

Children Missing Education: Dashboard

Autumn Term 2020

1. In Year Admissions

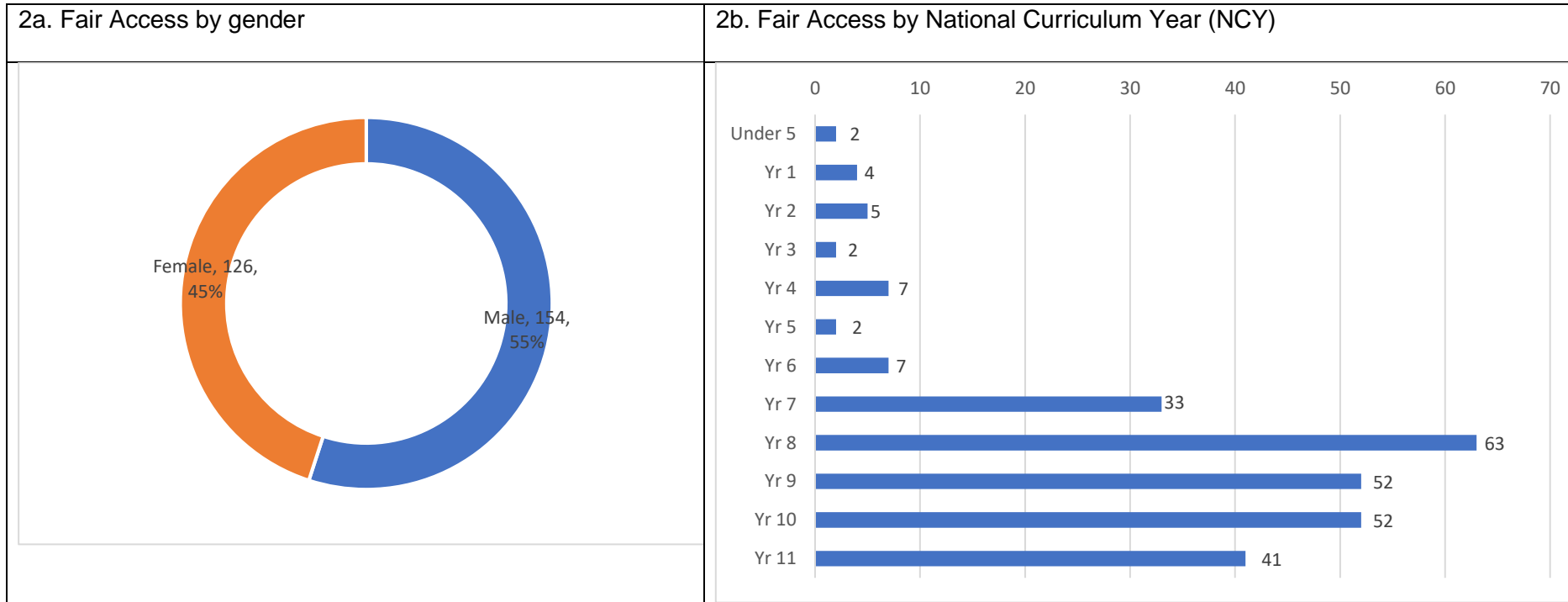
Due to the way that applications for INY admissions are recorded and reported upon it is not possible to provide a figure by term only. Figures for known INY applications received to date in the current year (to 18 May) is included to enable comparison to be drawn.

Transfer round	Dates reported upon	Number of INY applications
INY18	1 September 2018 – August 2019	6539
INY19	1 September 2019 – August 2020	5388*
INY20	1 September 2020 – 18 May 2021	5815

*this figure was impacted by the admission round being suspended during the first national lockdown in 2020

