



Schools and social mobility

Conor Ryan

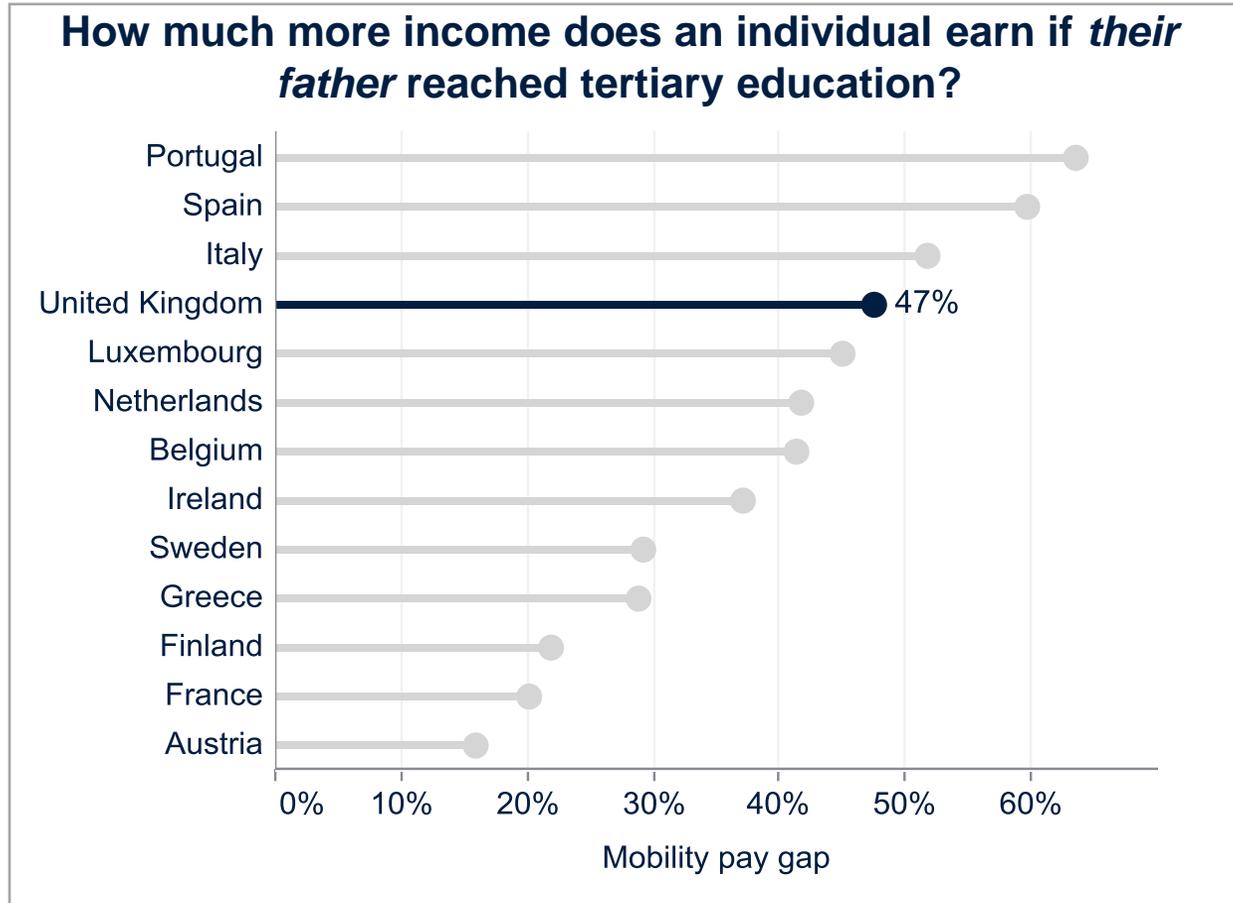
Shaping the future of education in
Gloucestershire

Cheltenham, 7th February 2018

The Sutton Trust

- Improving social mobility through education.
- Work from early years to access to university and the professions.
- £55m spent over 20 years.
- Funded hundreds of projects reaching 10,000s of pupils and students, plus over 200 research studies, from early years to professions.
- ‘Do tank’ approach - evaluation, policy influence, leverage and scale-up.
- Lead partner in Education Endowment Foundation, which has £135m Government endowment to improve results for disadvantaged pupils.
- Since its launch the EEF has awarded £96.3 million to 160 projects working with over 1,000,000 pupils in over 10,000 schools across England. The EEF and Sutton Trust are, together, the government-designated What Works Centre for Education.

