Council Officers, and wider system partners to ensure that the actions are SMART and that named leads are committed to delivering on the actions.

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[2] St Johns Best Start in Life programme: https://impact.stjohnsbath.org.uk/best-start-in-life

2.   Context and approach

2.1 Definitions

Nationally, educational attainment inequalities are monitored using data that relies on two key definitions:

- **Children and young people eligible for free school meals (FSM).** This refers to children and young people who are eligible to receive free school meals **AND** have made a successful eligibility claim. It does **not** capture people who meet the criteria to receive free school meals but have not made a successful claim. Children are eligible for free school meals if they are attending a state school and their family is receiving one or more of a number of benefits that are linked to low income.
- **Children and young people that are disadvantaged**. This includes children and you young people that are known to have been eligible for free school meals at any point in the past six years, and/or if they have been in the care of the local authority for one day or more in the last year and/or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order. This term is broader than and encompasses those eligible for FSM and is used in analyses in this report where the data is available.

Children and young people experience poverty and financial hardship in different ways and shouldn't be understood through the single lens of being from a low-income family. However, we know that children and young people from low-income families will be exposed to a number of wider inequalities such as (more) unstable parental employment, unstable housing situations, chaotic and/or overcrowded family life (including not enough beds/space for the children to eat, sleep, and complete homework), and stress in the home. Some children will be exposed to and will be aware of these more than others.

Whilst national definitions are based upon family income and whether a child has been in the care of the local authority, it is important to reflect that the terms "eligibility for FSM" or "disadvantaged" do not capture all families that are struggling financially and in other ways. For example, families earning just above the thresholds would not receive the same government support but may be in very similar living circumstances.

In this report we avoid using the term "disadvantaged" children and young people where possible to avoid deficit thinking and a term that many children and young people do not wish to be referred to as. Instead, we use the terms "under-served" (i.e. inadequately provided with a service or opportunity) or "under-resourced", which highlights the range of assets that some children may miss out on – wealth and money but also the cultural, social and educational resources provided by parents and their social networks. Nevertheless, when referring to quantitative data that

measures the attainment gap using the "disadvantaged" cohort definition, we do use the term to avoid confusion.

2.1 What is the educational attainment gap?

The attainment gap refers the difference in educational achievement between children from more and less affluent backgrounds, and applies to a broader group of children that are under-resourced.

The educational attainment gap is evident nation-wide and has worsened in recent years. This is demonstrated by Figure 1, which shows a steep increase in the disadvantage gap index (a summary measure of the attainment gap) since 2019.

Figure 1: Disadvantage gap index at Key Stage 2 2020/11 to 2022/23[3]. Note – no data available during pandemic.
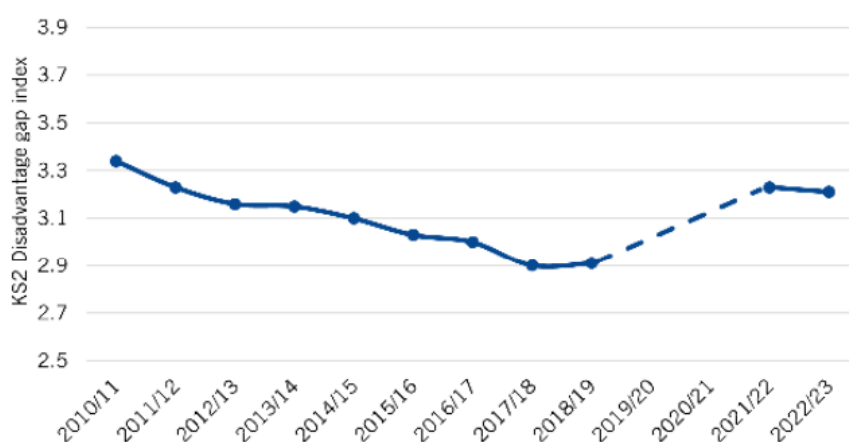
Nationally, this educational attainment gap is present on entry to school and widens throughout school life:

- At age 5 in 2022/23 51.6% of FSM eligible children in England achieved a good level of development, compared to 71.5% of non-FSM eligible children[4].
- At KS2 in 2023 44% of disadvantaged pupils in England met the expected standard in reading, writing and maths compared to 66% in other students[5]. Additionally disadvantaged pupils made less progress than other pupils with similar prior attainment.
- At KS4 in 2023 only 25.2% of disadvantaged pupils in England achieved grades of 5 or above in English and maths GCSEs (a strong pass), in contrast to 52.4% for non-disadvantaged pupils[6].

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[3] Key stage 2 attainment https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment#dataBlock-a95ff2a2-3cbd-4e3e-b0cb-a53cf28b2806-charts

[4] General Election Policy Briefing. Closing the Attainment Gap https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf

[5] Key stage 2 attainment https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment#dataBlock-a95ff2a2-3cbd-4e3e-b0cb-a53cf28b2806-charts

[6] General Election Policy Briefing. Closing the Attainment Gap https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf

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The Education Policy Institute converts attainment gap data into a 'months of learning gap' to help articulate the attainment gap (see Figure 2 below).

Figure 2: The disadvantage gap in "months of learning" at reception, KS2 and KS4 in 2022[7].
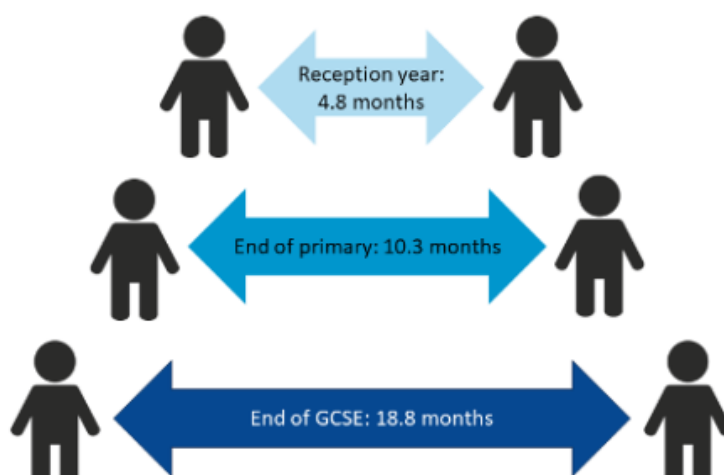
There are differences in the educational attainment gap across the country, although the South West region has a lower attainment for disadvantaged pupils at all ages in comparison to the English average. For example, in 2021/222, at the end of primary school, fewer children from disadvantaged backgrounds in the South-West reached expected standards in reading, writing and maths than in any other region – 37% compared with 43% across England and 53% in London, the best-performing region[8].

2.2 The educational attainment gap in B&NES

Size of the FSM cohort over time

Mimicking patterns throughout England the FSM cohort is increasing. In primary schools in B&NES, the number of FSM pupils has almost doubled from 1,238 in 2015/16 to 2,407 in 2022/23 in B&NES (an increase from 9% to 18%)[9] (Figure 3). The increase is thought to be driven by transitional protections put in place to support families during the rollout of Universal Credit (pupils eligible for free school meals on or after 1 April 2018 retain their free school meals eligibility even if their circumstances change), the economic impacts of the Covid-19 pandemic on families earning potential, and the wider economic context.

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[7] General Election Policy Briefing. Closing the Attainment Gap https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf

[8] South west social mobility commission: Intro Report https://www.exeter.ac.uk/media/universityofexeter/aboutusresponsive/documents/South-West_Social_Mobility_Commission_2023_Report.pdf

[9] B&NES (2024), Strategic Evidence Base (SEB), *yet to be published version.*

Figure 3: Percentage of students known to be eligible for FSM in state funded primary schools in B&NES
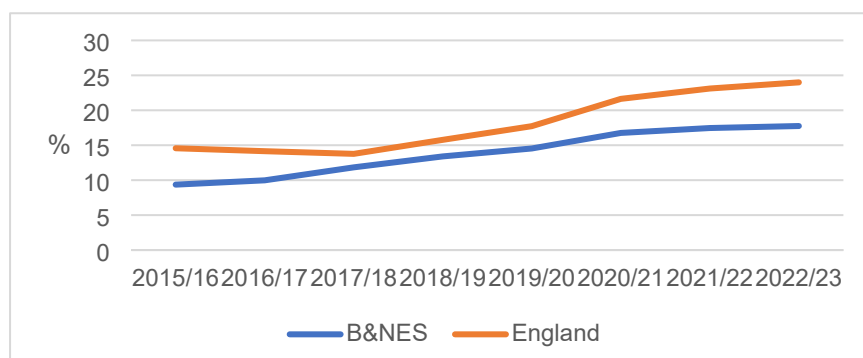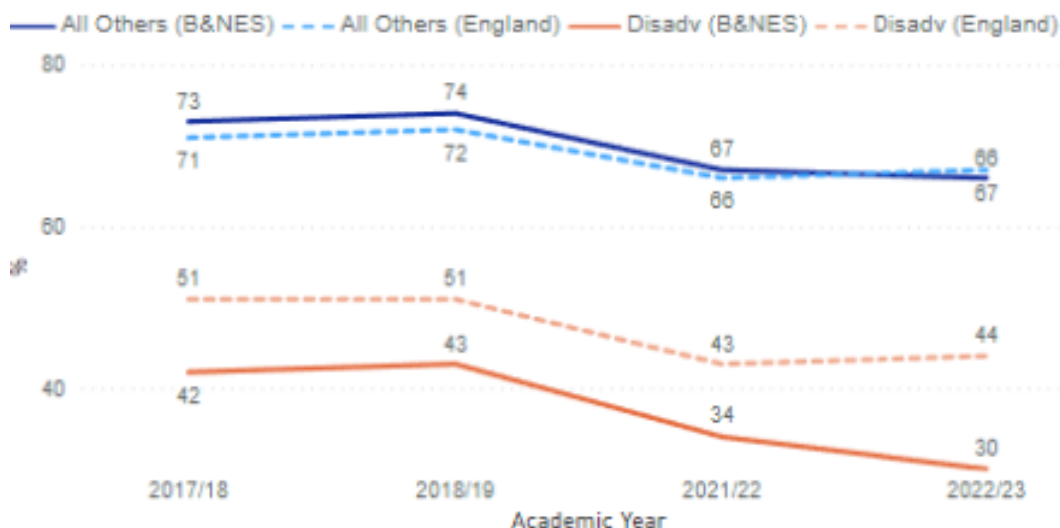

Attainment gap at key stage 2

Pupils defined as disadvantaged are doing less well in B&NES than nationally, with 30% in 2022/23 reaching expected standards at KS2 compared to 44% nationally - the lowest proportion in the country. Unlike the vast majority of local authorities in England, attainment of disadvantaged pupils in B&NES's schools fell (by 4 percentage points) between 2021/22 and 2022/23.

In addition, the gap between disadvantaged and non-disadvantaged pupils is large, and currently the highest in the country, with an attainment gap of 36% compared to 23% nationally (Figure 4).

Figure 4: Percentage of pupils reaching the expected standard in reading, writing and maths at KS2 by Disadvantaged status, in B&NES and compared to England data

Attainment gap at other stages of education

Whilst the attainment gap is comparatively worse at KS2 in B&NES, it is present across all ages (see Figure 5).

In terms of attainment in the FSM eligible cohorts, in 2022/23 B&NES ranked in the bottom decile at Age 5 (EYFS), Age 7 (KS1) and Age 11 (KS2) out of the 153 English single tier and county councils. This equates to the worst attainment in the country at KS2 and the 3rd worst at EYFS in the FSM eligible cohorts.

Nationally, the attainment gap worsens as children progress through the education system. Whilst this was broadly true in B&NES in 2018/19 and 2021/22, in 2022/23 the attainment gap at KS4 had relatively narrowed and was more in line with the national attainment gap, though still wider.

