

Young People's Education and Skills

Briefing Note – Update 5

Date: 31 October 2020

Contact: Peter O'Brien

Telephone: 020 7934 9743 **Email:** peter.obrien@londoncouncils.gov.uk

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.

1 **Introduction**

1.1 This is the fifth update on Young People's Education and Skills issues in London (the previous papers are available on our dedicated webpage¹). These updates provide a means of providing 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. Annex 1 provides a list of sources of official guidance.

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

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

- London Transition Board²
- London Recovery Board³ (you can sign up to [receive updates from the London Recovery Board](#)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of COVID-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme.

3 Data

- 3.1 The House of Commons Library⁴, 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. Recent publications include a short paper looking at educational trajectories for black pupils and students in England (see paragraph 13.4) and a research briefing showing changes in education spending as a proportion of Gross Domestic Product and in comparison with other countries over the last seven decades⁵.
- 3.2 The Local Authority Interactive Tool (LAIT)⁶ produced by the DfE, is an interactive spreadsheet comparing data about children and young people

² <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

³ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

⁴ <https://www.parliament.uk/commons-library>

⁵ https://commonslibrary.parliament.uk/research-briefings/sn01078/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=4261aa483f-EMAIL_CAMPAIGN_2020_10_29_08_00&utm_medium=email&utm_term=0_a9da1c9b17-4261aa483f-102517489&mc_cid=4261aa483f&mc_eid=d34cbf25d7

⁶ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

across all local authorities in England and has also been updated with the latest published data.

- 3.3 During the pandemic, the Office for National Statistics has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme⁷, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date and provides links to more detailed data and analysis along with the relevant contact points
- 3.4 Data specific to London is published monthly by GLA Economics⁸ and Intelligent London⁹ is also updated frequently with the latest available data.
- 3.5 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. (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).

⁷ <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysisimarchtooctober2020/2020-10-28>

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

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

Part One: Current Issues

4 Government Announcements

- 4.1 Having made tentative steps in the summer months to reopen more of the economy, evidence of increasing infection rates in parts of the country – and internationally – caused the government to first introduce a Tier System based on different infection rates across the country and, at the end of October, to announce that travel and contact restrictions in England as a whole would start from 5 November; though, unlike the lockdown earlier this year, education settings will remain open. This has led to an extension of measures, such as the Job Support Scheme and furlough scheme that had been expected to have started to taper down in the autumn/ winter. It is clear that all sections of society need to be accustomed to sudden changes in policy and guidance as the government prioritises saving lives and protecting the NHS.
- 4.2 In his speech to this year's virtual Conservative Party Conference, the Prime Minister spoke of his plans to 'Build Back Greener' in the wake of Covid-19 and paid reference to government pledges to raise funding per pupil, a move to output-related performance measures in education; and the lifetime learning guarantee¹⁰.
- 4.3 The debate on the provision of free school meals (FSM) during school breaks has continued. The government maintains that it has taken steps to support families in need through the welfare system, support to education settings and granting additional funds to local authorities to assist cases of extreme hardship. This position was supported by Parliament in an Opposition Day debate on 21 October. In response many local authorities, education settings, community groups and private businesses made arrangements for some provision to be made to eligible children and families. A website has been set up for families to find establishments offering free meals¹¹. The

¹⁰ <https://www.conservatives.com/news/boris-johnson-read-the-prime-ministers-keynote-speech-in-full>

¹¹ <https://www.freemeals.uk/>

Food Foundation¹² and other in the End Child Food Poverty Campaign have published data supporting their case and are continuing their campaign.

- 4.4 Following a review of policy, the government has decided to integrate the National Retraining Scheme (£100 m announced in 2017) with the recently announced £2.5 billion National Skills Fund¹³.
- 4.5 The Chancellor decided not to proceed with the planned multi-year Comprehensive Spending Review, but to conduct a one-year Spending Review instead in order to prioritise the response to Covid-19 and to focus on supporting jobs in the immediate future. He announced further support to the self-employed and businesses, including job retention¹⁴.
- 4.6 From 21 October the Government has made it illegal for schools to let isolating children stay at home without work.
- 4.7 The Secretary of State for Education made a statement to the House of Commons on 1 October on the Lifetime Skills Guarantee and said that T levels will be available to adults from April 2021¹⁵. The Secretary of State also announced the next step in the government's reform of post-16 qualifications (see paragraph 8.1).
- 4.8 The government announced¹⁶ that this academic year's summer exam series will start on 7 June and end on 2 July for almost all AS/A levels and GCSEs – three weeks later than would normally be the case. Results days are Tuesday 24 August for A/AS levels and Friday 27 August for GCSEs so students will start the following academic year as normal. The Association of Colleges (AoC) welcomed the move but cautioned that support for learners needing to catch-up on lost time or who experienced digital poverty had to

¹² <https://foodfoundation.org.uk/new-food-foundation-data-sept-2020/>

¹³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/926045/National_retraining_scheme_key_findings_report.pdf

¹⁴ https://www.gov.uk/government/speeches/chancellor-statement-to-the-house-plan-for-jobs?utm_source=9b60353d-9f7f-4ef7-9643-68b0bdf684ef&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

¹⁵ <https://hansard.parliament.uk/Commons/2020-10-01/debates/ADAE6555-D580-4DAC-A1FA-F399A3989891/LifetimeSkillsGuaranteeAndPost-16Education>

¹⁶ <https://www.gov.uk/government/news/students-to-be-given-more-time-to-prepare-for-2021-exams>

continue throughout the academic year and that it would be prudent to prepare contingency plans due to the unpredictable nature of the pandemic.

- 4.9 The Skills Minister announced that the Get Help to Retrain website, which was the first of several “products” planned to make up the national retraining scheme pilot announced 2017 budget and came with funding of £100 million, was being integrated with other services. The Get Help to Retrain website, which acted as a course and job directory, took two years to get off the ground and then was piloted in six areas of England. In early April the DfE cancelled all national retraining scheme tender activities and on 15 October 15 the DfE added a note to the website that reads: “This service will no longer be available from 11 November 2020. You can continue to access services for support with skills and training through the National Careers Service”.

5 Parliament/Education Select Committee

- 5.1 The House of Commons Education Select Committee held a formal evidence session with expert witnesses as part of its ongoing investigation into left behind white pupils from disadvantaged backgrounds¹⁷

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

- 6.1 In the event of further local, regional or national lockdowns, school closures will have a significant impact on social mobility for the ‘covid generation’ unless significant efforts are made to address the impact on learning, according to research by London Economics for the Sutton Trust¹⁸. The results are concerning, showing a possible overall economic impact of £11bn for secondary school students. They also found that the long-term impact on lost earnings three times higher for those from poorer backgrounds than middle-class backgrounds. Key Findings include:
- A variety of data sources indicate that school closures had a greater impact on those from lower socio-economic groups than those from

¹⁷ <https://committees.parliament.uk/event/2360/formal-meeting-oral-evidence-session/>

¹⁸ <https://www.suttontrust.com/wp-content/uploads/2020/10/Lost-Learning-Lost-Earnings-1.pdf>

higher groups, including the amount of time spent learning each day, and the effectiveness of that learning. It is estimated that, compared to a normal year, secondary school children from a high socio-economic group (SEG) experienced an average loss of learning of 21 per cent of the 2019/20 school year, compared to 34 per cent for those from low SEGs.

- There is also likely to be a significant negative impact on social mobility. The proportion of boys from low-socioeconomic backgrounds becoming one of the highest earners is projected to drop from 16.3 per cent to 15 per cent. For girls, the drop would be from 15.3 per cent to 14.6 per cent
- Those from low socio-economic backgrounds who won't go on to university are likely to be hit hardest. In cash terms (i.e. undiscounted) and before tax, this amounts to as much as £22,500 for men from low SEGs and £14,600 for women from low SEGs
- This means that total net economic loss for just this one year group in England would be at least £1.585 billion.

6.2 The Local Government Association (LGA¹⁹) has been developing its youth participation policy, focusing on careers advice and guidance, vocational education and support for those who are NEET and disadvantaged groups. It calls for Cobra style action on jobs and skills, a new Youth Minister to work across Whitehall to tackle youth unemployment, greater Apprenticeship flexibilities and localised investment to help support for those out of work.

6.3 A new survey²⁰, which polled the pandemic behaviour of nearly 12,000 respondents from more than 130 countries, found that 18 to 25-year-olds were only marginally less likely to take regular measures to protect themselves than those aged 45 or older. In fact, young people in some countries, such as the UK, made up the age group that was most compliant with new hygiene rules and restrictions. While young people tended to be

¹⁹ <https://www.local.gov.uk/re-thinking-youth-participation-present-and-next-generation-education-employment>

²⁰ <https://lifewithcorona.org/>

less worried about the health risks of Covid-19 than the over-45s, they were more stressed by the experience of living through a global pandemic.

6.4 *Were schools equipped to teach – and were students ready to learn – remotely?*²¹ from the OECD discusses the use of online learning by schools during the Covid-19 pandemic, explaining that by August 2020 there were still 105 country-wide school closures affecting over a billion learners. It highlights the importance of digital technologies in enabling schools to give their pupils a suitable learning experience and presents the results of a 2018 survey of school principals showing how many felt their schools were providing an effective online learning support platform for pupils, and how many felt that their teachers had access to effective resources to broaden their understanding of digital technology. It reports that only half of 15-year olds were enrolled in schools with an effective online learning support platform, although this varied widely across countries. It highlights the socio-economic disparities in the availability of digital technologies in schools in many countries and notes that many poorer children do not have a quiet place to study or access to a computer and the internet at home. It suggests that PISA data can help educators determine the breadth of additional support required to mitigate the detrimental educational effects of the coronavirus pandemic and identify students and schools to target.