Social Mobility

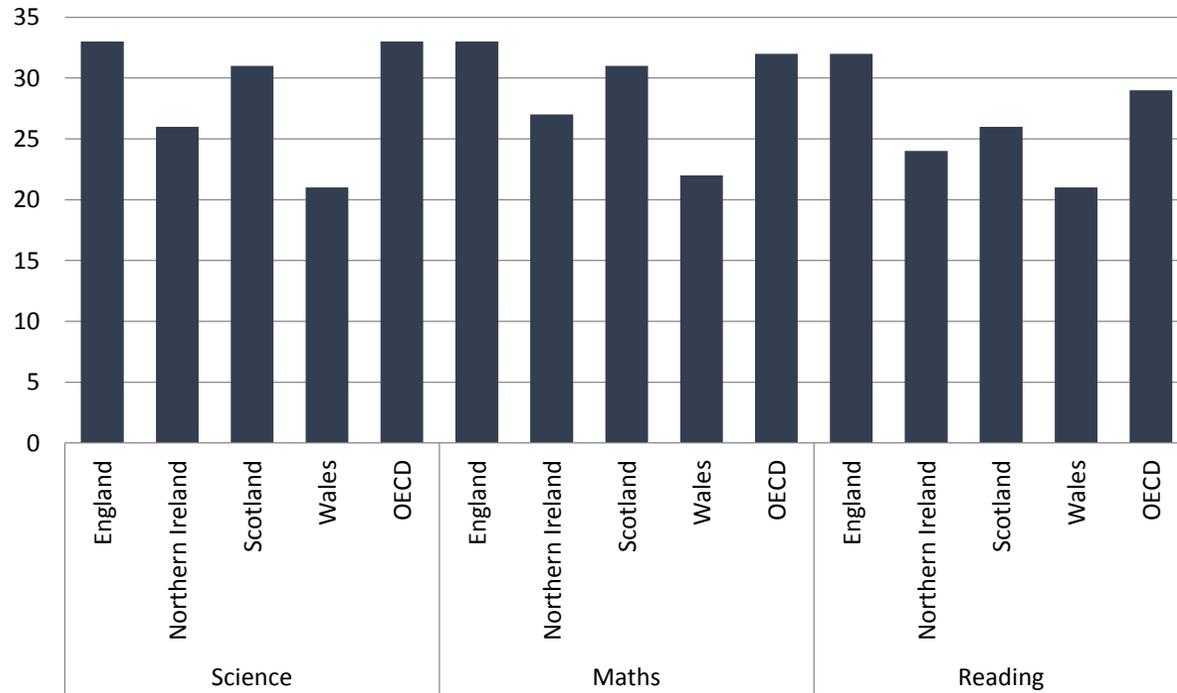


Source: Oxera analysis using data from OECD (2010), *A Family Affair: Intergenerational Social Mobility across OECD Countries*, p. 188.

- The UK, along with the US, is one of the lowest performing countries for income mobility across the OECD.
- Bringing social mobility up to the western Europe average could raise GDP by £39 billion.

