

SOCIAL MOBILITY LANDSCAPE REVIEW

Full Report

A rapid review of the literature on the policy and stakeholder landscape for improving social mobility through education in England

October 2021

Commissioned by the Leathersellers' Company Charitable Fund





GLOSSARY

- **Absolute mobility:** Percentage of individuals achieving better or worse life outcomes than another group (e.g. their parents).
- **Achievement gap:** The unequal or inequitable distribution of educational results and benefits between groups of pupils.
- **Cultural capital:** Having the means through a vast array of experiences and access to skill development to be knowledgeable about a wide range of culture and to be able to discuss its value and merits.
- **Economic capital:** An individual's economic resources such as cash, assets and property.
- **Further education:** Further education (FE) includes any study after secondary education that's not part of higher education (that is, not taken as part of an undergraduate or graduate degree).
- **Foundational literacy and numeracy:** Skills that are the building blocks to learning other skills, giving pupils the foundations to access high-order skills and other parts of the curriculum.
- **Global Social Mobility Index:** An numerical index created by the World Economic Forum to benchmark global economies on the extent to which they provide the conditions in which their citizens can thrive regardless of their socio-economic status at birth.
- **Higher education:** Higher education is third level education after school. It takes places at universities and Further Education colleges and normally includes undergraduate and postgraduate study.
- **Intergenerational mobility:** Refers to the relationship between the socio-economic status of parents and the status their children will attain as adults.
- **Intergenerational persistence:** When there is a strong association between the socio- economic status of parents and that of their offspring later in life.
- **Intersectional impacts:** The interconnected nature of social categorisations such as race, class, and gender, which create overlapping and interdependent systems of discrimination or disadvantage.
- **Intragenerational mobility:** The ability of a specific individual to move up or down the ladder within his or her lifetime.
- **Multigenerational mobility:** Social mobility measured across multiple generations of individuals.
- **Relative mobility:** Whether the ranking of adults against *their* peers is (or is not) tied to the ranking of their parents against their peers.
- **Social capital:** Resources and advantages one gets from the groups they belong to and the people they know.
- **Social integration:** The process during which newcomers or minorities are incorporated into the social structure of the host society



ACRONYMS

- **CSJ:** Centre for Social Justice
- **CPD:** Continuous professional development
- **DfE:** Department for Education
- **EAL:** English as an additional language
- **EEF:** Education Endowment Foundation
- **EIF:** Early Intervention Foundation
- **EPI:** Education Policy Institute
- **ESRC:** Economic and Social Research Council
- **EYFS:** Early years foundation stage
- **FE:** Further education
- **FSM:** Free school meals
- **GCSE:** General Certificate of Secondary Education
- **HE:** Higher Education
- **HMRC:** Her Majesty's Revenue and Customs
- **IFS:** Institute for Fiscal Studies
- **KS1:** Key Stage 1
- **KS2:** Key Stage 2
- **NEET:** Not in education, employment or training
- **OFSTED:** Office for Standards in Education, Children's Services and Skills
- **SEN:** Special education needs
- **SEND:** Special education needs and disabilities
- **STEM:** Sciences, technology, engineering and mathematics
- **WEF:** World Economic Forum

PURPOSE AND APPROACH



PURPOSE AND APPROACH

Context:

The Leathersellers' Company commissioned this report to summarise the literature surrounding social mobility, with a particular focus on the policy context and landscape of key stakeholders in the education sector (from the early years to higher education) working to improve social mobility in England. The purpose of this report is to inform the Company's strategic decision making.

Key questions that guide this report:

1. What do we mean by 'social mobility'?
2. What are the major causes of social inequalities?
3. What are the common barriers to social mobility?
4. What are the key policies related to social mobility, including at the central level and relevant initiatives at London level?
5. Who are the key stakeholders influencing, enabling, and funding social mobility work in England (including think-tanks, foundations, high-net-worth-individuals, major employers, etc.)?
6. What are some of the key organisations working to improve social mobility in England?
7. What are effective practices to improving social mobility for different age groups (from the early years to university)?

What is the problem?

What's the situation in England?

What are some of the solutions?

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Note that this report is based on a rapid review of publicly available information, rather than a systematic review of the evidence. The findings are for general guidance only and have not been verified independently.

See full list of documents consulted in References.

INTRODUCTION: DEFINING SOCIAL MOBILITY



SOCIAL MOBILITY CAN MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE; DEFINING WHAT IS MEANT IS AN IMPORTANT FIRST STEP

How do leading organisations define social mobility?

- Many organisations over the past decade have sought to define the concept of social mobility and highlight its importance. (See Appendix 1 for full list of definitions reviewed.)

	<p>“</p> <p>Social mobility is breaking the link between family income and educational achievement.</p> <p>- EEF, 2018</p>		<p>“</p> <p>The Government's focus is on relative social mobility. For any given level of skill and ambition, regardless of an individual's background, everyone should have an equal chance of getting the job they want or reaching a higher income bracket.</p> <p>- Deloitte, n.d.</p>	
<p>“</p> <p>A fair society is an open society, one in which every individual is free to succeed. What ought to count is how hard you work and the skills and talents you possess, not the school you went to or the jobs your parents did.</p> <p>- HM Government, 2011</p>		<p>“</p> <p>Social mobility is about creating decent lives for all and ensuring that everyone can realise their potential whatever they choose to pursue. This involves much more than capturing a few deserving individuals into 'elite' groups.</p> <p>- Lee Elliott Major & Stephen Machin, 2020</p>		<p>“</p> <p>Social mobility is the potential for those to achieve success regardless of their background.</p> <p>- Sutton Trust, 2019</p>



SOCIAL MOBILITY IS A BROAD CONCEPT, BUT A COMMON PRINCIPLE IS FOR PEOPLE TO ACHIEVE THEIR POTENTIAL REGARDLESS OF BACKGROUND

There is a substantial body of literature on the subject which identifies the desirable outcomes of social mobility for individuals and society as a whole. Successful social mobility can be demonstrated across diverse spheres including **educational outcomes**, **labour market and income outcomes**, as well as more **holistic life measures** such as having the ability to control the decisions that affect one's life outcomes and the levers that shape society.



How do we define social mobility in the context of this report?

Social mobility is the idea that every child or young person facing disadvantage is supported to realise their full potential, whatever pathways they choose to pursue.

Sources: CSJ (2021), Deloitte (n.d.), EEF (2018), EPI (2018), HM Government (2011), Jerrim (2021), Kennedy (2010), Major & Machin (2020), Social Mobility Commission (2014, 2019), Sutton Trust (2019, 2021), Social Mobility UK (2020, 2021).



MEASURING SOCIAL MOBILITY CAN BE CHALLENGING AS OUTCOMES MANIFEST LATER IN LIFE

Measuring ultimate outcomes of social mobility is fundamentally challenging since outcomes may not be known until an individual has reached middle age, or even until new generations have flourished (Kennedy, 2010; Major & Machin, 2020). Measures will depend on the perspective taken and the dimension of mobility of interest:



Social mobility can be measured:

- Within the lifetime of an individual (**intragenerational mobility**);
- Between an individual and their offspring (**intergenerational mobility**); or,
- Between multiple generations (**multigenerational mobility**).



The measure can focus on:

- The extent of movement (**social mobility**); or,
- The extent of immobility (e.g. **intergenerational persistence**).



The analysis can focus on:

- The **relative mobility** (probability of mobility compared to another group such as one's parents or peers); or,
- **Absolute mobility** (percentage of individuals achieving better or worse than another group (e.g. their parents)).



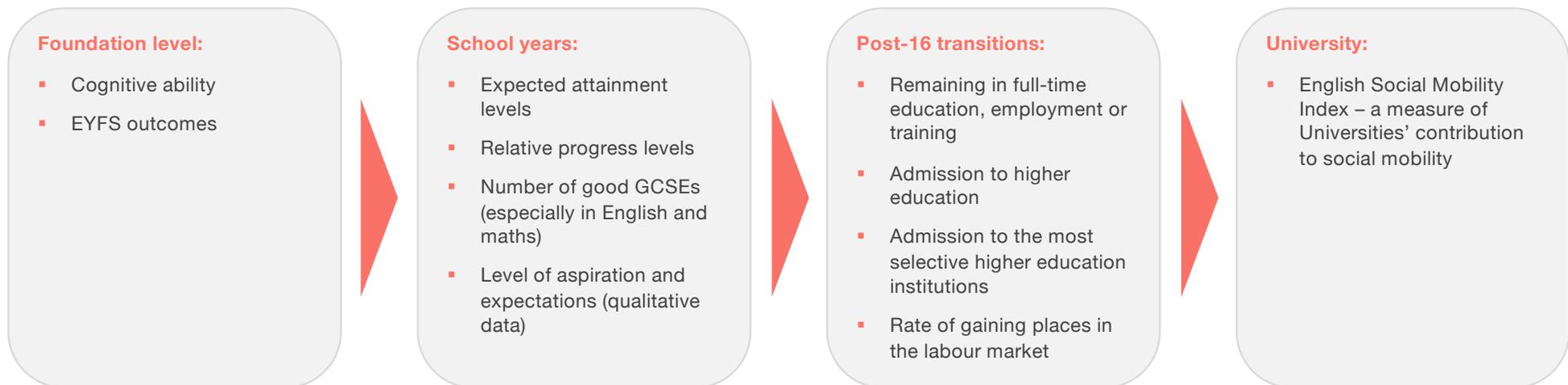
The metrics can focus on:

- **Specific dimensions** of persistence/mobility; as well as,
- **Intersectional impacts:** Earnings, occupational class, wealth, health, education, happiness, crime, consumption, divorce, etc.