6.5 The thinktank IPPR has published a report *The New Normal*²² in which it believes the focus on a ‘new normal’ of ‘building back better’ opens up a new conversation about the future of schooling:

- conversation about how our education system can prepare children for life, not just exams
- conversation about where and how learning takes place – as well as who is involved in it
- conversation about the need to tackle inequalities outside, as well as inside, the classroom.

The report argues that schools should prioritise mental wellbeing as they adapt to changing circumstances by developing as hubs for local services

²¹ https://www.oecd-ilibrary.org/education/were-schools-equipped-to-teach-and-were-students-ready-to-learn-remotely_4bcd7938-en

²² <https://www.ippr.org/files/2020-10/the-new-normal-oct20.pdf>

supporting children's health and wellbeing. IPPR also proposes that the government establishes, and fully funds:

- A national entitlement to an extended school day (with activities before and after school).
- A comprehensive programme of parent engagement and activities
- On-site mental health and social work support in every school
- A national transformation fund to give all young people access to digital equipment and technology
- Reflection on how the performance of both schools and their students are assessed - including the examination system.

6.6 *Education policy responses across the UK to the pandemic*²³ by the Education Policy Institute and funded by the Nuffield Foundation, examines the education policy responses of England, Scotland, Wales and Northern Ireland during the height of the pandemic. It finds that disadvantaged learners lost out most where there were delays in making key decisions and where decisions were not thought through thoroughly, unclear or communicated poorly.

6.7 *A Reasonable Adjustments*²⁴ by Cognassist says that one in three apprentices have learning difficulties or disabilities (LDD) and only a fraction have been diagnosed in what has been called one of the biggest ever studies of apprentices across the UK. While official government figures report that one in ten (11.5 per cent) learners self-identify with a LDD – which can range from dyslexia, to visual impairment, to mental health difficulties – new analysis suggests that up to 35 per cent of apprentices have a neurodiverse learning difficulty and ought to get additional support from their employers, training providers and end point assessment organisations. They estimate this is leading to a loss of over £22 million in provider claims for learning support claims. The survey of approximately 30,000 apprentices nationally found that apprentices in London were most likely to have an LDD that they don't know about or don't want to draw attention to. (44 per cent are entitled to additional support, yet 33 per cent aren't having it requested by their

²³ <https://epi.org.uk/wp-content/uploads/2020/10/UK-Education-Policy-Response-Pandemic-EPI.pdf>

²⁴ <http://marketing.cognassist.com/reasonable-adjustments-whitepaper>

employers, training providers or end-point-assessors). Learners across the North East appear most aware of their support needs, but as many as one in five (21 per cent) could still be missing out on extra funding to help them successfully complete their apprenticeship.

6.8 *School attendance rates across the UK since full reopening*²⁵ published by the Education Policy Institute (EPI) and supported by the Nuffield Foundation finds that the most disadvantaged and vulnerable pupils in the UK are more likely to have missed the most learning time as a result of the disruption to schools. The research, released halfway through the new school term, is the first to compare data on school attendance across England, Scotland, Wales and Northern Ireland since the return of schools in August and September. Within the four UK countries, the analysis considers how attendance rates vary among different pupil groups and in different areas. Rising Covid-19 infection rates across the country have created a number of challenges for schools since they reopened several weeks ago, with hundreds of thousands of pupils and staff being sent home following outbreaks of the virus. The EPI analysis shows that in areas with the highest rates of the virus in the UK such as the North West of England, as many as 4 in 10 secondary pupils were unable to attend school during October. In contrast, other areas have seen almost all of their pupils attend school in person. The research also suggests that in the first half of the autumn term the most deprived areas in the UK were more likely to have seen lower pupil attendance levels. It finds a clear link in Scotland between pupils with higher levels of deprivation and low school attendance levels, along with indications in other parts of the UK that poorer pupils were also more likely to miss out on formal schooling during the first term back. This follows evidence from the lockdown period in the spring, which showed that the amount of home learning taking place during the height of the pandemic was far greater among pupils from high income families than those from low income families. Following this second wave of disruption to pupils' learning, the EPI urges the government to target more of its school catch up funding at disadvantaged pupils who have fallen further behind, rather than offer the same level of support across-the-board.

²⁵ <https://epi.org.uk/wp-content/uploads/2020/10/UK-school-reopening-attendance-EPI.pdf>

7 Apprenticeships

7.1 The DfE has published the results of research into levels 2 and 3 apprenticeships starts in England since 2016 to 2017, when there had been:

- a reduction in apprenticeship starts
- a shift in participation
- an increase at Level 4 and above
- a greater fall at Level 2

7.2 It reports on how apprentices could be supported to start their training at higher levels. The study was conducted by IFF Research on behalf of the DfE. Fieldwork took place between April and June 2019.

7.3 The provisional statistics for Apprenticeship starts in England for the academic year 2019/20 have been published. These show that there were 319,000 starts between August 2019 and July 2020, of whom 75,500 were aged between 16 and 18 years-old. There had been 389,200 starts in 2018/19, of whom 96,600 were aged between 16 and 18 years-old²⁶.

7.4 The Confederation of British Industry (CBI) has called on the government to end its “failed experiment” of the Apprenticeship Levy in its *‘Learning for life: Funding a world-class adult education system’* report²⁷, which says nine in ten people will need new skills by 2030. The CBI recommends the government use the Spending Review to turn the apprenticeship levy into a “flexible skills and training levy”, which can be used for short modular courses, pre-apprenticeship programmes, product training, professional courses, and soft skills training, regulated by the Institute for Apprenticeships and Technical Education and the Office for Students (OfS). It also recommends turning Jobcentres into Jobs and Skills hubs.

7.5 WorldSkills UK reported that almost three-quarters of people want the government to invest in high-quality skills, apprenticeships and vocational

²⁶ <https://www.gov.uk/government/statistics/apprenticeships-and-traineeships-october-2020>

²⁷ <https://www.cbi.org.uk/media/5723/learning-for-life-report.pdf>

education for young people to help Britain's economy recover from the Covid-19 downturn and thrive post Brexit²⁸.

8 T Levels

- 8.1 Following last year's decision to remove funding from qualifications that overlap with T levels and A levels and only fund qualifications at level 3 and below that are high quality and lead to good outcomes for students, the Education Secretary has confirmed that he is pressing ahead with these changes. He set out detailed measures that are subject to a 12 week consultation²⁹ and which have received a mixed reception.
- 8.2 The awarding organisations that will develop, deliver and award the six T Levels being rolled out from 2022 (wave three of the T level roll-out programme) are Pearson (finance and accounting T levels) and City & Guilds (engineering, manufacturing, processing and control; maintenance, installation and repair for engineering and manufacturing; design and development for engineering and manufacturing; and management and administration T levels³⁰).

9 Quality and Standards

- 9.1 The government is lifting the exemption from routine inspection by Ofsted that currently applies to outstanding schools and colleges.
- 9.2 Ofsted has published briefings based on its pilot visits to schools during September, which mention that some remote lessons are not aligned with the curriculum and students' progress depends largely on home-schooling supported by parents. Ofsted stresses the determination of school leadership that their pupils will not be a lost 'Covid-generation'³¹.

²⁸ <https://www.worldskillsuk.org/worldskills-uk-news/new-survey-calls-for-government-investment-in-high-quality-skills-for-young-people>

²⁹ <https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-second-stage>

³⁰ <https://www.instituteforapprenticeships.org/about/news-events/contracts-signed-for-third-wave-of-t-levels/>

³¹ <https://www.gov.uk/government/publications/covid-19-series-briefing-on-schools-september-2020>

- 9.3 The government has contracted with the Education and Training Foundation to undertake up to 30 board capability reviews to be provided free of charge to colleges³². The reviews will be offered before the end of March 2021, with Education and Skills Funding Agency (ESFA)-funded FE colleges, sixth form colleges and other designated FE institutions eligible for the service. The reviews will be undertaken following a referral by the ESFA or Office of the Further Education Commissioner; or following an application by the provider organisation itself to the DfE. Priority for reviews will be given to colleges identified as being most in need of support. For providers wishing to self-refer, that need might be demonstrated by a recent self-assessment which indicates the need for a thorough review, a recent change in leadership, a period of structural change, or other new challenges which require the college to take stock. Colleges wishing to apply for a review should email DfE explaining the factors they believe would make a review helpful. The capability reviews service will be carried out by the ETF in collaboration with its chosen delivery partner, the AoC.
- 9.4 A competition – backed by £120 million funding – to establish the next wave of Institutes of Technology (IoT) has been launched. IoTs will offer higher technical STEM education and training (mainly at Levels 4 and 5) in key sectors such as digital, construction, advanced manufacturing and engineering, which will play a key role in helping to rebuild the economy after coronavirus³³.
- 9.5 Darren Lewitt, the former director of a multi-million pound technology company and award-winning youth mentor has pledged to provide free resources to help young people across the country overcome the challenges they are facing as a result of the Covid-19 pandemic. This initiative will see Darren provide virtual webinars, workshops and an e-book designed to help provide both motivational and practical support to young people as they make important decisions regarding their future studies and careers. His work with schools and colleges will focus on providing guidance in areas such as resilience, positive thinking and spotting business opportunities. He will also be on hand to provide advice and tips on creating CVs, interview

³² <https://www.et-foundation.co.uk/news/college-board-capability-review-service-now-available/>

³³ <https://www.gov.uk/government/publications/institutes-of-technology-wave-2-competition-prospectus>

skills and learning how to identify organisations that best fit with their personal dreams, values and aspirations. Schools and colleges interested in receiving these free resources can get in touch with Darren directly on info@darrenlewitt.com.