Figure 5: Attainment gap in B&NES between those eligible for FSM and those not at different stages of the education system 2022/23
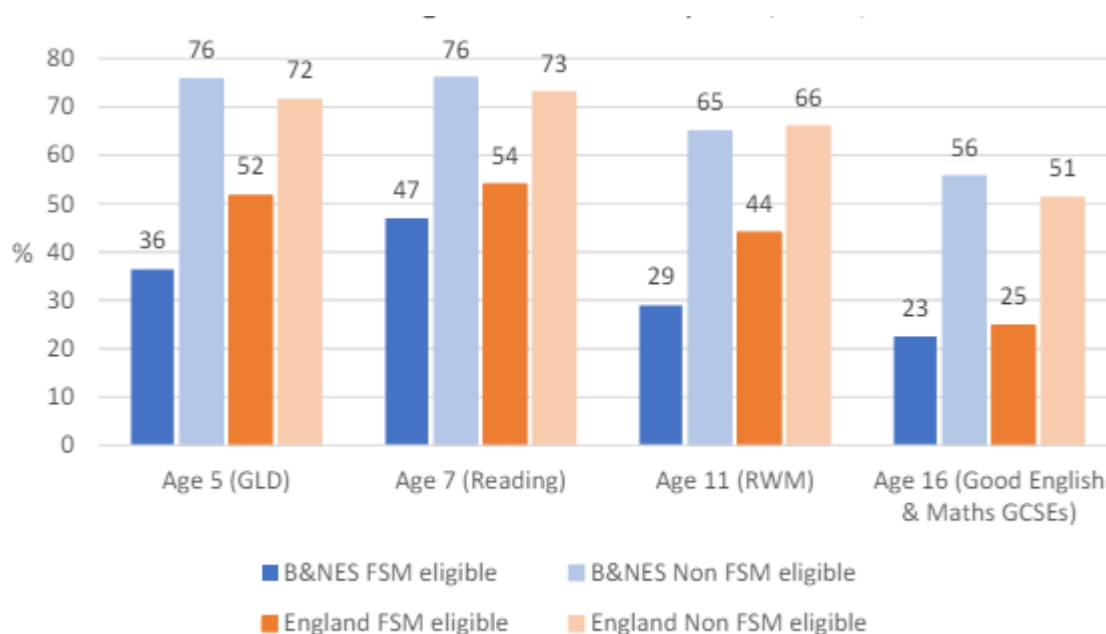
Attainment gap by SEN Status

SEN status is also known to be associated with attainment. Interestingly, the attainment in B&NES for those with SEN support and with EHCPs is very similar to the English average. This is shown in Figure 6 for KS2 but is also true of other education stages, and at EYFS and KS4 in 2022/23 B&NES achieved slightly higher attainment than the English average.

Figure 6: Percentage of pupils in B&NES and England reaching the expected standard at KS2 in RWN by SEN Status

% of Pupils Reaching the Expected Standard at KS2 in RWM by SEN Status
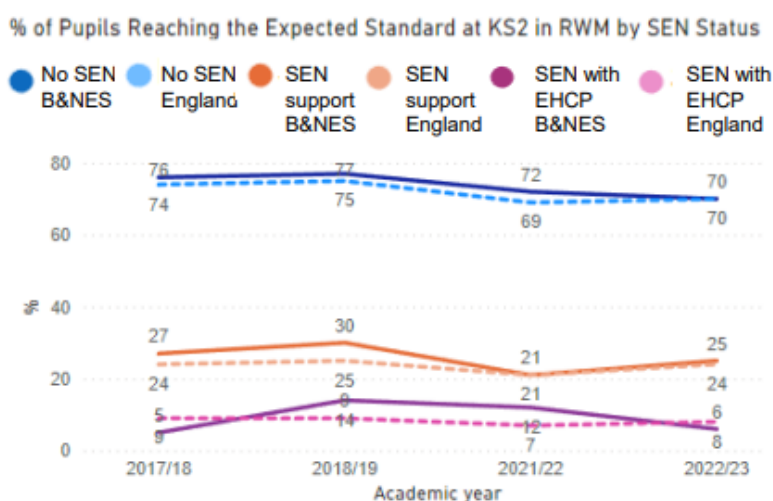
Attainment by Ethnicity in B&NES

The Asian ethnic group are consistently the highest achieving group at KS2, as shown in Figure 7. Other (10%) and Black (36%) ethnic groups have consistently the lowest proportion achieving expected standards at KS2, and lower than the English average for Other (57%) and Black (60%) ethnic groups. It should however be noted that in B&NES there are a low number of pupils in these categories – 11 pupils in the Black ethnic group and 21 pupils in the Other ethnic group out of a total of 1,922 pupils in that year.

Figure 7: Percentage of pupils in B&NES reaching the expected standard at KS2 in RWN by Ethnicity

KS2: % of Pupils Reaching the Expected Standard in RWM by Ethnicity (B&NES)
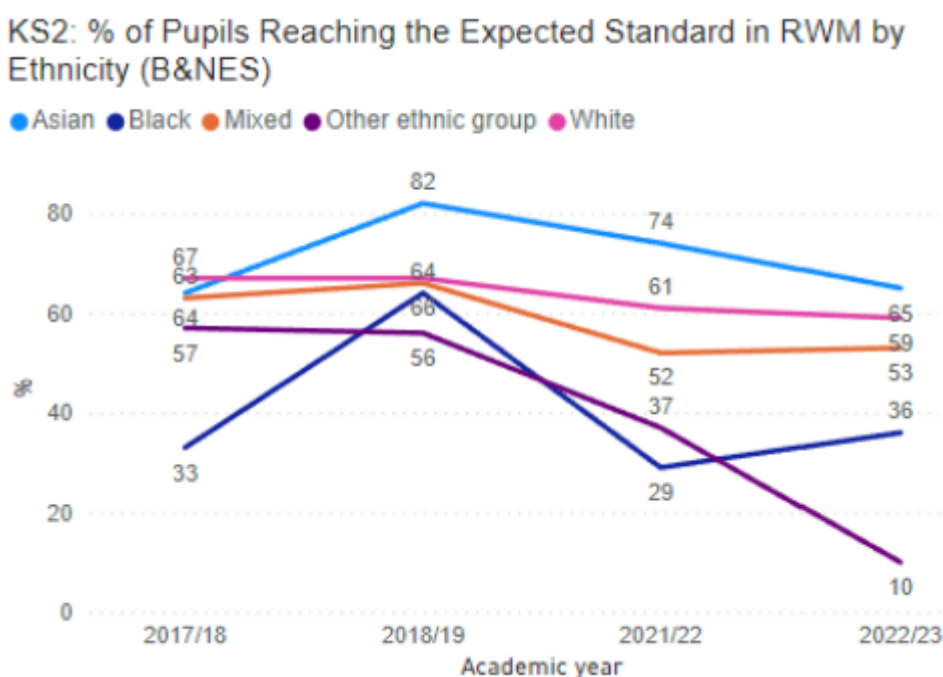
2.3 Why is reducing the education attainment gap important?

The benefits of higher educational attainment are widely recognised in reducing inequalities and enhancing life opportunities. In addition to better prospects in employment options and earning potential, higher educational attainment is also associated with positive outcomes such as improved physical and mental health, greater life satisfaction, and higher levels of civic participation and social cohesion[10].The links between higher academic achievement and improved life outcomes, whilst multiple, are logical. For example, when we achieve a good level of academic attainment it gives us a greater chance of getting a decent job and money to buy what we need for good health, such as food and heating. This in turn reduces stress that can impact our mental and physical health.

Reducing the attainment gap is also important in supporting a thriving community and economy. A report by the economic thinktank the Centre for Progressive Policy in 2022, estimates that bridging the education attainment gap between the most and least deprived areas of England could deliver an annual earnings boost of £14.4bn to the national economy[11]. We know that investing in education and skills and ensuring that all pupils in B&NES reach a good level of attainment, is important for thriving communities and our local economy.

There is also an important moral imperative to reduce the attainment gap. In B&NES we want all of our children and young people to thrive, and for those from low-income families to have the opportunities, capacity and resources to do as well as their more privileged peers. This is a priority corporately and politically. Reducing the education attainment gap is already a prominent feature in many key B&NES Council strategies including the corporate strategy (one of nine priorities), the health and wellbeing strategy (priority area one) and the economic strategy.

This report supports an "equity based approach"[12] to reducing the attainment gap by suggesting that there should be a greater focus on removing the barriers to educational attainment to support those children and young people at greatest risk of achieving low attainment. It seeks to understand what barriers they face, whether there are any that are more specific to B&NES than others areas (is there anything different about B&NES to explain the inequality?), and suggests ways to remove these barriers. When exploring determinants and barriers, it is important to be aware of any cultural norms in the way in which resources are distributed that may inadvertently be disadvantaging those we seek to support.

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[10] Education inequalities review institute of fiscal studies https://ifs.org.uk/sites/default/files/2022-08/Education-inequalities.pdf

[11] Institute for Progressive Policy https://www.progressive-policy.net/publications/new-research-suggests-bridging-the-attainment-gap-would-boost-economy-by-14-4bn-per-year#:~:text=CPP%20calculates%20that%20if%20qualification,by%20%C2%A314.4bn%20annually.

[12] Equity in Education: Levelling the playing field of learning. 2023. By L. Major and E. Briant.

2.4 Why a whole systems approach to reducing the attainment gap?

"Education can play a huge part in levelling life's unequal playing field, but teachers can't do this on their own" (Gorard et al., 2010).[13]

As well as education impacting life outcomes, what are referred to as the social or core determinants of health also impact on education attainment (see Figure 8). Numerous studies suggest that socio-economic factors and the physical environment in which we grow up in account for between 30-55% of our health outcomes, and we know that these factors will also play a crucial role in education attainment inequality. For example, lower income families are more likely to rent or live in lower quality housing (i.e. with damp, mould, and overcrowding), which will affect stability and quality of the home learning environment[14]. Income and working hours will also affect digital resources and time available to support children with their homework, which in turn affects attainment. Action on inequalities requires action across all the social determinants of health[15].

As B&NES Council and system partners are in a position to influence some of these socio-determinants, a whole systems approach to addressing the attainment gap helpful. Such an approach helps us to identify the multiple factors and pathways affecting educational attainment outside of the classroom, and system partners roles in influencing these. By addressing the root causes of educational attainment inequality together and at different levels in the system, we are in a better position to create lasting change.

In line with *Be Well B&NES*, a whole system approach to reducing the education attainment gap will adhere to the following where applicable:

- Take collective action on the social, economic, environmental and commercial factors that drive our behaviours, as well as supporting individuals and communities to make positive choices.
- Work at different levels of the system to change not only the actions we take, but the structures that support them and the health beliefs that the system holds.
- Exploit the value of working together on the building blocks of health (in this context the building blocks of educational attainment).

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[13] Equity in Education: An International Comparison of Pupil Perspectives. 2010. S. Gorard et al.
[14] 20% of private renters have lived in their home for less than a year, compared with just 6% of social renters and 2% of owner-occupiers for example. Health Foundation, 2024: https://www.health.org.uk/evidence-hub/housing/housing-stability-and-security/trends-in-duration-of-housing-occupancy
[15] The Marmot Review: Fair Society, Healthy Lives. 2010: https://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review/fair-society-healthy-lives-full-report-pdf.pdf

Figure 8: The Social Determinants of Education[16]

3. Methodology

The information used to inform our whole systems approach to reducing the educational attainment gap in B&NES primarily comes from four workstreams:

1. **Data analysis**
   Data analysis was conducted to give insights into the distribution of the education attainment gap in B&NES, any patterns linked to student/school attainment and characteristics that may exist, and how these compare to other local authorities.

