

# Young People's Education and Skills

## Briefing Note – Update 3

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**Summary** This paper provides an update on young people's education and skills issues.

**Recommendation** Recipients are asked to note the content of this report and submit any comments by email.

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## 1 Introduction

1.1 This is the third update on Young People's Education and Skills issues in London (the previous papers are available on our dedicated webpage<sup>1</sup>). These updates provide information to the Young People's Education and Skills Board, lead councillors and officers in London boroughs and other partners and stakeholders at a time when regular meetings are not taking place.

## 2 Context

2.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department for Education (DfE) but considers some of the main effects on different aspects of the education and skills sector in London.

2.2 Please refer to:

- the general guidance on Covid-19 and the government's response<sup>2</sup>

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<sup>1</sup> <https://www.londoncouncils.gov.uk/node/37307>

<sup>2</sup> <https://www.gov.uk/coronavirus>

- specific guidance on education<sup>3</sup> (the government uses the term “education settings” to describe any institution in which learning takes place - for consistency, we use the same term in this paper).
- the Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence<sup>4</sup>.

2.3 The House of Commons Library<sup>5</sup>, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country’s response to Covid-19, government policies and our future emergence from the lockdown.

2.4 Two new bodies have been established to ensure that London moves smoothly out of the lockdown arrangements:

- London Transition Board<sup>6</sup>
- London Recovery Board<sup>7</sup> (you can sign up to receive updates from the London Recovery Board <https://www.london.gov.uk/sign-receive-updates-london-recovery-board>)

2.5 Data specific to London is published monthly by GLA Economics<sup>8</sup> and Intelligent London<sup>9</sup> is also updated frequently with the latest available data.

2.6 This paper is in three parts: Part One covers current issues, Part Two provides a short general policy update and Part Three includes a brief performance update.

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<sup>3</sup> <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

<sup>4</sup> <https://www.gov.uk/search/research-and-statistics>

<sup>5</sup> <https://www.parliament.uk/commons-library>

<sup>6</sup> <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

<sup>7</sup> <https://www.onlondon.co.uk/london-recovery-board-meets-for-first-time/>

<sup>8</sup> <https://data.london.gov.uk/gla-economics/>

<sup>9</sup> <http://www.intelligentlondon.org.uk/>

## Part One: Current Issues

### 3 Government Announcements

3.1 Following the Prime Minister's confirmation that the government will link the country's economic response to Covid-19 with its general plans to 'level up' the economy<sup>10</sup>, the Chancellor delivered a Summer Economic Update to the House of Commons on 8 July. In his statement, the Chancellor presented the government's *Plan for Jobs*<sup>11</sup>:

3.2 The aspects of the programme outlined by the Prime Minister that are of interest to post-16 education and skills are:

- capital investment in school and college buildings (£1 billion for schools, £200 million brought forward from existing college spending plans)
- an Opportunity Guarantee delivered across government departments.

3.3 The Opportunity Guarantee is intended to offer every young person the chance to apply for an apprenticeship or an in-work placement so that they maintain the skills and confidence they need to find a job that is right for them. Changes to Apprenticeship funding came with the announcement of the Opportunity Guarantee (see paragraph 6).

3.4 In addition to the Job Retention Scheme, the *Plan for Jobs* has three components:

- supporting jobs: the Kickstart Scheme; boosting work search, skills and apprenticeships
- protecting jobs: reduced rate of VAT for hospitality, accommodation and attractions; 'Eat Out to Help Out' initiative
- creating jobs: infrastructure package; Public Sector and social housing decarbonisation; Green Homes Grant; temporary cut in Stamp Duty Land Tax.

3.5 The elements that are most relevant to post-16 education and skills are:

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<sup>10</sup> <https://www.gov.uk/government/speeches/pm-economy-speech-30-june-2020>

<sup>11</sup> <https://www.gov.uk/government/topical-events/a-plan-for-jobs-2020>

- cash incentives for employers to hire new apprentices (see paragraph 6.2)
- £2 billion 'Kickstart' programme to be delivered by the Department for Work and Pensions (DWP) to create "hundreds of thousands of high quality" six-month work placements aimed at those aged 16 to 24 who are on Universal Credit and are deemed to be at risk of long-term unemployment. Funding, which will cover 100 per cent of the relevant national minimum wage by age group for a minimum of 25 hours a week, will be conditional on the firm proving these jobs are new. If employers meet these conditions the government "will pay young people's wages for six months plus an amount to cover overheads" (that means, for a 24-year-old, the grant will be around £6,500). There will be no cap on the number of placements and the scheme will be open to funding applications from August 2020, with the first jobs expected to begin in the autumn. However, young people taking part in the programme cannot also be apprentices.
- £111 million boost for 'proven' traineeships (see paragraph 6.4)
- The Chancellor pledged £101 million to give all 18 to 19 year olds who are struggling to find work in England the "opportunity" to study "targeted high value level 2 and 3 courses" throughout 2020-21. The DfE has explained that this will involve offering school and college leavers that are at risk of becoming NEET an additional optional paid extra year in education. A full list of qualifications available for the fund will be published in due course but it is expected to apply to A-levels in science, technology, English and maths, as well as qualifications in ICT and construction.
- £32 million for the National Careers Service (see paragraph 12.1)
- £17 million will be made available to "triple the number of sector-based work academy placements in 2020-21". The scheme, run by the DWP, typically lasts for up to six weeks and includes pre-employment training, a work experience placement, and a guaranteed job interview. The Treasury said the funding boost will enable sector-based work academies to provide "vocational training and guaranteed interviews for more people, helping them gain the skills needed for the jobs available in their local area".