METRICS FOR SOCIAL MOBILITY IN THE EDUCATION SECTOR ONLY TELL PART OF THE STORY

- In the education sector, the focus of efforts to improve social mobility has mainly been on improving the results or education outcomes of pupils from disadvantaged backgrounds and to reduce the achievement gaps that exist when compared against their more privileged peers.
- In reality, these measures only tell part of the story – they are incomplete, or perhaps interim measures of social mobility – as they do not take full account of the starting point or of later life outcomes of these pupils.
- Social mobility markers (or indicative measures) at different phases of education include:



Sources: Major & Machin (2020), HM Government (2011), Phoenix (2021).

WHAT IS THE PROBLEM? EXAMINING THE CAUSES AND EFFECTS OF SOCIAL INEQUALITIES



SOCIAL INEQUALITY IN ENGLAND IS INFLUENCED BY MANY DIFFERENT, INTER-LINKED DIMENSIONS

A complex web of dimensions of disadvantage

- Inequality has many different (interlinked) dimensions that influence each other (e.g. income, work, mental and physical health, families and relationships) that stem from **underlying and systemic differences between groups in their wealth, cultural capital, social networks and political voice.**
- Inequality in England has its roots in multiple spheres of influence:

Individual dimensions

- Children with special education needs and disabilities (SEND) face challenges which can limit their educational opportunities.
- Gender divides are seen at school, with boys underperforming compared to girls, and in the labour market, with men having higher earnings and better outcomes than women.

Family and household dimensions

- Children born into the highest-earning families are most likely to find themselves among the highest earners, and their lowest-earning counterparts are more likely to mirror their forebearers by remaining in the same low-earning class.

Wider system dimensions

- Upward occupational mobility in England and Wales is considerably higher in London and the South-East than the rest of the country. However, there is considerable diversity within London itself. The most high-value jobs and opportunities are often in the capital's inner boroughs. Outer boroughs face higher levels of poverty, unemployment and crime.
- Globalisation and rapid technological changes have created larger gaps, widening inequalities in the workplace which create even deeper societal divides for future generations.

- Recently, adversity facing the more disadvantaged has been exacerbated by lockdowns through the **COVID-19 pandemic.**

Sources: IFS (2019), Major & Machin (2020), CSJ (2021).

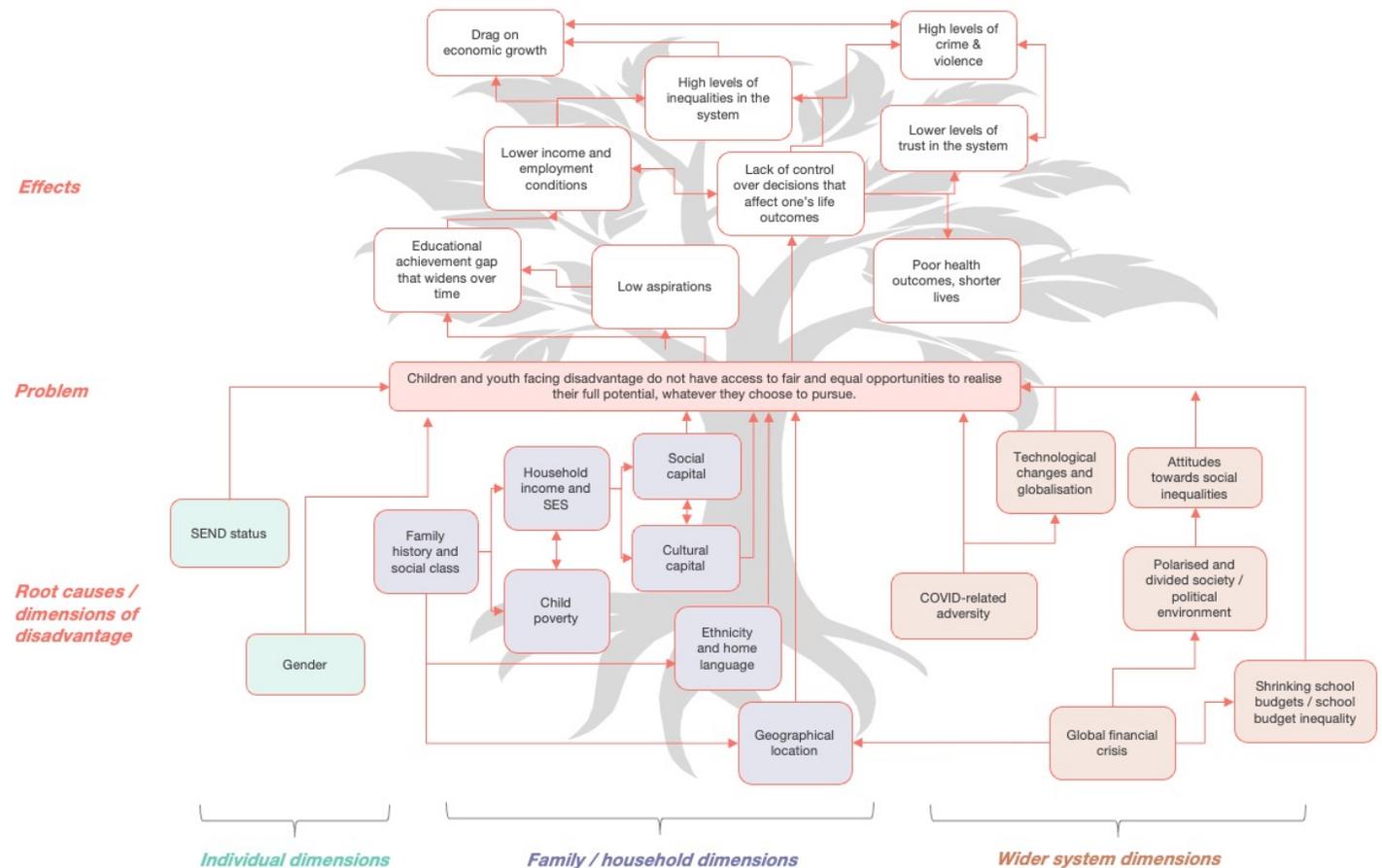


THERE IS A COMPLEX WEB OF CAUSES OF SOCIAL INEQUALITY LINKED TO DIFFERENT DIMENSIONS OF DISADVANTAGE

The problem tree approach

The problem tree explores the anatomy of the complex causes and effects of a problem and how these might be related to each other.

- The **trunk** of the tree represents the **main problem** under consideration: *“Children and youth facing disadvantage do not have access to fair and equal opportunities to realise their full potential, whatever they choose to pursue.”*
- The **roots** of the tree represent the **underlying causes** of the problem. The next slides examine these in more depth.
- The **branches** and eventually the **leaves** of the tree represent the **effects or consequences** of the problem. These are the changes sought by social mobility interventions. They are examined further later in this report, in the section “The Possible Solutions”.





INDIVIDUAL DIMENSIONS OF DISADVANTAGE INCLUDE A PERSON'S GENDER AND SEND STATUS

The dimensions of disadvantage are visible in various ways throughout the different phases of individuals' educational and labour market trajectories. In these next slides, we examine how the three main dimensions of disadvantage (individual, family/household, wider system) result in poorer education and life outcomes in the UK (and particularly in England). (See Appendix 2A for more details)

Gender

- Girls perform better than boys in school and the **gap has been widening in recent years**.
- Young women are more likely to participate in higher education than their male counterparts (57% vs. 44% participation rates by gender), but the **estimated gain in lifetime earnings for higher education is much higher for men** than for women.
- Post-16 subject choices and careers are highly gendered, and **girls are much less likely to take up STEM subjects**.
- **Women earn less than men on average**. The pay gap between full time working men and women in the UK has been declining and was 7.4% in 2020, although it increases with individuals' age (i.e. the gender pay gap is wider among older adults). Further, women are more likely to work part-time or work as unpaid carers.
- In the UK, **women are over-represented in lower paid jobs**, making up 64% of the total low-paid workforce.

SEND status

- The **widest school achievement gaps** are seen between pupils identified as SEND and those without SEND identification.
- There is a slight **over-representation of Black Caribbean pupils in some SEND groups**, raising questions about the drivers of this difference, which may in part be due to identification bias. Further research and careful monitoring and evaluation of local authorities' identification processes is needed.
- **Individuals with disabilities are underrepresented in higher education**, are more likely to drop out, and have somewhat worse outcomes than their non-disabled peers.
- Individuals with disabilities are **less likely to enter higher paid professional occupations** compared to the non-disabled peers.

Sources: EEF (2018), EPI (2018), Hewitt (2020), Cavaglia et al. (2020), ONS (2020), CIPD (2014), Strand & Lindorff (2021), Hubble & Bolton (2021), Social Mobility Commission (2019).



FAMILY / HOUSEHOLD DIMENSIONS OF DISADVANTAGE RELATE TO THE FAMILY'S HISTORY AND CURRENT CIRCUMSTANCES

Family background & socio-economic status

- Household income is linked to educational achievement at all levels of education, with the **achievement gap widening over time** (see Appendix 2A and 2B and page 17).
- **Family background influences university participation, the type of institution (e.g. "Oxbridge" universities) attended and later income**, although pupils' prior attainment explains a large portion of these differences, suggesting that earlier interventions are key.
- **Parents' social capital** (e.g. good quality networks), **is transformed into economic capital** for their children, who have more financial and human resources available than those whose parents who do not have social capital.

Home Location

- **Geographical location, demographics and community/economic context** are important moderators of the relationship between poverty and educational outcomes (e.g. poor pupils in rural schools are more likely to get low GCSE scores than their disadvantaged peers in every other type of area.)
- **Opportunities for social mobility are higher in London** than elsewhere in the country, though there are important differences between boroughs as well.
- England's poorest boroughs (concentrated in the North of England and the Midlands) have **less basic social infrastructure**, including parks, playgrounds and sports facilities.
- The **gap in life expectancy** between affluent and deprived areas in England has been growing over the past 15 years.