Social Mobility

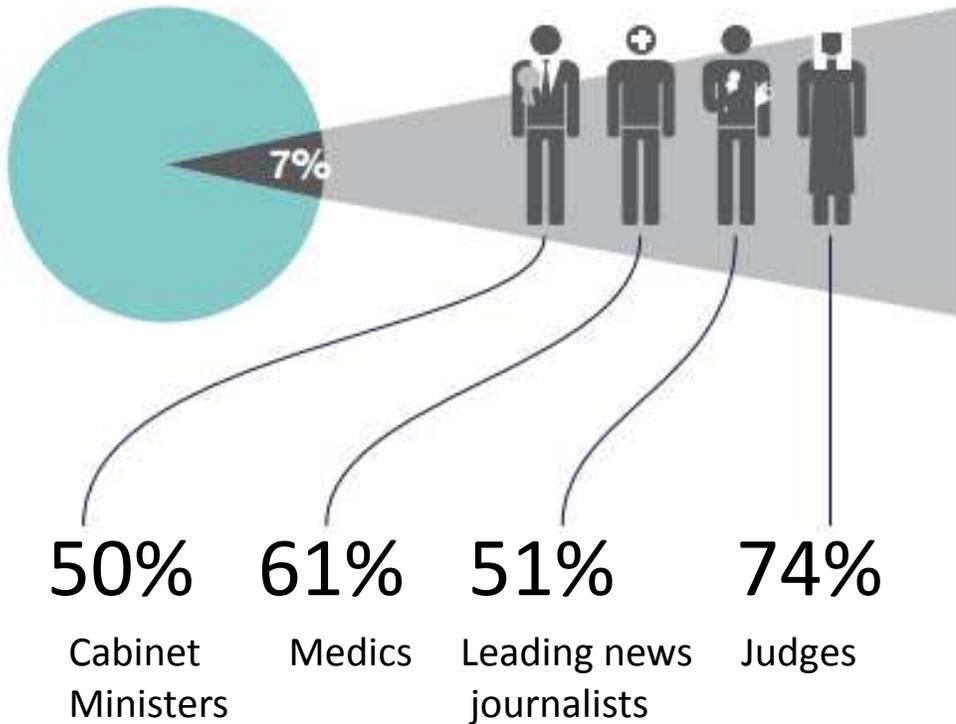
Gap between high-achieving better off and poor
(months)



- Scotland, Wales and Northern Ireland perform below the OECD median for maths, science and reading.
- The gap between highly able advantaged and disadvantaged students in maths is over 2 years of schooling.
- The gap in reading and science for highly able girls in England is 3 years.