- 9.6 The DfE has published a good practice guide that offer non-statutory guidance to staff responsible for the curriculum and its delivery in schools³⁴. It offers suggestions to help schools meet the expectations for remote education set out in the guidance for full opening and it also announced extra resources to support delivery of remote education, including 100,000 additional devices and increased peer to peer support for teachers³⁵. The DfE continues to provide laptops and tablets to schools to help children and families access remote education during Covid-19 and also helps disadvantaged children who need an internet connection to get internet access (this is in addition to the laptops, tablets and 4G wireless routers distributed between May and July 2020 by DfE for disadvantaged pupils in year 10, care leavers and young people with a social worker). However, the guidance issued in October says that schools must have at least 15 children in self-isolation before assistance will be provided. Disadvantaged children at schools with fewer than 15 pupils in self-isolation will not therefore benefit from this initiative³⁶.
- 9.7 Ufl is launching the Week of VocTech 2 to 6 November³⁷. It consists of a programme of events online that provide opportunities to discuss, reflect and learn about technology that can be used to deliver vocational education, including remote delivery.

³⁴ https://www.gov.uk/government/publications/remote-education-good-practice?utm_source=79aa8b96-e140-46a1-87bf-a1db545d69f8&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

³⁵ https://www.gov.uk/government/news/new-remote-education-support-for-schools-colleges-and-teachers?utm_source=7ac49d72-d80b-4207-a18f-cd0d5fd2477e&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

³⁶ <https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

³⁷ <https://weekofvoctech.co.uk/>

- 9.8 *The Digital Divide: Internet access for care leavers*³⁸. is by Partnership for Young London and the Pan London Children in Care Council in partnership with the Network of Regional Youth Units and the National House Project. It gathered the views of 90 care experienced young people on their digital access during Covid19. The focus for the review was to gain insight into the impact of digital exclusion on young people and influence future planning and delivery to ensure that young people are not adversely affected by digital poverty in the current climate. Approximately three-quarters of the young care-experienced young people surveyed said that access to the internet was crucial to their education, employment and mental health. Around a third of the people surveyed said that their internet access was unreliable.
- 9.9 The Institution of Engineering and Technology (IET) and Digital Access for All (DAFA) are establishing an alliance to tackle digital poverty³⁹. They are bringing together organisations to end digital poverty for all, particularly for disadvantaged children. There is considerable evidence showing that Covid-19 has highlighted the growing problem of digital poverty in the UK. With 1.9 million households with no access to the internet, Covid-19 has identified key gaps in the ability of people working from home, as well as the ability of many children learning from home. The first Digital Poverty Alliance virtual roundtable took place on Friday 23rd October with more than 20 organisations in attendance, including Intel, TechUK, TeachFirst, BBC News, DCMS and the D. The alliance will be continuing its campaign following the roundtable.
- 9.10 The National Museum of Computing is making available online remote learning packages that reimagine in-person programmes for the remote learning world, giving students an interactive and engaging experience with STEM subjects⁴⁰.

³⁸ https://3532bf5a-d879-4481-8c8f-127da8c44deb.usrfiles.com/uqd/3532bf_89a8787cfdcf4b13847c0e1fbacd67d8.pdf

³⁹ <https://www.theiet.org/media/press-releases/press-releases-2020/28-october-2020-the-iet-and-dafa-are-forming-digital-poverty-alliance/>

⁴⁰ <https://www.tnmoc.org/remote-learning-packages>

- 9.11 Sky UK and Adobe have launched The Edit⁴¹, a new digital programme for schools that is designed to improve the media and digital literacy of 30,000 young people across the UK and Ireland, with a focus on low income areas.
- 9.12 Over a quarter of School Business Managers (28 per cent) surveyed in July 2020 reported working more than 11 hours unpaid overtime per week during the early months of the coronavirus pandemic, according to *The challenges of school business management during COVID-19*⁴² a report released by The Key. This is an increase of 87per cent on the proportion working this amount of overtime before the pandemic. A further 40per cent worked between 5 and 11 hours extra per week, and over half of all respondents (58 per cent) said that their workload had got worse during this period.
- 9.13 The Education and Training Foundation has published a new guide to encouraging positive behaviour. *Understanding and promoting positive behaviour in the FE sector*⁴³ considers and offers advice on how FE professionals can cultivate a positive environment for staff and learners.
- 9.14 The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap. The NTP will do this by making high-quality tutoring available to schools to help disadvantaged pupils through two pillars: Tuition Partners, delivered by the Education Endowment Foundation; and Academic Mentors, by Teach First. In the National Tuition Partner pillar, the EEF has approved 32 providers to deliver high-quality tutoring to disadvantaged pupils. Through this pillar, schools will be able to access subsidised high-quality tuition from an approved list of providers subsidised by 75 per cent. The approved providers cover all regions of England and include a mix of for-profit companies, charities, a local authority, a school partnership and a university. The providers will deliver a range of one-to-one and small group tuition both online and face-to-face. Tens of thousands of pupils are likely to be enrolled in the first six weeks, with provision increasing after Christmas. The approved providers include:

⁴¹ <https://nationalschoolspartnership.com/initiatives/the-edit/>

⁴² <https://cloud.resource.thekeysupport.com/schoolbusinessmanagement-covid19>

⁴³ <https://www.excellencegateway.org.uk/content/etf3271>

- The Brilliant Club, an award-winning national education charity focused on mobilising the PhD community to work with state schools, who will be using PhD tutors to deliver curriculum-focused tutoring.
- Schools Partnership Tutors, a group of schools from Suffolk, Essex, Cambridgeshire and East London offering face-to-face and online tutoring to schools across the country.
- Targeted Provision, an organisation providing tuition exclusively to pupils with Special Educational Needs and Disabilities (SEND) and social, emotional and mental health (SEMH) needs. All of their tutors are qualified teachers with a minimum 3 years' experience supporting pupils with additional needs.

9.15 Schools will be able use the NTP website to start searching and applying for provision available in their areas. Tuition Partners have initially been funded to provide subsidised tutoring for up to 250,000 pupils from November 2020. To ensure tutoring is allocated fairly if demand is very high, the NTP may introduce caps on the number of pupils per school that can receive tutoring. This will be clearly signalled on the NTP website and by Tuition Partners. Tutoring will be available in 15 hour blocks to reflect the best practice evidence on tutoring. Ensuring that tutoring occurs in a sustained block of sessions is a key aspect of delivery, which is likely to result in a greater impact.

9.16 In the Academic Mentor Programme, the first wave of 188 Academic Mentors will start delivering in schools serving disadvantaged communities. The first Academic Mentors, recruited and trained by education charity Teach First, will support teachers by providing intensive academic support. These mentors will be employed in schools and deployed directly by teachers and leaders to provide additional intensive academic support to the pupils most in need. In total, Teach First will recruit and train 1,000 Academic Mentors, with the further cohorts starting in schools in January and February.

10 Progressions - the Labour Market

10.1 Adverts for jobs based in London jumped 52 per cent between July and September, data from independent job board CV Library showed, as businesses picked up customers after months of closure during lockdown.

- 10.2 The Learning and Work Institute has released *Crisis in the capital: how to protect low paid workers and deliver better work in London*⁴⁴ in which it explored the impact of covid-19 on London's labour market, particularly on low-paid employees. It considered what could be done by central government and London local government to mitigate the impact of the crisis and rebuild the economy. It drew on information from a survey of 1,024 Londoners, interviews with low paid workers, and analysis of labour market data. It found that: many Londoners were struggling to get by before the pandemic; the prevalence of low pay and insecure work left London's labour market particularly vulnerable to the impact of the pandemic; the pandemic has hit low paid Londoners hardest – they are nearly twice as likely to have been furloughed compared to other London workers, and nearly four times as likely to have lost their jobs; the impact of the pandemic would have been worse had it not been for the Job Retention Scheme (JRS) - 1.4 million jobs were furloughed between March and July, and there were still 557,000 jobs furloughed at the end of August; and the Job Support Scheme may help to support jobs at risk over the winter. The report sets out recommendations for central government, the Mayor of London and London Boroughs across four areas: investment in job creation, particularly in sectors such as social care, childcare, housing and green jobs; employment support programmes; retraining support; and social security support.
- 10.3 The International Monetary Fund (IMF) has predicted the global economy won't suffer quite as severe a recession as previously forecasted. In its World Economic Outlook⁴⁵, the IMF predicts the global economy will contract by 4.4 per cent this year, which is 0.8 percentage points smaller than its June estimate. It expects the UK economy to decline by 9.8 per cent in 2020 (down from the June forecast of 10.2 per cent). The only G7 economy predicted to experience a sharper decline is Italy – with a predicted 10.6 per cent decrease. The report notes that tourism-dependent economies are in a "particularly difficult spot".