Ethnicity

- Two of the **largest underperforming groups in London** (in terms of academic outcomes and exclusion rates) are black Caribbean and free school meal-eligible white boys.
- Access to **university by ethnic minority students** has been improving, but inequalities continue in terms of which university they attend, their likelihood of dropping out, and the attainment of a first or upper second degree.
- **Unemployment rates** are higher among ethnic minority groups.

Home language

- Pupils with English as an Additional Language (EAL) can **face issues with social integration** and a lesser ability of parents to help with homework or interact with schools.
- There is a **small attainment gap** at age 11 for pupils with English as an additional language. (see Appendix 2A)

Sources: EPI (2018), EEF (2018), IFS (2011), Rainsford et al. (2017), LKMCo (2019, 2018), Bell et al. (2018), OCSI (2019), Bennett et al. (2018), OFS (2018), House of Commons Library (2021), Evans et al. (2016).



WIDER SYSTEM DIMENSIONS OF DISADVANTAGE ARE FAR-REACHING AND INCLUDE THE LOCAL, NATIONAL AND GLOBAL CONTEXT

Characteristics of the wider system, including historical events, as well as global and national societal and financial trends can all influence levels of inequalities. For example, where individuals and political parties stand on issues around inequality and fairness can influence social mobility, as it can impact areas of public policy.

Attitudes towards social inequalities

- A **majority believe the levels of income inequalities in Britain are unfair** (this attitude is strongest in Scotland) and that government should be responsible for minimising this gap. Nevertheless, a sizable portion of individuals (38% in England and 32% in Scotland) believe that it is right that people with higher income are able to buy better education for their children.
- Those who hold **top positions in Britain and are thus more likely to make decisions that will affect society** (those in politics, judiciary, business, etc.) are five times more likely to have been to fee-paying schools than the general population.

Shrinking school budgets

- **School spending per pupil in England fell by 9%** in real terms between 2010 and 2020, which represents the largest drop in more than 40 years. This drop is even steeper for deprived schools (14% real-terms fall in spending per pupil).

Global crises

- Following the credit crunch of 2008 and subsequent global financial crisis difficulties, **rising unemployment** made it difficult for long-term unemployed to find work as they were competing against others with more recent and better work experience and qualifications.
- There is growing evidence that **disruption during the pandemic has undermined children's education and increased inequalities.**

Globalisation & rapid technology changes

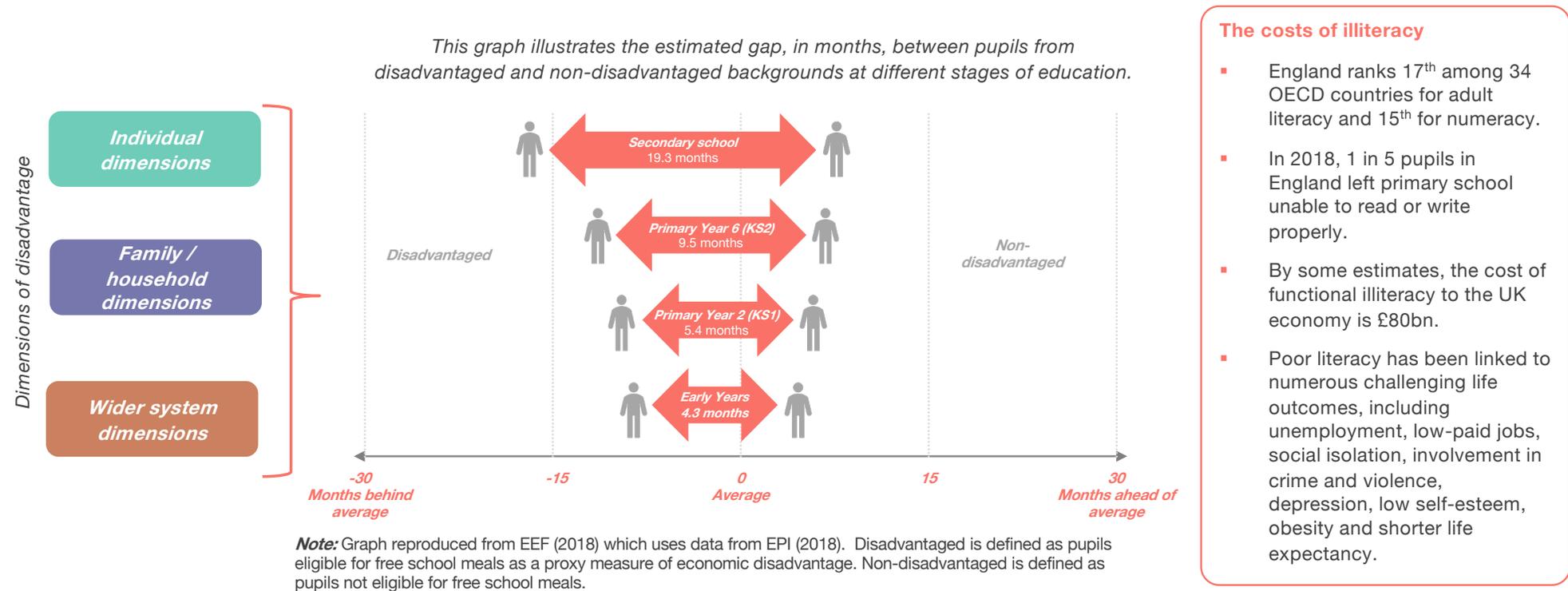
- **Technological advances continually reshape the needs of the labour market** and, in recent years, this has led to increasing wage inequalities between those who possess the technical and analytical skills to meet the demands and those lacking these skills.

Sources: Sutton Trust & Social Mobility Commission (2019), IFS (2021), BBC Bitesize (2021), Major & Machin (2020).



THE EFFECTS OF DISADVANTAGE GROW THROUGHOUT A YOUNG PERSON'S LIFESPAN, WIDENING THE ACHIEVEMENT GAP OVER TIME

The different dimensions of disadvantage combine and add up over time such that **the resulting achievement gap is likely to widen** throughout a person's life as disadvantaged individuals are more likely to experience **disproportionately challenging or unfair barriers** caused by their backgrounds and the wider system. The gap grows due to pupils in the disadvantaged group falling further behind over time, highlighting the need to target interventions to this group.



Sources: EEF (2018), BIS (2013), World Literacy Foundation (2018)

WHAT IS THE SITUATION IN ENGLAND?



THE UK RANKS 21ST OUT OF 82 COUNTRIES ACCORDING TO WEF'S 2020 GLOBAL SOCIAL MOBILITY INDEX

Global Social Mobility Index

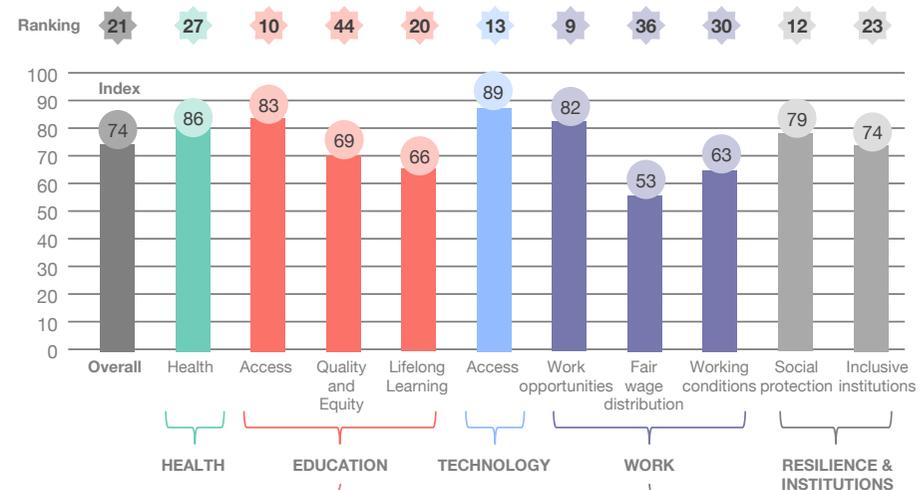
In 2020 the World Economic Forum published a **Global Social Mobility Index** which provided an assessment of 82 global economies according to their performance on **five key dimensions of social mobility, namely health, education, technology, work, social protection and resilience of institutions**. The report highlights that social mobility is a global challenge.

- In common with the body of literature on the subject, the report makes a strong connection between income inequality and social mobility; low social mobility entrenches historical inequities, and higher income inequalities fuel lower social mobility. It highlights the opportunity to turn the vicious cycle into a virtuous one that leads to economic growth overall.
- The index covers three education “pillars” (Access, Quality and Equity, Lifelong Learning) each encompassing a range of indicators, which overall seek to measure the ability of countries to give access to a quality education throughout life stages to all citizens, regardless of socio-economic background.

With a score of 74.4 overall, the United Kingdom ranks 21st on the index, situated amongst the high-income countries that dominate the higher rankings, but behind a number of other European countries including the Scandinavian countries, France, Germany, the Czech Republic, and Belgium, as well as behind countries such as Australia, Canada and Japan.

(Note that the index does not provide a separate score for the different nations within the UK.)

Sources: WEF Social Mobility Report (2020).



The UK scores well in terms of Education Access, but less well in Education Quality and Equity because of high pupil-to-teacher ratios (especially in pre-primary), significant disparities in educational quality between schools, and limited social diversity within schools.

While social protection access is good, labour market policies to help long-term unemployed back to work are weak. The UK ranks poorly compared to peers on Fair Wages.



INEQUALITIES IN ENGLAND HAVE BEEN GROWING OVER TIME

Lee Elliot Major and Stephen Machin characterise four stages in England’s social mobility journey. These are bookended by World War II, and the COVID-19 pandemic. The diagram below maps these stages, along with key policies and events that have shaped the journey.