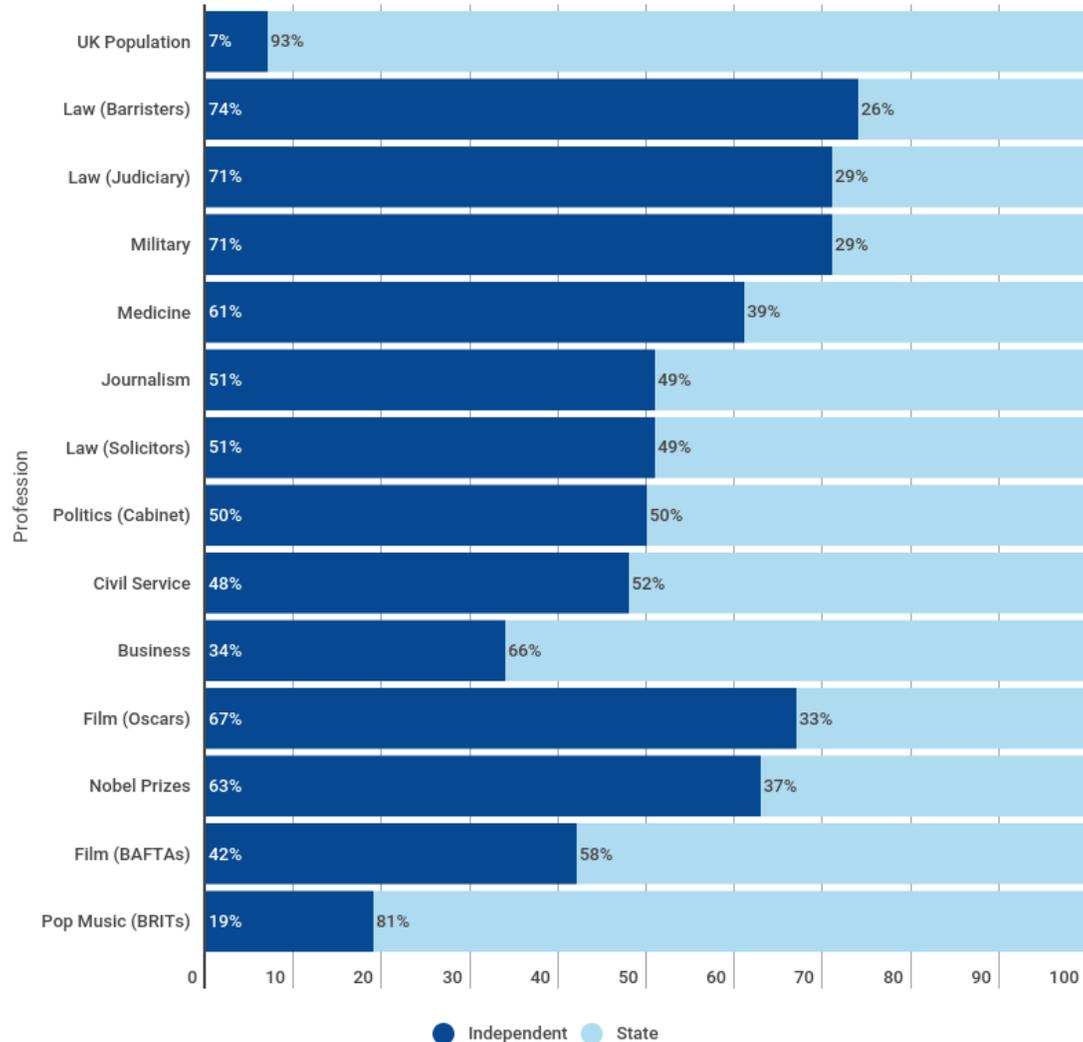
Private School Premium

Despite making up only 7% of the school population, pupils from independent schools are over represented in the country's professional elites...



Between the ages of 26 and 42, someone who attended an independent school will earn a total of £193,700 more than someone who attended a state school.

Leading People Research 2016



Our Leading People report in 2016 shows that the UK's top professions are dominated by the privately-educated.

Schools and More Able Pupils



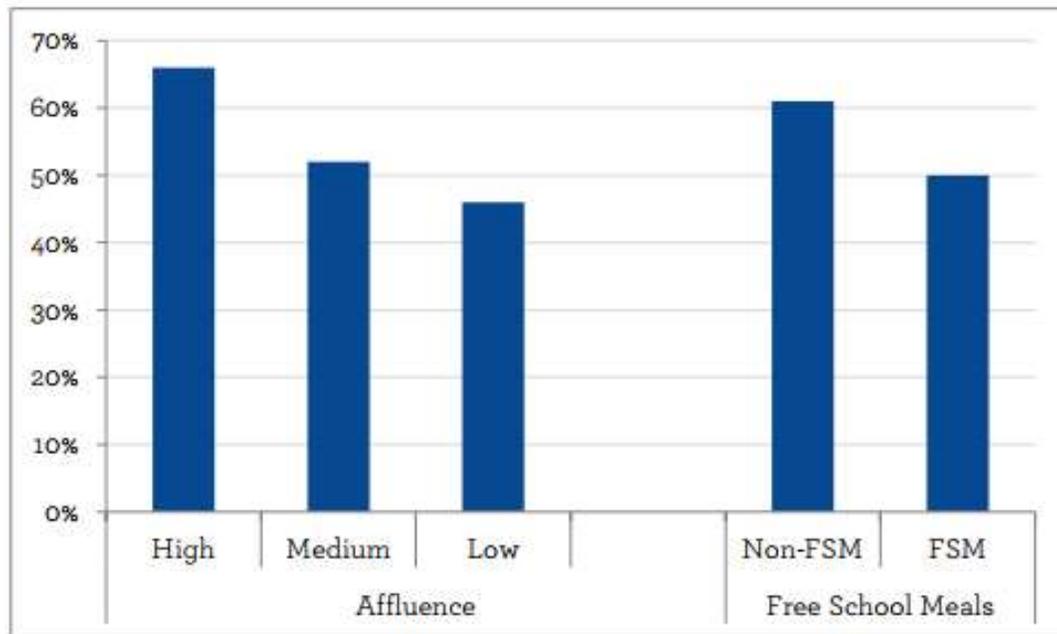
- 36% of highly able disadvantaged boys who score in the top 10% nationally at 11 fail to achieve in the top 25% at GCSE, along with 24% of able disadvantaged girls. (Missing Talent, 2015).
- Highly able pupil premium pupils achieve half a grade less than other highly able pupils, and are less likely to be taking GCSEs in history, geography, triple sciences or a language. (Missing Talent, 2015)
- Bright but disadvantaged students were more likely to get four or more AS-levels when they had attended pre-school, and where they had competent teachers and engaged in academic enrichment activities at home, such as reading or learning opportunities including family visits to museums and galleries, between the ages of 11 and 14 (Subject to Background, 2015)
- Students who reported they spent significant amounts of time on homework daily in Year 11 were nine times more likely to get three A-levels than those who did no regular homework. (Subject to Background, 2015)

