



Department
for Work &
Pensions

Workless households and educational attainment statutory indicators



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Pensions

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Contents

Contents	1
Workless households and educational attainment statutory indicators	3
Definition of key terms	3
Parental Worklessness	5
Statutory measure 1: children living in workless households in England	5
Statutory measure 2: children living in long-term workless households in England	5
Details and methodology	6
Educational attainment	7
Statutory measures 3 and 4: the educational attainment of children and disadvantaged children in England at the end of Key Stage 4	7
Details and methodology	7
The disadvantage gap index: the attainment of disadvantaged pupils	8
Details and methodology	9
How educational attainment at KS4 has previously been monitored	10
References	11
Parental Worklessness	11
Educational attainment	11

2 Workless households and educational attainment statutory indicators

Workless households and educational attainment statutory indicators

The Welfare Reform and Work Act 2016 reformed the Child Poverty Act 2010 and placed a statutory duty on the Secretary of State to publish and lay before Parliament a report containing data on:

- Children living in workless households in England
- Children living in long-term workless households in England
- The educational attainment of children in England at the end of Key Stage 4
- The educational attainment of disadvantaged children in England at the end of Key Stage 4

The data contained in the report, and the provision about how the terms used in it are to be interpreted, must, so far as practicable, be derived from any relevant official statistics.

For further details: <http://www.legislation.gov.uk/ukpga/2010/9/part/A1>

Definition of key terms

The Child Poverty Act 2010 amended by the Welfare Reform and Work Act 2016 specified that the statutory report must set out how the Secretary of State has interpreted the following terms:

1. Child
 - a. for the workless households measures: people aged 0 to 15 years (that is, those who have not yet reached their 16th birthday)¹
 - b. for the educational attainment measures: pupils in state-funded schools at the end of Key Stage 4, typically those starting the academic year aged 15.
2. Household – A single person or a group of people living at the same address who have the address as their only or main residence and either share one main meal a day or living accommodation (or both) and at least one person is aged 16 to 64 years²
3. Worklessness – Where all adults aged 16 or over are either economically inactive or unemployed²
4. Long-term Worklessness – Where all adults aged 16 or over are either unemployed or economically inactive, and these adults left their last job at least 12 months ago or have never worked (in a paid job)¹
5. Educational attainment – The average Attainment 8 score per pupil. The measure for educational attainment has changed from previous years, where we measured the proportion of all pupils achieving grade 5 or above in English and maths GCSEs

¹ This is the ONS definition. Further details can be found here: <https://www.gov.uk/government/statistics/children-living-in-long-term-workless-households-2018>

² This is the Office for National Statistics (ONS) definition. Further details can be found: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/workingandworkless-households/octobertodecember2019>

4 Workless households and educational attainment statutory indicators

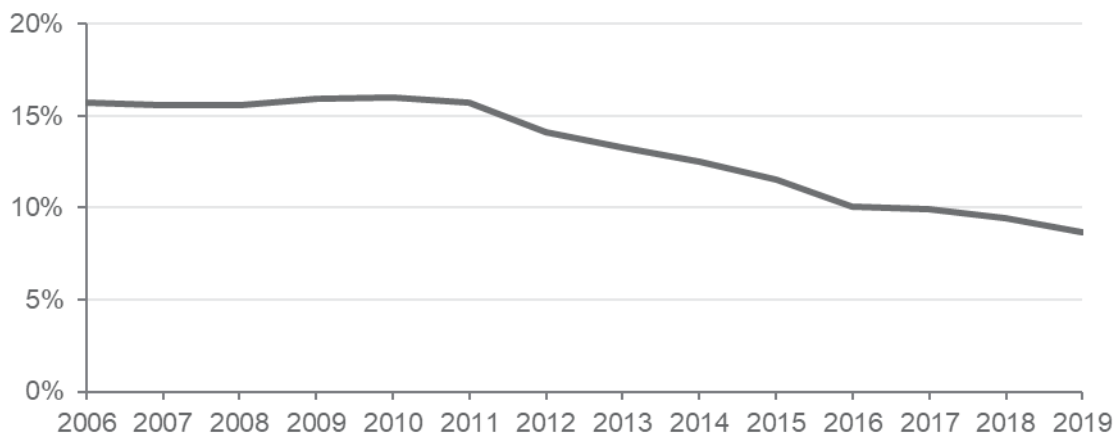
6. Disadvantage – Pupils who meet any of the following criteria³ :
- a. They have been eligible for free school meals in the previous six years (from year 6 to year 11 for those at the end of KS4)
 - b. They have been looked after for at least one day during the year
 - c. They have ceased to be looked after by a local authority in England or Wales because of:
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order.