3.6 The Education Secretary has made several key announcements during July, including:

- a commitment to publishing a White Paper on the future of Further Education (FE) that will include moving away from the target of sending 50 per cent of young people to university, a greater commitment to high-level technical and professional skills and qualifications and the creation of a “German-style” system of FE in England (the Campaign for Learning has published its pitch for the White Paper in *Revolutionary forces: shaping the post-16 white paper*<sup>12</sup>, which collates the views of educational experts and sets out the key challenges for the government; while the Further Education Trust for Leadership has produced *Blame or betterment? Regulation and intervention in further education*<sup>13</sup> as its contribution to debate).
- an overhaul of technical and vocational qualifications above level 3 and a public awareness campaign of the value of these qualifications as progression routes, particularly after apprenticeships and T-levels. Changes are expected to be phased in over time.
- confirmation that the second year of previously agreed funding increases in per-pupil payments will be paid to schools<sup>14</sup> (though London schools will get a smaller increase while other parts of the country ‘level-up’ to the rates paid in London).
- an extra £96 million will be spent on small group tutoring for 16 to 18-year-olds (this age group was not included in the £1 billion catch-up funding package previously announced by the government).
- a consultation has been launched over the extension of emergency legislation which relaxes and removes local authorities’ statutory duties to

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<sup>12</sup> <https://www.campaign-for-learning.org.uk/Handlers/Download.ashx?IDMF=a31938ef-3ac8-4569-8910-3f140d8c4996>

<sup>13</sup> [https://fetl.org.uk/wp-content/uploads/2020/07/FETL\\_Stephen-Exley-Provocation\\_2020-1.pdf](https://fetl.org.uk/wp-content/uploads/2020/07/FETL_Stephen-Exley-Provocation_2020-1.pdf)

<sup>14</sup> <https://www.gov.uk/government/news/every-pupil-in-england-to-see-another-rise-in-funding-in-2021>

vulnerable children<sup>15</sup>. Changes in these duties that had already been brought into force have been challenged in a Judicial Review that concluded on 29 July. The judgement had not been made at the time of producing this paper.

3.7 The government also responded to the publication of Dame Mary Ney's *Independent Review of Financial Oversight Arrangements for Further Education and Sixth Form Colleges*<sup>16</sup>. The Review made six recommendations covering the Strategic role of FE, National Strategic Vision and Locality Planning, Governance, Financial Stewardship, Oversight and Intervention, Support and Prevention. The government response sets out a number of actions following the report's recommendations, including:

- strengthened alignment between the FE Commissioner and the Education and Skills Funding Agency (ESFA)
- a regular strategic dialogue led by the ESFA and FE Commissioner's team with all college boards around priorities, starting from September
- new whistle-blowing requirements for colleges, including publication of policies on college websites
- a review of governance guidance to strengthen transparency
- a new College Collaboration Fund round
- further changes will be announced as part of the FE White Paper after the summer.

3.8 The main and most immediate priority is to ensure the safe return of students from the start of the new Academic Year, to which end the government has issued specific guidance to schools<sup>17</sup>, though some educational settings are planning 'summer catch-up' sessions during August.

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<sup>15</sup> <https://www.gov.uk/government/consultations/changes-to-the-adoption-and-children-regulations-coronavirus-covid-19>

<sup>16</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/900210/DfE\\_Independent\\_Review\\_of\\_Financial\\_Oversight\\_of\\_FE\\_Colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/900210/DfE_Independent_Review_of_Financial_Oversight_of_FE_Colleges.pdf)

<sup>17</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## **4 Education Select Committee**

4.1 The government responded to the Education Select Committee's report on SEND and the Committee's Chair, Robert Halfon MP, said that following the Committee's detailed consideration of the response it would follow-up with the Secretary of State in the autumn (see paragraph 13.3 for further details).

## **5 Participation and the risk of young people being not in education, employment or training (NEET)**

5.1 Our previous updates have featured surveys carried out by research organisations into the level of engagement in learning during the lockdown. In response, the ONS published the results of their Understanding Society Survey, which shows:

- between 7 May and 7 June 2020, 87 per cent of parents said a child in their household had been home schooled because of the Covid-19, with the percentage decreasing as the age of the only or eldest child increased
- the average number of hours spent doing schoolwork per week significantly increased as the age of the child increased from 5 to 10 years (10 hours) to 11 to 15 years (16 hours), with the hours spent learning by those aged 5 to 10 years being significantly lower when there was a child aged 0 to 4 years in the household
- the percentage of parents who said their children had used real-time interactive online learning resources provided by schools (for example, live lessons) significantly increased as the age of the child increased, with 44 per cent of parents saying their children aged 16 to 18 years had used this compared with 13 per cent for children aged 5 to 10 years
- over half (52 per cent) of parents with school-aged children said a child in their household was struggling to continue their education while at home, with just over three in four of these parents (77 per cent) giving lack of motivation as one of the reasons
- nine per cent of parents with a child who was struggling gave a lack of devices as a reason for struggling, this was significantly higher for

households with one adult (21 per cent) than households with two or more adults (seven per cent)

- most older children aged 16 to 18 years in full-time education (64 per cent) thought that continuing their education at home would negatively affect their future life plans
- between 3 April and 10 May 2020, of parents who were home schooling, one in three women agreed that it was negatively affecting their well-being compared with one in five men, while 43 per cent of home schooling parents agreed that it was negatively affecting the well-being of their children
- almost half of exam-year pupils in Years 11 and 13 were not provided with work by their school due to the cancellation of this summer's exams - this means that, on return in September, many of these pupils will not have engaged with education for up to six months. A return to education may therefore prove challenging for many, especially if it is in a new educational setting, and targeted support may be needed.

5.2 *The cost of learning in lockdown: family experiences of school closures (UK report)*<sup>18</sup> by the Child Poverty Action Group (CPAG) explores the impact of school closures during the pandemic on children from low income households, drawing on the results of a survey of families across the UK. The report highlights existing cost barriers limiting children's experiences of school and the additional challenges presented by the lockdown for families in poverty. It concludes that if schools deliver a blend of in-school and home learning in the immediate future, government action is needed to ensure that children from low income families get the space, equipment and support they need to participate fully in learning from home (see also *Mind The Gaps - reporting on families' incomes during the pandemic*<sup>19</sup>, also by CPAG, which highlight some

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<sup>18</sup> [https://cpag.org.uk/sites/default/files/files/The-cost-of-learning-in-lockdown-UK-FINAL\\_0.pdf?platform=hootsuite](https://cpag.org.uk/sites/default/files/files/The-cost-of-learning-in-lockdown-UK-FINAL_0.pdf?platform=hootsuite)

<sup>19</sup> <https://cpag.org.uk/sites/default/files/files/policypost/CPAG-mind-the-gaps-briefing-14-May.pdf?platform=hootsuite>



of the gaps in support that exist for children and families affected by the Covid-19 pandemic).