2. **Rapid literature reviews**
   Two rapid reviews were undertaken, one focusing on the core determinants of the education attainment gap and the other focusing on interventions to reduce it. Both were UK focused and only included factors/interventions outside of education settings (see Appendices 1 and 2 for search strategies).

3. **Qualitative information from interviews and focus groups**
   Insights from professionals working in B&NES and young people were sought through interviews and focus groups (the current list of participating stakeholders is outlined in Appendix 4). They were conducted by three public health team members using a topic guide (see Appendix 3). Interviews/focus groups took place online, over Teams, or in person. Local professionals were approached based upon the following criteria: They work with children and young people in B&NES and they have worked in B&NES for at least one year and have a good understanding of the local context. Responders were asked to separate insights gained from their personal life to their professional roles, though both reflections were included.

4. **Systems partner task and finish group and workshop**
   A Task and Finish group with Council colleagues and system partners, and a subsequent workshop, were established to inform the methodology and approach, discuss the triangulated findings of the above three workstreams, review and validate a systems map of key determinants and pathways affecting educational attainment, and inform an action plan for addressing the attainment gap in B&NES.

At the time of writing, the action plan is a final draft to be approved by CMT.

4. Drivers of the educational attainment gap

4.1 What the data suggests about drivers of the educational attainment gap at KS2

Key findings:

- Lower attainment for pupils defined as disadvantaged is widespread across schools in B&NES, rather than limited to a few schools.
- Lower attainment for pupils defined as disadvantaged is not limited to schools that have a small cohort of disadvantaged children.
- However, on average, schools consisting of over 40% disadvantaged students consistently had the lowest attainment for both disadvantaged and non-disadvantaged students.
- Comparing the composition of pupils in B&NES against the six highest attaining LAs (where disadvantaged children are achieving the highest attainment levels), the higher attaining LAs are all urban, have generally larger disadvantaged cohorts, and are more ethnically diverse.
- Three statistical neighbours, Warrington, Herefordshire and Solihull, had similar characteristics to B&NES but had an average attainment for disadvantaged pupils equal to or better than then English average.

Comparisons with other Local Authorities

Figure 11 compares the characteristics of the local authorities with highest attainment for disadvantaged pupils in KS2 with the local authorities with the lowest attainment (which includes B&NES). Comparing the composition of pupils in B&NES against the six highest attaining LAs we found the higher attaining LAs have generally larger disadvantaged cohorts and are more ethnically diverse. The composition of the SEN cohort appears to be generally similar.

Comparing the composition of pupils in B&NES with the other five lowest attaining LAs we found:

- Disadvantaged cohort sizes appear generally similar, ranging from 17% in Central Bedfordshire to 28% in Norfolk.
- The SEN cohorts appear to be generally similar.
- Ethnically similar with the exception of Windsor and Maidenhead, which is more ethnically diverse.

There are differences in the places as well as pupil characteristics, that are worth noting, including that the lowest attainment LAs all have rural as well as urban areas, and none of them have major cities, compared to the highest attaining that are all London boroughs.
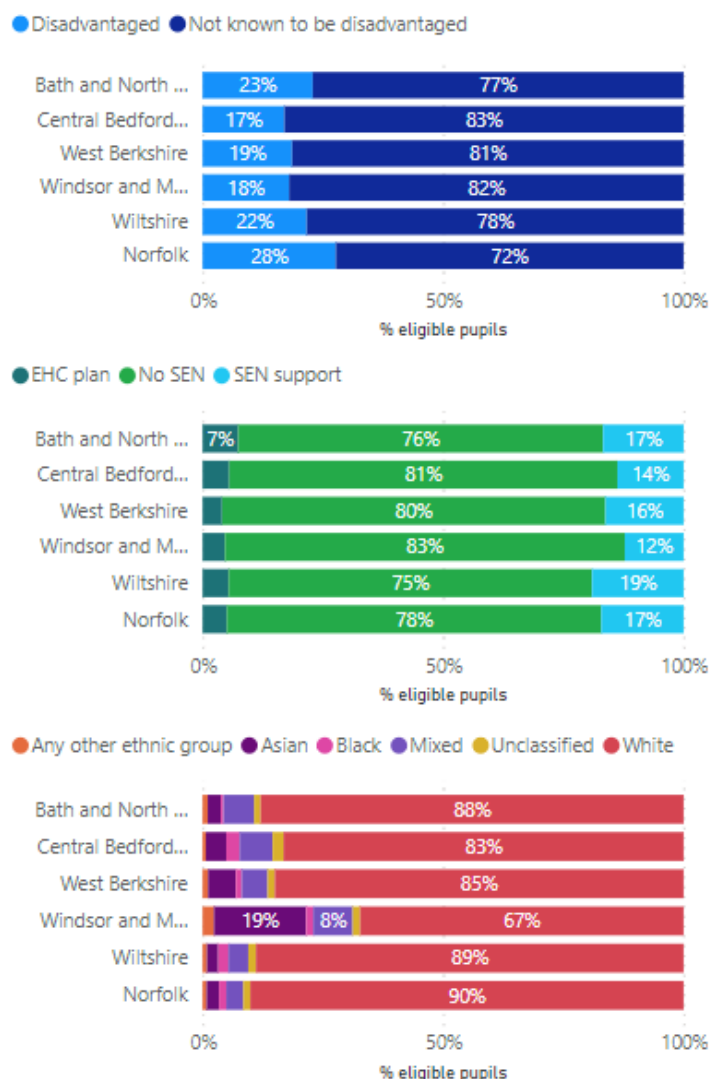
Figure 11: A comparison of the characteristics of the local authorities with the top 6 and bottom 6 attainment for disadvantaged pupils. Including 1) proportion of disadvantaged pupils 2) the proportion of pupils with an EHCP, no SEN or SEN support 3) proportion of pupils in each ethnic group
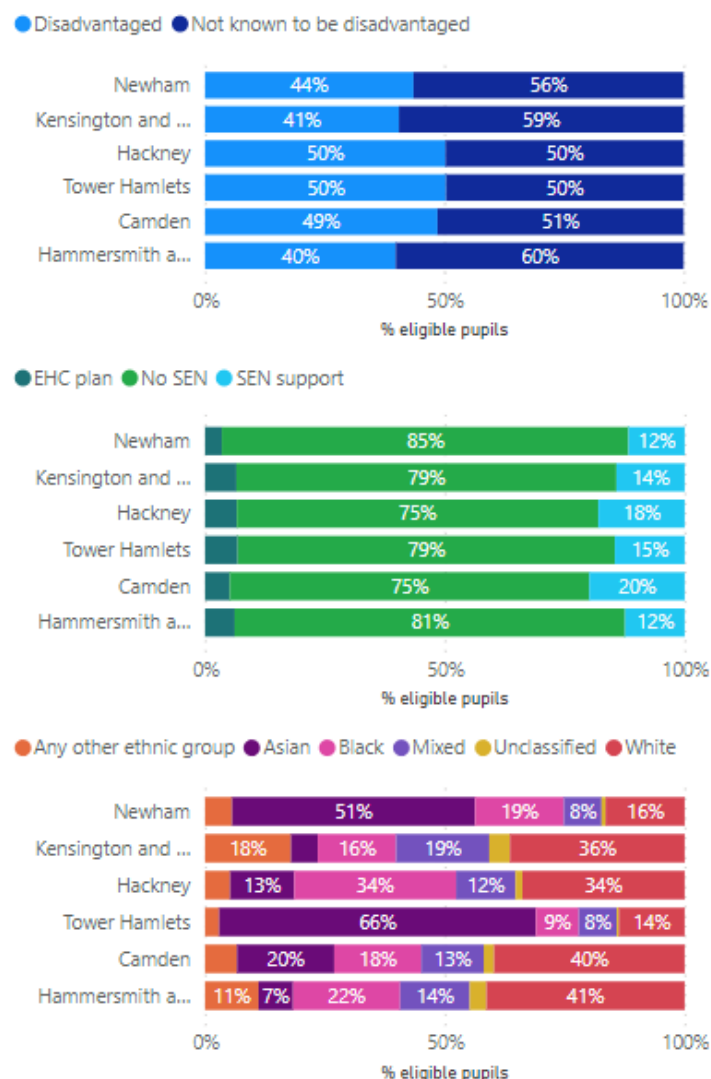
CSSN/CIPFA statistical neighbours outline local authorities that are similar in characteristics to each other to enable comparison of indicators. Unsurprisingly, due to the nature of how they're selected, the characteristics highlighted in Figure 11 are all very similar for B&NES and its CSSN/CIPFA statistical neighbours. The majority of B&NES CSSN/CIPFA statistical neighbours have an average attainment for disadvantage pupils below the English average (Figure 12). Interestingly however, three statistical neighbours, Warrington, Herefordshire and Solihull, had similar characteristics but had an average attainment for disadvantaged pupils equal to or greater than then English average.

Figure 12: A comparison of the percentage of disadvantaged pupils reaching expected standards at KS2 for B&NES and its CIPFA and CSSN statistical neighbours
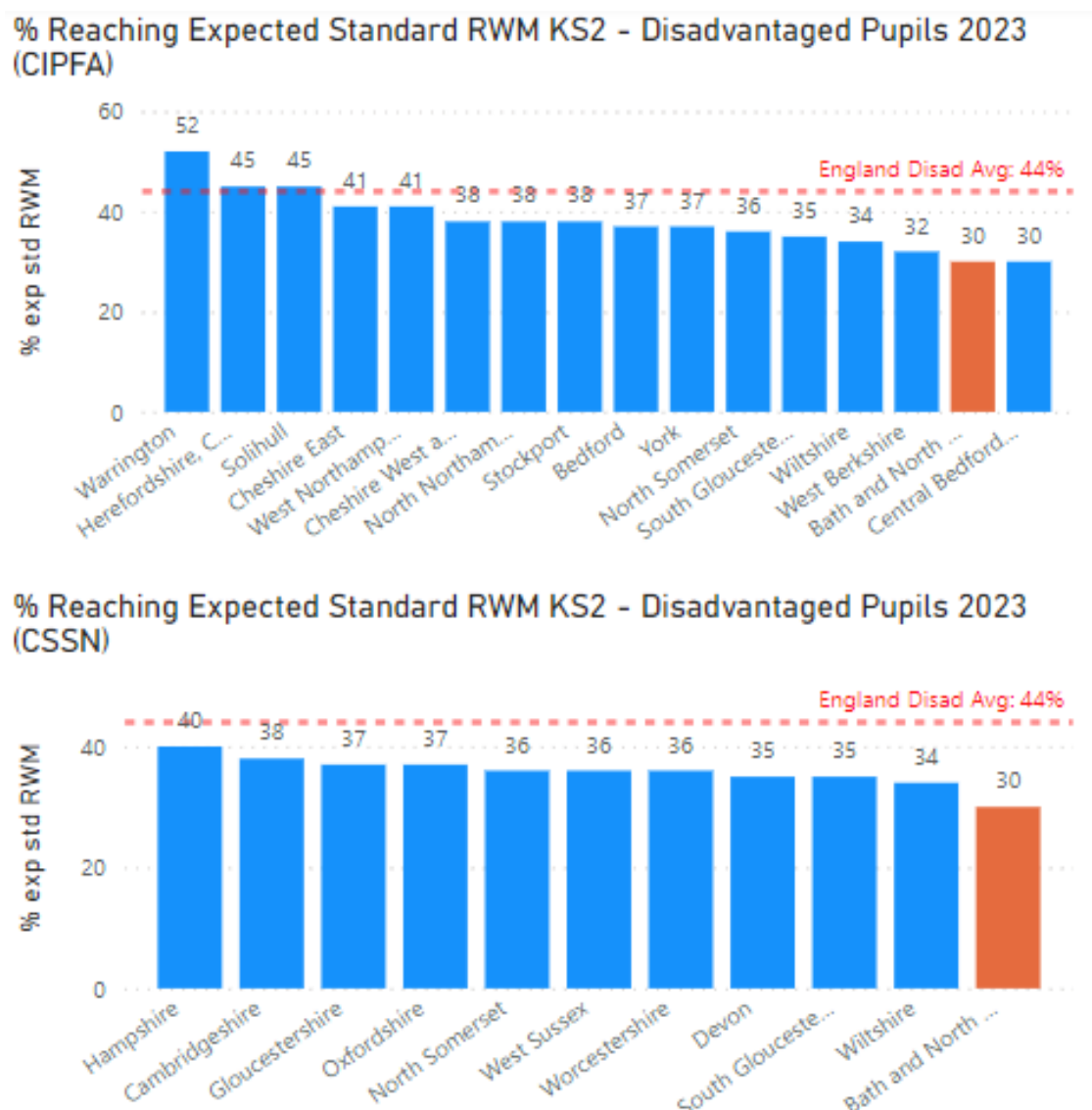
4.2   Summary of literature review findings

Much of the literature examining the educational attainment gap focuses on education settings, which are outside the scope of this report. However, there were some resources identified in the literature review or suggested by stakeholders during interviews that focused on factors outside of education settings. Five papers were particularly useful in summarising the contributing factors to the educational

attainment gap outside of education settings. Four were literature reviews[17][18][19][20] and one was a report as part of a parliamentary inquiry[21].