⁴⁴ https://trustforlondon.fra1.digitaloceanspaces.com/media/documents/Crisis_in_the_capital_-_How_to_protect_low_paid_workers_and_deliver_better_wor_SMSvlyp.pdf?platform=hootsuite

⁴⁵ <https://blogs.imf.org/2020/10/13/a-long-uneven-and-uncertain-ascent/>

- 10.4 The government has brought together information for employers on a range of programmes that support the 'Plan for Jobs', so that employers understand what's available and can better decide which programme is best suited to their business. The programmes covered include: apprenticeships, T level industry placements, kickstart, sector-based work academy programme, traineeships⁴⁶.
- 10.5 The LGA has produced a paper *Kickstart: what good looks like*⁴⁷ to support local and national discussions on the design, commissioning and delivery of Kickstart. The LGA has also set out how, with the right level of resource, local government can add value to the scheme⁴⁸.
- 10.6 The Department for Work and Pensions (DWP) launched a new Job Entry Targeted Support (JETS) scheme aimed at adults aged 25 and over and is recruiting an additional 13, 500 work coaches nationally to help deliver the scheme⁴⁹.
- 10.7 The Migration Advisory Committee has published its latest review of the composition of the Shortage Occupation List (SOL)⁵⁰, in which it discusses the new points-based Skilled Worker immigration route due to be introduced when the UK's transition to leaving the EU is complete. It presents detailed information for each industrial sector and occupation covering median pay, impact of Covid-19, a shortage indicator and a recommendation as to whether the occupation should be added to the SOL (both for the UK as a whole and for the constituent nations).
- 10.8 The World Economic Forum has produced a list of the work-skills of tomorrow and how long it takes to learn them⁵¹. It estimates that about one in eight of the jobs that will be created in the post-Covid period will need skills that the existing workforce can acquire in three months or fewer, over half will

⁴⁶ https://www.gov.uk/guidance/plan-for-jobs-skills-and-employment-programmes-information-for-employers?utm_source=3e204e52-ddf7-4d89-9c69-b68ee1a6a605&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

⁴⁷ <https://www.local.gov.uk/kickstart-what-good-looks>

⁴⁸ <https://www.local.gov.uk/councils-kickstart-offer-non-devolved-england>

⁴⁹ <https://www.gov.uk/government/news/nation-s-job-hunt-jets-off>

⁵⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/927352/SOL_2020_Report_Final.pdf

⁵¹ http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

need to gain skills that will take approximately a year and around a third will need over 12 months to obtain the skills they will need to thrive in the future workforce.

- 10.9 FE Week has continued its series of labour market insights developed by analysts in EMSI, an international labour market specialist. The article on 7 October showed that while the majority of young workers have been furloughed, the biggest rise in unemployment up to August had been among older workers⁵².
- 10.10 The Resolution Foundation said, in its *Intergenerational Audit*⁵³, that the jobs of the young, together with pension-age workers, are the most at risk during the second wave of the pandemic. The researchers said unemployment among economically active 18- to 29-year-olds could hit 17 per cent by late 2020. This is the same level as in 1984. The report warned the impact would be worse for young adults given the lasting damage from unemployment early in their careers and because of a broader deterioration in living standards compared to their parents' generation.
- 10.11 The Resolution Foundation also issued *Jobs, Jobs, Jobs*⁵⁴ in which it presents new evidence on the effects of the coronavirus crisis on workers. It uses the results of a new survey of 6,000 working-age adults to highlight which groups have struggled the most as the crisis has evolved, who is at risk as the Coronavirus Job Retention Scheme is replaced by the Job Support Scheme, and the prospects for the future. It finds that while there have been significant improvements in the levels of labour market activity since the height of the lockdown, unemployment is now on the rise. Even among those still in work, many have lost pay and hours, and the impact has been worst in London and in more deprived areas of the country. There is little evidence that workers are reallocating into the sectors that have been more protected from the economic hit caused by the pandemic, and

⁵² https://www.fenews.co.uk/fevoices/56345-majority-of-young-workers-have-been-furloughed-but-biggest-rise-in-unemployment-among-older-workers?utm_source=FE+News&utm_campaign=e2a5e9d76a-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_a588419e08-e2a5e9d76a-17379865

⁵³ <https://www.resolutionfoundation.org/publications/intergenerational-audit-uk-2020/>

⁵⁴ <https://www.resolutionfoundation.org/app/uploads/2020/10/Jobs-jobs-jobs.pdf>

respondents reveal worrying signs of redundancies to come. With the labour market crisis likely to accelerate over the winter as restrictions tighten and support becomes less generous, it urges policy makers to protect the incomes of those most affected, limit the rise in unemployment, and enable people to play their part in suppressing the virus. This should include extending eligibility for the full furlough version of the Job Support Scheme, investing in job creation, keeping the £1,000 a year benefit uplift, and improving the financial incentives to self-isolate.

- 10.12 *Who are the new Covid-19 cohort of benefit claimants?*⁵⁵ is a report from the Economic and Social Research Council that provides an overview of some of the key characteristics of benefit claimants, distinguishing between those who made their claim either before or after the Covid-19 outbreak in the UK. It explains that the benefit claimant count has risen by 116 per cent since March 2020 to 2.7m people in September and that there is increasing evidence that the pandemic has disproportionately affected some groups of people more than others. It draws on the findings of an online survey of over 7,000 new and existing claimants between 21st May and 15th June 2020 to inform the study and finds that the socio-demographic profile of new claimants differs markedly from those claiming before the start of the crisis - new claimants are more likely to be: younger; BAME; men; not have a disability; from a higher socio-economic category; university graduates; and owner occupiers. It highlights how there are now inequalities in the benefit system itself in terms of who is deemed eligible and/or in need of additional social assistance and notes that the different socio-demographic profile of the claimants means that different types of employment support will be required in the coming years.
- 10.13 *A labour market that works*⁵⁶ by Policy Exchange looks at the functioning of the UK labour market and how it has been transformed over the last forty years, providing a series of suggestions to improve labour market institutions in the present context. It notes that, during a period of high unemployment, keeping the different elements of the unemployment safety net well-

⁵⁵ <http://hub.salford.ac.uk/welfare-at-a-social-distance/wp-content/uploads/sites/120/2020/09/WaSD-Rapid-Report-2-New-COVID-19-claimants.pdf>

⁵⁶ <https://policyexchange.org.uk/wp-content/uploads/A-labour-market-that-works.pdf>

resourced and running smoothly becomes vital. It suggests that the benefits of government-sponsored training and retraining programmes can take up to four years to appear, and as many as ten before benefits exceed upfront costs. It considers that the national system of government agencies providing careers counselling and advice is not an effective substitute for localised, local authority-run school careers services and argues that the government should consider a new enterprise allowance – a fixed allowance for twelve months, which would come with business mentoring, workshops and access to start-up Loans, open to anyone not currently employed with a viable business idea and access to £2,000 start-up capital. The authors conclude that since the 1970s and 1980s, the UK labour market has gone from one of the most rigid to one of the most flexible and adaptable in Europe, but as the full extent of the economic damage caused by the coronavirus (COVID-19) pandemic becomes apparent, it will be crucial that the government remains open to experimentation.

10.14 The Centre for Economic Performance has set out the opportunities the UK has to recover from the pandemic and create a strong, sustainable, inclusive and resilient recovery⁵⁷. It outlines the rationale for making net-zero-aligned investments at a time when job creation potential is particularly important and discusses the potential employment opportunities associated with these investments. Summarising the evidence on the likely benefits and impacts of these investments leads it to demonstrate that a portfolio of net-zero-aligned investments, predominantly in construction, could create jobs across the country. It highlights specific opportunities in the manufacturing sector and considers that investments in sectors such as clean automotive, hydrogen and carbon capture, utilisation, and storage (CCUS), renewable energy and housing energy efficiency can each generate tens of thousands of high wage jobs. Its recommendations include that: net-zero-aligned investments is put at the heart of the UK's recovery plan; robust monitoring and evaluation for investments is put in place; and that there is targeted re-skilling for those made redundant by the current pandemic.

10.15 The CITB Construction Skills Network (CSN) has called for government investment to support skills in the coming year and prevent a generation of

⁵⁷ <http://cep.lse.ac.uk/pubs/download/cepcovid-19-010.pdf?platform=hootsuite>

talent being lost⁵⁸. The CSN report for 2021-25 outlines three scenarios for how the construction sector might recover from the current recession. Under the best-case scenario, UK Gross Domestic Product (GDP) would return to pre-Covid-19 levels in 2022, whereas it is likely to be 2025 or later for the mid-case or worst-case. The forecast fall in construction employment varies between 10% and 14% of the workforce, or 286,000-372,000 sector workers. The numbers employed will only approach pre-Covid levels from 2025 onwards.