World War and recovery
Collective war effort leading to a collective national safety net, national insurance and the beginnings of the welfare state.

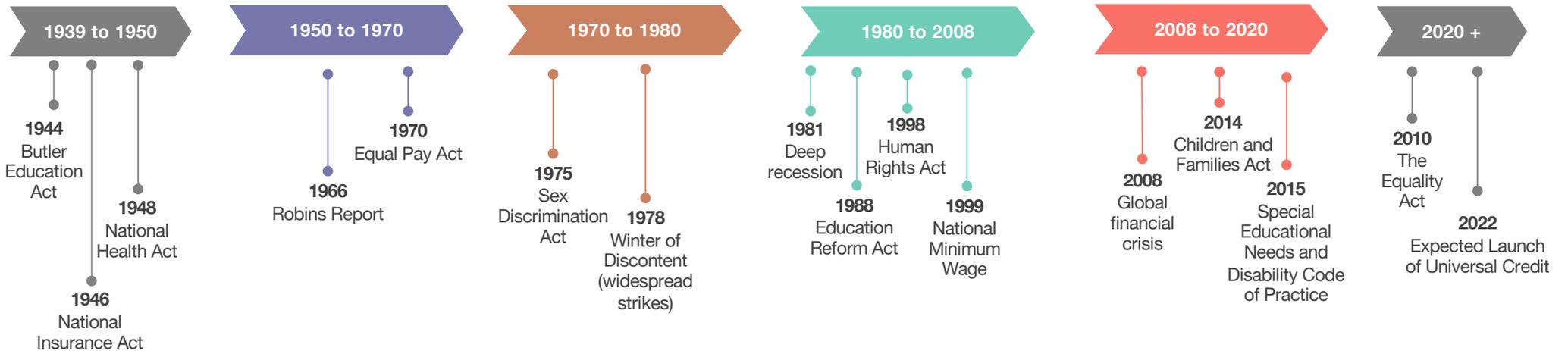
The golden age of absolute mobility
A post-war growing economy, with a boom in professional jobs.

The decade of economic decline
A global recession triggered economic decline, rising inflation and unemployment. Public expenditure on education fell, as did education standards and HE participation.

The era of rising inequality
Increasing joblessness and a widening gap between richest and poorest. Less educated people lost out due to technological advances and weakening of collective bargaining.

The era of falling absolute mobility
The global financial crisis and austerity exacerbated the divides in society and saw further shrinkage of opportunities.

COVID-19 Pandemic
The most vulnerable workers on low pay and insecure contracts suffered the most.



Gini index (measure of inequality used globally since 1977)	1977	1980	1990	2007	2010	2020
	25.5%	26.7%	34.9%	38.6%	36.6%	36.3%

Sources: WEF Social Mobility Report (2020), Major & Machin (2020), BBC bitesize, Statista (n.d.).



DESPITE ASPIRATIONS TO IMPROVE SOCIAL MOBILITY, SIGNIFICANT DIVISIONS REMAIN

Political leaders over the last two decades have committed to improving social mobility

“Government has a new cause and a new ambition: to rebuild Britain as one nation in which each citizen is valued and has a stake; in which no one is excluded from opportunity and the chance to develop their potential”
Tony Blair

“We will govern as a party of one nation, one United Kingdom. That means ... giving everyone in our country a chance so that no matter where you're from you have the opportunity to make the most of your life”
Gordon Brown

“I want the best of chances for everyone. That is my mission - if we can fulfil the potential and realise the talents of all our people, then I am absolutely sure that Britain can be the great global success story of this century”
Gordon Brown

“Everyone knows that talent and energy and enthusiasm and flair are evenly spread across the UK, it is opportunity that is not, and it is the mission of this government to unite and level up across the whole UK”
Boris Johnson

“When it comes to opportunity, we won't entrench the advantages of the fortunate few. We will do everything we can to help anybody, whatever your background, to go as far as your talents will take you”
Theresa May

Yet we remain a divided country

The spatial divide



- Economic output per person is £43,629 in London compared with less than £19,000 in the North-East of England.
- Two-thirds of the population of London are graduates, compared with one-third in the North-East of England.
- Limited educational and employment opportunities in some parts of the country lead to social ‘hollowing out’ where middle class jobs disappear, leaving only lower paid jobs and wealth concentrated amongst the rich.

The income and wealth divide



- Between 1997 and 2017, the bottom fifth of households saw their incomes increase by just over £10 per week. Incomes increased by just over £300 per week for the top fifth.
- In 1998, the highest earners were paid 47 times more than the lowest; by 2015, the equivalent gap was 128 times more.

The generational divide



- Poverty amongst pensioners halved between 1997 and 2017, and on average their income exceeds the income of adults who are in work.
- Each generation is no longer doing better than the previous one; those born in the 1980s are the first post war cohort not to start work with a higher income than their parents.

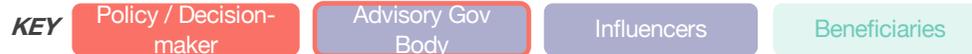
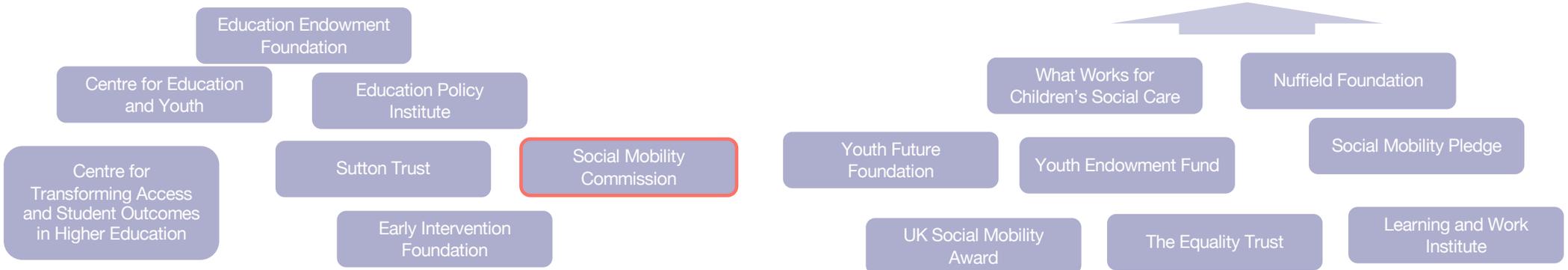
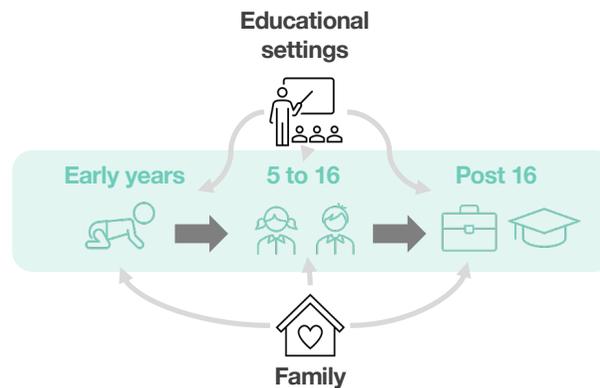
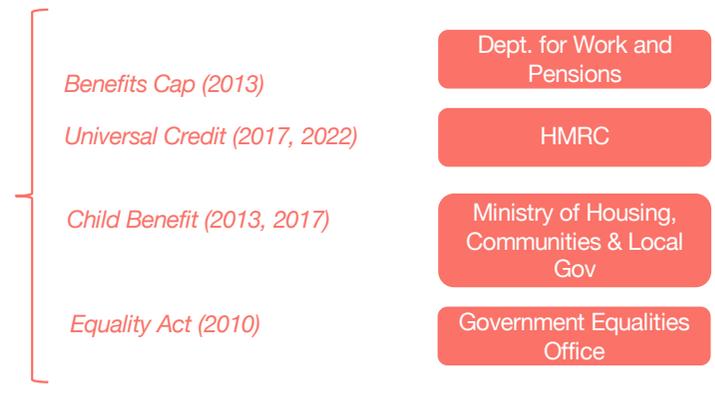


THE SOCIAL MOBILITY LANDSCAPE IN ENGLAND IS COMPLEX WITH NO SINGLE GOVERNMENT AGENCY RESPONSIBLE FOR DRIVING THIS AGENDA

FOCUS ON SOCIAL MOBILITY THROUGH EDUCATION



BROADER FOCUS ON SOCIAL MOBILITY





LONDON HAS ACHIEVED SOME SUCCESSES IN IMPROVING EDUCATION OUTCOMES FOR THE MOST DISADVANTAGED

The success story

- Prior to 2000, London's state schools consistently produced some of England's worst GCSE and A-level results. Now, students in London outperform every other region in the country based upon school leavers' examinations; a greater number of London's students progress to university compared to the rest of the country; and, the gap in attainment between the most disadvantaged students and others is lower in London than in the rest of England. This latter finding suggests that London has created a more equitable system in which the link between the level of deprivation and the attainment of students is weaker.



Current policies

Social mobility remains on the political agenda in London. The City of London has committed to a [10-year Social Mobility Strategy \(2018-28\)](#) and reporting on its progress across 4 strategic outcomes, linked to 81 activities:

- Everyone can develop the skills and talent they need to thrive.
- Opportunity is accessed more evenly and equally across society.
- Businesses and organisations are representative and trusted.
- We role model and enable social mobility in the way we operate as an organisation and employer.

The enablers (Elwick & McAleavy, 2015)

- Stable political will and sustained commitment to reform based on a coherent theory of change & effective use of data.
- Successful school improvement programme (e.g. London Challenge programme).
- Improving supply and quality of teacher intake (e.g. TeachFirst).
- Improving school governance and supply of education providers (e.g. UK government academies programme).