- 5.3 Power 2, a youth empowerment charity, is providing one-to-one support to help disadvantaged young people get back into learning following the coronavirus lockdown. *Power2 Rediscover* is aimed at helping the most vulnerable children re-engage with learning following the months of closure.<sup>20</sup> The 10-week intensive course will see young people take part in coaching to help them catch up academically and work towards a positive transition out of lockdown.
- 5.4 The National Society for the Prevention of Cruelty to Children (NSPCC) warns of the risk of child abuse in *Summary of risks to children's safety due to the conditions created by the COVID-19 pandemic*<sup>21</sup>. The NSPCC's report is based on its analysis of helpline data that shows:
- Covid-19 has increased stressors on caregivers
  - conditions caused by the pandemic have heightened the vulnerability of children and young people to certain types of abuse, for example online abuse, abuse within the home, criminal exploitation and child sexual exploitation
  - the 'normal' safeguards to protect children and young people have been reduced during the pandemic.
- 5.5 An Oxford University Press survey, carried out with the Educational Research Forum to gauge teachers' views, found that the disruption to education caused by Covid-19 will have an adverse effect on children's vocabulary development and widen existing differences<sup>22</sup>.
- 5.6 The Cross-Party *Youth Violence Commission* has reported<sup>23</sup> on the possibility that knife crime could increase as children who have witnessed domestic violence are released from lockdown. The Commission calls for urgent

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<sup>20</sup> <https://www.power2.org/rediscover>

<sup>21</sup> <https://learning.nspcc.org.uk/media/2246/isolated-and-struggling-social-isolation-risk-child-maltreatment-lockdown-and-beyond.pdf>

<sup>22</sup> [https://global.oup.com/news-items/current/wordgap\\_poll?cc=gb](https://global.oup.com/news-items/current/wordgap_poll?cc=gb)

<sup>23</sup> <http://yvcommission.com/final-report/>

measures to ensure schools and pupil referral units are adequately resourced and prepared for the challenges ahead.

- 5.7 *Survey results: impact of coronavirus on OSCs (out of school clubs)*<sup>24</sup> from the Out of School Alliance reports the results of a survey into the impact Covid-19 has had on out of school clubs (OSCs) in England. It says that despite the opening of childcare services during lockdown, many OSCs could not do so and only 13 per cent of 359 OSCs surveyed stayed open during lockdown. It claims that a lack of clarity around reopening is prevalent among OSCs, with 44 per cent of respondents stating that they are unsure if they will reopen in September. It highlights risk of widespread closure of OSCs and concludes that the DfE should have issued clearer guidance around childcare to ensure greater consistency in how OSCs have dealt with lockdown and how they intend to reopen.
- 5.8 Local authority officers may wish to review the National Client Caseload Information System (NCCIS), which has recently been uploaded with updated indicators information that may highlight young people who could be at greater risk of becoming NEET (NCCIS is a secure).

## **6 Apprenticeships**

- 6.1 The Opportunity Guarantee announced by the Prime Minister (see paragraph 3.3) involves several government departments. The government recognises the substantial risk that some young people who would usually enter the labour market this year will find themselves NEET/unemployed. Whilst the government acknowledges that there are a range of further and higher education opportunities open to young people leaving education this summer, it also wants to work with employers to ensure that young people have access to an offer of work-based training, work experience, and/or training programmes.
- 6.2 In the *Plan for Jobs* announced by the Chancellor (see paragraph 3.4), a “brand new bonus” for employers to hire apprentices over the next six months will come into effect from August 2020 (to January 2021). Under these

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<sup>24</sup> <https://www.outofschoolalliance.co.uk/downloads/Coronavirus-survey-results.pdf>

arrangements, any firm that hires a new young apprentice aged 16 to 24 will receive £2,000, while those that hire new apprentices aged 25 and over will be paid £1,500. These payments will be in addition to the existing £1,000 incentive the government already provides for new 16 to 18-year-old apprentices, and those aged under 25 with an Education, Health and Care (EHC) plan where that applies. It means that employers could receive up to £3,000 for hiring 16 to 18-year-old apprentices during the six-month incentive scheme.

- 6.3 Research from the Federation for Industry Sector Skills and Standards uses the most recent data from the DfE, HM Revenue and Customs and ONS to quantify the hit to apprentices during the lockdown. It shows that young people are being squeezed out at each stage.<sup>25</sup>
- 6.4 London Councils has announced the shortlist for the 10<sup>th</sup> London Borough Apprenticeship Awards<sup>26</sup>.
- 6.5 *Traineeships* - The Chancellor confirmed that the government will provide an additional £111 million this year for traineeships in England, in a bid to triple participation in the “proven” programme. Incentives of £1,000 per trainee will be paid, and eligibility for traineeships will be expanded to those with level 3 qualifications and below. The £1,000 bonus will be limited to 10 trainees per employer and the budget increase will also pay for a 55 percent increase in the training provider payment for 19 to 24-year-olds from £970 to £1,500.

## **7 T Levels**

- 7.1 Employers will be offered cash incentives of up to £750 per student on a T-level industry placement from September as part of a “new package of support” from the government<sup>27</sup>. The funding, which will be paid to individual providers to then pass on to businesses, is planned to run for the 2020/21 academic year.

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<sup>25</sup> <https://fiss.org/wp-content/uploads/2020/07/Quantifying-the-hit-to-apprentices-during-lockdown.pdf>

<sup>26</sup> <https://www.londoncouncils.gov.uk/node/37532>

<sup>27</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/901444/Employer\\_support\\_fund-Funding\\_Rules\\_2021\\_FINAL2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901444/Employer_support_fund-Funding_Rules_2021_FINAL2.pdf)

7.2 However, the proposed cultural, heritage and visitor attractions T-level has been removed by the DfE after the Institute for Apprenticeships and Technical Education reported that there was “insufficient employer demand” for a new technical qualification in that field. It means the total number of T-level subjects set to be rolled out has dropped from 25 to 24. Meanwhile, the legal and human resources T-levels, which were due to start in September 2022, have been pushed back to 2023 because the bids put forward to develop these subjects “did not meet the minimum quality standards”.