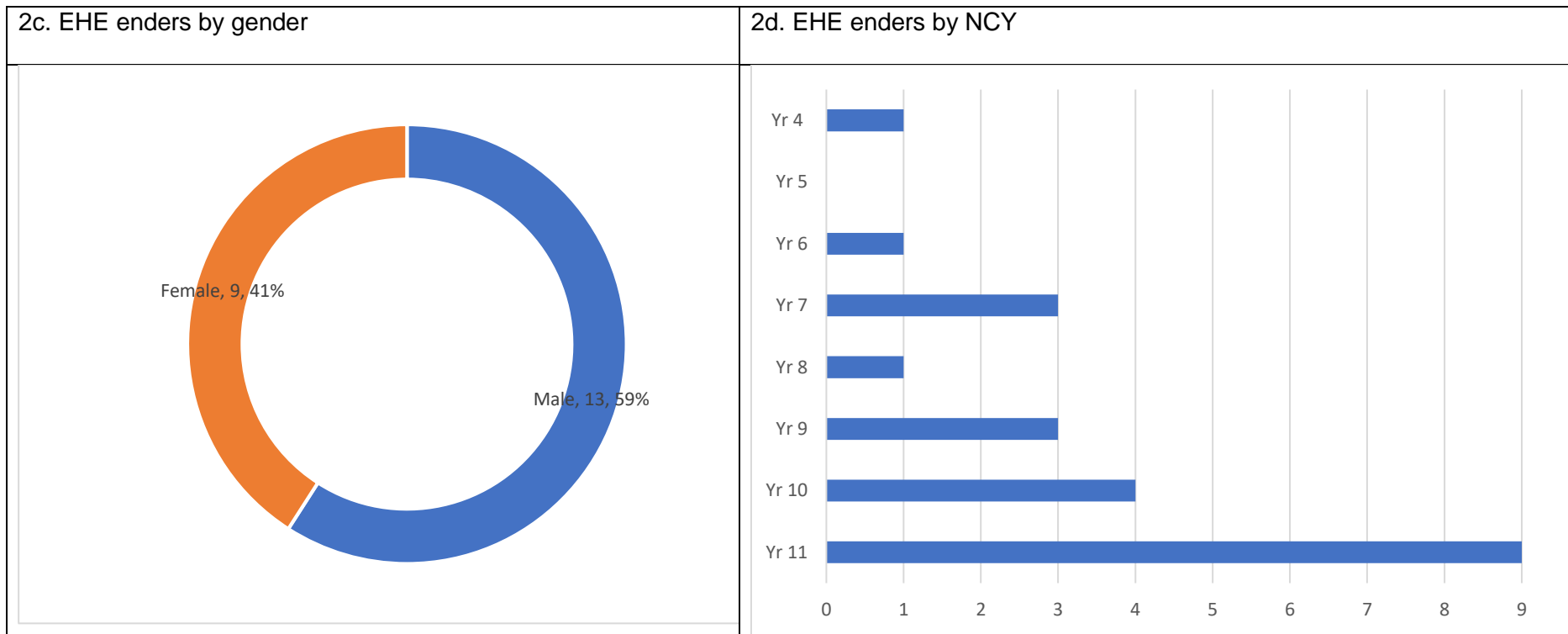
2. Fair Access and Children Out of School

A total of 270 children were referred for involvement from the Fair Access team in Autumn term 2020, 208 (77%) of these children were out of school at the time of referral.



- There is a continuing trend of a greater number of secondary children than Primary children being referred to Fair Access. In contrast to previous dashboards the majority of referrals are seen in earlier secondary at year 8, with referrals declining slightly up to the end of secondary.
- There continues to be a yearly increase in the number of referrals to Fair Access and reasons for this will be explored in more detail in the next dashboard that covers the whole of the academic year.
- For the same time period in 2019 there were 344 referrals, with 240 children being Children Out Of School. Autumn 2019 represented a sharp increase in the number of referrals and the decrease in 2020 could be attributed to ongoing work of the team in supporting appropriate referrals via the protocol by schools.

Of these referrals to Fair Access, 22 children were out of school as a result of their Elective Home Education (EHE) programme being unsuitable, either because Nottinghamshire County Council did not feel that suitable learning could be demonstrated or because the parent indicated they were no longer providing an education.