BUT THE CITY'S SOCIAL MOBILITY STORY IS COMPLEX

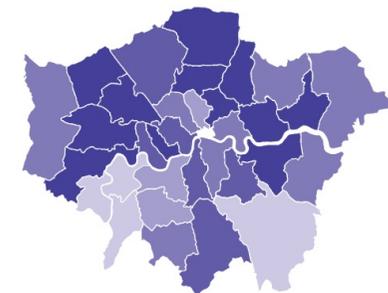
London's schools' success story does not always translate into upward social mobility in adulthood.

- Despite London's students' academic success, **those from London's most deprived neighbourhoods do worse in employment compared to their peers in the rest of England** (see figure on the right): Only 17% of London's professional jobs are occupied by people from lower-income backgrounds compared to 30% nationally.
- London boroughs with the lowest levels of social mobility in adulthood include for example Enfield, Haringey, Tower Hamlets, Hackney, Newham, Barking & Dagenham, Harrow, Hounslow, Ealing, Brent, Harrow. Not far ahead are boroughs including Lewisham, Lambeth, Croydon and Barnet.
 - This is partly due to London's competitive labour market; people move to London for work from all over England and beyond. Young people without networks and other social capital are at a disadvantage to get that 'first foot in the door'.
 - Teacher shortages are a growing problem in the capital, and the challenges are even greater for schools in disadvantaged areas.
- **Deprivation (including child poverty) remains a major issue for London boroughs.** Half of London boroughs rank among the most deprived third of English local authorities. Tower Hamlets is the most deprived in England according to income deprivation among children and older people. A number of other London boroughs feature in the top 20, including Islington, Hackney, Barking & Dagenham, Enfield, Lambeth and Lewisham.

Youth (16-18) Social Mobility Index by London borough



Adulthood (18+) Social Mobility Index by London borough



High relative to the UK average $(\geq)0-50$ 50-100 100-175 175-250 250- $(\leq)324$ Low relative to the UK average

Note: Figure reproduced from Oliver Wyman (2020).

WHAT ARE SOME OF THE SOLUTIONS?



IMPROVING SOCIAL MOBILITY REQUIRES A FOCUS ON FOUR KEY DRIVERS: ABILITY, ASPIRATION, AWARENESS AND ACCESS

4 As Framework

The Mayor's Fund for London introduces a useful framework to consider for possible interventions to improve social mobility. This framework illustrates the different attributes to target as they help drive social mobility and maps these onto the different development stages of an individual:

- **Ability:** Through education, individuals should acquire abilities and skills (soft and hard) required to access fulfilling jobs and adapt to changing labour markets to ensure sustainability of careers.
- **Aspiration:** As individuals grow older, information and role models should drive and develop their ambition and self-confidence to pursue risks and take advantage of opportunities that will help them fulfil their potential.
- **Awareness:** As a young person moves into secondary education, they should be aware of different educational, work and extra-curricular opportunities available to them, and how to best take advantage of these to build on their aspirations.
- **Access:** Following school, a young person's chances of fulfilling their potential are then dependent on the access routes they have, including through strong networks, to fair and equal admittance to further education institutions and the job market.



Diagram reproduced from Oliver Wyman (2020).



DESPITE THE CHALLENGES, THERE IS A BODY OF EVIDENCE INDICATING HOW INTERVENTIONS CAN BE SUCCESSFUL AT EACH YOUTH LIFE STAGE

Early Years

School Years

Further Education

Access to Higher Education

Why is this stage important?

During the early years, a foundation of the cognitive, non-cognitive and character skills required to succeed at school are developed. Early years education is critical to breaking the cycle of inter-generational disadvantage.

During the school years, foundational literacy and numeracy skills are solidified to support the acquisition of other subjects and critical thought. Social and physical skills form part of the holistic development which prepares young people for success in further / higher education and work.

The qualifications and skills gained through further education increase individuals' lifetime earnings and potential for improved social mobility more broadly. The sector also has close ties to local employers and can more readily respond to local skills needs.

Higher education or university provides knowledge, experience, skills that lead to many high skilled (and higher paid) professional jobs. It offers both credentials and contacts that will be important for success in working life.

What are the challenges?

- Pre-school funding is insufficient to deliver high-quality early years provision, constraining access for lower income families.
- Children from wealthier families spend more hours in pre-school.
- Some children from disadvantaged backgrounds start school almost a year behind their peers.

- The attainment gaps accelerate at each learning phase: persistently disadvantaged pupils end primary school over a year behind non-disadvantaged peers and are over two years behind by the end of secondary school.
- Children are disengaging from school at an alarming rate, as measured by "severely absent rates" in schools from year-to-year.

- The proportion of children from disadvantaged backgrounds leaving government schools without basic qualifications (5 good GCSEs or equivalent) remains high.
- Post-16 education is becoming more segregated between students living in disadvantaged areas and those living in affluent areas of the country.

- Students from the most affluent areas are more than twice as likely to enter higher education than those in the most deprived areas (and six times more likely for the most selective universities).
- People with disabilities are underrepresented in higher education and students with disabilities have somewhat worse outcomes.

What makes a difference?

- Widening access to high-quality early years provision for all, especially those who are disadvantaged.
- Quality support to identify and address development gaps as early as possible to prevent gaps appearing which widen with age.
- High-intensity, wide-ranging support to parents (including mothers-to-be).

- Quality support to address gaps in development and learning as early as possible.
- Fair and broad opportunities for academic progression.
- Focusing on producing autonomous, well-rounded citizens, not just individuals who can make a good living.

- Fair and broad opportunities for academic or career progression - these should include academic and vocational options and seamless transition between these.
- Disadvantaged young people should be identified and supported to transition through further education, with appropriate funding.

- Ensure fairer access to university for the most disadvantaged (e.g. targeted offers, reporting on the socio-economic backgrounds of their students).
- Offer support for positive transition experiences and academic outcomes for students from disadvantaged backgrounds.
- Increased clarity about, and availability of, financial support for disadvantaged students.

Sources: Cavaglia and others (2020), CSJ (2021), D'Arcy & Finch (2016), EEF (2018), EPI (2018), Hubble & Botlon (2021), Major & Machin (2020), Social Mobility Commission (2020, 2021), Social Mobility and Poverty Commission (2014).



EARLY INTERVENTION IS CRITICAL AND FOCUSING SUPPORT IN THE EARLY YEARS CAN BE POWERFUL FOR SOCIAL MOBILITY

Increasing access to affordable, high-quality early years provision is key for social mobility

- Studies have shown a positive relationship between early investment in early childhood education and economic and educational outcomes, particularly for disadvantaged students.
- The Government introduced 30 hours free childcare for working parents in 2017 but the most disadvantaged are not always able to access this as it is linked to the employment or training status of parents.
- In 2021, the Social Mobility Commission recommended: Expanding eligibility for the 30-hour free childcare entitlement to make it available to more parents; opening universal childcare places for all two-year-olds; improving funding for early childcare places to ensure that providers do not need to pass costs on to families; and, targeting additional funds through the Early Years Premium and conducting an evaluation of how it is being used, barriers to accessing it and what a fair value should be.

Parents require high-intensity, wide ranging support in the early years

- Parents require targeted support during this critical stage of child development (and even before birth) to support maternal health and well-being and ensure they can engage effectively in early childhood education. Support to parents can include maternity grants and support, family-nurse partnerships (described below), and providing access to health visitors.
- The strongest impact comes from high-intensity interventions such as the Family-Nurse Partnership which partners young mothers-to-be (aged 24 and under) with a specially trained nurse who visits them regularly, from early pregnancy until their child is aged between one and two. In 2021, the Social Mobility Commission recommended that the government expands Family Hubs which provide targeted early intervention support, and that it ensures that these are targeted at disadvantaged communities.

Examples of promising practices:

- **Early Years Transformation Academy:** A learning programme to support 28 maternity and early years systems and service leaders to improve outcomes and reduce inequality using evidence. (see Appendix 4A)
- **Building Blocks and TRIAD:** A preschool mathematics curriculum for disadvantaged children between the ages of 3 and 4 and supportive professional development programme for teachers. (see Appendix 4B)

Implications:

- Intervention at an early stage in a child's life is key to promoting social mobility.
- Consider offering financial support to disadvantaged families to access high-quality early years provision.
- Fund interventions which provide targeted and high-intensity support to disadvantaged parents (including mothers-to-be) and those which address maternal health and well-being.



ACCESS TO HIGH-QUALITY SCHOOLING WITH A STRONG FOCUS ON BASIC SKILLS DEVELOPMENT AND WIDER OPPORTUNITIES IS KEY

Addressing social mobility constraints requires sustained funding and highly targeted support, especially now that COVID has increased the attainment gap

- COVID-19 school closures have significantly widened the attainment gap between disadvantaged students and their peers and addressing this requires targeted interventions and well-directed funding.

Improving the overall quality of education in schools is critical, especially the development of basic skills

- The school system should be positioned to provide a world class education and challenge low aspirations and expectations. Schools should be held to account for their impact on the most disadvantaged and recruiting, developing and retaining a high quality and stable teaching workforce is critical. Developing foundational skills – such as literacy and numeracy – early is key to social mobility as these skills are very difficult to improve in adulthood.

Students should be exposed to a rounded curriculum with a rich spectrum of extra-curricular opportunities and development of holistic skills

- Evidence suggests that later interventions seeking to improve social mobility may be better targeted at non-cognitive skills (e.g. time management and leadership) although more research is needed in this area. Schools should be supported to develop the life skills of students, provide a rich spectrum of extra-curricular activities and prioritise pupil well-being, including by providing specialist mental health and social care services.