## **8 Funding**

8.1 Following the announcement that the government is considering temporarily removing free travel for under 18-year olds in London<sup>28</sup>, a coalition headed by the CPAG (#DontZapTheZip campaign) continues to press for a reverse in the decision. The Association of Colleges has added its voice to the protest.

8.2 London Councils is in discussion with ministers in the Department for Transport (DfT) and has secured a commitment that Transport for London (TfL) shall continue to provide free transport to all pupils who have a statutory entitlement. The government has also indicated that they do not intend any new burdens to be imposed on boroughs. However, London Councils is concerned about ambiguity in the government’s proposals and their implementation by September (which is Government’s intention). Following recent discussions between London Councils, DfT and TfL, a further proposal and programme for delivery is expected soon. London Councils is undertaking some modelling and has circulated a calculator tool to the Association of London Directors of Children’s Services for return by 5 August 2020.

8.3 The Partnership for Young London has published a report on the impact that the removal of free travel will have on how young Londoners access education, opportunities, culture, and society. The report is the result of speaking to over 2,000 young Londoners aged 16 to 18 and explores their views on the suspension of free travel for under-18s. The research was designed to

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<sup>28</sup> <https://www.london.gov.uk/coronavirus/coronavirus-covid-19-faqs/what-are-new-rules-children-and-young-people-under-18-travelling-and-when-are-you-going-make-these>

complement CPAG's campaign and was conducted in conjunction with a petition to save the free bus pass that already had nearly 200,000 signatures by 28 July. The report says that

- over 95% of 16-18-year olds are against the removal of free travel, which will disproportionately disadvantage young people from minority ethnic groups
- a majority of young Londoners (64.1%) said that they were worried that their parents would struggle to make ends meet if they had to pay for transport (and 17.8% unsure). South Asian and Asian young people were the most likely to say that they were worried (78%).
- over half (56%) said that if they lost free travel, they would not be able to afford to go to the places they want to go.
- 43.8% said that losing free travel would change the college or school they are considering attending. Young people who have care experience were more likely to say that suspension of free travel would change the school or college they were considering attending (56.8%).
- two-thirds of young Londoners (65.7%) said that they were worried that getting to school or around London is less safe without free travel.
- fewer than one in five young Londoners (17.3%) said that if they lost free travel, they would cycle instead to the places they want to go.
- the survey also found that paying for travel would restrict the freedom of choice for young Londoners in both their education and extra-curricular activities

8.4 The government announced that 20 applications have been successful and will receive a total of £5.4 million from the College Collaboration Fund (CCF) between them to help drive up standards and level up opportunity across the country. The fund will support colleges to work together to overcome challenges and improve education and training for their students. The successful applications from London were:

- Ealing, Hammersmith and West London College (with Harrow and Uxbridge College, West Thames College, The Windsor Forest Colleges Group, Brooklands College as partner colleges)
- London South East Colleges (with East Sussex College Group as its partner).

## 9 Quality and Standards

- 9.1 Early in July, Ofqual ran a short consultation on proposed changes to the assessment of GCSEs, AS and A levels in 2021 and initial thoughts about approaches to vocational qualifications<sup>29</sup>. The outcomes of the consultation and the final decisions for next year have not yet been published.
- 9.2 Ofsted is carrying out visits (rather than inspections) from September to “see how [educational settings] are getting back up to speed”. The visits will focus on blended learning (learning that combines classroom/face-to-face teaching with self-directed learning, including the use of on-line packages) and will not result in a full report<sup>30</sup>.
- 9.3 It has also been decided that Ofsted and the Care Quality Commission will visit local areas to support strengthening special educational needs and disabilities (SEND) systems in the wake of the COVID-19 pandemic, before returning to full inspections.
- 9.4 FE News published an article by Ofsted that featured its views on what works in on-line learning in FE and skills provision<sup>31</sup>.

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<sup>29</sup> <https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcse-as-and-a-levels-in-2021>

<sup>30</sup> <https://www.gov.uk/government/news/ofsted-to-visit-when-schools-and-colleges-return-in-the-autumn>

<sup>31</sup> [https://www.fenews.co.uk/press-releases/51538-online-education-in-further-education-and-skills-learning-about-what-works?utm\\_source=FE+News&utm\\_campaign=6cef4c7314-RSS\\_EMAIL\\_CAMPAIGN&utm\\_medium=email&utm\\_term=0\\_a588419e08-6cef4c7314-17379865](https://www.fenews.co.uk/press-releases/51538-online-education-in-further-education-and-skills-learning-about-what-works?utm_source=FE+News&utm_campaign=6cef4c7314-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_a588419e08-6cef4c7314-17379865)

## 10 Progressions - the Labour Market

10.1 The following has been developed from the research we have analysed in our previous Briefings:

- it is likely that the country will have to adapt to cope with Covid-19 for some time and may need to adopt permanently some of the ways of working to which we are now becoming accustomed
- despite the support available to businesses and other employers, some enterprises may not survive, some activities may cease and some – possibly very many – redundancies may occur; and it may take a considerable amount of time before the economy and labour market stabilise
- in the interim, the effects of recovery will not be felt equally by all industrial sectors, localities or sections of society; concern is being expressed particularly about families living on the breadline and young people entering the labour market, especially those with low attainment.

10.2 The latest published reports that confirm this position and look to the future are:

- *The Full Monty: facing up to the challenge of the coronavirus labour market crisis*<sup>32</sup> in which the Resolution Foundation sums up the concerns it has identified in several detailed reports on the effect of Covid-19 on different sections of society, particularly young people.
- *Children in lockdown: the consequences of the coronavirus crisis for children living in poverty (in London)*<sup>33</sup> from The Childhood Trust, which also refers to the mental health effects of the lockdown on children living in poverty.
- *Bounce back Britain: COVID-19 economic response and learning the policy lessons from the financial crisis*<sup>34</sup> by the Social Market Foundation,

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<sup>32</sup> <https://www.resolutionfoundation.org/app/uploads/2020/06/The-Full-Monty.pdf>

<sup>33</sup> <https://view.publitas.com/the-childhood-trust/children-in-lockdown-the-childhood-trust-report-june-2020/page/1?platform=hootsuite>

<sup>34</sup> <https://www.smf.co.uk/wp-content/uploads/2020/06/Bounce-back-Britain-June-20.pdf?platform=hootsuite>

looks at what can be learnt from the past to inform future economic decision making and give the UK economy the best chance of a fast, strong recovery after Covid-19. It concludes that a huge increase in infrastructure investment, more spending on research and development, or tax cuts are unlikely to generate results unless the UK improves the performance of British businesses.