³ This is definition used by the Department for Education's. Further details can be found here: <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>

Parental Worklessness

Statutory measure 1: children living in workless households in England

The proportion of children living in workless households in England, 2006 to 2019

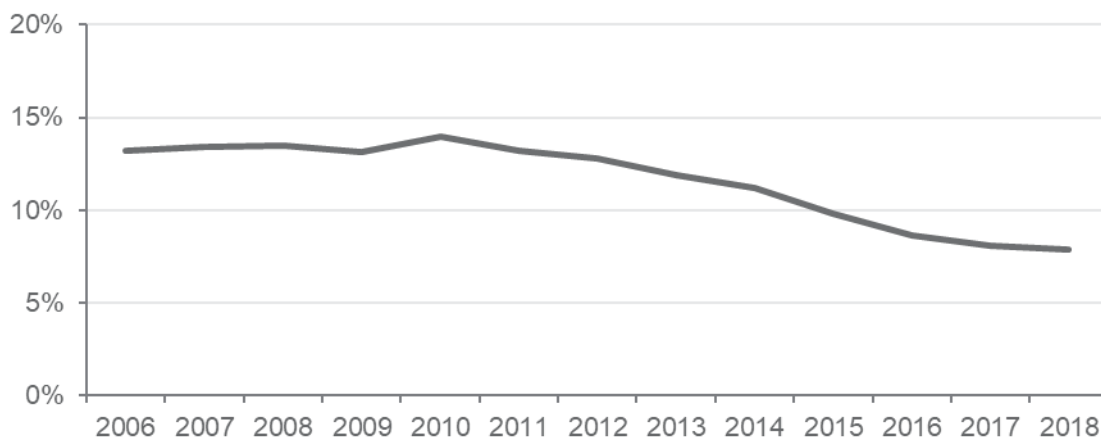


Source: Labour Force Survey, Q4 2019

9% of all children in England (around 900,000 children) were living in workless households in the fourth quarter of 2019. The measure has seen a continued annual decrease since 2010.

Statutory measure 2: children living in long-term workless households in England

The proportion of children living in long-term workless households in England, 2006 to 2018



Source: Annual Population Survey, 2018

8% of all children in England (around 850,000 children) were in long-term workless households in 2018. The measure has continued to decrease since 2010.

Details and methodology

Workless households are households where no one aged 16 years or over is in employment. These members may be unemployed or economically inactive. Economically inactive members may be unavailable to work because of family commitments, retirement, study, sickness or disability.

A long-term workless household is a household where all adults (that is, those aged 16 years and over) are currently economically inactive or unemployed (workless), and these adults left their last job at least 12 months ago or have never worked (in a paid job).

A long-term workless household does not necessarily imply that adults within them have been long-term unemployed. Some adults may have been out of work for 12 months or more, but had periods of inactivity such as looking after family or illness during that time.

Children in workless households

The percentage of children in workless households is from the Labour Force Survey (LFS), which samples around 100,000 people each quarter. To avoid seasonal fluctuations in quarter-on-quarter data results from October to December are compared each year.

Further details can be found in the Office for National Statistics (ONS) publication on working and workless households in the UK:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/workingandworklesshouseholds/octobertodecember2019>

Children in long-term workless households

The percentage of children in long-term workless households is from the Annual Population Survey (APS), which samples around 300,000 people per year. The survey combines additional interviews with interviews from the LFS.