Radical options may be required to create more balanced intakes in state schools and to pilot schooling approaches that support the most disadvantaged

- The Sutton Trust (2019) propose ballots to open up high-performing state schools to disadvantaged pupils, as well as the opening of Independent schools to pupils of all backgrounds. Research shows that a selective system (e.g. grammar schools) offers no social mobility advantage; some evidence suggests that conversion of schools to academy status can generate an improvement in pupil outcomes but there is a lot of variation between schools.

Examples of promising practices:

- **Online Tuition Pilot:** Programme set-up to provide online tutoring to 1,425 disadvantaged pupils in response to the COVID-19 learning crisis. (see Appendix 4C)
- **Essential Life Skills Programme:** Programme set-up to improve access to quality extra-curricular activities for over 173,000 pupils aged 5-18 in targeted disadvantaged areas. (see Appendix 4D)

Implications:

- Fund interventions which support basic skills development, such as high-quality tutoring programmes for the most disadvantaged.
- Fund interventions which prioritise remedial support / catch up for pupils whose attainment has suffered (especially as a result of the COVID-19 pandemic).
- Fund interventions which widen access to an holistic education and broad range of extra-curricular activities.
- Fund interventions which support pupils' mental health and wellbeing.

Sources: IFS (2021a, 2021b, n.d.), Education Policy Institute (2018), Social Mobility Commission (2019, 2021), Sutton Trust (2019), ESRC (2012).



MORE FOCUS, FUNDING AND RESEARCH IS REQUIRED TO ENSURE DISADVANTAGED STUDENTS HAVE HIGH-QUALITY POST-16 OPTIONS

More focus is needed to improve choice and quality of post-16 options

- Young people should have a range of high-quality options (both academic and vocational) available to them post-16 and better support provided to help them make good decisions for their future. The quality of vocational options needs to be raised with more, high-quality degree and higher-level apprenticeships available as an alternative to university, which are accessible by young people from low- and moderate-income backgrounds.
- Raising the school-leaving age has the potential to have a significant impact on individuals' labour market returns if those compelled to stay on complete national recognised qualifications.

More focus on supporting the most disadvantaged is required

- Better data is needed to ensure identification of disadvantaged students, and this information needs to be shared between schools and 16-19 institutions.
- More support is needed to help disadvantaged students progress through qualifications; funding should be targeted at those who need it most.

There is a lack of evidence about 'what works' to support social mobility at post-16 and more research is needed in this area

- Much more needs to be understood about how to improve attainment among disadvantaged students in the FE and adult learning sector. Interventions in this space often have marginal or no effects, mixed outcomes are common and, where there are positive outcomes, gains may not be sustained over time. Evaluations are also often short-term. There is a lack of evidence of what works for specific groups of disadvantaged students and education providers need support making evidence-based decisions.

Examples of promising practices:

- **The Traineeship Programme:** Programmes to provide work experience and support to young people aged 16 to 25 in England who are at risk of being unemployed and out of education. (see Appendix 4E)
- **The Summer Arts College Programme:** An arts-based programme to improve the literacy and numeracy skills of youth, aged 12 to 19 years old, who were recently released from custody and at risk of re-offending. (see Appendix 4F)

Implications:

- Support interventions which help young people understand the options available to them post-16.
- Fund long-term research to generate evidence for the sector on what works to improve attainment amongst the most disadvantaged at post-16 level.



EFFORTS SHOULD BE MADE TO ENSURE FAIRER ACCESS TO HIGHER EDUCATION, WITH CLARITY ABOUT FUNDING OPTIONS AVAILABLE

Efforts should be made to ensure fairer access for the most disadvantaged

- Universities can make admissions fairer by making use of contextualised offers (i.e. offers which consider the student's context and do not take the grade on face value alone), using Post Qualification Applications to university to allow young people to make an informed choice based on their actual rather than predicted grades, and reporting more on the socio-economic backgrounds of their populations.

There needs to be increased clarity about, and availability of, financial support opportunities for disadvantaged students

- Student financing options can be complex, and many students may not know what options exist at the time they are making decisions about pursuing HE. There should be clarity and transparency about the financial support available to students (bursaries, scholarships and ad hoc funds) and their eligibility criteria. This should be available when students are researching courses, making applications, and during the course of their studies. Maintenance grants for students provide support for those who need it most and reduce the debt burden of the poorest students.

Research is needed on the specific interventions that best support disadvantaged students to access higher education

- For the most disadvantaged pupils, poor outcomes at secondary level is a bigger driver of low participation in higher education than barriers arising at the point of entry into HE. As such, early intervention is required to increase higher education participation among disadvantaged young people.
- The higher education sector has placed a great focus on boosting attendance of the most disadvantaged, focusing mostly on addressing students' understanding of and attitudes towards higher education, as well as their life aspirations.
- However, more needs to be learned about how changed perceptions amongst young people translates to greater participation in HE.

Examples of promising practices:

- **Aimhigher:** Bespoke projects and collaborative conferences to raise the aspiration and abilities of pupils from underrepresented groups in Key Stages 3-5 to aspire to Higher Education (HE). (see Appendix 4G)
- **Summer School Programme:** A programme that exposes high-achieving 16-17 year old pupils from disadvantaged backgrounds across the UK to experiences led by prestigious universities. (see Appendix 4H)

Implications:

- Early intervention is required while students are still at school to change students' attitudes towards higher education and to help them understand their options and the financial support available.
- Fund research about the impact of higher education access interventions and how changing perceptions translates to increased participation in HE.

Sources: Social Mobility Commission (2019, 2021), Sutton Trust (2019), ESRC (2012), EPI (2020).

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APPENDICES



APPENDIX 1 | FULL LIST OF UK DEFINITIONS OF SOCIAL MOBILITY EXTRACTED FROM RAPID SCAN

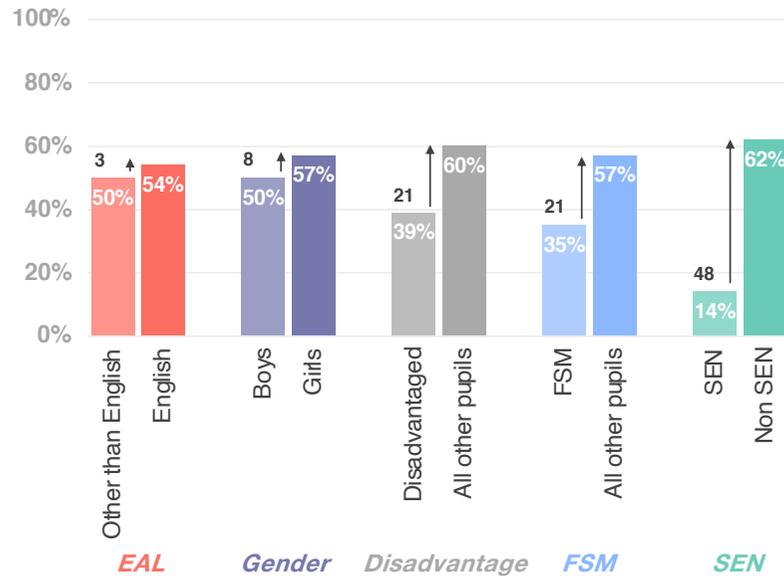
- "A fair society is an open society, one in which every individual is free to succeed. No one should be prevented from fulfilling their potential by the circumstances of their birth. What ought to count is how hard you work and the skills and talents you possess, not the school you went to or the jobs your parents did." (HM Government, 2011)
- "By social mobility in this report, we mean two things. First, children doing well as adults ('absolute' social mobility) – that is having a job that raises their income relative to their parents. Second, children having a fair roll of the dice ('relative social mobility') – that is, for a given level of talent and effort, being as likely as children from more advantaged backgrounds to get a good job that raises their income." (Social mobility and Child Poverty Commission, 2014)
- "Social mobility is the potential for those to achieve success regardless of their background." (Sutton Trust Mobility Manifesto, 2019)
- "Social mobility is a measure of how free people are to improve their position in society. Relative social mobility refers to the comparative chances of people with different backgrounds ending up in certain social or income groups. Absolute social mobility refers to the extent to which people are able to do better than their parents." (Equality Trust, n.d.)
- "Social mobility is about creating decent lives for all and ensuring that everyone can realise their potential whatever they choose to pursue. This involves much more than capturing a few deserving individuals into 'elite' groups." Lee Elliott Major & Stephen Machin, 2020)
- "Social mobility means closing the attainment gap." (EPI, 2018)
- "Social mobility is "breaking the link between family income and educational achievement" (EEF, 2018)
- "Improving educational and labour market opportunities for young people from disadvantaged backgrounds." (J. Jerrim – Sutton Trust, 2021)
- "Fairness as social mobility - Giving those from disadvantaged backgrounds an opportunity to compete with those from more privileged backgrounds in a market competition. This involves breaking the 'cycle of deprivation' from the early years through to the world of work." (Brown et al., 2013)
- "The Government's focus is on relative social mobility. For any given level of skill and ambition, regardless of an individual's background, everyone should have an equal chance of getting the job they want or reaching a higher income bracket." (Deloitte, n.d.)