- *Back from the brink: avoiding a lost generation*<sup>35</sup> from the Centre for Progressive Policy, explores the potential long-term effects of the economic downturn caused by the outbreak of Covid-19 and shows how economic recessions usually have long lasting effects, with economic outputs and wages only recently returning to pre-2008 level. It argues that the effects of the current economic downturn are likely to be long-lasting and exacerbate regional inequality. It examines the capacity within local government to recover in the context of the government's "levelling up" policy, showing that this agenda needs to be revitalised with economic renewal focused on shoring up economic activity and levelling up skills gaps, health inequalities, and investment gaps.
- *Skilling London: London business plan for a skills-led recovery*<sup>36</sup> by London First is based on information gathered from a series of roundtable discussions with business and industries and suggests an action plan to drive forward changes in London's skills performance to help the city recover from the pandemic and to thrive in the longer term.
- In *Working in the new normal*<sup>37</sup>, the British Standards Institution<sup>37</sup> provides advice to organisations on resuming their work and business activities, drawing on insights from experts in a range of disciplines. It presents views on key issues relating to the following areas and sectors: challenges to business; impacts on staff; consumer concerns; digital

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<sup>35</sup> <https://www.progressive-policy.net/downloads/files/PPP-Report-Back-from-the-brink.pdf?platform=hootsuite>

<sup>36</sup> <https://www.londonfirst.co.uk/sites/default/files/documents/2020-06/SkillingLondon.pdf>

<sup>37</sup> [https://www.bsigroup.com/en-GB/topics/novel-coronavirus-covid-19/the-new-normal/?utm\\_source=pardot&utm\\_medium=email&utm\\_campaign=SM-STAN-PRM-COVID19%2FSpecialreport%3Athenewnormal-2006](https://www.bsigroup.com/en-GB/topics/novel-coronavirus-covid-19/the-new-normal/?utm_source=pardot&utm_medium=email&utm_campaign=SM-STAN-PRM-COVID19%2FSpecialreport%3Athenewnormal-2006)



business; construction sector; community resilience; standards and the economy; environmental management; facilities management; security sector; data and defence; healthcare; risk management and business assurance; the ethical consumer; water safety; psychological health and safety in the workplace; and occupational health and safety. It also outlines the British Standards Institution's response to the pandemic, including publicly accessible standards and free webinars.

- *The Long Game: how to reboot skills training for disadvantaged adults*<sup>38</sup> from the Centre for Social Justice explores the barriers faced by disadvantaged adults in improving learning and skills development, and the ways in which they might be overcome through changes to the lifelong learning system. It advocates and identifies six major challenges around adult learning: overall adult learning; community learning; adult learning at levels 2 and 3; adult learning at levels 4 and 5; employer-led training; and part-time higher education. Among its recommendations are investing in community learning where there is unmet need and introducing a 'learning and skills tax rebate' for employers who train low-skilled workers.
- The Institute for Innovation and Public Purpose at University College London<sup>39</sup> is promoting some of the environmental and sustainability opportunities that can be grasped from the pandemic and is calling for a global green economic renewal.

10.3 Emphasising the global nature of Covid-19, a report published by the Institute of Student Employers<sup>40</sup> shows the negative impact the pandemic has had on graduate jobs across the world, even in countries where Covid-19 cases and deaths have been low.

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<sup>38</sup> <https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2020/06/CSJ-The-Long-Game.pdf>

<sup>39</sup> [https://www.ucl.ac.uk/bartlett/public-purpose/sites/public-purpose/files/04\\_-\\_a\\_green\\_economic\\_renewal\\_from\\_the\\_covid-19\\_crisis.pdf](https://www.ucl.ac.uk/bartlett/public-purpose/sites/public-purpose/files/04_-_a_green_economic_renewal_from_the_covid-19_crisis.pdf)

<sup>40</sup> [https://cdn.ymaws.com/ise.org.uk/resource/collection/78C3D824-D17B-4316-8E69-15A054E40F1E/Covid-19-international\\_final.pdf](https://cdn.ymaws.com/ise.org.uk/resource/collection/78C3D824-D17B-4316-8E69-15A054E40F1E/Covid-19-international_final.pdf)

10.4 London borough leaders have signalled their ambition to deliver a green, sustainable and inclusive recovery from Covid-19 by unanimously agreeing proposals for tackling the climate emergency and safeguarding London's environmental future.<sup>41</sup> The proposals include improving the energy efficiency of London's homes and public buildings, growing London's green economy, working via the planning system to prioritise net zero developments and developing innovative funding and financing proposals to tackle the climate emergency.

## **11 Progression to Further and Higher Education**

11.1 University offers which only become unconditional once an applicant accepts them as their firm choice (so called "conditional unconditional offers") will be prohibited until September 2021, under new rules announced by the Office for Students<sup>42</sup>.

## **12 Careers Guidance**

12.1 The Chancellor's summer statement (see paragraph 3.4) included the provision of an additional £32 million funding over the next two years for the National Careers Service so that 269,000 more people in England can receive "personalised advice on training and work".

12.2 *Youth Transitions: Creating Pathways to Success*<sup>43</sup>, co-authored by Dr Deirdre Hughes OBE and Graeme Smith, sets out international evidence which shows that Covid-19 will exacerbate existing problems faced by young people. The report recommends public investment in infrastructure with an emphasis on youth:

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<sup>41</sup> [https://www.londoncouncils.gov.uk/node/37459?utm\\_campaign=11700102\\_Key%20Issues%2029%20July%202020&utm\\_medium=email&utm\\_source=London%20Councils&dm\\_i=192K,6YRUU,71JL3B,S1C84,1](https://www.londoncouncils.gov.uk/node/37459?utm_campaign=11700102_Key%20Issues%2029%20July%202020&utm_medium=email&utm_source=London%20Councils&dm_i=192K,6YRUU,71JL3B,S1C84,1)

<sup>42</sup> <https://www.officeforstudents.org.uk/media/e2e8c6e5-b713-416a-8abc-cb40fbed6947/regulatory-notice-5-temporary-condition-z3.pdf>

<sup>43</sup> <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/76/7625c6ce-d1cd-4250-80b7-7b0bd23ac421.pdf>

- private investment in the provision of local spaces and places for young people to develop their knowledge and skills about the world of work
- third sector investment in community cohesion and engagement with youth
- coordinated implementation of active labour market policies for unemployed young people
- introduction of pro-youth tax and benefits measures
- encouragement of part-time working among school-age young people to close the gap between schooling and the world of work
- improved access to vocational training
- taking advantage of new digital technologies
- designing and delivering a far-reaching and consistent communications strategy
- listening to the voices of young people and parents.