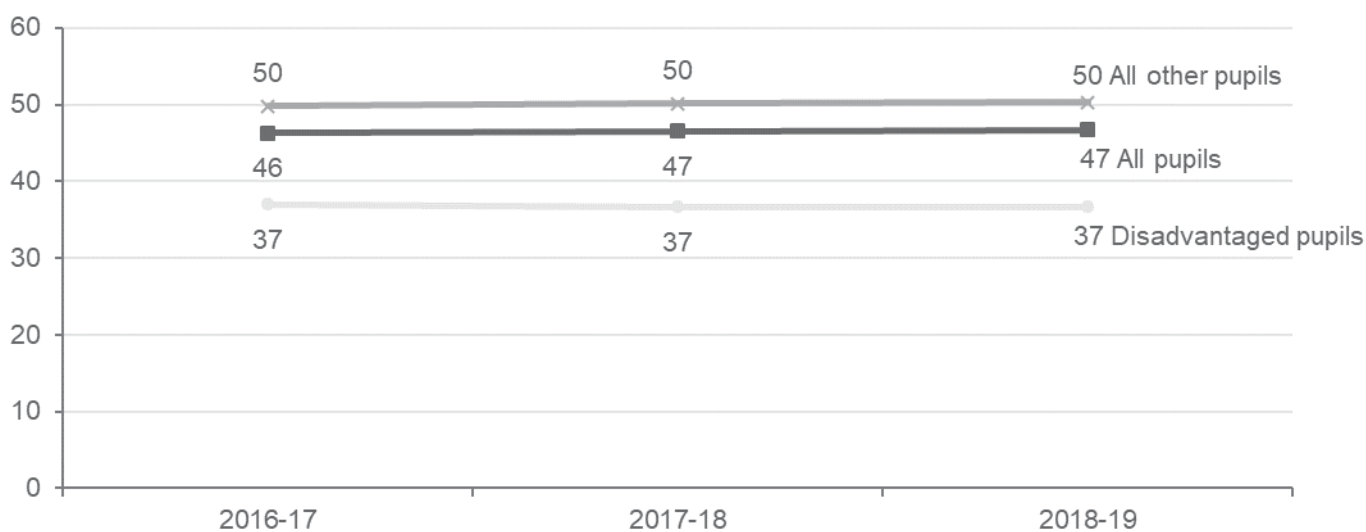
Further details can be found in the ONS publication on Children in long-term workless households:

<https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/childrenlivinginlongtermworklesshouseholdsintheuk/2018>

Educational attainment

Statutory measures 3 and 4: the educational attainment of children and disadvantaged children in England at the end of Key Stage 4

The average attainment 8 score per pupil in state-funded schools in England, 2016 to 2019



Source: Key Stage 4 attainment data (England)

In 2018-19, the average attainment 8 score per pupil was 47. This is the same score as the previous year.

The average attainment 8 score for disadvantaged pupils in state-funded schools was 37 in 2016-17, 2017-18 and 2018-19.

Caution is needed when comparing Attainment 8 scores between 2017 and 2016 as the scores were calculated using different scales to minimise the impact of reforming GCSEs in 2016.

Details and methodology

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. These include:

- English (double weighted if both GCSEs in language and literature are taken);
- Maths (double weighted);
- Three further qualifications that count in the English Baccalaureate (EBacc);
- Three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Each grade a pupil achieves is assigned a point score and then used to calculate their Attainment 8 score.

8 Workless households and educational attainment statutory indicators

The data includes pupils in state-funded schools who have reached the end of Key Stage 4 (KS4) in the academic year (they may have obtained qualifications in previous years) and is created from:

- School census records
- Qualification entries
- Results collected from awarding organisations

KS4 is the legal term for the two years of school education for pupils aged between 14 and 16 which incorporate GCSEs, and other examinations.