Secondary Education Research

- The top performing 500 comprehensive schools in England take just 9.4% of pupils eligible for Free School Meals, with the average comprehensive taking 17.2% (Selective Comprehensives, 2017)
- A typical house in the catchment area of a top 500 school costs £45,700 more than the average house in the same local authority. (Selective Comprehensives, 2017)
- Secondary schools with the largest numbers of disadvantaged pupils are the least likely to have teachers with relevant science qualifications. (Science Shortfall, 2017)

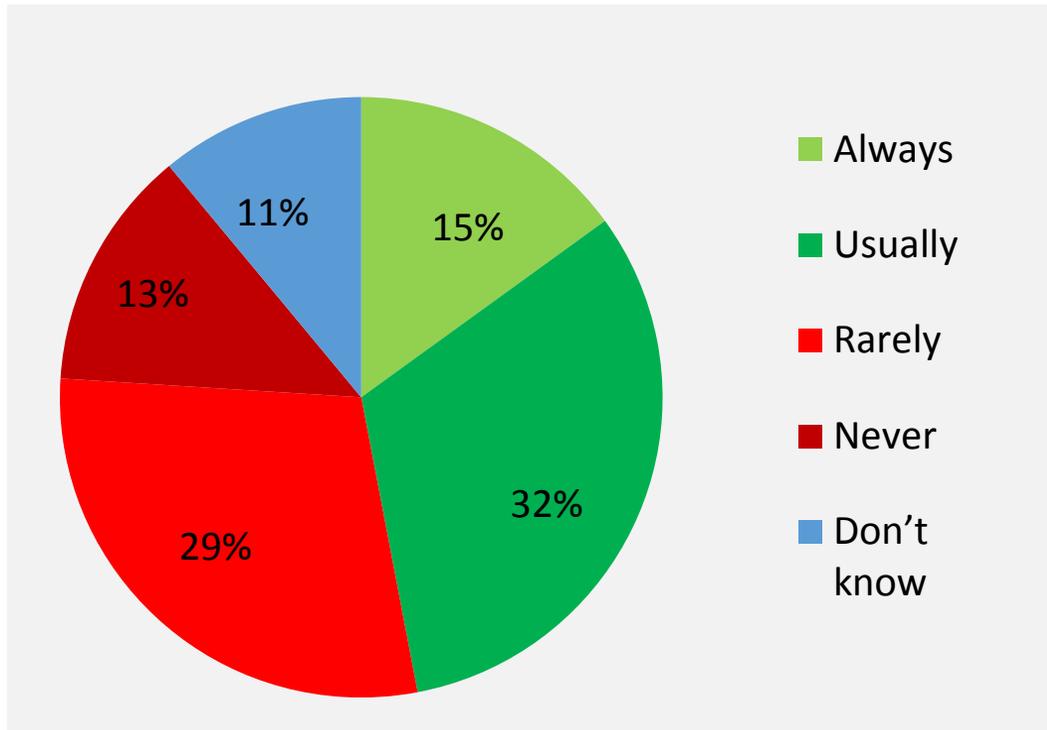
Life Skills & Employability

Extra-curricular activity take-up by social background



- 94% employers say that life skills such as confidence, resilience and communication are as or more important than academic qualifications.
- Pupils from disadvantaged backgrounds are less likely to take up activities that foster crucial life skills, and schools with a higher intake of FSM pupils are less likely to offer certain activities.