12.3 The Career Development Institute, along with more than one thousand organisations, Lords and MPs, has signed an open letter to government calling for a Career Guidance Guarantee for young people and unemployed adults<sup>44</sup>.

12.4 The Careers & Enterprise Company asked almost 5,000 teachers what they thought would best prepare students for the future of work in a post-pandemic jobs market. Almost three-quarters (74 per cent) of teachers say skills like teamwork and public speaking will equip pupils to secure a good job in these uncertain economic times. Just 62 per cent say the same about good academic qualifications. Almost half (49 per cent) say they fear there will be far fewer jobs and opportunities for their students in the coming years. Nearly all (98 per cent) say their students have been anxious and uncertain about their future choices since lockdown. Nearly three in five put this down to uncertainty over GCSE and A-level grading. More than three in five say opportunities for young people to meet a range of employers from different sectors and learn about

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<sup>44</sup> [https://www.thecdi.net/write/Open\\_Letter\\_Career\\_Guidance\\_Guarantee-signed-all-signatures-final.pdf](https://www.thecdi.net/write/Open_Letter_Career_Guidance_Guarantee-signed-all-signatures-final.pdf)

their jobs will be more vital now than ever. Teachers also say they are concerned that disadvantaged students will be particularly hard hit and are showing decreasing levels of engagement<sup>45</sup>.

### **13 Special Needs**

- 13.1 The Education Secretary has extended the relaxation of local authorities' duties in relation to children with education health and care plans (EHCPs). In May, the DfE used the Coronavirus Act to grant local authorities and relevant health bodies "flexibility" in providing support stated in EHCPs in an emergency change to legislation. The emergency change to legislation, which was initially due to expire on 31 May, was extended to run throughout June; the government has published a second "modification notice"<sup>46</sup> meaning the changes will expire on 31 July.
- 13.2 The government also used secondary legislation to relax timescales around the implementation of new EHCPs and timescales relating to tribunals against local authorities not providing named support before the pandemic. These emergency changes are due to expire on 25 September.
- 13.3 In its response<sup>47</sup> to the Education Select Committee's report into Special Educational Needs and / or Disabilities (SEND) the DfE has acknowledged that the country's system for SEND is not working as well as it should (the Committee's report had warned that poor implementation of SEND reforms to support children and young people had thrown families into crisis, set councils up to fail and left educational settings struggling to cope). The DfE said it is to carry out a large-scale, value-for-money study of SEND provision to provide information on the outcomes achieved and costs of different types of settings for children and young people with education, health and care plans in England. The DfE also said that the publication of a survey for this report had been delayed by Covid-19 -but that this would be published as soon as

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<sup>45</sup> <https://www.careersandenterprise.co.uk/news/workplace-skills-now-more-important-exam-results-post-covid-jobs-market-say-teachers>

<sup>46</sup> <https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus>

<sup>47</sup> <https://committees.parliament.uk/publications/2067/documents/19714/default/>

possible -and that it is working with Ofsted and the Care Quality Commission on the future of SEND area inspections.

## **14 Race Equality and Social Justice**

14.1 Financial, social and educational inequality should be addressed as a “priority” as the UK eases out of Covid-19 lockdown Jenny Coles, the president of the Association of Directors of Children’s Services (ADCS), said in a speech on 7 July 2020 to mark the start of the virtual ADCS Annual Conference 2020. Ms Coles said that the pandemic had placed a “spotlight on inequalities and social injustice in our society”<sup>48</sup>.

## **15 Mental Health and Anxiety**

15.1 Our previous updates have established that there are significant concerns about increases in mental ill health and anxiety, in particular:

- the scale of the problem. Immediate fear of ill-health, uncertainty over current education and anxiety over future prospects result in an as yet unquantifiable increase in the number of young people in need of support and in both the nature and severity of the mental health issues that need to be addressed.
- The practical difficulties in addressing young people’s problems during the lockdown and mobilising support during gradual emergence, especially by detached youth work.

15.2 *“Covid-19 has increased many of the risks facing teenagers. Not just in terms of the epidemiological risk, but also in terms of the additional risks that the lockdown itself has created, such as an increased risk of poor mental health, exposure to domestic violence and addiction in the home, and exposure to exploitation. These risks have been exacerbated by the closures of schools, youth services, summer schemes, parks and leisure activities; reductions in*

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<sup>48</sup>[https://adcs.org.uk/assets/documentation/ADCS\\_President\\_written\\_address\\_FINAL\\_for\\_publication\\_8\\_July\\_2020.pdf](https://adcs.org.uk/assets/documentation/ADCS_President_written_address_FINAL_for_publication_8_July_2020.pdf)

*mental health support; and the increased strain on families”* is the Children’s Commissioner’s succinct summary of her report *Teenagers falling through the gaps*<sup>49</sup>. The report points out that the needs of many young people were already not being properly identified and being addressed before the lockdown and that these young people will have been significantly disadvantaged by the effects of lockdown.

- 15.3 *Life after lockdown: tackling loneliness among those left behind*<sup>50</sup> by the British Red Cross highlights the risk of loneliness among Black, Asian and minority ethnic (BAME) communities, households with young children, young people, and those experiencing digital exclusion. It recommends prioritising those most vulnerable to loneliness – ensuring access to ongoing emotional and practical support; securing sustained funding for tackling loneliness; continuing to roll out social prescribing; and working collaboratively across sectors to tackle loneliness.
- 15.4 Mind has launched a new campaign to protect the nation's mental health, in light of its findings from its survey of 16,000 people that show the majority feel their mental health has worsened during lockdown, and young people were most likely (75 per cent) to report this decline<sup>51</sup>.
- 15.5 Barnado’s commissioned a YouGov poll with a sample size of more than 4,000 people aged eight to 24, including nearly 500 in the capital, that was carried out between mid-May and early June. The poll examined how young people have been affected by the lockdown. It showed 41 per cent of Londoners aged eight to 24 said they felt lonelier than before lockdown. Just under four in ten Londoners of this age group felt more worried than before lockdown, 39 per cent more stressed, 36 per cent sadder, 35 per cent having more trouble sleeping, and 27 per cent more angry.