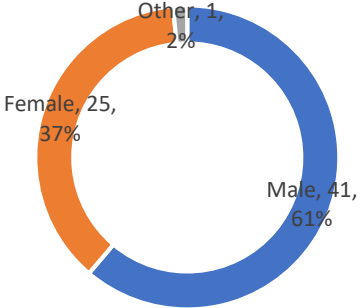
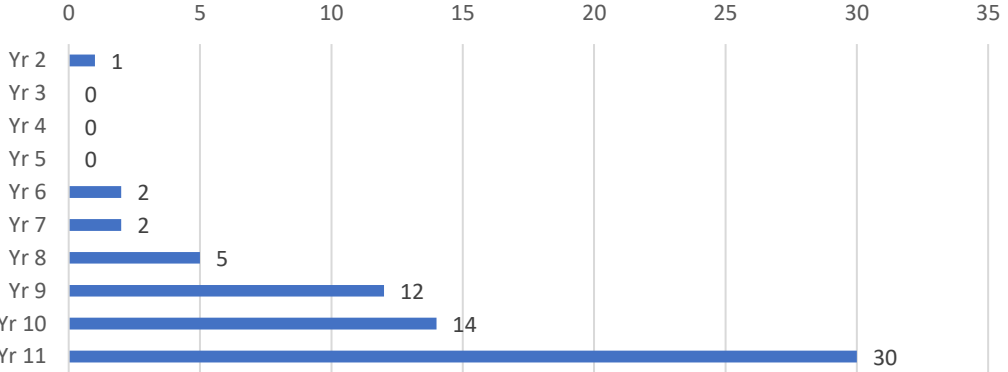
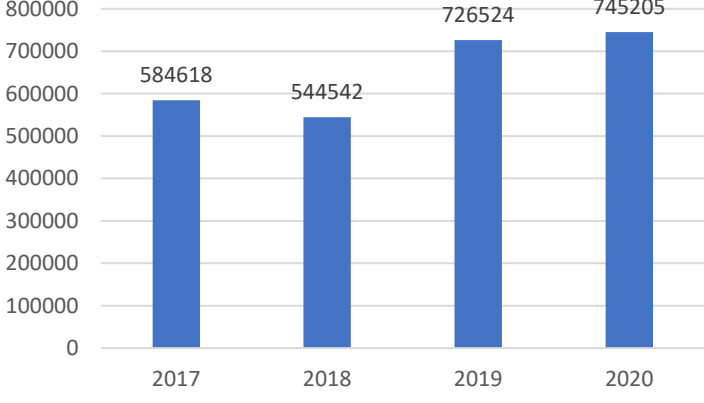


- Slightly more males than females were out of school as a result of Elective Home Education ending.
- The majority of children returning from unsuitable or ended Elective Home Education are secondary, with a concerning number in year 11. It could be concluded that as children reach Key Stage 4, parents find it more difficult to provide education at an appropriate level or require a return to the school system in order to support entries for examinations.

3. Vulnerable Children Education Commissioning

A total of 67 students were referred to the Vulnerable Children Education Commissioning (VCEC) board in the Autumn Term 2020. Of these cases 34 (51% of total) were referred to VCEC as part of the Fair Access process.

The total Educated Otherwise Than At School spend in Autumn 2020 as a result of referrals through this board was £745,205.

<p>3a. Students referred to VCEC by gender</p>  <table border="1"> <thead> <tr> <th>Gender</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>41</td> <td>61%</td> </tr> <tr> <td>Female</td> <td>25</td> <td>37%</td> </tr> <tr> <td>Other</td> <td>1</td> <td>2%</td> </tr> </tbody> </table>	Gender	Count	Percentage	Male	41	61%	Female	25	37%	Other	1	2%	<p>3b. VCEC students by NCY</p>  <table border="1"> <thead> <tr> <th>NCY</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yr 2</td> <td>1</td> </tr> <tr> <td>Yr 3</td> <td>0</td> </tr> <tr> <td>Yr 4</td> <td>0</td> </tr> <tr> <td>Yr 5</td> <td>0</td> </tr> <tr> <td>Yr 6</td> <td>2</td> </tr> <tr> <td>Yr 7</td> <td>2</td> </tr> <tr> <td>Yr 8</td> <td>5</td> </tr> <tr> <td>Yr 9</td> <td>12</td> </tr> <tr> <td>Yr 10</td> <td>14</td> </tr> <tr> <td>Yr 11</td> <td>30</td> </tr> </tbody> </table>	NCY	Count	Yr 2	1	Yr 3	0	Yr 4	0	Yr 5	0	Yr 6	2	Yr 7	2	Yr 8	5	Yr 9	12	Yr 10	14	Yr 11	30
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<p>3c. 4 year VCEC spend</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Spend (£)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>584,618</td> </tr> <tr> <td>2018</td> <td>544,542</td> </tr> <tr> <td>2019</td> <td>726,524</td> </tr> <tr> <td>2020</td> <td>745,205</td> </tr> </tbody> </table>	Year	Spend (£)	2017	584,618	2018	544,542	2019	726,524	2020	745,205	<ul style="list-style-type: none"> The majority of children referred to VCEC continue to be of secondary age with a sharp rise still seen into Key Stage 4, particularly for year 11 students. For children requiring a school move at this point it can be the case that it is not appropriate for children to return to mainstream education due to their needs and schools are less willing to admit due to the difficulties in providing an appropriate curriculum and the impact on performance indicators. The number of year 11 referrals is also impacted by trends in other service areas, notably the number of CYP who are deregistered from school for Elective Home Education and subsequently require a return to education late in their statutory school career. There was a much lower (2.6%) increase on VCEC spend in Autumn 2020 compared to Autumn 2019 than the 2018-19 increase (36.8%). 																								
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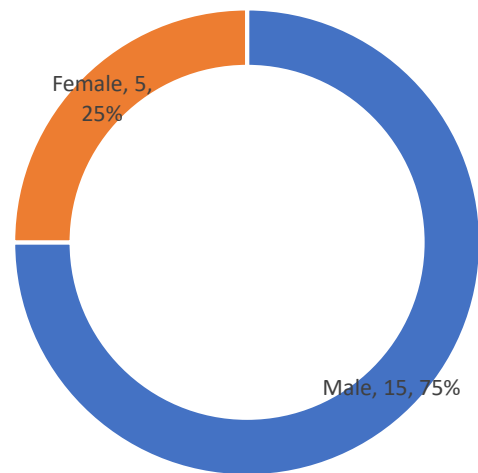
4. Permanent Exclusions