Teacher Attitudes



Source: NFER Teacher Voice Survey 2014. N=561

42% teachers in state secondary schools say they would rarely or never advise high-attaining pupils to apply to Oxbridge.

Teacher Polling 2017

- 30% of headteachers say the funding they get for poorer pupils is being used to plug gaps in their school's budget
- 47% of heads in the most disadvantaged fifth of primary and secondary schools said they had cut teaching staff, compared with 35% in the least disadvantaged fifth of schools.
- Only 4% of teachers cited pupil feedback as a priority for spending their pupil premium, and 1% said peer-to-peer tutoring – these are both methods shown to be highly cost-effective in the Sutton Trust-EEF Teaching and Learning Toolkit.
- 18% of teachers said they did not know what their school's main priority for pupil premium spending is.

Better Apprenticeships 2017

- Apprenticeships can be a useful tool for social mobility, however the present system needs work to fulfil their promise.
- Only 1 in 4 young apprentices progress from level 2 to level 3 – the equivalent of GCSE to A Level.
- Those from disadvantaged backgrounds – especially men – are less likely to start an apprenticeship.
- The overall earnings difference for those with apprenticeships is almost four times larger for men than for women.
- Careers advice should more strongly account for the benefits of apprenticeships as a further education route.

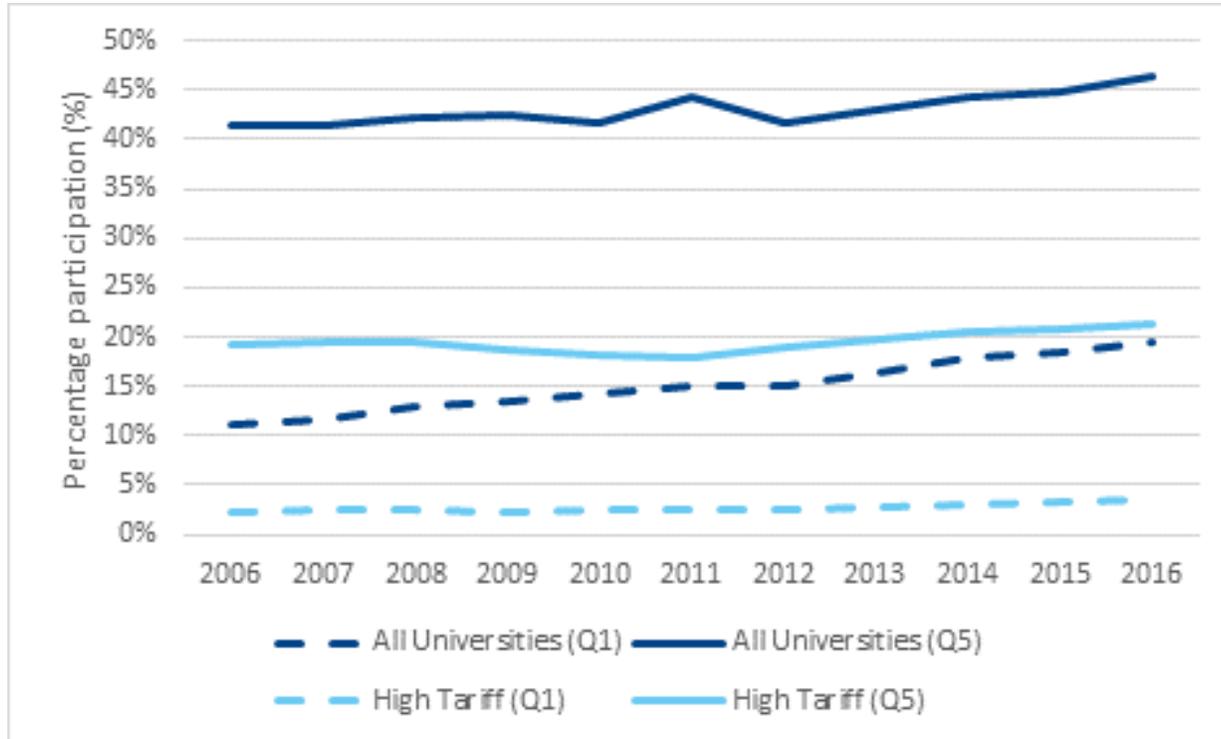


Higher Education Research

- There is a 6.6 fold access gap between the most advantaged and least advantaged 18-year-old pupils to Russell Group universities, and a 3.0 gap generally (UCAS End of Cycle Report, 2017)
- For all ages, the access gap to Russell Group universities is 5.6, with a 2.3 fold gap to all institutions (UCAS End of Cycle Report, 2017)
- Almost 3,000 disadvantaged, high-achieving students – or 1,000 per year – have their grades under-predicted – affecting the institutions that they are able to apply for (Rules of the Game, 2017)
- Pupils from disadvantaged backgrounds are less likely to be supported in preparing their personal statements. (Rules of the Game, 2017)



The Access Gap



Using the POLAR3 measure, in 2016 there was a 5.9 fold gap to High Tariff institutions, compared with a 2.4 fold gap for higher education generally.

Source: UCAS End of Cycle Report 2016

UK & US Summer Schools

- UK: last year, over 2000 students attended week-long residentials at 12 top universities including Oxford, Cambridge and Bristol.
- 16% Russell Group uplift as a result of attending a UK summer school from 2007-2012.
- US: 150 students attended a one-week summer school at Yale and MIT, with a day at Harvard.
- Last year, 62 of 150 students successfully gained places at US universities.