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<sup>49</sup> <https://www.childrenscommissioner.gov.uk/report/teenagers-falling-through-the-gaps/>

<sup>50</sup> <https://www.redcross.org.uk/-/media/documents/about-us/research-publications/health-social-care-and-support/life-after-lockdown-tackling-loneliness-among-those-left-behind-report.pdf>

<sup>51</sup> <https://www.mind.org.uk/news-campaigns/campaigns/our-five-tests-for-uk-government>

- 15.6 Barnado's, with other national and local community-based organisations, has also launched *See Hear Respond*<sup>52</sup> a service to help children and young people in England who are experiencing harm and increased adversity during this period by providing support to those who are not being seen by social care or other key agencies.
- 15.7 This year's survey of children's well-being, conducted by the Children's Society, shows that nearly one in five children aged 10-17 in the UK – the equivalent of 1.1million young people – have reported being unhappy with their lives as a whole during the coronavirus lockdown, according to a survey by The Children's Society. The Children's Society says the coronavirus crisis and lockdown is likely to explain the worrying surge. Its report, *Life On Hold*<sup>53</sup>, also found that half of parents expected coronavirus to harm their children's happiness over the coming year.

## 16 Youth Work

- 16.1 *Time Out - Re-imagining Schools: A youth work response to COVID-19*<sup>54</sup> - the National Youth Agency (NYA) has called for an immediate package of support to deploy youth workers for summer activities and schools' outreach, which includes:
- supporting young people so that they can be ready to go back to school, unlocking youth services as an essential service and classifying youth workers as key workers
  - re-opening youth centres and school buildings, in line with social distancing and safety measures, to support group sessions
  - supporting vulnerable young people to catch-up and be school-ready for September and including alternative provision for education (AP).

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<sup>52</sup> <https://www.barnardos.org.uk/see-hear-respond>

<sup>53</sup> <https://www.childrensociety.org.uk/sites/default/files/life-on-hold-childrens-well-being-and-covid-19.pdf>

<sup>54</sup> <https://nya.org.uk/wp-content/uploads/2020/06/0888-NYA-COVID-19-SCHOOLS-report-P3.pdf>

## 17 London Government

17.1 The Mayor of London and the London Recovery Board have jointly launched a £1.5bn infrastructure investment package, designed to reduce the city's emissions and water footprint while kick-starting the local economy as lockdown eases<sup>55</sup>. The Mayor has also announced an investment of £2.1 million to provide positive opportunities and a package of focused support for vulnerable young Londoners who have been most impacted by the COVID-19 lockdown<sup>56</sup> and an extra £1m to help small businesses adapt to Covid-19<sup>57</sup>.

17.2 *London's Post-16 Trajectories*<sup>58</sup>. Based on research carried out before the pandemic by Mime and the University College London's Institute of Education, this report was commissioned by the Greater London Authority and London Councils. The research tracked the pathways of 355,000 London residents from age 15 to 18 and found:

- London's age 16 provision differs to the rest of the country, with higher proportions of young people in school sixth forms and on academic programmes, partly due to the higher proportion of schools with sixth forms in the capital
- Although overall about 75% of London students remain in the same institution between ages 16 and 17, only about half of those on programmes at level 2 or below at age 16 are in the same institution at age 17, which suggests that planning for transition for these students may be less developed in London than it is elsewhere
- Over half of year 12 students that achieved Level 1 at key stage 4 go directly onto a Level 3 course at age 16, skipping or not fully finishing Level

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<sup>55</sup> <https://www.london.gov.uk/press-releases/mayoral/15bn-of-infrastructure-work-over-next-two-years>

<sup>56</sup> <https://www.london.gov.uk/press-releases/mayoral/fund-for-summer-and-autumn-activities>

<sup>57</sup> <https://www.london.gov.uk/press-releases/mayoral/mayor-offers-extra-1m-to-help-small-businesses>

<sup>58</sup> [https://www.london.gov.uk/sites/default/files/londons\\_post-16\\_trajectories\\_-\\_v1.14\\_20200707.pdf](https://www.london.gov.uk/sites/default/files/londons_post-16_trajectories_-_v1.14_20200707.pdf)



2, which makes the successful achievement of their post-16 studies more challenging

- London's lower than expected performance on headline post-16 measures can be largely explained by the extra degree of stretch given to London's lower attainers, with students with lower prior attainment (from a low grade E to low C) in London studying more Level 3 courses than their peers elsewhere There is limited evidence of a structured approach to delivering the three-year programmes needed by many young Londoners, particularly those with a low level of prior attainment, new arrivals to the country or those switching programmes or institutions
- Vocational provision, and college provision generally, is often seen as a second-class option by schools and universities, and therefore in turn by parents and young people themselves.

## **Part Two: Policy Update**

This part of the Briefing Note covers policies and reports that have been received in July 2020.

### **18 2020 National Pupil Projections<sup>59</sup>**

18.1 The latest publication shows that:

- the nursery and primary school population has been rising since 2009 but has now plateaued (as the drop in births in 2013 feeds into the main school population) and is projected to drop for the whole projection period to 2030. The drop is steeper than previously projected due to lower births recorded since the end of 2016.
- The secondary school population began rising in 2016 and is projected to continue increasing until 2024 before gradually dropping until the end of the projection period (2030). The peak and then fall is primarily due to the lower births seen in 2013 and beyond, which start to reach secondary school age in around 2025.
- The population in special schools has been increasing for several years, at least partly driven by the increase in the overall population, and this is projected to continue until 2024, before also very gradually dropping.
- The alternative provision population is projected to increase slowly before stabilising.