There is no validated fixed term exclusion data available for the reporting period due to the lag in this being reported and recorded via census. This data will be available for scrutiny with the end of year Children Missing Education dashboard.

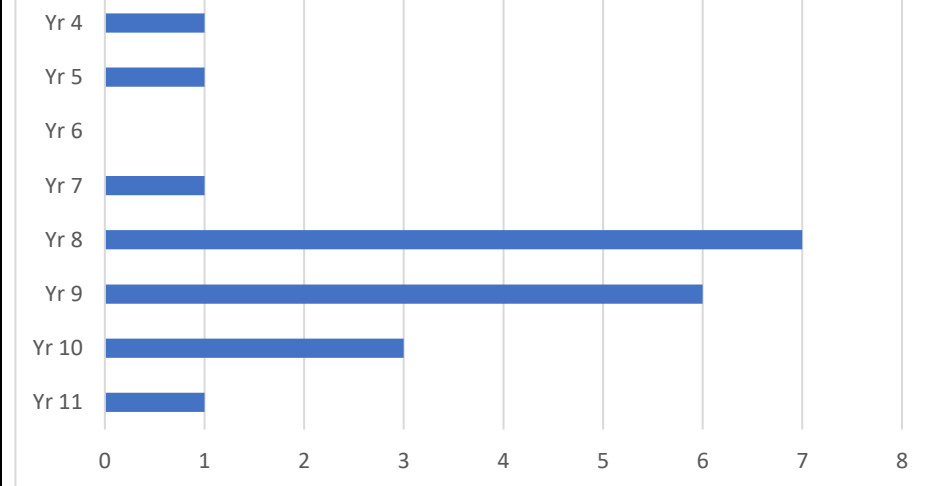
In Autumn 2020 there were 20 permanent exclusions from Nottinghamshire schools, not all of these students were Nottinghamshire residents and as such provision has been made for them by another Local Authority. A further 9 permanent exclusions were withdrawn as an alternative pathway was supported by the schools involved for these students. The data is compared below to the previous academic year:

Academic year	Permanent Exclusions
2017/18	14
2018/19	15
2019/20	17
2020/21	20

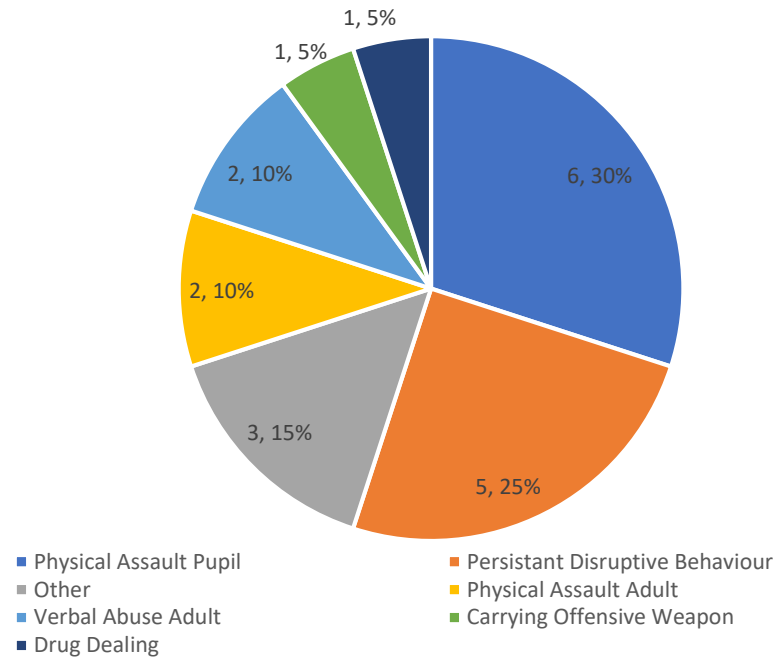
4a. Permanent exclusions by gender



4b. Permanent exclusions by NCY



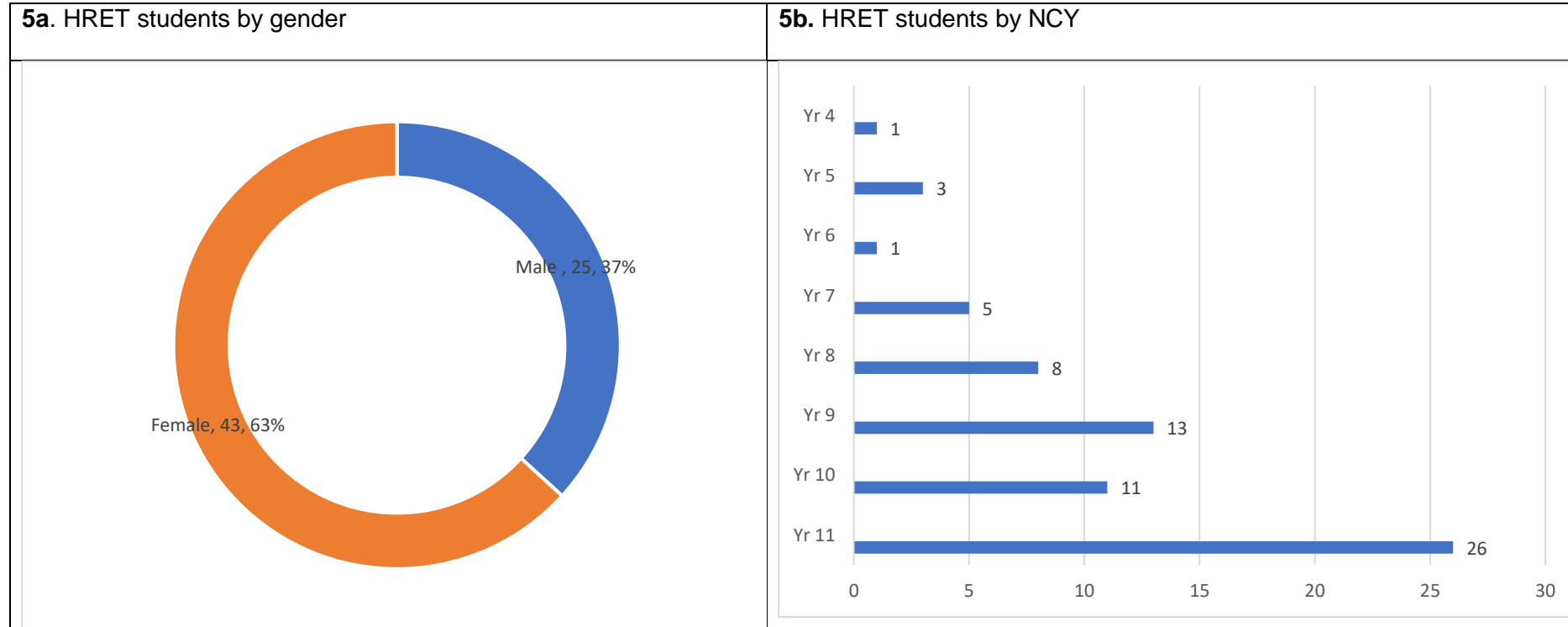
4c. Permanent exclusions by reason



- The majority of permanent exclusions are issued to secondary students, with the same pattern of a peak at year 8 and then decreasing to year 11 as seen for Fair Access referrals. As in previous years the use of reduced timetables and school commissioned alternative provision increases into year 11 and this may correlate with a decrease in exclusions as schools use these as strategies to support students at risk of exclusion.
- Physical Assault towards pupils and persistent disruptive behaviour count together for over half of the permanent exclusions issued during this period.
- Nottinghamshire figures for permanent exclusion by gender remain in line with National statistics, with three quarters of the permanent exclusions being for males.
- Comparison against National rates will be drawn in the next CME dashboard that will report on the whole academic year however, if exclusion numbers over the spring and summer term are the same as Autumn this would mean they are at a rate of 0.06, just over half the national average of 0.1 reported for 2018/19 (DfE National Statistics, Permanent and fixed period exclusions in England:2018 to 2019)

5. Students Supported by HRET

In Autumn term 2020 68 students were supported by the Health Related Education Team (HRET)



- In contrast to other areas reported on the dashboard, the majority of HRET referrals are for female students, with only a third of students being male.