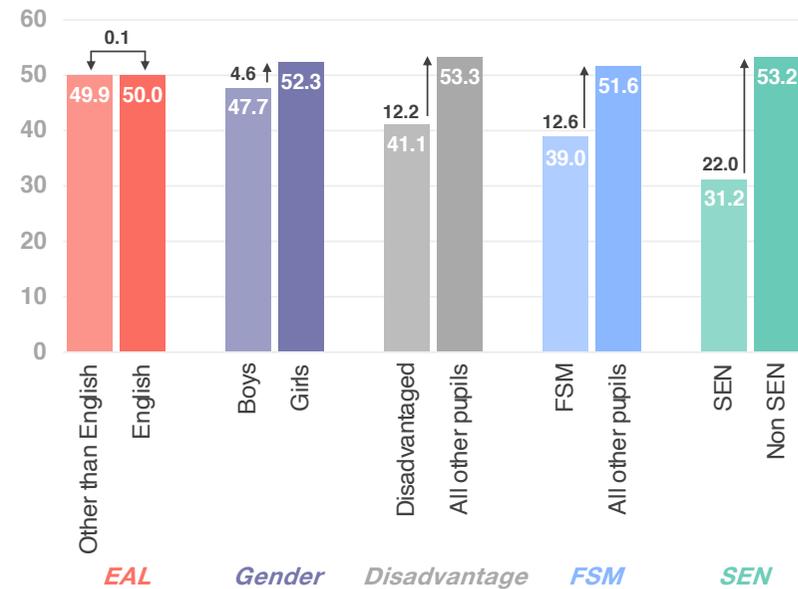
APPENDIX 2A | ADDITIONAL DATA ON ACHIEVEMENT GAP

- The graphs below, adapted from an EEF report (2018), show the extent of the attainment gap by different pupil characteristics at age 11 and 16 in state funded schools.
- They reveal the narrowest attainment gaps are for first language and gender, and the widest attainment gaps are for disadvantage, FSM and SEN.

Percentage of pupils reaching expected standards reading, writing and maths (Age 11)



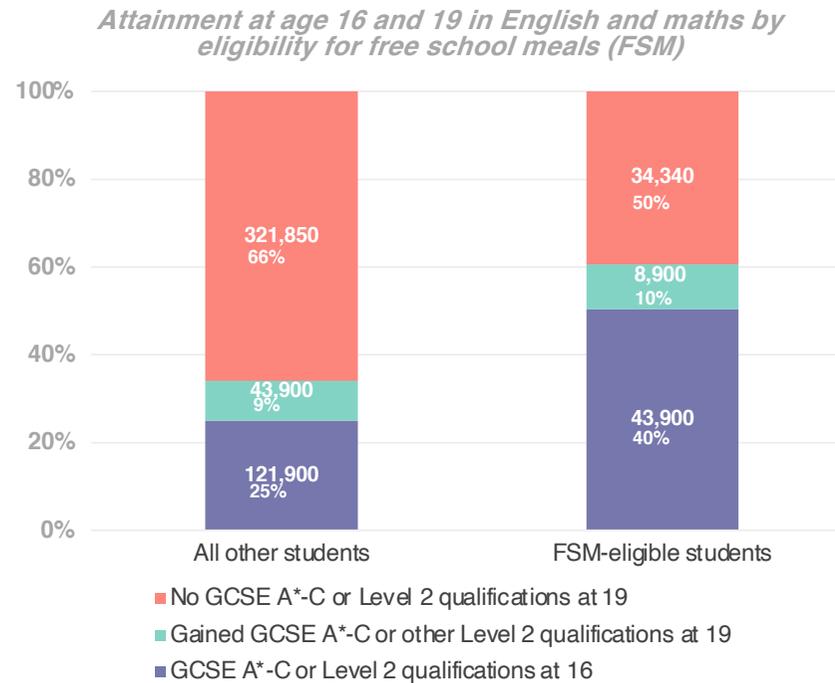
Average Attainment 8 score (Age 16)





APPENDIX 2B | ADDITIONAL DATA ON ACHIEVEMENT GAP

- The graph below, adapted from an EEF report (2018), shows the extent of the attainment gap by disadvantaged 16- and 19-year-old pupils in state funded schools.





APPENDIX 3 | STAKEHOLDER MAPPING (1 OF 6)

Stakeholder	Stakeholder type						Life phase focus				Description
	Funder	Research production / translation	Advocacy / Policy influence	Community / network	Events / Campaigns	Programmes / Interventions	Foundation	School	Post-16	Employment	
		✓	✓	✓		✓		✓			<p>A graduate school with CPD programmes, qualifications and communities of practice designed to support educators throughout the education sector in England to improve their practice (including teachers, leaders, and executive leaders). Programmes are designed to improve outcomes for pupils from disadvantaged backgrounds and include CPD programmes and coaching and a range of Formal National Professional Qualifications (NPQs). They also conduct research and publish reports about key issues in UK education. The Institute has worked with over 9,300 educators across 2,300 schools, collectively reaching more than 1.3 million children across the country.</p>
		✓	✓		✓	✓		✓	✓		<p>A children's mental health charity that have been developing and delivering pioneering mental health care. They provide school staff and leaders with training, information and resources to improve mental health knowledge and practice, broker working relationships between schools and specialist services, test and support the delivery of school-based interventions for emotional wellbeing and mental health, and lead direct therapeutic work with children and families in schools. They recently launched the 'Mentally Healthy Schools' programme for primary and secondary schools and FE settings, the UK's first information and resource hubs offering free, quality assured mental health resources and guidance for education professionals.</p>
						✓		✓			<p>A non-profit that provides curriculum programmes and resources for Mathematics Mastery and English Mastery, and integrated professional development to empower teachers to guide all students, regardless of their background, towards subject mastery. They will soon be launching programmes for science, history and geography. The schools they work with are charged a financial contribution (between £1.3 - 6.5k) which goes towards delivering and developing the programmes. Programmes include: subject curriculum, support and training, planning tools, fully adaptable lesson and intervention resources, integrated assessment tools.</p>
						✓		✓			<p>Offers bespoke learning packages for children in years 7 and 8 who have so far struggled to meaningfully engage with traditional schooling. The programme is in the early stages of implementation across Doncaster (a social mobility opportunity area) and the model has already achieved astounding outcomes in the US and Australia. In the programme, pupils receive a personalised programme of: face to face coaching and mentoring; access to online and other flipped learning resources; support for personal and social development; experiences to learn attributes, skills, and new knowledge. The initiative was set up by the Teach First Innovation Unit and Doncaster Borough Council.</p>
		✓				✓		✓	✓	✓	<p>A national charity that was incubated within Hertfordshire County Council, that provides flexible, practical programmes to transform behaviour and resilience for schools. They train primary and secondary teachers and parents to be more resilient and to pass on resilience skills to children so they are more resilient through school and transitions. They have trained 10,856 teachers across 1,823 schools, and also run programmes for young adults and professionals to improve wellbeing and resilience and initiatives to lead and share research. Runs programmes in Hertfordshire and London.</p>
				✓		✓			✓	✓	<p>A national charity that has developed a network of 1,000 employers and educators to boost social mobility by empowering young people and giving them a platform to succeed. They have connected 150,000 young people with employers across the nation and deliver a range of high-quality, careers focused programmes in 400 schools and colleges.</p>



APPENDIX 3 | STAKEHOLDER MAPPING (2 OF 6)

Stakeholder	Stakeholder type						Life phase focus				Description
	Funder	Research production / translation	Advocacy / Policy influence	Community / network	Events / Campaigns	Programmes / Interventions	Foundation	School	Post-16	Employment	
 The Centre for Education & Youth		✓	✓					✓	✓		Think tank that provides evidence and advice to shape the public policy debate around issues that affect marginalised young people, with a particular focus on the transition to adulthood.
 The Centre for Social Justice		✓	✓		✓						Seek to influence policies that address the root causes of poverty in Britain, including by conducting research and partnering with grass roots charities and experts in the field.
 Transforming Access and Student Outcomes in Higher Education		✓							✓		Newly established "What Works Centre" that uses evidence and evaluation to understand and show how higher education contributes to social justice and social mobility.
		✓		✓	✓	✓	✓	✓	✓		A practitioner-led education charity that enables collaboration between schools across the UK to enhance the life chances of all children, especially the most disadvantaged. It offers local, context bespoke school improvement and quality assurance networks, school improvement services, tools and training, and best practice sharing programmes to close the disadvantage gap and serves all types of education institutions, including special and AP schools, and 16+ provision schools. Connects 485+ schools across England, from 44 regional hubs across 100 LAs and also lead on research and intervention evaluation, knowledge sharing events and develop supportive tools and resources for teachers.
		✓	✓				✓				A charity and What Works Centre that champions and support the use of effective early intervention to improve the lives of children and young people at risk of experiencing poor outcomes. They work with government and all levels of the early intervention sector to ensure evidence is used in decisions about how early intervention is supported and implemented.
			✓	✓	✓	✓	✓				A registered charity and the largest and most representative early years membership organisation (with 14k + members) in England. They offer information and advice, produce specialist publications, run acclaimed training schemes, and campaign, to influence early years policy and practice. Programmes target London and the South End and include Strong Early Years London, Better Start Southend, and EYFS training and childcare qualifications.
						✓	✓				A mobile app that enables early learning practitioners and institutions to share evidence-based, educational games and activities that parents can play at home with children aged 0-5, to close developmental gaps in early childhood and improve long term outcomes by supporting parents in their role as primary educators. It has scaled to over 17,000 families and over 200 schools and nurseries across England through the support of the Education Endowment Foundation.