### **19 People, productivity and place: a new vision for colleges<sup>60</sup>**

19.1 The Independent Commission on the College of the Future's launched its vision in which colleges will be central to driving a fairer, more sustainable and more prosperous society:

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<sup>59</sup> <https://www.gov.uk/government/statistics/national-pupil-projections-july-2020>

<sup>60</sup> [https://static1.squarespace.com/static/5c8847f58dfc8c45fa705366/t/5f1712a7b7c02d65b1b8c822/1595347633317/English\\_ICCF++People%2C+productivity+and+place+FINAL.pdf](https://static1.squarespace.com/static/5c8847f58dfc8c45fa705366/t/5f1712a7b7c02d65b1b8c822/1595347633317/English_ICCF++People%2C+productivity+and+place+FINAL.pdf)

- for people, colleges will be a touchpoint for everyone throughout their lives as the world changes
- for productivity, colleges will provide strategic advice and support for employers to drive business change, innovation and future workforce planning
- for place, colleges will have the resources and funding to play an even greater role in fostering healthy and connected communities.

## **20 Building more inclusive economies (Local Government Association (LGA))**

20.1 This policy document from the LGA explores the role that councils can play in building more inclusive economies with the benefits of economic growth being shared by all residents. It draws on evidence from literature reviews, interviews with stakeholders and submissions to a call for evidence and considers that building 'inclusive economies' must: address inequalities; address exclusion and poverty; benefit the economy as well as being an end to itself; and focus on the nature of the economy. It focuses on several key areas: building an approach to the inclusive economies' agenda; the link between affordable housing, skills attainment, and job creation; procurement and spending; building and leveraging infrastructure; and transport. The report highlights key lessons for councils such as having clear leadership to build cultural change across councils and using data analysis to identify a local economy's unique assets and challenges. It also includes case studies illustrating the work local authorities have been doing towards creating inclusive economies and considers that Covid-19 will exacerbate economic inequalities and exclusion but emphasises that the inclusive economy agenda is as crucial as it was before the crisis.

## **21 Hours spent building skills and employability<sup>61</sup>**

21.1 This research, conducted before the Covid-19 lockdown for the DfE, measures the time that young people spend on activities in and outside of education, which build their skills and employability. It describes 'a typical week' for a young person:

- overall, students in pre-16 education report spending the most time on school related activities (almost 40 hours per week on average composed of taught hours, non-qualification hours, homework and self-study). They also report the highest proportion of taught hours (56 per cent) compared with the total number of hours spent on school activities.
- Among those in post-16 education, students in academic and technical courses report spending similar amounts of time on taught hours (approximately 15 hours per week). However, those in academic studies report spending more time on other activities and therefore have a higher total number of hours spent on school related activities (33.9 hours per week compared with 29.9 hours amongst those in technical education).
- This also means the proportion of time spent on taught hours is lower among those in academic studies compared with those in technical studies.
- Post-16 students doing technical qualifications however report spending more time in paid work than those doing academic qualifications.

## **22 Teacher Labour Market<sup>62</sup>**

22.1 The latest report from the National Foundation for Education Research, funded by the Nuffield Foundation and based on data from before the Covid-19 pandemic, show significant underlying teacher supply challenges remain but some progress was made in 2019.

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<sup>61</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/902306/FINAL\\_Learning\\_Hours\\_Report\\_V5.00\\_CLEAN.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902306/FINAL_Learning_Hours_Report_V5.00_CLEAN.pdf)

<sup>62</sup> [https://www.nfer.ac.uk/media/4063/tlm\\_annual\\_report\\_2020.pdf](https://www.nfer.ac.uk/media/4063/tlm_annual_report_2020.pdf)

## Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance.

### 23 Participation

23.1 The government has produced summary statistics for attendance in educational settings since the lockdown began<sup>63</sup>. Weekly figures are also available. Further statistics will be released in the next academic year.

#### *Attendance of children from priority groups*

- In response to the coronavirus (COVID-19) outbreak, the government asked early years settings, schools, and colleges to close from Friday 20 March 2020 to all children except those from priority groups: children of critical workers and those classified as vulnerable.
- During the period that schools and colleges could open only to priority groups, it is estimated that the proportion open remained broadly stable at approximately 80 per cent, except for holiday periods when fewer were open.
- Outside of holiday periods, attendance of vulnerable children increased each week. Approximately 24,000 children with an Education, Health and Care Plan (EHCP) or a social worker were in attendance on 2 April, increasing to 52,000 by 21 May. Attendance continued to increase each week following the wider opening of primary and secondary schools in June. Approximately 137,000 children with an EHCP or a social worker were in attendance on 16 July.

#### *Wider opening of secondary schools and colleges from 15 June*

- From 15 June, secondary schools, sixth form and further education colleges were asked to begin providing face-to-face support to students in year 10 and 12 to supplement their learning from home, alongside full-time provision for students from priority groups.

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<sup>63</sup> <https://www.gov.uk/government/statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak-23-march-to-17-july-2020>

- It is estimated that around 60 per cent of secondary schools and colleges opened in the week commencing 15 June to at least one of these year groups. This increased to around 75 per cent by 25 June, and then remained broadly stable.
- The daily attendance rate of pupils in year 10 and year 12 in schools (excluding colleges) increased from around 10 per cent in the week commencing 15 June to around 13 per cent by 2 July and then remained broadly stable. The Department's guidance states that schools and colleges can have up to a quarter of their year 10 and year 12 cohort in attendance at any one time to reduce the risk of transmission.

23.2 *Exclusions.* The overall position in England for the 2018/19 academic year is

- The rate of permanent exclusions has remained at 0.10 in 2018/19.
- The number of permanent exclusions has decreased by 11, to 7,894 permanent exclusions in 2018/19.
- The rate of fixed period exclusions has increased, from 5.08 to 5.36 in 2018/19. This continues an increasing trend from 2013/14.
- The number of fixed period exclusions has increased from 410,800 to 438,300.
- Persistent disruptive behaviour is the most common reason for both permanent exclusions (35 per cent) and fixed period exclusions (31 per cent).

## **24 Intelligent London**

24.1 Intelligent London<sup>64</sup> is updated frequently with the latest available data.

## **25 Recommendation**

25.1 Recipients are asked to note the content of this report and submit any comments by email: [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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<sup>64</sup> <http://www.intelligentlondon.org.uk/>