- As with VCEC referrals, HRET support increases through secondary up to year 11, supporting the data that for the students the dashboard reports on vulnerability increases with age with higher levels of support required at late secondary age.
- This data could also correlate with the trends that have been seen of higher numbers of EHE referrals in secondary, many of which are for students where anxiety and emotional health are reported as contributing factors in the decision to EHE.
- Data analysing the reasons for referral and outcomes for students referred to HRET will be available in the next dashboard reporting on the whole academic year.

6. Students on Reduced Timetables or Alternative Provision

In the Autumn Term 2020 there were 615 students reported by Nottinghamshire Schools to be accessing school arranged Reduced Timetables or Alternative Provision.

Academic Year/Term	Autumn	Spring	Summer
2018/19	370	528	597
2019/20	481	*	*
2020/2021	615	*	-

* Collection cancelled due to Covid, national lockdown and closure of schools

6a. School Data

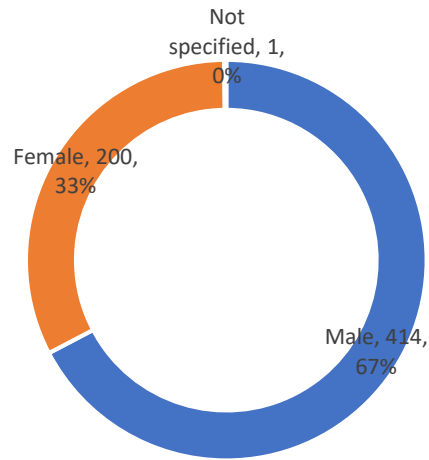
The response rate from schools to the collection is as follows:

	Total Responses	Total with a Positive Return**	Total Non-Returners
Autumn Term 20	325 (96.2%)	142 (42%)	13 (3.8%)

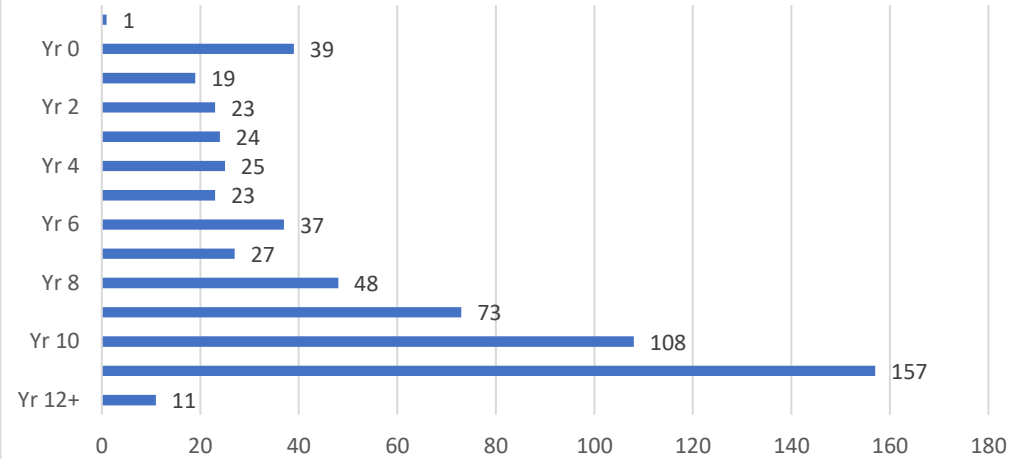
**Number of schools who confirmed that they had a child/children on roll who were not accessing their full education entitlement, or had been placed in alternative provision by the school:

- The % Increase of students on a reduced timetable or school commissioned alternative provision from Autumn 2019 to Autumn 2020 is 27.9, following the same trend as the previous year (30%)
- The number of non-returners in the Autumn term 2020 collection increased from Autumn term 2019 which saw only 6 schools not provide a return.