Pupils are defined as disadvantaged if they meet any of the following criteria:

- They have been eligible for free school meals in the previous six years (from year 6 to year 11)
- They have been looked after for at least one day during the year
- They have ceased to be looked after by a local authority in England or Wales because of:
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order

Further details can be found in the Department for Education's publication on Key Stage 4 multi-academy trust performance: <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

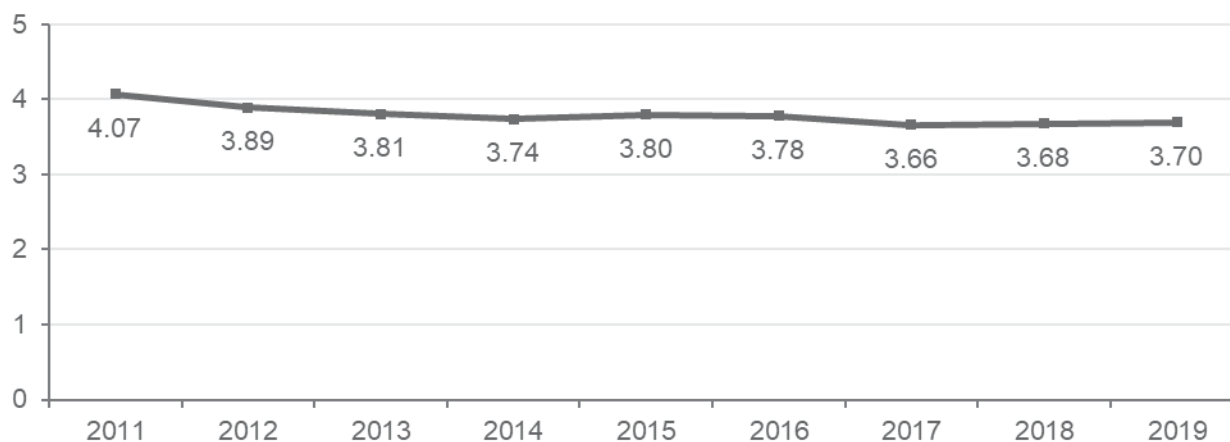
The disadvantage gap index: the attainment of disadvantaged pupils

The disadvantage gap index summarises the relative difference in attainment between disadvantaged pupils and other pupils at KS4. The gap index is more resilient to changes to grading systems and accountability measures, therefore it offers greater comparability between years.

The disadvantage gap index ranks all pupils in the country and shows if disadvantaged pupils typically rank lower than other pupils. For key stage 4 it is based on the average grades achieved in English and mathematics GCSEs.

A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged backgrounds. The maximum possible gap is 10 (or -10 if disadvantaged pupils perform better than other pupils).

The disadvantaged attainment gap index for England, 2011 to 2019



Source: National pupil database and Key Stage 4 attainment data (England).

At KS4, the gap between disadvantaged pupils has remained broadly stable between 2018 and 2019 (increasing by 0.02 percentage points). Since 2011 the gap has narrowed by 9.1%.

Details and methodology

The disadvantage gap index summarises the relative attainment gap between disadvantaged pupils and all other pupils. Because it relies on ranked data and not actual grades, the measure can be calculated in the same way during a period of GCSE reform and enables consistent comparisons over time.

The average scores in English and maths GCSEs for all pupils are ranked and then separated into pupils from disadvantaged backgrounds and all other pupils. The mean of the ranks for the two groups is found and divided by the total number of pupils. These are then subtracted to arrive at a mean rank difference. The mean rank difference ranges between -0.5 (every disadvantaged pupil has higher attainment than all other pupils) and +0.5 (all other pupils have higher attainment than every disadvantaged pupil).

For presentation the mean rank difference is scaled to 10 and expressed in relation to the performance of all other pupils (the comparator). This does not affect the behaviour of the indicator over time but gives the measure a value between 0 and 10 (or -10 if disadvantaged pupils have higher attainment than non-disadvantaged pupils).

$$\text{Disadvantage Gap Index} = 10 - \left[\left(\frac{\text{Mean rank}_{\text{all other pupils}}}{\text{total pupils in cohort}} - \frac{\text{Mean rank}_{\text{disadvantaged pupils}}}{\text{total pupils in cohort}} \right) \times 20 \right]$$

The gap index is a supplementary measure used while the GCSE reforms are ongoing. We will review the use of the gap index once more meaningful comparisons over time of the statutory measures are possible.