- 10.16 Microsoft has launched an ambitious five-year campaign to help 1.5 million people build careers in technology and help 300,000 connect to tech job opportunities⁵⁹. KPMG, Unilever and the Department of Work and Pensions are already supporting the campaign and Microsoft is calling on other UK businesses to join them in helping create the technology workforce the country needs.
- 10.17 *No returns: a new direction to tackle insecurity in retail following COVID-19*⁶⁰ by Lancaster University for the Work Foundation reports on job insecurity in the retail sector prior to the pandemic and how the subsequent lockdown exacerbated trends already threatening job security in the sector. The report explains how changes to consumer habits and Covid-19 have impacted on retail workers by making retail work insecure; increasing temporary contracts, low pay, irregular working hours; and reducing opportunities for progression. Identifies that current insecurities are only likely to increase within the sector. It suggests action that can be taken to minimise job loss and how the government can provide support to the retail sector.
- 10.18 The Youth Futures Foundation's *Youth hubs: what works?*⁶¹ Gives a high-level summary of the evidence on co-located employment services as a means of identifying good practice. It considers that, in light of the high level

⁵⁸ <https://www.citb.co.uk/about-citb/news-events-and-blogs/uk/2020/10/invest-to-save-skills-from-being-lost--citb-forecast/>

⁵⁹ <https://news.microsoft.com/en-gb/2020/10/13/microsofts-get-on-2021-campaign-to-help-1-5-million-people-in-the-uk-build-careers-in-technology-by-2025/>

⁶⁰ <https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/lums/work-foundation/NoReturns-final2ndSept.pdf?platform=hootsuite>

⁶¹ https://youthfuturesfoundation.org/wp-content/uploads/2020/10/Youth_Hubs_what_works_.pdf?platform=hootsuite

of unemployment among young people as a result of the coronavirus Covid-19, there is an urgent need to roll-out dedicated Youth Hub services that are effective and easily accessible 'one stop shops' and identifies key principles for effective co-location of employment support services for young people: governance and partnerships; attracting and engaging young people; co-design with active feedback from young people; and data, systems and effective review and evaluation of services. It emphasises the importance of partnership working, the need for outreach services to engage hard-to-reach young people, and the importance of high-quality coaching support.

11 Progression to Further and Higher Education

- 11.1 *The Higher Education Journey of Young Londoners 2020*⁶² is the latest report in a decade long research project carried out by London Councils and Continuum University of East London. This research report highlights changes over the past 10 years in young people's participation, attainment and progression to the London labour market at London and local authority level. The report is also available in an interactive format. Borough-level reports can be requested from anna-maria.volpicelli@londoncouncils.gov.uk
- 11.2 Universities UK has backed the idea of bitesized study and flexible loans in its vision for HE - Recovery, skills, knowledge and opportunity: A vision for universities⁶³
- 11.3 The think tank Policy Connect and the Higher Education Commission have published Arriving at thriving: learning from disabled students to ensure fair access for all to improve people with disabilities' experiences of HE, their attainment and graduate outcomes⁶⁴.

12 Careers Guidance

- 12.1 Coventry University Online and FutureLearn have launched a launched an online service to help learners establish their goals and identify the career

⁶² <https://www.londoncouncils.gov.uk/node/37765>

⁶³ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/uuk-he-vision-2020.aspx>

⁶⁴ https://www.policyconnect.org.uk/sites/site_pc/files/apdf_raa40680_i_pc_i_disabled_students_inquiry_report_screen_reader_version_i_djl_i_f_raa.pdf

skills they need to thrive and progress in their chosen field or to seek a new job⁶⁵.

- 12.2 According to the Prince's Trusts' *Aspirations Gap*⁶⁶, which surveyed 2,000 16 to 25 year-olds across the UK, more than a third of young people (39 per cent) claim to have abandoned their aspirations for the year ahead, with this increasing significantly among those young people surveyed who are not in education, employment or training (NEETs). The research, carried out by Censuswide, also shows how 41 per cent of young people believe their future goals now seem "impossible to achieve", with this rising to half (50 per cent) of those surveyed from poorer backgrounds. More than a third of young people (38 per cent) feel they will "never succeed in life", and this increases to almost half (48 per cent) of those surveyed from poorer homes.

13 Race Equality and Social Justice

- 13.1 The Commission on Race and Ethnic Disparities has called for evidence to support a government review of ethnic disparities and inequality in the UK⁶⁷.
- 13.2 Figures produced by the End Child Poverty coalition⁶⁸ show the true extent of the levelling up challenge. They reveal that the highest levels of child poverty are to be found in London and Birmingham and that Newham has the highest number of children living in poverty in the capital.
- 13.3 The ONS published a report on children living in long-term workless households⁶⁹, using statistics up to 2019. This shows that there were approximately one million children in workless households at that time.

⁶⁵ https://www.futurelearn.com/courses/career-skills-for-the-2020s/1?utm_medium=pr&utm_source=pr&utm_campaign=fl_covcareer&utm_term=201013

⁶⁶ <https://www.princes-trust.org.uk/about-the-trust/news-views/aspiration-gap-research#:~:text=New%20Prince's%20Trust%20research%20released,a%20result%20of%20the%20pandemic>

⁶⁷ https://www.gov.uk/government/consultations/ethnic-disparities-and-inequality-in-the-uk-call-for-evidence?utm_source=d952e552-d1fd-4f5d-a985-1280542abf8c&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

⁶⁸ <https://www.endchildpoverty.org.uk/new-child-poverty-data-reveals-true-extent-of-levelling-up-challenge/>

⁶⁹ <https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/childrenlivinginlongtermworklesshouseholdsintheuk/2019>

13.4 The House of Commons Library produced *Educational outcomes of Black pupils and students*⁷⁰, a briefing paper for MPs that draws on data from various sources. It finds that, at GCSE level, young people from the Black major ethnic group, on average, have the lowest combined English and maths pass rate of any major ethnic group; however, Black pupils fare better on the main progress measure. It reveals that: Black African pupils generally fare better than Black Caribbean pupils; Black pupils eligible for Free School Meals (FSM) attain better on some key measures than White pupils eligible for FSM; in England, young people from Black ethnic groups are more likely to go on to higher education than average, but less likely to obtain high grades, enter ‘prestigious’ universities, end up in a ‘highly-skilled’ job, study further or have career satisfaction. It highlights marked differences in higher education entry rates between people from different Black ethnic groups, and between men and women.

14 Social Mobility

14.1 The Social Mobility Commission’s *The long shadow of deprivation: differences in opportunities across England*⁷¹ followed boys born between 1986 and 1988 until they were 28 years-old. It found that where people live is a bigger determinant on earnings than educational attainment: sons of disadvantaged families in areas of high social mobility earned twice as much as similar families in areas of low social mobility. In areas of high social mobility, education attainment accounts for nearly all of the pay gap between the most and least affluent families, but in areas of low social mobility education accounts for around a third of the gap. The report argues that equality in life chances depends on equalising – or compensating for inequalities in – for example, family connections financial support from families and the development of soft skills.

14.2 Young people, particularly those from deprived backgrounds, have had their earnings and job prospects hit hardest by the coronavirus pandemic, adding to fears for the long-term impact on their futures. BBC Panorama⁷² found

⁷⁰ <https://commonslibrary.parliament.uk/research-briefings/cbp-9023/>

⁷¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923623/SMC_Long_shadow_of_deprivation_MAIN_REPORT_Accessible.pdf

⁷² <https://www.bbc.co.uk/news/uk-54662485>

people aged 16-25 were more than twice as likely as older workers to have lost their job, while six in 10 saw their earnings fall. It also highlighted the impact of school closures on young people and added to growing evidence that students from poorer backgrounds have fallen behind their more privileged peers.

15 Mental Health and Anxiety

- 15.1 *Young people's well-being: 2020*, produced by the Office for National Statistics⁷³, captures young people's well-being through a 28-indicator framework, covering the topics of personal well-being; our relationships; health; what we do; where we live; personal finance; and education and skills. This headline release reflects the circumstances, views and well-being of young people aged 16 to 24 years in the UK prior to the Covid-19 pandemic, making it a useful starting point to understand what has changed since. It demonstrates that even before Covid-19, the anxiety levels of young people about health, finances and disconnection from community were in decline. Especially among young women.
- 15.2 State of the nation 2020: children and young people's wellbeing⁷⁴ from the DfE collates published evidence on the wellbeing in children and young people over the period of March to August 2020, including:
- statistics on the personal wellbeing of children and young people in England and the UK
 - wider set of indicators on their:
 - o relationships
 - o health
 - o education and skills

⁷³ <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/youngpeopleswellbeingintheuk/2020>

⁷⁴ <https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report>

- personal finance
 - activities
 - where they live
- 15.3 The DfE has published research⁷⁵ evaluating the delivery of the expanded training programme to improve joint working between schools and mental health services. The expanded programme built on the initial pilot delivered in 2015 to 2016. The evaluation finds that overall, the expanded programme resulted in measurable improvements to some aspects of communication and joint working between schools and NHS Children and Young People Mental Health Service, although the results were not all at the level achieved by the original pilots.
- 15.4 Following a pause to allow universities and colleges to prioritise their response to the pandemic, the OfS has relaunched its £1 million funding competition to improve mental health support for students⁷⁶. Universities and colleges can now bid for funding provided by the Department of Health and Social Care (DHSC) to the OfS to develop and implement projects that provide targeted approaches to improving mental health outcomes for particular groups of students and strengthen links between the health and higher education sectors.
- 15.5 The Children’s Commissioner has warned that children detained in hospital mental health wards during the lockdown struggled to access family therapy and advocacy support⁷⁷.
- 15.6 The NHS has published the results of a follow-up to its 2017 survey into the mental health of children and young people in England, which confirms the overall decline in young people’s mental health during the pandemic⁷⁸.