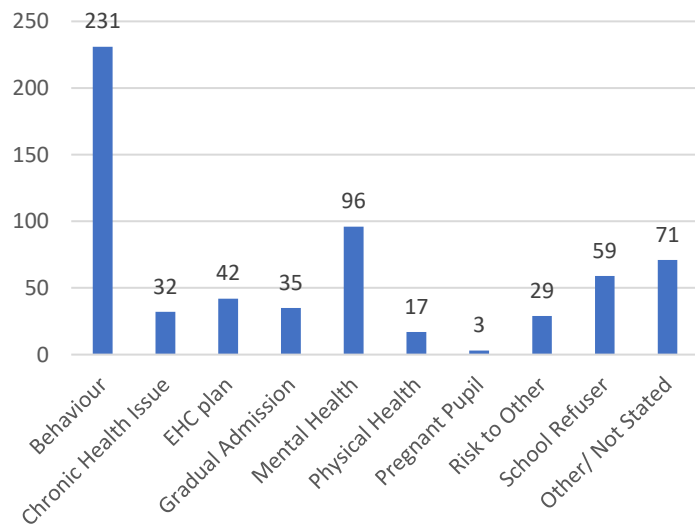
6b. Reduced timetables or Alternative Provision by gender



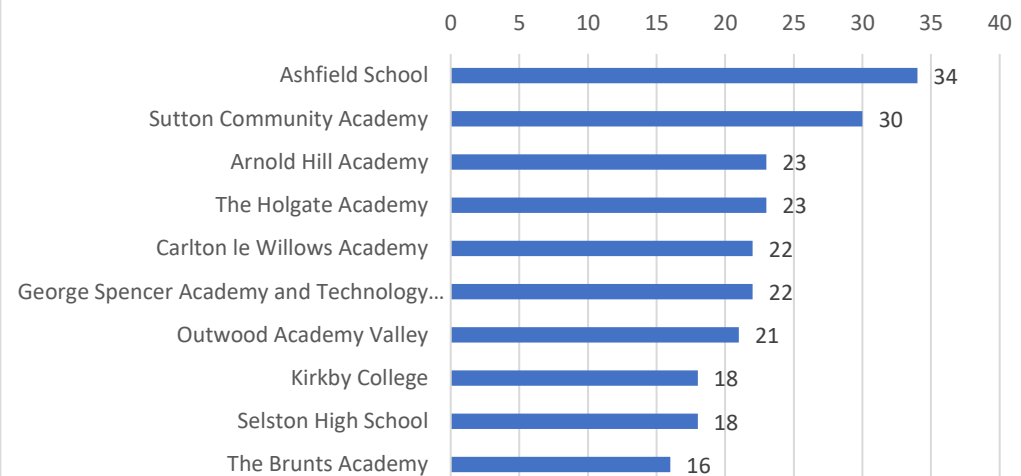
6c. Reduced timetables or Alternative Provision by NCY



6d. Reduced timetables or Alternative Provision by reason



6e. Reduced timetables or Alternative Provision 10 highest reporting schools



- Data shows that two thirds of the students reported as being on a reduced timetable or school commissioned alternative provision are male.
- The number of children on a reduced timetable or school commissioned alternative provision increases through secondary, with a peak at year 11, mirroring the Vulnerable Children Education Commissioning and Health Related Education Team data. It appears that as level of need increases with age this becomes more challenging for schools to support leading to use of reduced timetables and alternative provision, in some cases as strategies to prevent permanent exclusion.
- Behaviour (231) remains the most significant reason for schools to implement a reduced timetable or commission alternative provision, with Mental Health (96) the second highest reason. This pattern is consistent with previous collections.
- The highest reporting schools are being monitored on a termly basis and actions to support schools where data is concerning will be agreed on a strategic level by locality working groups. The data in future dashboards will be considered in the context of size of school cohort to give a picture of the rate of reduced timetable and school commissioned alternative provision as a strategy used by schools.