A lot of the available evidence stems from qualitative research likely due at least in part due to challenges with quantitative data. Robust quantitative data was available however it can be challenging to disentangle the impacts due to multiple potential confounding factors and due to the long times between exposure and effect.

The literature review findings largely reflected the findings of the stakeholder interviews and have been related evidence has been highlighted in the next section. Differences between the literature review and the stakeholder interviews have been identified in the discussion section of this report.

4.3 Triangulated findings about the drivers of the educational attainment gap in B&NES

When looking at complex issues such as why some children and young people do better at school than others, systems mapping allows us to develop a simplified version of reality. A systems map is a tool which shows a network of factors and the cause-and-effect relationships between factors. Arrows show the links between factors, with the direction of the arrow showing which factors cause others. As an example, lower income families are more likely to rent or live in lower quality housing (i.e. with damp, mould, and overcrowding), which will affect stability and quality of the home learning environment[22]. Income and working hours will also affect digital resources and time available to support children with their homework, which in turn affects attainment.

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[17] Key drivers of the disadvantage gap. Literature review education in England annual report. Education policy https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

[18] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

[19] The relationship between pupil characteristics and educational outcomes: a literature review. From Gill Featherstone (A report for Islington Council). This report is not available online.

[20] Disadvantaged pupils and educational attainment: a literature review October 2022. Produced by the "Big Education" project for B&NES. This report is not available online but a blog summarising some of the report's findings is available https://www.capsuleresearch.com/post/what-strategies-can-we-employ-to-address-educational-inequality

[21] The forgotten: how White working-class pupils have been let down, and how to change it: first report of session 2021-22 (HC 85) https://committees.parliament.uk/publications/6364/documents/70802/default/?platform=hootsuite

[22] 20% of private renters have lived in their home for less than a year, compared with just 6% of social renters and 2% of owner-occupiers for example. Health Foundation, 2024: https://www.health.org.uk/evidence-hub/housing/housing-stability-and-security/trends-in-duration-of-housing-occupancy

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Appendix 5 shows the **factors** and **core factors** that are thought to be contributing to the attainment gap in B&NES. Factors contribute to the core factors, which in turn contribute to the education attainment gap. The core factors are as follows:

- Barriers to social mobility
- Barriers to community cohesion, inclusion and equity
- Inequitable sporting, social and cultural capital
- Under-resourced home learning environment
- More complex home social environment
- Reduced family and education setting relationship
- Reduced early intervention and prevention offer
- Limited engagement with services/settings (from early years to youth)
- Health and wellbeing needs

Drivers of the attainment gap in B&NES are outlined below under the 9 core factor headings. The factors and core factors have been derived from the stakeholder interviews and focus groups and then corroborated with evidence from the literature review. Though not outlined in detail in the rest of the report, Figure 13 also highlights the suggested mechanism by which core factors may impact educational attainment i.e. motivation, self-belief, concentration, wider development, home academic development, and attendance.

Figure 13: Core factors driving the educational attainment gap and how they influence academic attainment (black writing). (To be updated).
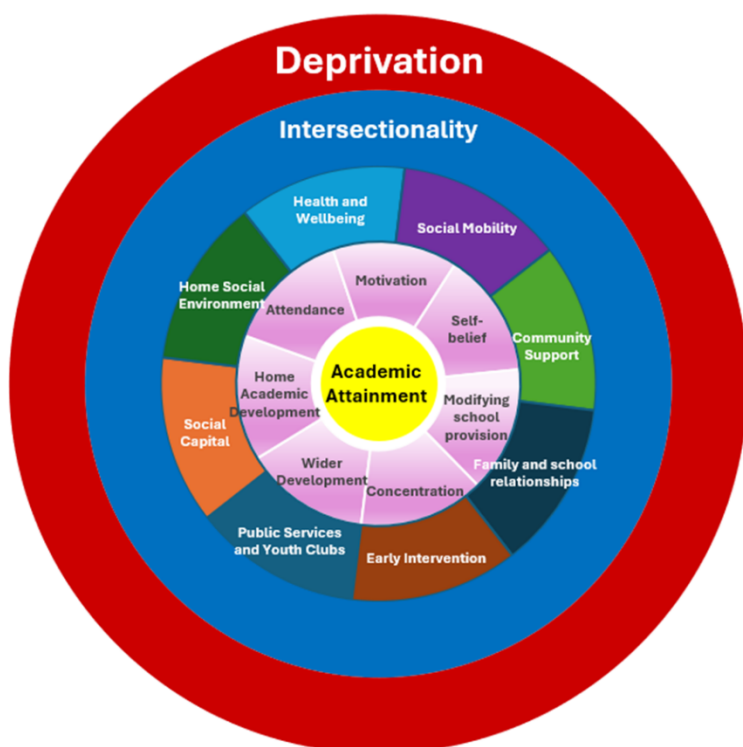
Overarching core factor: poverty

Educational attainment is both a direct cause and consequence of poverty. The incidence, depth, duration and timing of poverty all influence a child's educational attainment.

Compared to England as a whole, B&NES has lower rates of poverty, but nevertheless many families face considerable challenge. 1 in 5 (20%) children and young people in B&NES in 2019/20 were estimated to be living in relative poverty (after housing costs, 11% before housing costs), amounting to 6,500 children and young people aged 0 to 15. The current cost of living crisis will have resulted in more people living poverty. In May 2022, 88% of UK adults reported an increase in their cost of living. The Resolution Foundation estimated an extra 1.3 million people would fall into absolute poverty in 2023, including 500,000 children. Based on these estimates, it would mean nearly 4,000 more people in B&NES in absolute poverty, including 1,500 children.

The Education Endowment Foundation suggest a number of effective evidence-based local interventions to mitigate for the negative impacts of poverty on education. These include parental engagement/involvement focused on helping parents to use appropriate strategies to support children's learning at home, high-quality early learning and childcare provision, and targeted interventions in disadvantaged communities that address children's early cognitive, language and numeracy development[23].

1) Barriers to social mobility

The importance of social mobility and its relationship with educational attainment has been highlighted in a recent report by the South West social mobility commission[24]. A key finding of the report is that social mobility in the South West is low and that a significant part of this is due to relatively wide gaps in young people's educational attainment.

The gap between wealth and deprivation

The wide gap between more and less affluent communities is a core factor that was raised in the vast majority of focus groups and interviews conducted. Both local professionals and young people suggest that the gap is particularly wide in B&NES, and it is therefore harder for people to imagine themselves in different ways of life - that there is "*no stepping stone to a better life*".

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[23] The poverty related attainment gap – a review of the evidence. 2021. Robertson et al. https://www.povertyalliance.org/wp-content/uploads/2021/02/The-Poverty-related-Attainment-Gap-A-Review-of-the-Evidence-2.pdf

[24] South west social mobility commission: Levelling up through education https://www.exeter.ac.uk/media/universityofexeter/aboutusresponsive/documents/Social_Mobility_in_the_South_West_Report.pdf

> *"Bath is set up for the rich to get rich poor to stay poor, people moving into the area from other wealthy city/ education their children grow up to have children and the divide gets bigger. "*
>
> *Comments from a school nurse*

Child aspiration as a determinant of attainment was highlighted throughout the literature[25]. However, one report suggested that aspirations in younger children from different backgrounds did not differ significantly. It was only in the later stages of education that differences in aspiration were found, which they linked to an awareness of the barriers and inequalities they faced[26]. Other relevant factors include accurate information, sufficient self-esteem, inspiration from people and experiences, and self-efficacy[27].

A focus on academia in schools, which affects opportunities and aspirations

Some local professionals believe that the high proportion of private schools in B&NES has driven a focus on academia in state schools and particularly in higher achieving state schools. Both local professionals and young people believe that for children not wanting to focus on academic careers there can appear to be less to gain from the education system and no/few alternatives resulting in poor engagement and attainment. Some professionals stated that they would like Bath College to be a more visible alternative to sixth form college, with a range of vocational options, and good pathways into the College from across B&NES schools.

Role models

Both local professionals and young people participating in our research suggest that it can be hard for some children to relate to or see teachers as role models, due to those teachers being from wealthier and/or different backgrounds to them. It is felt that there is a lack of adult role models for some children and young people, and that role models are an important factor in children and young people achieving their potential.

Employment options

Multiple professionals interviewed suggest that there could be a lack of employment options in B&NES for young people pursuing non-academic routes and that this could contribute to reduced motivation to engage in education. Others (including members of the skills and employment team at B&NES Council) suggest there are

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[25] The relationship between pupil characteristics and educational outcomes: a literature review. By Gill Featherstone (not available online)

[26] Children's social circumstances and educational outcomes. https://www.healthscotland.scot/media/2049/childrens-social-circumstances-and-educational-outcomes-briefing-paper.pdf

[27] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review   https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

good non-academic employment options (i.e. apprenticeships) but that there is a gap in level 2 (GCSE equivalent) options to ensure a robust pathway into employment.

The literature review highlights that it isn't just whether employment options are available but also whether young people are aware of them and what is needed to achieve them. For example, being aware of the academic requirements for pursuing certain apprenticeships.

Parental knowledge and aspirations

Some professionals suggest that parents in better paid jobs and with good networks are in a better position to support their children to access work experience and job opportunities, and to provide information on the range of careers that may be available to them. It was also suggested that because of this, they are more likely to encourage their children to aspire for certain educational outcomes and career routes. This was also reflected in the literature search[28].

2) Barriers to community cohesion, inclusion and equity

Community tension

The wide gap in wealth in B&NES is seen as something that can divide communities. This gap is felt to be particularly problematic in B&NES due to pockets of areas of deprivation perceived as "being segregated" despite being geographically close to wealthy areas (this is also true of more specific groups e.g. Romany/traveller/boater communities). There are common perceptions that wealthier people look down on those that are less wealthy, and that less wealthy people can have feelings of resentment against wealthier communities. Young people also perceive that the Council invests more in wealthy communities (e.g. clean streets, flowers, parks etc.) than in less affluent communities.

It is felt that this divide can manifest in feelings of intimidation, self-consciousness, feeling less than others, and anger. All these factors can make it hard for neighbouring groups to understand each other and can create community tension.