⁷⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925515/MHSSL_Evaluation_FINAL_for_gov.uk.pdf

⁷⁶ <https://www.officeforstudents.org.uk/news-blog-and-events/press-and-media/1-million-funding-competition-to-support-student-mental-health/>

⁷⁷ <https://www.childrenscommissioner.gov.uk/report/inpatient-mental-health-wards-during-covid-19>

⁷⁸ https://www.gov.uk/government/statistics/mental-health-of-children-and-young-people-in-england-2020-follow-up-to-the-2017-survey?utm_source=cf421175-2974-434c-a9d5-

- 15.7 The Centre for Mental Health has warned that up to 10 million people, including 1.5 million children and young people, may need mental health support in the aftermath of Covid-19⁷⁹.
- 15.8 Research published by King's College London⁸⁰ shows that teenagers diagnosed with depression while at school significantly underachieve in academic attainment from primary school to GCSE. The researchers suggest that targeted educational support for children struggling with depression might particularly benefit boys and those from deprived backgrounds, who were especially vulnerable subgroups in the study, although all children with depression might benefit from such support.
- 15.9 A project led by Imperial College⁸¹ is set to explore the impact the COVID-19 pandemic on the mental health and wellbeing of adolescents in the UK. Working with around 5,000 London teenagers, researchers will investigate risk factors for mental health problems due to COVID-19 public health measures, and the related educational and social disruption to adolescents. It will explore what factors promote resilience to any mental health problems caused by the pandemic, and whether changes in use of digital technology, such as social media usage, during the pandemic have had a positive or negative impact on adolescent mental health.
- 15.10 The upheaval and uncertainty created by the pandemic has taken a toll on young people's mental health. Research conducted by the Samaritans and the University of Glasgow⁸² found young adults (18-29 years) were more likely to report depressive symptoms and suicidal thoughts than older people
- 15.11 Mental health campaign Time to Change has announced that it will close on 31 March 2021 after the government said it was no longer able to fund the

[75e712444120&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily](#)

⁷⁹ <https://www.centreformentalhealth.org.uk/publications/covid-19-and-nations-mental-health-october-2020>

⁸⁰ <https://www.kcl.ac.uk/news/loss-of-potential-teens-diagnosed-with-depression-show-reduction-in-educational-achievement-from-primary-school-to-gcse>

⁸¹ <https://www.scampstudy.org/about/>

⁸² <https://www.samaritans.org/news/new-study-reveals-mental-health-impact-initial-lockdown-period/>

programme⁸³ The campaign, run by partners Rethink Mental Illness and Mind, issued a statement saying it had helped 5.4m people living with mental health problems. Time to Change will continue to encourage people to be more open to mental health to help end the isolation, shame and worthlessness that too many of us feel when experiencing a mental health problem. The campaign will continue to deliver the Ask Twice campaign in November and Time to Talk Day on Thursday 4 February 2021, it added.

16 Youth Work

- 16.1 The DfE established a survey of local authorities in England to help understand the impact of Covid-19 on Children's Social Care. Local authorities are asked to report to DfE every two weeks - each fortnightly survey return is referred to as a 'wave'. The latest survey⁸⁴ shows that local authority social workers have maintained contact with a large proportion of children looked after (CLA), children on a child protection plan (CPP) and other children in need (CIN) throughout the pandemic (68 per cent, 94 per cent and 62 per cent respectively).
- 16.2 StreetDoctors, Redthread and MAC-UK surveyed young people who use their services to find out how lockdown affected their lives and their communities, and how we as a nation could better support them. The report, Living Through a Lockdown: Reflections and recommendations from young people at risk of serious violence⁸⁵, offers insights into the experiences of some of the UK's most vulnerable young people, and makes urgent recommendations for local and national leaders. Recommendations include:
- Referral criteria for support services should be temporarily relaxed during lockdown to self-referrals from young people or parents during lockdown, particularly those struggling with mental health.

⁸³ <https://www.time-to-change.org.uk/news/time-to-change-to-close-after-funding-ends>

⁸⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925470/VCYP_Survey_publication_W10.pdf

⁸⁵ <https://www.redthread.org.uk/living-through-a-lockdown/>

- Service delivery organisations must prepare clear digital engagement strategies to ensure consistency through any lockdowns, and practitioners should receive additional training on this where possible.
- Schools, colleges and youth services must receive ongoing support to act as anchor institutions during local lockdowns, particularly for those known to be at risk of youth violence.
- The government must co-create and publish a long-term plan for young people to ensure they do not suffer disproportionately as a result of the lockdown. These plans should prioritise access to work and training opportunities for young people.

16.3 NSPCC Learning⁸⁶ has put together information to help anyone who works or volunteers with children and young people to recognise the signs that a child might be being exploited by a county lines gang and understand what action to take to help keep children safe. Topics covered include:

- the risks associated with county lines
- recognising and responding to concerns about county lines
- how professionals can work to prevent county lines
- a summary of the relevant legislation and guidance

16.4 Youth Work Week took place 2 – 8 November around the theme of Ambitious for Youth Work⁸⁷. An online event hosted by the GLA on 2 November to celebrate the week and run for and by London’s young people will be covered in our November update. The event comprised youth-led discussions with young social leaders, singers, poets and many more leading the conversation, sharing stories of how youth activities have shaped their lives and discussing the issues facing young people in the city today.

17 London Government

⁸⁶ <https://learning.nspcc.org.uk/>

⁸⁷ <https://nya.org.uk/youth-work-week-2020/>

- 17.1 As part of a broader funding package agreed between the government and Mayor of London until the end of March 2020, the proposed removal of free travel for under-18s will not take place in November.
- 17.2 *Growing up in Hammersmith & Fulham* is a joint report by Partnership for Young London and Young Hammersmith and Fulham, which was compiled by young people aged 13 -24, to address many issues including the Black Lives Matter campaign and current aspirations. It provides a snapshot of the impact that the coronavirus pandemic has had and will have in future. Some of the key findings are:
- Young people are largely unaware of how to access local youth services.
 - The majority of young people are worried about the impact of coronavirus on their education and employment.
 - The majority of young people were interested in receiving advice on finance, anxiety and stress and managing emotions.
 - Knowledge of how to access youth services is important for mental health
- 17.3 The campaign group Compass spotlights Barking and Dagenham Council's work with civic society during the Covid-19 crisis and explains how this was the result of many years of changing the culture and structures through which the Council worked with and supported the community⁸⁸.

18 Summary: the key issues for the recovery of Young People's Education and Skills in London

- 18.1 As the Covid-19 infection rate increases during the winter and with it an increase in hospital admissions and sadly deaths, the government's efforts to control and contain the virus remain in sharp focus. Inevitably, the economic and social effects of containment and control and the restrictions they bring assume ever greater importance. The body of evidence we have reviewed in our updates since the start of the outbreak shows that many of the

⁸⁸ https://www.compassonline.org.uk/wp-content/uploads/2020/10/BDParticipationNL_FINAL.pdf

inequalities that have long existed in our economic and social life have been brought to the fore.

- 18.2 Disparities in participation, achievement and outcomes from the education and training system in London command the attention of commentators and researchers. Reports highlight some specific areas of concern that policy makers at all levels can address as we move into recovery.
- 18.3 It is also worth noting that, now that education settings have reopened, more coverage is being given to the quality of provision and supporting on-line delivery. Our earlier updates have commented on the advantages and disadvantages of this development.
- 18.4 Although there has been a spotlight on young people's mental health throughout the pandemic – as there had been before the outbreak – it remains one of the most important issues to be addressed at this time; both in the control phase and in transition to recovery.

Part Two: Policy Update

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

19 College oversight policy⁸⁹

19.1 The DfE has amended its college oversight policy. Colleges that apply for emergency funding will no longer automatically be placed in formal intervention.

20 Re-thinking youth participation for the present and next generation: education to employment.⁹⁰

20.1 By citing a comprehensive body of research, analysing data and referring to case studies, the LGA has built up a powerful argument for restoring local democratic control of young people's education and skills including powers and funding to support young people who are NEET. It proposes in particular:

- that there should be greater support for local areas to co-produce post-16 offers with local providers and businesses
- co-design local careers advice offers and progressively devolve the Careers and Enterprise Company and National Careers Service funding
- local coordination and integration of skills and employment services, with better support in the transition from education to employment
- the creation of a Youth Participation Minister with oversight of a national Youth Employment Taskforce and a new Youth Employment and Skills Service
- bring the government's 'opportunity guarantee' and the established 'September Guarantee' together into a single statement of entitlement that local offers will deliver

⁸⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/929201/College_Oversight_document_Oct_20_updates_FINAL.pdf

⁹⁰ <https://www.local.gov.uk/re-thinking-youth-participation-present-and-next-generation-education-employment>

- investment in new active labour market programmes that are adaptable to different local needs
- a new careers advice and guidance offer
- local flexibilities in Apprenticeships, making T levels work from the outset and greater local control over Kickstart
- better access to data to enable refinements to be made in delivery to match changing circumstances.