- Over 170 students have already gained full scholarship places worth \$225k each.
- \$49million has been accessed by our students in financial aid so far.

UK programme 2018 from January

US programme 2018 from November

<http://summerschools.suttontrust.com/>

<http://us.suttontrust.com/>



Pathways Programmes

- Long-term programmes helping to widen access to top professions.
- Programmes for Law, Medicine, STEM, Banking, and Coding.
- Combines skills workshops, work experience at top firms and links to leading universities.
- Some undergraduate support and internships.
- Over 750 places available each year.
- Applications are open from late August.



Education Endowment Foundation



Sutton Trust-EEF Teaching and Learning Toolkit

- Summary of educational research providing guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.
- Covers over 30 topics, including collaborative learning, early years intervention and mentoring.
- Recommended by DfE, Ofsted and headteachers' associations as a valuable resource in prioritising pupil premium spending .
- Six out of ten school leaders say they use the Sutton Trust-EEF Teaching and Learning Toolkit (Teacher Polling, 2017).



Education Endowment Foundation



Families of Schools Database

- Database of 15,533 primary and 3,252 secondary schools to help facilitate collaboration between schools facing similar challenges.
- Places schools into families of 50 based on factors such as prior attainment and percentage of FSM eligible pupils.
- Allows schools to understand the nature of their attainment gap in comparison with other similar institutions.

Opportunity Areas & Research Schools

- Collaboration between the EEF and IFE to fund a network of schools collating evidence to improve teaching practice and outcomes for pupils.
- Currently 23 Research Schools, with 12 of them supporting schools in Opportunity Areas.



Key Policies

- Improving quality in early years – high-quality early years teaching and adequate funding for qualified teachers in nursery and reception classes.
- Fairer school admissions – improved outreach by grammar schools, contextual admissions and priority for disadvantaged pupils who meet entrance criteria.
- Better quality teaching – teachers’ content knowledge and quality of instruction are key in improving pupil attainment.
- Fairer university admissions, with contextual admissions and a guaranteed level of careers advice for all pupils, with further support for disadvantaged pupils.
- Better quality apprenticeships that target young people, offering opportunity to progress to higher level learning and careers.
- More support for the highly able - the Future Talent Fund announced by the government in December is a policy that the Sutton Trust have long called for.



www.suttontrust.com

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