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[28] The relationship between pupil characteristics and educational outcomes: a literature review. By Gill Featherstone (Not available online)

> *There are several nature based community interventions targeted at young families in more deprived areas of B&NES. They were really well attended prior to covid by their target demographic and acted as a source of community support. However, after the covid pandemic, "once fancy people started attending in nice cars it was intimidating for more deprived people and so they stopped coming". "They developed a sense of feeling less than…felt like its being pointed out". It was suggested that they may feel conscious that they've "not been brought up to use positive language or to swear and so feel separate in the group". The groups are no longer as well attended by their target demographic but popularity of the group has increased amongst less deprived families.*
>
> *Comments from staff working in local early years settings*

Lack of diversity

It is felt that "diversity stands out more in B&NES due to the lack of diversity", which can make minority groups feel isolated. In addition to this, groups can face further challenges making it harder to gain support from communities. For example, it is felt that presumption of poor behaviour in some children and young people may be resulting in a lack of support for these children.

Lack of and barriers to community spaces

It is felt that there is a lack of places that act as community hubs (for all ages) that can bring together and foster communities, and particularly in more rural areas. Both professionals and young people feel there is a lack of safe spaces that young people can go/play/hang out in, and a lack of spaces that have adult support nearby. A barrier to community spaces is thought to include hiring costs, particularly in more deprived areas.

Lack of community support services

Many professionals state that there is less community support for families compared to in the past, and that the loss of Sure Start centres in particular, has led to a weakened prevention and early help offer. Professionals are very supportive of the Sure Start model, and said that if funding is available in the future, a priority should be to develop an offer aligned with Sure Start. It was commonly stated that Sure Start centres played a crucial role in supporting parenting, attachment, socialisation (for parents and children), and children being school ready.

A number of professionals commented on the current offer, including reduced health visitors and parental support advisor capacity (compared to for example, ten years ago). Professionals state that reduced community support is resulting in pre-school workers and teachers needing to support parents/carers with higher level needs in their children (e.g. in relation to behaviours, sleep and food advice).

Neighbourhood support

The importance of neighbourhood support and cohesion on educational attainment[29] and mental health[30] was highlighted by the literature search. One paper suggested that the mechanism for neighbourhood impact on attainment could be via impact on aspiration[31]. It suggests this could either be due to "collective socialism" in which individual's behaviours and attitudes towards education are influenced by their communities' attitudes.

Inequity in how places look

Young people that participated in the focus groups suggest that they find it harder to engage with or become a part of a community if the surrounding area is poorly presented (e.g. litter, flowers, well-kept parks etc), and that wealthier communities in B&NES receive more investment.

The literature suggests that the physical environment of a neighbourhood can impose social disadvantages (e.g. through encouraging certain social behaviours) that impact on individuals' attitudes and behaviours.

Intersectionality

Intersectionality recognises that factors such as race, gender and socio-economic status interact in complex ways, often creating multiple disadvantages[32]. It was commonly mentioned that children with poorer educational attainment eligible for FSM may also be children that have neurodivergence, are looked after children, or have other factors/status that contribute to their doing less well academically.

3) Inequitable social, sporting and cultural capital

Experiences outside of school

It is felt that more affluent families have more access to social, sporting and cultural experiences both linked to school (with lots of activities being organised through schools with a cost) and outside of school. This includes activities such as music and sport, visiting cultural attractions such as museums, and travel to other parts of the UK and abroad.

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[29] Can Community-Based Interventions on Aspirations Raise Young People's Attainment? https://www.cambridge.org/core/journals/social-policy-and-society/article/can-communitybased-interventions-on-aspirations-raise-young-peoples-attainment/ED354BBE444F9F3125803EAC8FA583EC

[30] Why community cohesion matters for health https://www.health.org.uk/evidence-hub/ffc/community-cohesion

[31] Can Community-Based Interventions on Aspirations Raise Young People's Attainment?
        https://www.cambridge.org/core/journals/social-policy-and-society/article/can-communitybased-interventions-on-aspirations-raise-young-peoples-attainment/ED354BBE444F9F3125803EAC8FA583EC

[32] Crenshaw 1980 in Major and Briant. 2023. Equity in education: Levelling the playing field of learning.

It is felt that some sporting venues in B&NES are well used by more affluent families (e.g. University sports village, cricket clubs), but are not utilised by other children and young people due to cost, location, and families not feeling comfortable going there. The literature highlights cost as a key barrier to engagement in such activities[33] [34] [35].

Some professionals said that they know children that rarely leave their estate, and who have never been to cultural attractions that are close by and even when they are free. Professionals suggest that if children and young people don't engage in wider experiences until later on in life they can feel like they don't belong in certain places (e.g. theatre). They also observed that engagement in sport and culture can positively impact confidence, belonging and aspiration, which are all important in supporting good educational attainment.

Some professionals discussed how some of the B&NES schemes that support access to out of school activities could be improved. Whilst they welcome the Holiday Activity and Food (HAF) programme for example, they suggest that uptake would increase if it was easier for families to navigate and if the hours aligned better with parents working hours. It was also suggested that free events such as those provided by the Philharmonic Orchestra, will better engage under-represented children if whole school classes attend (as opposed to or in addition to an open invitation to all families).

> *"Some of our children don't go on holidays, their families need to work rather than taking time for holidays with their children. "*
>
> *"Some children have never been in to bath city centre", ".. a beach", "or a library"*
>
> *"The curriculum is very middle class and children may struggle to relate to some of the resources, e.g. Phonics scheme uses unusual animals (vulture, yak) and possibly unknown activities (going to the beach but that child may have never been to the beach), Pin the Tail on the Donkey game – may not know the game or what a donkey is"*
>
> *"Grown-ups who have never experienced these clubs or experiences [when they were children] …are less likely to consider those things for their children"*
>
> *Comments from early years staff, staff working in primary schools and speech and language therapists.*

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[33] Education inequalities review institute of fiscal studies (ifs.org.uk)

[34] Key drivers of the disadvantage gap. Literature review education in England annual report. Education policy https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

[35] After school activities: another opportunity gap https://www.reformscotland.com/publication/after-school-activities-another-opportunity-gap/

Access to wider networks (e.g. work experience)

A number of professionals and young people suggest that affluent families are more likely to have more varied and useful networks of contacts that enable their children to access to experiences (e.g. jobs or work experience) that disadvantaged children may not have access to. This was also raised as an inequity by the literature review[36].

Impact of social media

It is recognised that most children use social media, but that children and young people from more affluent families spend more time outside of school engaged in clubs and exposed to wider life experiences, which helps to reduce available screen time and potentially buffer negative screentime experiences. The negative impacts of social media on all children was raised, including through exposure to negative online content, and impact on sleep routines and mental wellbeing.

4) Under-resourced home learning environment

Professionals reflected that family financial pressures mean that some families are not able to afford resources to support a good home learning environment, which can be a barrier to completing homework. This can be due to a lack of space, no/inadequate internet access, or a lack of resources to work on (e.g. table/desk space, stationery or digital equipment).

One interviewee reflected that financial differences between families also means that children from more affluent families are more likely to have private tuition compared to those from less affluent families.

The importance of tackling poverty as a route to improving educational outcomes, as well as many other factors, was regularly highlighted in the literature review[37][38]. Specific examples of factors that impact education included access to private tuition, computers and the internet[39]. The literature also highlights that enriching home learning activities, such as being read to or family educational outings, are consistently associated with higher family income and parental education[40].

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[36] Key drivers of the disadvantage gap. Literature review education in England annual report. Education policy https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

[37] Money Matters: Time for Prevention and Early Intervention to Address Family Economic Circumstances https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10009842/

[38] health equity in England: the Marmot review 10 years on https://www.instituteofhealthequity.org/resources-reports/marmot-review-10-years-on-the-marmot-review-10-years-on-full-report.pdf

[39] The relationship between pupil characteristics and educational outcomes: a literature review. By Gill Featherstone (not available online)

[40] Improving the home learning environment A behaviour change approach https://assets.publishing.service.gov.uk/media/5f6753d1d3bf7f72361877f6/Improving_the_home_learning_environment.pdf

Arriving late to school

It was perceived that increased work pressures due to the cost-of-living crisis has meant that more parents are needing to juggle multiple commitments, resulting in extremely busy lives, and more children arriving repeatedly late to school. It was felt that children with more complex family situations are at greater risk of late attendance.

Parents having less time with children at home

Professionals suggest that increased work pressures due to the cost-of-living crisis has resulted in some parents having less time to support their children with their homework and social and emotional wellbeing, both of which have an impact on educational attainment.

Poor Housing

Some professionals note that housing issues are more common when families are undergoing financial strain, and that housing issues such as damp and cold can impact a child's health and in turn school attendance. Housing issues were also raised in the literature with housing tenure, the quality of housing, and the safety of homes all found to have influence on educational attainment[41].

Parental Education

Interviewees highlight that parents with higher educational attainment, are generally more able to support children with their homework, are more confident to challenge schools/services to ensure the best for their children, and to navigate complicated systems to access services. All of these things are thought to positive influence children's educational attainment.

In studies considering higher than expected achievement by children from socioeconomic disadvantage, several factors seemed to be correlated with higher-than-expected achievement, including a mother with a university degree and a 'good' home environment during early years[42].

5) Complex home social environment

Challenging home life (Adverse Childhood Experiences, ACEs)

Professionals discussed how children and young people from disadvantaged backgrounds are more likely to be exposed to challenging home lives, such as the impacts of poverty, domestic abuse, inter-family disputes, and poor housing, and that these negatively impact attainment in a variety of ways.

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[41] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

[42] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

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The evidence base confirms that poverty is shown to be associated with ACEs, with those experiencing socioeconomic disadvantage more likely to be exposed to ACEs[43], and with negative consequences for children's educational attainment[44], [45], [46]. A suggested reason for the increase in ACEs is parental stress linked to the challenges of living in poverty, which can impact on inter-parental relationships as well as how they parent[47].

Parents connecting with their children

It is felt that financial stressors can make it harder for parents to find time to connect with or support their children. This is thought to impact development more broadly (e.g. social and emotional mental health) as well as academic development. Similar findings were found in the literature review[48].

Additionally, the literature review highlighted that children from disadvantaged families are more likely to have attachment insecurity, which can impact on resilience, social and emotional mental health, behaviours, and leaving school earlier (i.e. after GCSEs)[49],[50]. A review[51] highlighted parenting style as an influence on educational attainment. Beneficial features include being positive and nurturing[52].

Multiple home and schools moves

[43] The association between poverty and longitudinal patterns of adverse childhood experiences across childhood and adolescence. Farooq et al. 2024. https://www.sciencedirect.com/science/article/pii/S0145213424004046#:~:text=Poverty%20has%20previously%20been%20shown,et%20al.%2C%202019)

[44] Exploring the impact of social inequality and poverty on the mental health and wellbeing and attainment of children and young people in Scotland https://journals.sagepub.com/doi/10.1177/1365480219835323

[45] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

[46] Key drivers of the disadvantage gap. Literature review education in England annual report. Education policy https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

[47] Money Matters: Time for Prevention and Early Intervention to Address Family Economic Circumstances https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10009842/

[48] Education inequalities review institute of fiscal studies (ifs.org.uk)

[49] Good quality parenting programmes and the home to school transition. Local action on health inequalities: health equity evidence review https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355764/Review1_Early_intervention_health_inequalities.pdf

[50] Key drivers of the disadvantage gap. Literature review education in England annual report. Education policy https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

[51] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

[52] The Pathways Between Socioeconomic Status and Adolescent Outcomes: A Systematic Review https://onlinelibrary.wiley.com/doi/full/10.1002/ajcp.12115?saml_referrer

Though not highlighted in the interviews, research indicates that it is more common for pupils from disadvantaged backgrounds to move schools due to insecure housing[53], which can impact educational attainment.

6) Reduced family and education setting relationship

"If there's one thing we've learned from several decades of education research, it's that families matter for school outcomes" (Hanushek, 2016).