21 Post-Qualification Application (PQA): Reforming University Admissions

21.1 This report by Sutton Trust adds to calls for students to apply once their grades are known. It says:

- University applicants from working class backgrounds are less likely to get a place at their preferred university than those from middle class backgrounds in 2020.
- Working class applicants more likely to say they would have applied to a more selective university if they had known their final results
- Two thirds of applicants in favour of removing predicted grades from university admissions and making decisions on the basis of actual results.

21.2 It also says that the majority of applicants to university this year would like to see a move to a system where they apply to university after they have received their grades and two-thirds (66 per cent) of young people think a move to PQA - where young people decide which universities to apply to after they've got their grades - would be fairer than the current system which is based on predicted grades. The polling of 502 university applicants by YouthSight found that just 13% think this system would be less fair.

21.3 While two-thirds (69%) of applicants received a place at their most preferred university, middle class students were more likely than working class students to do so (72% compared to 63%).

22 National Youth Social Action Survey⁹¹

22.1 The National Youth Social Action survey, conducted by Ipsos MORI for the Ministry of Digital, Culture, Media and Sport (DCMS), has run annually since 2014 to inform the #iwill campaign. The campaign aims to make meaningful social action part of everyday life for 10 to 20 year olds across the UK. This report provides the findings from the sixth wave of the survey, which consisted of 2,081 interviews with 10 to 20 year olds in their homes between October and November 2019, providing a nationally representative sample of young people across the UK. The survey found an increase in young people's eagerness to make a difference in society, but there had been a decrease in the rate of participation in social action and an increase in the proportion of young people who said there were few or no opportunities to do so in their local area.

23 Youth Engagement

23.1 Grosvenor Britain & Ireland, the Town and Country Planning Association (TCPA), Sport England and ZCD Architects have teamed up to create a free toolkit⁹² providing guidance on how to better engage young people in planning, regeneration and development.

24 GCSEs

24.1 We previously reported that a campaign group, Rethinking Assessment has promoted the idea of scrapping GCSEs. Kate Green MP, Shadow Education Secretary, said in an interview⁹³ at the time of the Labour Party Conference that this was one of the policy areas that Labour was currently re-examining.

⁹¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931216/National_Youth_Social_Action_Survey_2019_-_Summary_Report-c.pdf

⁹² <https://www.voiceopportunitypower.com/>

⁹³ <https://schoolsweek.co.uk/compelling-logic-in-call-to-scrap-gcse-says-green/>

25 Colleges Week⁹⁴

25.1 Colleges Week took place 19 to 23 October 2020 and the Love Our Colleges website features many of the case studies of colleges' involvement in economic and social recovery, community causes and student success that were generated during the week.

26 Independent Commission for the College of the Future

26.1 The Independent Commission for the College of the Future – founded in 2019 by the AoC – says, in its final UK report⁹⁵, that the “college of the future will empower people throughout their lives with the skills they need to get on in life, support better productivity and innovation of businesses, and strengthen every community’s sense of place”. It recommends:

- Introduce national (in all four nations) 10 year strategies for education and skills to support economic growth, industrial change and lifelong learning
- Introduce college network strategies to meet local priorities across the tertiary education system
- Colleges to be positioned as anchor institutions within the wider local and regional ecosystem
- A statutory right to lifelong learning>Skills guarantee for a post-Covid economy and future labour market changes
- A new strategic partnership with employers
- A new support service to employers
- Stable funding and accountability frameworks for colleges
- A strategic relationship with governments and simplified processes
- An ambitious future college workforce strategy
- Diverse and representative systems leaders.

⁹⁴ <https://loveourcolleges.co.uk/>

⁹⁵ <https://www.collegecommission.co.uk/final-report-uk>

27 EuroSkills 2020 and WorldSkills Competitions

27.1 The EuroSkills 2020 competition, which was originally scheduled to take place in September 2020 and subsequently postponed to January 2021, has now been postponed indefinitely. WorldSkills competitions in China (scheduled for Shanghai in 2021) and France (Lyon 2023) have been postponed by a year and are now planned to take place in 2022 and 2024 respectively.

28 State of the Further Education Sector⁹⁶

28.1 The Collab Group and Halpin Partnership have launched a report on the State of the Further Education Sector. The report is based on an analysis of focus interviews conducted with 25 Principals and Chief Executives across UK Further Education colleges and examines some of the key opportunities and challenges facing further education leaders including how colleges have responded to the coronavirus pandemic, the anticipated FE White Paper and the relationship between further and higher education.

28.2 The key findings include: 81 per cent of leaders surveyed agreed that further education colleges will be critical to economic recovery efforts; 19 per cent of leaders are very confident about the financial position of their college over the next 12 months; 67 per cent of leaders are concerned about the impact that the Covid-19 pandemic has had on learner progression; 80 per cent of leaders agree that their governance arrangements are appropriate to respond to current and emerging challenges.

29 Closing the Gap between Vocational and General Education? Evidence from University Technical Colleges (UTCs) in England⁹⁷

29.1 Research from the London School of Economics (LSE) shows that young people who join a UTC at the age of 14 do worse on average in their GCSEs than similar teenagers at other schools. It shows that students who enrol in UTCs at age 14 (Year 10) are 26 percentage points less likely to get at least five good GCSE grades than similar students who are not in UTCs. For those joining at 16 (Year 12), UTCs boost vocational achievement, without harming

⁹⁶ <https://www.collabgroup.co.uk/documents/state-of-the-sector-report>

⁹⁷ <http://cver.lse.ac.uk/textonly/cver/pubs/cverdp031.pdf>

academic achievement .By age 19, UTC students who joined at 16 are less likely to be NEET and more likely to study science, technology, engineering and maths (STEM) subjects at university than their peers. Overall, the findings suggest that enrolment at the non-standard transition age of 14 should be reconsidered. A policy some UTCs have already adopted as they have begun taking pupils from age 11.

30 Employer Skills Survey (ESS)⁹⁸

- 30.1 This is the government's definitive source of intelligence for understanding the skills challenges faced by employers, both in terms of their existing workforce and when recruiting, and how they respond to these challenges through investment in training and workforce development. With over 81,000 employers participating in the 2019 wave, it is one of the world's largest business surveys. Although ESS has been a UK-level survey since 2011, employers in Scotland were not included in the 2019 survey. Another methodological change for the 2019 survey was that the question areas were broader than previous ESS, and included key elements of the Employer Perspectives Survey, which focuses on what drives decisions around recruitment and people development, as well as involvement and experiences with specific programmes such as apprenticeships. Survey fieldwork for the latest wave took place between June and December 2019. While the findings still provide an important source of labour market intelligence, the Covid-19 outbreak in early 2020 means that the economic landscape has changed significantly since survey fieldwork was conducted.>>In 2019 fewer employers had recruited new staff than in the previous two biennial surveys and fewer had any vacancies. There had however been a small increase in 'hard-to-fill' and skill-shortage vacancies between the 2017 and 2019 survey results. Staff training, of which the largest amount is taken by new staff, also reduced in quantity but the level of investment in staff training in England increased.

⁹⁸ <https://www.gov.uk/government/publications/employer-skills-survey-2019-england-results>

31 Innovation in Further Education Colleges Summer 2020⁹⁹

- 31.1 The AoC reported on its survey of college relationships with local businesses and their community. The survey showed that colleges have no issues in understanding local, regional and national business needs and that they know their local areas well and have, in the main, excellent relationships with local stakeholder organisations. Demand from local businesses for college support appears to be high.
- 31.2 Colleges summarised their mission as: to meet local and national skills needs, to widen access and participation and support student enterprise and the need to retain skills within their local areas. They also see supporting SMEs and the college's role in attracting inward investment as key priorities and recognise the benefits of knowledge exchange in being a two-way process with both businesses and the college staff and the curriculum benefiting.

32 Reforms for a revolutionary post-16 white paper¹⁰⁰

- 32.1 The Campaign for Learning published the latest in its series looking at what should go into a 'revolutionary' White Paper for post-16 education. This paper is a compilation of the ideas of a diverse range of specialists in the sector.

33 JISC¹⁰¹

- 33.1 JISC, the UK higher, further education and skills sectors' not-for-profit organisation for digital services and solutions, has launched a three-year plan that aims to "provide digital services that elevate the further education and skills sector's ability to serve people as lifelong learners". Developed following months of discussion with sector leaders, the new FE and skills strategy from JISC, will help steer and support further education colleges across the four nations of the UK, sixth form colleges in England and Wales,

99

<https://www.aoc.co.uk/system/files/AoC%20Innovation%20in%20Further%20Education%20Colleges%20survey%20summer%202020%20final.pdf>

¹⁰⁰ <https://www.campaign-for-learning.org.uk/Handlers/Download.ashx?IDMF=f7b361a0-5a8e-40c5-8523-6ea96dbeba4e>

¹⁰¹ <https://www.jisc.ac.uk/news/new-digital-strategy-supports-fe-through-the-technology-revolution-19-oct-2020>

specialist colleges and independent specialist colleges in England, adult and community learning providers and work-based learning providers in Wales.

34 EdTech Demonstrator Schools and Colleges Programme¹⁰²

34.1 The DfE has published a list of successful applicants for the EdTech Demonstrator Schools and Colleges Programme and those from London include:

- La Sainte Union Catholic School (secondary)
- Britannia Village Primary School
- Reach Academy Feltham (all through)
- Cheam Common Junior Academy in partnership with Leo Academy Trust
- Heronsgate Primary School
- Shacklewell Primary School in partnership with Grazebrook Primary School, Woodberry Down Primary School

35 Post-16 institutions survey¹⁰³

35.1 The DfE has published research conducted by IFF Research on education settings' views on various education policies and initiatives introduced by the government. Interviews were conducted with leaders of post-16 institutions, with fieldwork taking place between June and July 2019.