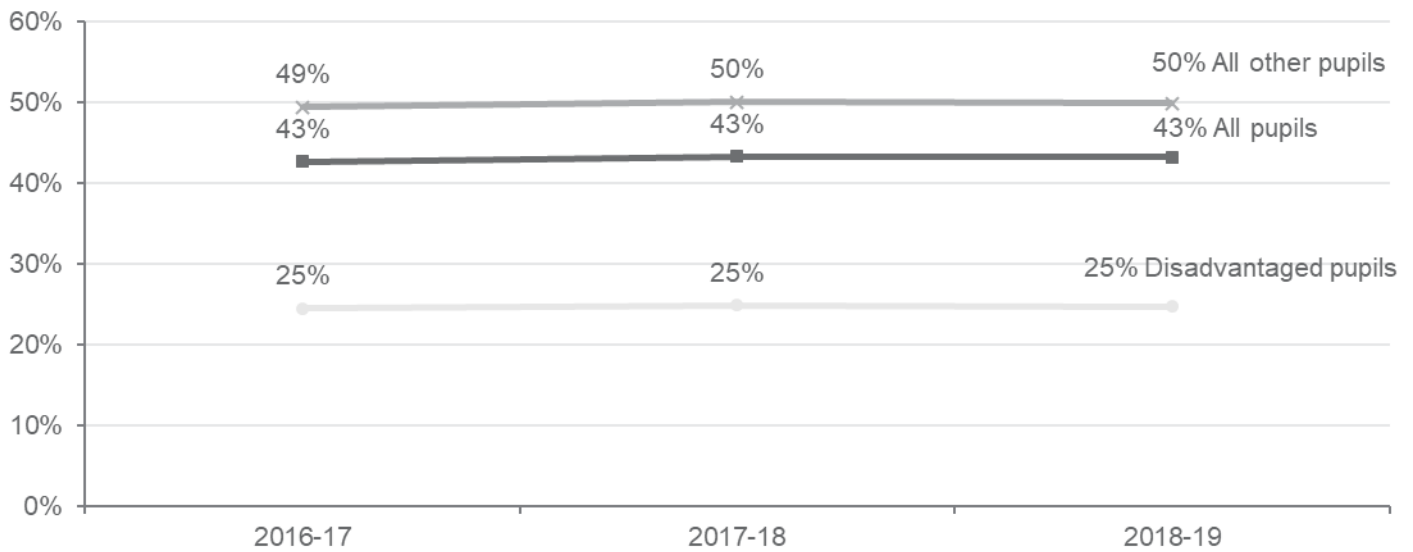
For further details, see the accompanying methodology for the gap index:

<https://www.gov.uk/government/statistics/measuring-disadvantaged-pupils-attainment-gaps-over-time>

How educational attainment at KS4 has previously been monitored

The statutory measures for the educational attainment of children and disadvantaged children have changed due to commitments in previous reports. The new measure is the average “attainment 8” score for pupils. This measures educational attainment better than the previous measures which focussed solely on Maths, English language and English literature. The previous measures can be found below:

The proportion of pupils in state-funded schools achieving grade 5 or above in English and maths GCSEs in England, 2016 to 2019



Source: Key Stage 4 attainment data (England)

In 2018-19, 43% of all pupils achieved grade 5 or above in English and maths GCSEs. This is the same percentage as the previous year.

25% of pupils in state-funded schools who were disadvantaged achieved grade 5 or above in English and maths GCSEs in 2016-17, 2017-18 and 2018-19.

New GCSEs in English language, English literature and maths were taught in schools in England from September 2015 with results issued in August 2017. Therefore, these figures are not comparable to earlier years.

References

Parental Worklessness

Office for National Statistics (2020) Statistical Bulletin, Working and workless households in the UK: Oct to Dec 2019. <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/workingandworklesshouseholds/octobertodecember2019>

Office for National Statistics (2018) Children living in long-term workless households in the UK: 2017. <https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/childrenlivinginlongtermworklesshouseholdsintheuk/2018>

Educational attainment

Department for Education (2020) Key stage 4 performance, 2019 (revised). <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>