Parents being able advocate for their child and influence

It is felt that more affluent parents are generally more confident in advocating for their children, including for support for their child or against perceived unfair treatment of their child. This is thought to result in better outcomes for their children. Confidence is thought to be linked to higher levels of education as well as affluence.

The literature highlights the importance of education settings developing sustained and trusting relationships with parents and strong bonds with local communities, and including to support children and young people to improve their attendance.[54]

Generational patterns of poor school experience

Many interviewees reflect that it is more common for parents who have had a poor experience of school to be less invested in their children's education, and there can be a risk of generational disengagement. This finding is reflected in the literature review[55], which highlights the strong influence that parental disengagement (with education) can have. This was observed by professionals during the pandemic when families received the same resources but children without engaged parents experienced reduced attainment whilst those with engaged parents progressed to a greater degree.

Higher parental need

Higher parental need is flagged as a risk factor for reduced parental engagement with education settings and poorer outcomes for children, including parents with learning disabilities and parents with higher and/or complex needs (e.g. mental health need, drug and/or alcohol addition, those experiencing domestic abuse).

Parental Values

Some interviewees feel that some parents view of their role has changed and parents/carers are leaving more child development up to the education setting (e.g. toilet training or going to the park/library). Others however, feel that this is not unique to those from less affluent areas.

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[53] Between the cracks Exploring in-year admissions in schools https://www.thersa.org/globalassets/pdfs/reports/education-between-the-cracks-report.pdf

[54] Equity in Education: Levelling the playing field of learning. 2023. By L. Major and E. Briant.

[55] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

"Children at toileting at a later age, as [parents] don't see it as their role, they leave it to EY teachers to do."

"Children are not going to the parks or the library which means their fine motor skills don't develop impacting their ability to learn in school"

Comments from health visitors

7) Reduced early Intervention and prevention offer

Reduced early intervention budget and services

The importance of early intervention and prevention was raised frequently by interviewees. Professionals said that there has been disinvestment in early years and prevention services for a number of years, and that reinvestment is important to be able to support families prior to key stage 2, otherwise children are already starting school behind their peers.

Evaluations of the impact of Sure Start centres have highlighted positive impacts on family functioning, children's emotional development, reductions in hospitalisations up to age 15 and improved educational attainment up to GCSEs[56]. Importantly, there was a larger impact for those children from the poorest backgrounds (effects on educational attainment were six times higher for those eligible for free school meals than those not eligible).

"Working in sure start centres they were a thriving community space, they weren't just childcare providers, they built relationships with Kids & supported families with parenting".

"I'm not sure where families get that support now"

Comments from early years practitioner

Negative consequences of reduced universal offer

Professionals reflect that as funding has reduced the universal offer to families has also reduced, which has led to fewer opportunities for more and less affluent families

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[56] The short- and medium-term impacts of Sure Start on educational outcomes
https://ifs.org.uk/publications/short-and-medium-term-impacts-sure-start-educational-outcomes

to come together, less peer support, and those that are targeted for support potentially feeling stigmatised.

8) Limited engagement with settings (from early years to youth services)

Variety of options

Local youth clubs and workers are frequently praised by interviewees as an important source of role models outside of home/education settings as well as a route for social and emotional development and potentially academic support. However, it was commented that there aren't many options available for children and young people in B&NES, and particularly in rural areas.

Rural communities

B&NES has many rural communities, however many services are based in inner Bath. Therefore, accessing services can be a bigger challenge for rural communities resulting in less uptake of services in these groups. This can apply to services offered by schools but also youth clubs, health and other services. The literature also suggests that rurality appears to be associated with larger attainment gaps[57].

Transport

A barrier that was frequently raised, and a particular challenge for rural communities, is that public transport is not seen as a feasible option by many people and thus they are reliant on transport by car (where they have one). Interviewees said barriers to use public transport include affordability as well as bus routes either not passing nearby, taking a long time, or having to take multiple buses via the centre of Bath.

This was highlighted in the literature and recognised that poor public transport can be a barrier to attending extra-curricular activities as children can be reliant on school buses to get to and from school[58]. A report found an association of after school club attendance with positive academic and social outcomes in particular for disadvantaged children[59]. The report also found higher attainment, better social, emotional and behavioural outcomes with organised physical activity.

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[57] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf
[58] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf
[59] Out of school activities and the education gap https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap#:~:text=After%20school%20club%20attendance%20was,behavioural%20outcomes%20at%20age%2011.

> *Some children are having to get two buses to get home from school – one to get to the city centre and then one to their home. This is more common for disadvantaged children for example those living in Twerton. These children can't engage in after school clubs and homework clubs, it would be dark by the time they got home, particularly in the winter.*
>
> *Comments from primary school headteacher*

Complexity

Interviewees highlight that accessing services and support can be complex, for example requiring multiple apps or logins to access, and that many families are not aware of what they can access free of charge. This is not unique to B&NES and was recognised in the literature, for example disadvantaged families not being aware of their childcare entitlement[60].

Affordability of childcare and additional support

Interviewees said that self-funded interventions (i.e. NCT classes) generally have higher uptake by more affluent families, and that those that can afford it have greater choice over early years childcare places/settings. It was suggested that this could be a source of difference in childhood development opportunities. These challenges have been highlighted locally previously by Healthwatch[61].

Short term funding

Interviewees discuss the difficulties of having short-term funding for some services. One issue is that it is challenging for organisations to develop options without reliability of longer-term funding, but also to gain family engagement with projects and services that are only around for a small amount of time.

9) Health and wellbeing

Access and waiting lists

Good health and wellbeing is recognised as being crucial in supporting good educational attainment. Interviewees refer to a number of barriers to good health and wellbeing including access to GP appointments and long waiting lists for mental

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[60] The forgotten: how White working-class pupils have been let down, and how to change it: first report of session 2021-22
https://committees.parliament.uk/publications/6364/documents/70802/default/?platform=hootsuite

[61] What matters to families? Learning from feedback in Bath and North East Somerset
https://healthwatchbathnes.co.uk/sites/healthwatchbathnes.co.uk/files/Healthwatch%20B&NES%20-%20What%20matters%20to%20families%20in%20Bath%20and%20North%20East%20Somerset.pdf

health, dentistry and a range of early years services. These are known issues in B&NES and have already been highlighted in local Healthwatch surveys[62].

> *"Access to professionals is a huge issue –it's a nightmare to get hold of professionals."*
>
> *"For the first time ever I have recently had an audiology appointment for a child turned down – that's never happened before"*
>
> *"Children have been waiting two years to see occupational therapy… children went off to school without seeing one. This wouldn't have happened before."*
>
> *Comments from nursery manager*

Social, Emotional and Mental Health

Interviewees discuss how good social and emotional mental health is key in supporting good educational attainment, and that strong parent-child relationships are key to this.

Poor health and mental health are known to impact school attendance, impacting attainment[63]. The literature discusses how lower attendance rates, fatigue, poorer concentration and anxiety can all impact negatively on educational attainment. Reports also suggested that disadvantaged children are more likely to be bullied and that bullying has a negative impact on educational attainment[64]. The same review finds that behavioural diagnoses including hyperactivity and conduct disorders are more common in disadvantaged children.

Nutrition

The impact of nutrition on health and well being as well as cognitive outcomes is highlighted in interviews and in the literature review. One report commented that in 2022 56% of head teachers had reported increased levels of children coming to school hungry and that this was higher in more deprived areas[65].

Perinatal Factors

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[62] What matters to families? Learning from feedback in Bath and North East Somerset
https://healthwatchbathnes.co.uk/sites/healthwatchbathnes.co.uk/files/Healthwatch%20B&NES%20-%20What%20matters%20to%20families%20in%20Bath%20and%20North%20East%20Somerset.pdf

[63] Not in school: The mental health barriers to school attendance
https://cypmhc.org.uk/publications/not-in-school/

[64] The relationship between pupil characteristics and educational outcomes: a literature review. By Gill Featherstone (Not available online)

[65] General Election Policy Briefing. Closing the Attainment Gap https://www.suttontrust.com/wp-content/uploads/2024/02/Closing-the-attainment-gap.pdf

Though not specifically highlighted in the interviews, the literature review highlighted the potential impact of perinatal factors on childhood development and this being a source of inequality in disadvantaged families. For example, worse perinatal nutrition, higher rates of smoking, increased levels of drinking, higher rates of substance misuse and lower rates of breastfeeding are all associated with negative impacts on childhood development and are more prevalent in disadvantaged families[66].

Reduction in provision

It is perceived that health and care services are not being provided to the same extent as previously and that this is having a negative impact on care and thus development of children. This was associated with feelings that some services aren't taking ownership of families or providing holistic services.

> *"A 3.5-year-old little boy with very high need and massively delayed [development]…contacted health visitor but hadn't been seen since 2 year check…several letters on the RUH [hospital] system where hasn't attended but no one has followed up… why aren't they being followed up?... backlog has meant they've changed the threshold for what they can offer… someone needs to be held accountable"*
>
> *Comments from nursery manager*

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[66] Key drivers of the disadvantage gap. Literature review education in England annual report. Education policy https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

5. Recommendations

Recommendations have been organised into themes that seek to address the 9 key drivers or "core factors" that (in addition to the overarching factor of poverty) are thought to be contributing to the attainment gap in B&NES. The recommendations are informed by the research, including the published literature and the views of professionals and young people. They focus on what can be achieved to reduce the attainment gap outside of school settings.

The recommendations in turn, inform the Action Plan, which articulates specific actions that will be undertaken across the core determinants of health to address the attainment gap, and how impact will be measured. The Action Plan has been developed in collaboration with Council Heads of Service, Council Officers, and wider system partners to ensure that the actions are SMART and that named leads are committed to delivering on the actions.

1) Improving social mobility and aspirations

What is needed:
To have high aspirations children require *"accurate information, sufficient self-esteem, inspiration from people and experiences, and self-efficacy"*[67]

- All children and young people have access to good role models
- Varied job opportunities – ensuring that a variety of job opportunities are available locally and that all young people are aware of them
- Promoting career pathways – ensuring that all children and young people are engaged in discussions about different career pathways, and from early on in their education
- All children and young people have the belief that they can achieve their chosen career path as well as the capability
- Minimise the attainment gap early on so that career options aren't restricted later in school life
- Targeted support for children and young people eligible for FSM

Examples of how this can be achieved:
- Highlighting achievements of members of CYPs community
- "Aspiration Hubs" as a central point for career development support
- Intergenerational mentorship programmes – providing career and life advice and support

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[67] Pathways from poverty through to the attainment gap in the Northern Alliance: Initial evidence review https://www.ouraberdeenshire.org.uk/wp-content/uploads/2021/06/Poverty-Across-the-Northern-Alliance-Evidence-Review-and-Workshop-Findings.pdf

- Cradle to Career (C2C) Model – community and school support throughout childhood, recommended by South West Social Mobility commission68 and evidenced by the success at Reach Academy Feltham69. A C2C model is not one initiative but an approach for bringing together a range of initiatives in one place.
- WPTN hosted aspiration event which supported schools with accessing apprenticeships
- Existing programmes include "Effective transitions" from YCSW, which looks to support disadvantaged children achieve high quality post-16 destinations

2) Developing supportive and inclusive communities

What is needed:
- Safe community spaces for people of all ages to use, and which foster a sense of belonging.
- Housing development that promotes community cohesion.
- Trusting relationships and role models.
- Community organised initiatives and events.
- Celebrating differences and actively working to ensure everyone has equal access to opportunities.
- Clean and well-kept neighbourhoods that communities can be proud of
- Active participation from community members in decision-making processes and volunteering opportunities.

Examples of how this can be achieved:
- Ensure equitable investment in the upkeep of neighbourhoods.
- The development of sharing schemes within communities (e.g. for books, instruments, bicycles etc)
- Ensuring the Local Plan promotes thriving communities.
- Universal service hubs (like children's centres) or youth services can provide a safe space for members of a community to come together and build community cohesion, as well as being a source of adult role models.
- Coffee and food based informal events to engage with communities or reaching out through existing groups (e.g. children centres) or social media.
- Reduce financial barriers to community spaces for community groups.