36 Care Leavers

36.1 *Giving care leavers the chance to stay: Staying Put Six Years On¹⁰⁴* is a report from Action for Children that focuses on making sure young people

¹⁰² https://www.gov.uk/government/publications/edtech-demonstrator-schools-and-colleges-successful-applicants?utm_source=c293cf9a-f183-439f-9837-09bbdea31899&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

¹⁰³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/928347/Post-16_institutions_omnibus_wave_7.pdf

¹⁰⁴ https://media.actionforchildren.org.uk/documents/Staying_Put_six_years_on.pdf

leaving foster care can keep living with their carers once they turn 18, if that's what they want. It shows that many young people in foster care still have to move out before they are ready. This is primarily because of a lack of funding. Its calls include:

- Commit to providing adequate funding to local authorities to deliver Staying Put for 2021/22 as soon as possible.
- Carefully consider each of the options Action for Children has set out and develop a long-term funding model for Staying Put as part of the upcoming Care Review. This should be based on the option that has a high likelihood of affordability for carers, covering both fee payments and allowances.
- Set minimum allowances for Staying Put carers supporting young people aged 18, 19, and 20, as they do for foster carers looking after children aged up to 17.
- Update the guidance around Staying Put.>Explore the implementation of Staying Put, and the different experiences of young care leavers, as part of its upcoming Care Review.

37 FE Summit¹⁰⁵

37.1 FE Summit 2020 (17-18 November) is an interactive two-day online summit for colleges, with sessions focused on providing support through Covid-19 related challenges. It promises to provide valuable insight into the changing policy landscape and offer fresh ideas for curriculum design and business planning. It will provide space to learn and share knowledge, ideas and best practice through interactive sessions and social media.

¹⁰⁵ https://www.aoc-services.co.uk/events_and_training/fesummit/

Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance. The DfE is trialling a new service to enable its statistical data to be viewed and used¹⁰⁶.

38 Participation

38.1 The figures on schools and colleges attendance published by DfE¹⁰⁷ are as follows:

- *Week commencing 28 September 2020* (with Thursday 1 October as the measurement spot-date): 99.8 per cent of state-funded schools were open; of the small proportion of schools that were closed, this was mostly due to Covid-19 related reasons. Approximately 90 per cent of all children on roll in all state-funded schools were in attendance. Approximately 92 per cent of state-funded schools were fully open. Responses from schools indicate that those that were not fully open due to suspected or confirmed cases of Covid-19. Where schools were not fully open, most pupils were still attending. When pupils are unable to attend school because they are complying with clinical or public health advice, schools are expected to be able to immediately offer them access to remote education. Although the proportion of fully open secondary schools decreased to 82 per cent, attendance increased among both fully open and not fully open secondary schools. This suggests that, where groups of pupils are being asked to self-isolate, they are becoming smaller. Overall, attendance in state-funded secondaries increased to 86 per cent. Attendance was higher in fully open schools. On 1 October, 94 per cent of further education colleges were "fully open" (that means they are delivering a planned combination of on-site and remote delivery. If the remote delivery has been implemented as a contingency response, colleges do not meet that DfE criteria and therefore cannot declare themselves "fully open"). Just over

¹⁰⁶ <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

¹⁰⁷ <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

85 per cent of colleges responded to the DfE and 99 per cent of these were "open" at that point.

- *Week commencing 5 October (with Thursday 8 October as the measurement spot date)* 99.8 per cent of state-funded schools were open. Of the small proportion (0.2 per cent) of schools that were closed, this was mostly due to Covid-19 related reasons. Approximately 90 per cent of all children on roll in all state-funded schools were in attendance. Approximately 91 per cent of state-funded schools were fully open and approximately 8 per cent of state-funded schools were not fully open due to suspected or confirmed cases of Covid-19. Attendance at primary and state-funded secondary schools was 92 per cent. Attendance was higher in primary schools without nurseries (95 per cent), which the DfE believes suggests that attendance is close to normal levels in primary schools. Attendance was higher in fully open schools. The proportion of fully open secondary schools was 79 per cent and week-on-week attendance in both open and fully open schools increased. The DfE believes this suggests that, where groups of pupils are being asked to self-isolate, they are becoming smaller. Overall, attendance in state-funded secondaries was 87 per cent. Attendance was higher in fully open schools.
- *Week commencing 12 October (with Thursday 15 October as the measurement spot date)* 99.7 per cent of state-funded schools were open. Of the small proportion (0.3 per cent) of schools that were closed, almost all were due to COVID-19 related reasons. Approximately 89 per cent of pupils on roll in state-funded schools were in attendance. Attendance in state-funded primary schools was 92 per cent and attendance in state-funded secondary schools was 86 per cent. The DfE estimates that 4 to 5 per cent of pupils in state-funded schools did not attend school for COVID-19 related reasons on Thursday 15 October. This includes:
 - 0.1 per cent of pupils with a confirmed case of coronavirus
 - 0.5 per cent of pupils with a suspected case of coronavirus
 - Between 3.9 and 4.3 per cent of pupils self-isolating due to potential contact with a case of coronavirus

- 0.2 per cent of pupils in schools closed for COVID-19 related reasons

On Thursday 15 October, approximately 21 per cent of state-funded schools said they had one or more pupils self-isolating who had been asked to do so due to potential contact with a case of coronavirus inside the school. This is 46 per cent of state-funded secondaries and 16 per cent of state-funded primaries. The DfE noted that the vast majority of these schools remained open to most pupils and this is not comparable to previous data on schools 'not fully open' which intended to capture schools with 'a group' of pupils asked to self-isolate. A smaller proportion (11 to 13 per cent) had more than 30 pupils self-isolating due to potential contact with a case of coronavirus inside the school. Most groups asked to self-isolate are relatively small, the average (median) was approximately 12 per cent of the total number on roll in state-funded primaries and 4 to 5 per cent in state-funded secondaries.

- *Week commencing 19 October (with Thursday 22 October as the measurement spot date)* Please note that some schools were on half term in this week and these figures represent approximately 92 per cent of state-funded schools instead of all school. Approximately 86 per cent of pupils on roll in state-funded schools, excluding schools on half term, were in attendance. Attendance in state-funded primary schools was 90 per cent and attendance in state-funded secondary schools was 82 per cent, excluding schools on half term. Although these figures are not directly comparable to previous weeks, DfE looked at attendance in state-funded schools that responded on both 15 and 22 October and did not report an inset day or closure for non-COVID-19 related reasons on either day. This analysis captures around two thirds of all state-funded schools. Attendance fell from 89 per cent to 86 per cent in such state-funded schools. The drop was largest for secondary schools – 87 per cent to 83 per cent but was also seen in primary schools – 92 per cent to 90 per cent. This analysis suggests that the majority of the headline fall in attendance (approximately 3 percentage points) reflects a national-level decrease unrelated to half term. The fall in attendance is largely due to an increase in Covid-19 related absence It is estimated

that 6 to 7 per cent of pupils in state-funded schools, excluding schools on half term, did not attend school for COVID-19 related reasons on Thursday 22 October. This includes:

- 0.1 per cent of pupils with a confirmed case of coronavirus
- 0.4 per cent of pupils with a suspected case of coronavirus
- 4.8 to 6.0 per cent of pupils self-isolating due to potential contact with a case of coronavirus
- 0.7 per cent of pupils in schools closed for COVID-19 related reasons

Additional analysis by DfE suggests that the increase in COVID-related absence from 4-5 per cent to 6-7 per cent reflects a national-level increase unrelated to half term. The increase in COVID-related absence accounts for most (approximately two-thirds) of the overall increase in absence between 15 and 22 October. On Thursday 22 October, approximately 26 per cent of state-funded schools, excluding those on half term, reported they had one or more pupils self-isolating who had been asked to do so due to potential contact with a case of coronavirus inside the school. This equates to 55 per cent of state-funded secondaries and 20 per cent of state-funded primaries, excluding those on half term. Note that most of these schools remain open to most pupils. A smaller proportion (16-18 per cent) had 30 or more pupils self-isolating due to potential contact with a case of coronavirus inside the school. Most groups asked to self-isolate are relatively small, the average (median) was approximately 14 per cent of the total number on roll in state-funded primaries and 6-7 per cent in state-funded secondaries.

- Week Commencing 26 October was the half-term break

39 Recommendation

- 39.1 Recipients are asked to note the content of this report and submit any comments by email: peter.obrien@londoncouncils.gov.uk.

Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response¹⁰⁸

Specific guidance on education¹⁰⁹

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence¹¹⁰.

NHS information on coronavirus: ¹¹¹

Q&A from Public Health England on coronavirus: ¹¹². **Please note:** The National Institute for Health Protection (NIHP) has been set up to bring together Public Health England (PHE), NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling COVID-19 and protecting the nation's health.

¹⁰⁸ <https://www.gov.uk/coronavirus>

¹⁰⁹ <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

¹¹⁰ <https://www.gov.uk/search/research-and-statistics>

¹¹¹ <https://www.nhs.uk/conditions/coronavirus-covid-19/>

¹¹² <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>