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[68] South west social mobility commission: Levelling up through education
https://www.exeter.ac.uk/media/universityofexeter/aboutusresponsive/documents/Social_Mobility_in_the_South_West_Report.pdf
[69] https://committees.parliament.uk/writtenevidence/6602/pdf/

3) Developing sporting, social and cultural capital for all

What is needed:

- For all children to have the option to pursue extra-curricular skills and hobbies e.g. music or sport.
- For children from all backgrounds to gain wider experiences outside of their home and education setting.
- To build children's social network that could provide them with opportunities to pursue career paths.
- That existing schemes are simple to access and are appropriately targeted.
- To encourage settings and services to balance a competitive sporting approach with an inclusive approach to give all children the opportunity to thrive.

Examples of how this can be achieved:

- A variety of schemes exist that enable access to wider enrichment, some with reduced or no cost, such as The Children's University[70], Taskmaster for Schools[71], Rainbow Resource Card[72] and the Discovery Card[73].
- Ensuring that activities are affordable (including transport) and accessible.
- Ensure B&NES Holiday, Activities and Food programme is simple to navigate and informed by feedback from families on what works.

4) Supporting the home social and learning environment

What is needed:
- A safe and nurturing space.
- A home learning space that children and young people are able to study and develop in.
- Parenting support for families.
- Support for children exposed to ACEs.

Examples of how this can be achieved:
- Interventions that support families approaches to parenting.

(Need to add to).

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[70] https://www.childrensuniversity.co.uk/
[71] https://taskmastereducation.com/
[72] https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/rainbow-resource-scheme
[73] https://beta.bathnes.gov.uk/residents-discovery-card

5) Developing positive relationships between families and education settings

What is needed:
- Trusted relationships education settings and families so that families are more likely to positively engage with supporting attendance, reducing lateness, support their children with homework etc.
- Relationships (informed by approaches such as trauma informed practice) that enable education settings to better understand why families may struggle to engage, and any additional support needs for the child.
- Proactive sessions with families to support them to support their children with homework, and ensuring outreach to parents/carers that don't attend.
- Good access to education for parents to develop as adult learners.

Examples of how this can be achieved:
- In the past parent support advisors or family support officers provided a link between education and families. Due to funding constraints many schools no longer have these dedicated posts.
- Development of 'Parent power plans' promoting greater involvement of parents in their children's education through measures like accessible Ofsted summaries, school-centred workshops/sessions on topics like study skills, and follow up with parents that consistently do not attend.

6) Prioritising early intervention and support

What is needed:
- Where possible for services to widen thresholds to include more people or provide universal accessible services.
- Early support to recognise and help with family's issues before they develop further, including support with parenting skills.
- Joined up and holistic care that considers the whole family.
- Simple systems that are accessible for all.
- To ensure optimal school readiness for all.

Examples of how this can be achieved:
- Universal early intervention and support was achieved in the past via Sure Start centres.
- A central point (in B&NES we have the Community Wellbeing Hub, which is currently more adult focussed but which will be developed to include the needs of families) that can signpost to services. The use of family or youth

hubs to enable the best start in life for children to improve attainment was highlighted in the literature[747576].

- Continuity of health and care services, and ideally continuity of care by named professionals.
- Enabling health visitors to visit in person more frequently.
- A single IT portal that's up to date with services on offer – in B&NES we have Live Well B&NES and the Community Wellbeing Hub.
- Ensuring we are well placed to capitalise on opportunities to develop services like children centres

7) Greater engagement with services/settings

What is needed:
- Safe spaces for children and young people to use, and including to support socialisation, fun activities, develop broader social and emotional skills etc.
- Role models in the community and via services/interventions.
- Access to spaces and resources that enable study outside of education settings.
- Proactive comms on what's available for free and how to access services/interventions, via trusted comms channels (that young people an d families use) and settings.

Examples of how this can be achieved:
- Youth clubs/services that are free, welcoming to all, easy to access (including in rural areas), and in trusted spaces.
- Homework clubs/spaces in community spaces, that are welcoming to young people as well as children and families.

8) Improving health and wellbeing

What is needed:
- Healthy children that are able to attend and concentrate at school.
- Children that have access to sufficient nutrition.
- Prompt access to appropriate health and mental health support and services.
- Lifestyle support for families during and after pregnancy.
- Holistic approach to healthcare that supports the needs of families as a whole.

Examples of how this can be achieved:
- Automatic enrolment process for free school meals.

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[74] Family hubs everything you need to know https://educationhub.blog.gov.uk/2024/01/10/family-hubs-everything-you-need-to-know/
[75] Youth and Family Hubs https://www.nationalcentreforfamilyhubs.org.uk/toolkits/youth-and-family-hubs/
[76] How to implement family hubs https://www.nationalcentreforfamilyhubs.org.uk/wp-content/uploads/2023/06/NCFH-Module-Exec-Summary-240423.pdf

- Support schools to adopt the national free breakfast clubs initiatives.
- Promote health and wellbeing through commissioned services, and including through ensuring a focus on under-served communities/families, the needs of whole families, and reducing inequalities.

9) Reducing poverty and its impact

What is needed:
- Economic solutions that facilitate a reduction in poverty and its impacts
- Improvement in housing so that it is not detrimental to physical or mental health and wellbeing
- Consideration of additional support requirements over holiday periods (e.g. for food costs)
- Ensuring that people eligible for support get the support they need

Examples of how this can be achieved:
- A local economic strategy that prioritises reducing poverty and inequalities, and including through skills development and good work.
- Parental education to support career choices and development.
- Affordable public transport, school equipment, food, and childcare.
- Ensuring food support, childcare and summer programmes during holiday periods[77]

Other considerations where further discussion needed

There are many families in B&NES that are not eligible for FSM but experience poverty and food insecurity. When targeting services/interventions there should be consideration as to whether they should be accessible to a broader group of families that are struggling or provided as universal offers.

Whilst it will be more straight forward for services/interventions to provide targeted support to children and young people defined as disadvantaged when linking with education settings (as they can identify children/young people as appropriate), consideration will need to given to how they can be identified when not working directly with schools.

It is always important to learn from other areas that have implemented approaches and programmes to reduce the educational attainment gap; to understand barriers, risks and critical success factors. Further discussions with other LAs, including those that are similar LAs and are achieving better outcomes (e.g. Warrington and Herefordshire) is needed.

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[77] The cost of school holidays   https://whatworksscotland.ac.uk/wp-content/uploads/2015/07/The-cost-of-school-holidays.pdf

Appendix 1 –Literature Search Strategy - Determinants

Literature search strategy (focussing on DETERMINANTS):
Investigation into the potential causes of educational attainment gap in those receiving FSM in B&NES and how a whole systems approach could help to address the gap.

Evidence review question 1: What are the known factors (risk factors and protective factors) that influence the gap in educational attainment between those receiving free school meals (or are disadvantaged) and those that do not, outside of the education setting.

Objectives:
- To summarise the known wider determinants (both risk and protective factors) outside of the education setting that influence the gap in educational attainment between those children who receive free school meals (or are disadvantaged) versus those who do not.

- To summarise successful examples in which a whole systems approach has been taken to reduce educational gap in those receiving free school meals or not.

In scope:
- Factors that have some element outside of the education setting that aim to minimise the education attainment gap children before leaving school

- Examples from inside the UK.

Out of scope:
- Factors focused in the education setting only

- Countries outside the UK.

Search strategy:

Key words and phrases:	Using PICO to identify the important concepts in the research questions: • **P** (population; problem) = children up till and including Key stage 4 age (Completion of GCSEs in England, age 16 years) in the UK • **I** (intervention) = Any risk or protective factor for educational attainment between those on free school meals or not, not solely based in the education setting. • **C** (comparison) = n/a

	• **O** (outcome) = Impact on educational attainment or Impact on educational attainment gap **The following key words will therefore be used:** • Education Attainment words • Risk factors OR protective factors OR contributing factors OR determinants OR causes words • Free school meals OR disadvantaged OR deprived OR vulnerable words • Whole system approach OR public health approach OR wider determinants words These will be searched in the following order: 1. Education Attainment words 2. Causes words 3. Free school meals OR disadvantaged OR deprived OR vulnerable words 4. Whole system approach OR public health approach OR wider determinants words 5. 1 AND 2 AND 3 6. 1 AND 2 AND 3 AND 4 7. Limit to 2009-current, English language Truncating and wild card options will be used to search for multiple forms of a word, and the search will take into account differences in UK and US spelling.
Study design:	All study designs, including other evidence reviews.
Time period:	Limit to 2009 to current
Language:	English language only
Geographical specificity:	UK
Databases and search engines:	• Education Research Complete • Pubmed • Embase • JSTOR • Note - this is not an area I am familiar with so very happy to be guided by your expertise and please do remove or add any other databases and search engines that you think are appropriate A search of the grey literature will also be undertaken using the following: • Google search engine
Exclusions:	• Studies outside of UK • Articles published before 2009 • Articles not available in English • Articles focusing solely on education setting

Appendix 2 –Literature Search Strategy - Interventions

Literature search strategy (focussing on INTERVENTIONS):
Investigation into whole systems approaches to reduce the educational attainment gap in those receiving FSM in B&NES

Evidence review question 1: What interventions, outside of the education setting, have been shown to decrease an education attainment gap between children receiving free school meals (or are disadvantaged) versus those who are not? What interventions have been shown to be ineffective?

Evidence review question 2: What successful whole system approaches have been taken to reduce the educational attainment gap between children receiving free school meals (or are disadvantaged) versus those who do not receive free school meals?

Objectives:
- To summarise known interventions outside of the education setting designed to reduce the education attainment gap between those on free school meals (or are disadvantaged) versus those who are not.

- To understand how successful (or not) the above interventions have been in reducing an educational attainment gap

- To summarise successful examples in which a whole systems approach has been taken to reduce educational gap in those receiving free school meals or not.

In scope:
- All interventions outside of the education setting that aim to minimise the education attainment gap children before leaving school

- Examples from inside the UK.

Out of scope:
- Interventions focused in the education setting only
- Countries outside the UK.

Search strategy:

Key words and phrases:	Using PICO to identify the important concepts in the research questions:
	P (population; problem) = children up till and including Key stage 4 age (Completion of GCSEs in England, age 16yo) in the UK **I** (intervention) = Any intervention to reduce the educational attainment gap in those on free school meals or not, not solely based in the education setting.

	C (comparison) = n/a **O** (outcome) = Impact on educational attainment or Impact on educational attainment gap **The following key words will therefore be used:** - Education Attainment words - Intervention words - Free school meals OR disadvantaged OR deprived OR vulnerable words - Whole system approach OR public health approach OR wider determinants words - Prevention OR reduction OR minimising OR impact words These will be searched in the following order: 8. Education Attainment words 9. Intervention words 10. Free school meals OR disadvantaged OR deprived OR vulnerable words 11. Whole system approach OR public health approach OR wider determinants words 12. Prevention OR reduction OR minimising OR impact 13. 1 AND 2 AND 3 AND 5 14. 1 AND 2 AND 3 AND 4 AND 5 15. Limit to 2009-current, English language Truncating and wild card options will be used to search for multiple forms of a word, and the search will take into account differences in UK and US spelling.
Study design:	All study designs, including other evidence reviews.
Time period:	Limit to 2009 to current
Language:	English language only
Geographical specificity:	UK
Databases and search engines:	- Education Research Complete - Pubmed - Embase - JSTOR - Note- this is not an area I am familiar with so very happy to be guided by your expertise and please do remove or add any other databases or search engines that you think are appropriate A search of the grey literature will also be undertaken using the following: - Google search engine
Exclusions:	- Studies outside of UK. - Articles published before 2009. - Articles not available in English - Articles focusing solely on education setting

Appendix 3 – Topic Guide for Educational Attainment Gap Interviews

Background to project:

- Research shows educational attainment impacts on a range of outcomes e.g. "health, wealth and even happiness"
- In B&NES the gap in educational attainment between those that are most deprived (those receiving free school meals - FSM[78]) and those who are not is one of the widest gaps in the country.
- This has been the case for many years, but the most recent data shows that children in B&NES receiving FSM in KS2 had the worst attainment in the country and the third worst in Early Years Foundation Profiles.
- In schools a lot of work has already happened and is still ongoing to rectify this gap
- However this project recognises that in the same way that education impacts on many other areas of life, that many other areas of life impact on education
- Therefore we are exploring what factors outside of a school setting might be contributing to this educational attainment gap in B&NES and what could be done to improve educational attainment in our more deprived children.
- Alongside reviewing existing research and analysing the data we have available, we are conducting interviews with people that may have insights into this issue to help inform our work.

Consent:

- These interviews are voluntary and you can choose to not be involved at any time.
- Information will be anonymised for our report i.e. we won't include any name
- It may be that all of the information provided in our interviews is summarised together. However, it may also be useful to include quotes in our report. To provide context to that quote it may be useful to provide a generic role e.g. Secondary School Headteacher, if this is something you are not comfortable with e.g. you think it will still be identifiable, then please do let us know.
- Please let us know how you would prefer your information to be recorded to enable you to be as candid as possible.
- **Can we confirm that you consent to taking part in this interview?**

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[78] FSM does not relate to pupils who actually received free school meals but those who are eligible to receive free school meals and have made a successful eligibility claim. Pupils not eligible for free school meals or unclassified pupils are described as 'All others'.

DRAFT REPORT – For discission and comments

Recording or note taking:

- It may be helpful to record interviews. This is purely to assist with our note taking and the recording will be deleted once we have completed our notes after the interview.
- If you would prefer to not be recorded or feel that you would be able to speak more freely if the interview was not recorded then please do let us know.
- Throughout the interview we may take notes. This is so that we don't forget useful information you're sharing with us. If you would prefer we didn't take notes during the session please do let us know.

Focus on outside of school:

- As noted above, this project is focusing outside of the school setting. We recognise that there is likely to be considerable overlap e.g. homework is set in school but occurs in the home. However, for this interview we will primarily be focusing outside of the school setting.

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1. **Given the information provided at the start regarding a gap in educational attainment between those who are eligible for FSM (or are more deprived) versus not, what are your thoughts on whether this is an issue in B&NES?**

2. **Outside of school, what do you think may be contributing to this educational attainment gap?**

3. **What could be done outside of schools to improve educational attainment in those eligible for FSM in B&NES?**

4. **Is there anything we haven't spoken about today that you want to speak about or think we should be aware of?**

5. **Is there anyone else you think we should speak to about this?**

Additional question about assessment of children if appropriate (i.e. to educational professionals):

- *Do you think there is an issue in the way that this data on educational attainment is collected?*
- *Is there a difference between how B&NES assesses educational attainment compared to other areas?*
- *Is there a better way to measure/monitor educational attainment?*

Appendix 4- List of Interviewees

In addition to a literature review, stakeholders in B&NES were interviewed to gather information for this report. A list of people and groups interviewed, at the time of writing, is below:

Interviewees and focus group participants

Education settings

Early Years Settings
- The Hut
- First Steps Twerton
- Free Rangers

Primary School
- St Martins Garden
- Twerton Infant School
- Castle
- East Harptree and Ubley

Secondary Schools and Colleges
- Oldfield
- Bath College

MATs
- Director of Secondary, Lighthouse Partnership Trust

B&NES Council

- Head of virtual school
- Head of SEND
- Youth Justice Lead and head of young peoples prevention
- Early Years Advisory Teacher
- Education Inclusion officer
- Educational Psychologist
- Welfare support
- Lead for Romany, Traveller and Boating Community

Young people:
- Via Off the Record (care expereinced young people) and Youth Connect

Voluntary, Community and Social Enterprise

- Brighter Futures / Nurture outreach service
- Youth Connect South West
- Off the record
- Mentoring Plus (Staff)
- Mentoring Plus (Youth Group)
- Brighter Futures / Nurture outreach service
- Bath Area Play Project
- Bath Mind
- Parent Carer Forum
- Music Outreach

Health and Care Services

- School Nurses (multiple)
- Family Nurse Partnership (multiple)
- Health Visitors (multiple)
- Speech and Language Therapist
- Early Years Community Practitioners (multiple)

Appendix 5 – System mapping

Systems map

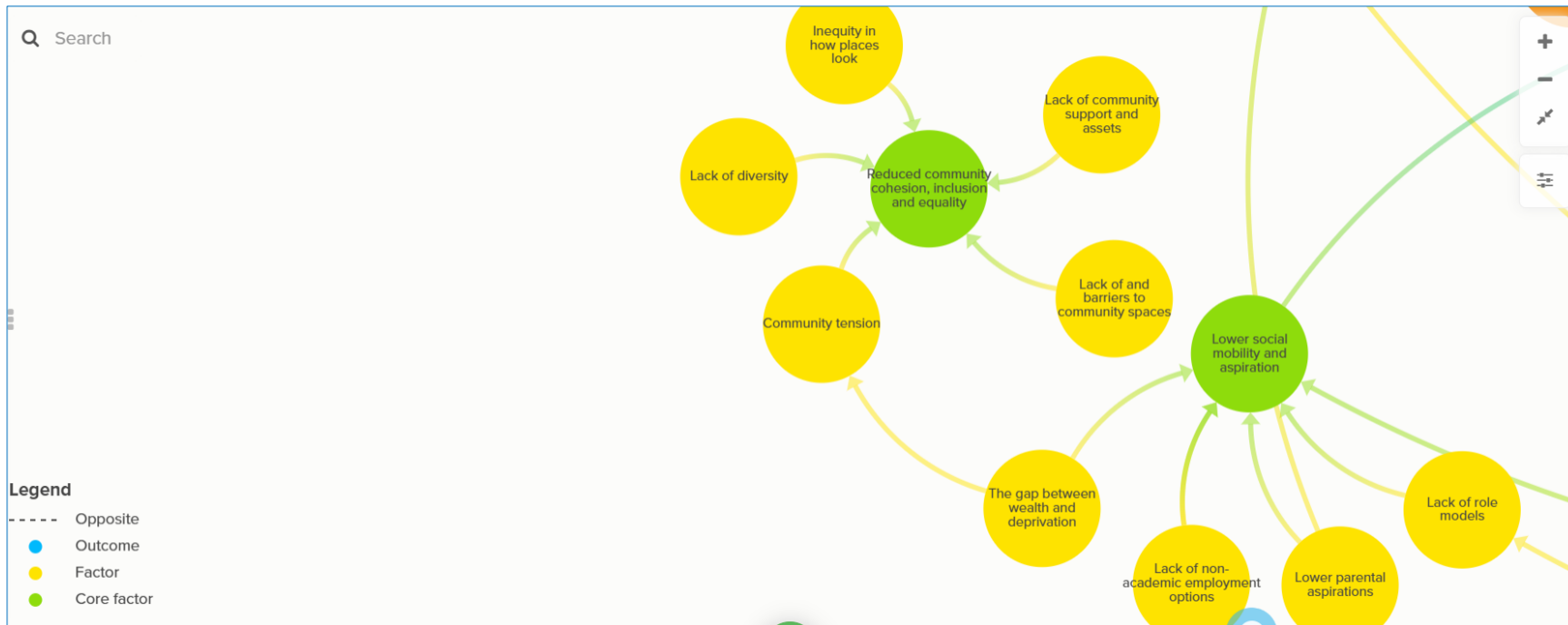**Factors and core factors contributing to the educational attainment gap**
Based upon the views of professionals working with children and young people in B&NES and young people
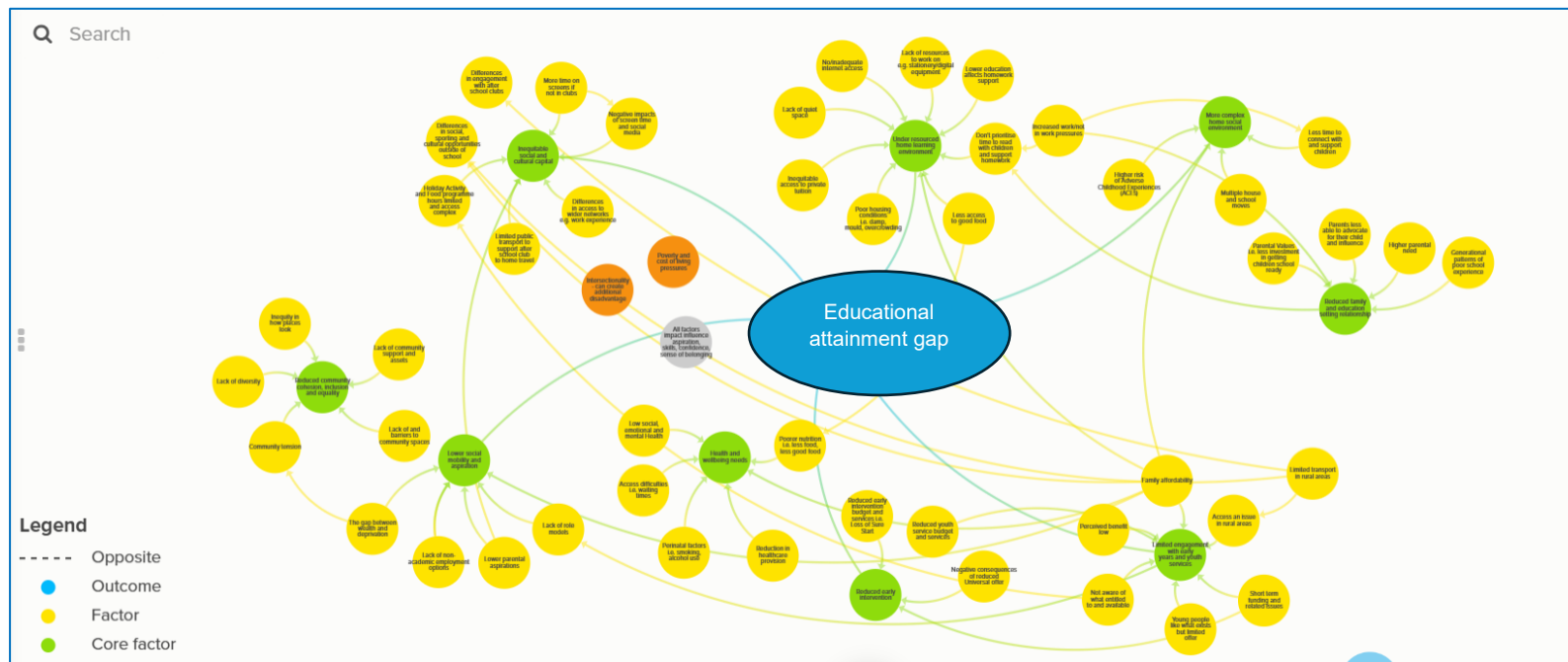
DRAFT REPORT – For discission and comments

Core factors:
- Lower social mobility and aspiration
- Reduced community cohesion, inclusion and equality

DRAFT REPORT – For discission and comments

Core factors:
- Inequitable social and cultural capital

DRAFT REPORT – For discission and comments

Core factors:
- Under-resourced home learning environment
- More complex home social enviornment
- Reduced family and education setting realtionship

Core factors:
- Health and wellbeing needs
- Reduced early intervention
- Limited engagement with early years and youth services