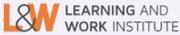


APPENDIX 3 | STAKEHOLDER MAPPING (3 OF 6)

Stakeholder	Stakeholder type						Life phase focus				Description
	Funder	Research production / translation	Advocacy / Policy influence	Community / network	Events / Campaigns	Programmes / Interventions	Foundation	School	Post-16	Employment	
		✓				✓	✓	✓		<p>A charity that aims to improve the educational attainment of the poorest pupils in English schools. They support teachers and senior leaders to improve their practice, and boost pupil's learning behaviours and progress in academic subjects, life skills and enrichment in EYFS, mainstream schools and post-16 institutions. They do this by summarising the best available evidence and producing guidance and tools to inform school planning and quality assurance, have evaluated over 190 high potential programmes with over 1.3m children, and work in partnership with a network of 37 reserch schools across the country, who support other teachers and leaders in their area to use evidence to improve their practice.</p>	
		✓	✓				✓	✓	✓	<p>Aim to raise standards in education through rigorous data analysis, research and the exchange of information and knowledge to help inform the public and hold government and decision-makers to account. Their research and analysis cover all phases of education.</p>	
		✓	✓	✓	✓	✓		✓	✓	<p>A trust that works to improve the quality of life in the UK by reducing economic and social inequality by building local networks and movements for social change, anaysing and disseminating research, promoting evidence-based arguments in all areas and sectors of UK focused inequality, and cooperating with organisations and groups from all sectors. Runs equality campaigning programmes for all ages including a 'Young Equality Campaigners' programme that convenes 16+ activists from London weekly on Zoom to develop events, campaigns and research. Also develops digital resources and teaching packs for schools and colleges across the UK to support teachers, teacher training providers and students to question assumptions about economic inequality, and woven into curriculum lessons (e.g. core maths) and events for teachers in London and the SE.</p>	
						✓	✓			<p>A charity that offers a programme of therapeutic support to whole families with babies, or families who are expecting, to break intergenerational cycles of domestic abuse and address the pain and trauma at the root of problems. Teams operate across Blackpool, Cambridgeshire, Hertfordshire and in London, covering Westminster, Kensington & Chelsea and Hammersmith & Fulham. They have worked closely with over 600 men, women, babies and children so far.</p>	
	✓		✓	✓	✓	✓	✓	✓	✓	<p>The regional governance body of the London region, who run a range of education focused interventions such as: schemes to reduce school exclusion across London; teacher resources and events to promote gender equality, LGBT inclusion and racial diversity in education; programmes to support vulnerable primary pupils to transition into secondary; Early Years Hubs to improve disadvantaged families access to quality EYFS; programmes to raise awareness of free early EYFS for two-year-olds; initiatives to support children with SEND in EYFS; childcare loan schemes; CPD, tools.</p>	
			✓		✓	✓		✓		<p>A six-year, £67.4 million National Lottery funded programme that works in schools, with families, charities and services to test and implement approaches to build 11-16 year old children's emotional resilience, respond to early sign of mental health issues and provide targeted collaborative support. Programmes of support have been launched across Blackpool, Kemow, Hull, Kent, Newham and Woverhampton and are tailored to the local context and young people's needs. Programmes involve activities such as: peer mentoring, social action projects, behaviour change courses, CPD, awareness rasing campaigns, surveying at the child, practitioner, family and policy level.</p>	



APPENDIX 3 | STAKEHOLDER MAPPING (4 OF 6)

Stakeholder	Stakeholder type						Life phase focus				Description
	Funder	Research production / translation	Advocacy / Policy influence	Community / network	Events / Campaigns	Programmes / Interventions	Foundation	School	Post-16	Employment	
 JOHN LYON'S CHARITY	✓						✓	✓	✓		John Lyon's Charity gives grants to benefit children and young people up to the age of 25 who live in nine boroughs in North and West London. The Charity's mission is to promote the life-chances of children and young people through education, in its broadest sense. Since 1991, the Charity has distributed over £156million to a range of services for young people, including youth clubs, arts projects, counselling initiatives, supplementary schools, parental support schemes, sports programmes and academic bursaries.
 L&W LEARNING AND WORK INSTITUTE		✓	✓								Independent policy, research and development organisation dedicated to lifelong learning, full employment and inclusion. They conduct research and influence policy.
 Nuffield Foundation	✓	✓	✓			✓			✓		An independent charitable trust with a mission to advance educational opportunity and social well-being across the UK. They fund research that informs social policy, primarily in education, welfare and justice, and provide a programme for Year 12 school and college students from disadvantaged backgrounds to take part in STEM-related research in the summer holiday to develop their skills and confidence in quantitative and scientific methods, and HE application and career prospects. They also run a programme to fund and support universities across the UK to develop and deliver specialist undergraduate programmes.
 pacey professional association for childcare and early years		✓				✓	✓				Supports everyone working in childcare and early years, and families. Provides training and qualifications, learning courses, resources, practical help and expert advice to practitioners working throughout England and Wales. Also provides peer support through a nationwide network. Resources include online transition planners and toolkits for EYFS for parents and schools. Is also a public advocate for quality EYFS in reducing inequality and has participated in parliamentary commissions to tackle disadvantage in the early years.
 Prince's Trust	✓				✓	✓		✓	✓	✓	A youth charity that helps vulnerable young people aged 11 to 30 across the UK who are unemployed, struggling in school and at risk of exclusion, to get into jobs, education and training. Programmes take holistic approach and include mentoring, role models, site visits, inspirational speeches, and skills training (e.g. Enterprise Challenge, Mosaic, Achieve).
 pwc	✓					✓		✓	✓	✓	A network of professional service firms who also run social mobility community programmes across the UK and works with disadvantaged school students, undergraduates and social mobility beneficiary groups to help disadvantaged pupils and those from LA 'cold spots' to develop employability skills and achieve positive employment outcomes in their career of choice.
 REACH OUT Monitoring that works						✓	✓	✓	✓	✓	An initiative of the Reach Foundation that provides an integrated pipeline of support for disadvantaged children and young people aged 0-21, and families in Feltham to ensure they are safe and well supported, healthy, achieve academically and can develop strong relationships and networks. Programmes include: perinatal support, EYFS workforce and parent training and support, family and community outreach programmes, youth engagement, cradle to career destination programmes, parent employment and skills, and community early learning.



APPENDIX 3 | STAKEHOLDER MAPPING (5 OF 6)

Stakeholder	Stakeholder type						Life phase focus				Description
	Funder	Research production / translation	Advocacy / Policy influence	Community / network	Events / Campaigns	Programmes / Interventions	Foundation	School	Post-16	Employment	
						✓		✓			A charity that gives pupils from disadvantaged backgrounds in England, in years 5 to 11, a comprehensive package of activities to build their character, confidence and academic skills, including: weekly one-to-one support from a volunteer mentors, workplace experience, career talks, and cultural group activities. They worked with 846 young people in 2019/20.
			✓	✓							Campaign co-founded by Rt Hon Justine Greening as a coalition of 550 businesses and 50 universities that encourages organisations to being a force for good by putting social mobility at the heart of their purpose.
		✓	✓	✓		✓			✓	✓	An educational charity which aims to improve social mobility and address educational disadvantage through programmes, research and policy influence across whole of UK and some programmes in the US. Programmes focus on supporting high-attaining 11 - 18 year old students from lower income families to access leading universities and careers and most programmes target year 12 pupils. Programmes include pathway programmes for consulting, engineering, medicine, law and banking and finance; a scholar programme for 11-16 year olds to explore university options; post-16 apprenticeship and university summer schools; university application support programmes; and training and support for teachers to improve schools progression rates to leading universities. Also runs policy and research activities focus on mobility from EYFS to employment.
		✓	✓	✓	✓	✓	✓	✓			A social enterprise registered as a charity which aims to address educational inequality by providing teacher, leader and school staff CPD and tools, and school improvement programmes in disadvantaged communities across England and Wales. Programmes primarily focus on early career teacher recruitment and training for early career teachers in EYFS through secondary in disadvantaged areas. They also provide programmes in: school leader, mentor, headteacher and governor training, early career teacher internships, research, and establishing school networks and communities of practice.
		✓			✓	✓		✓			A charity whose mission is to bring the best in education to the children who live in disadvantaged areas and who are vulnerable, recruiting and trains teachers to be senior leaders in a pupil referral unit in Greater London, the South East, Yorkshire & Humber, and the North West, and support pupil mental health.
						✓		✓			A scheme to recruit and train tutors from local universities, in maths, English and science and place them in state schools to transform the achievement of pupils who are looked-after or eligible for FSM at schools in challenging communities in Manchester, Leeds and Liverpool.
					✓						Aim to promote social mobility by recognising and celebrating the achievements of businesses and organisations in their work for advancing social mobility.



APPENDIX 3 | STAKEHOLDER MAPPING (6 OF 6)

Stakeholder	Stakeholder type						Life phase focus				Description
	Funder	Research production / translation	Advocacy / Policy influence	Community / network	Events / Campaigns	Programmes / Interventions	Foundation	School	Post-16	Employment	
 What Works for Children's Social Care		✓	✓								Part of the "What Works network", they commission and synthesise the evidence in the children social care sector and develop tools and guidance for policymakers and practitioners to bring better outcomes for children, youth and their families in England.
 WholeSchool SEND						✓	✓				A DfE contracted community of practice hosted by nasen that brings together schools, organisations and individuals across England to promote best practice and share evidence informed resources and approaches to secure the best possible provision for SEND pupils from the EYS to secondary level in mainstream settings. The community exceeds 10,000 schools across regional hubs and educators can access free resources, research, and fully-funded CPD training. The initiative also provides MAT/LA and school level SEND review and bespoke support services and national and regional training events.
 WITH INSIGHT		✓				✓		✓		✓	Aims to create a top third ranked university landscape where the representation of black-heritage students is reflective of the potential available. Works with universities and companies to run mentoring programmes in state schools that partner mentors from top ranking universities with Year 8-10 pupils and high potential black-heritage A-level students , to develop their confidence, knowledge and abilities.
 yes! CULTURE						✓		✓			A charity, run by experienced teachers, which empowers 8-18 year olds from disadvantaged backgrounds across England and Wales to develop self-esteem, resilience and skills to make ambitious choices and be successful at school. They provide intensive personal development and extra-curricular activity programmes for pupils (known as Finding Futures and Rising Futures) and supportive resources for teachers.
 YOUTH ENDOWMENT FUND	✓	✓		✓							Charity and "What Works Centre" that funds and evaluates initiatives to reduce violence by young people in the country. They also build coalitions and partnerships to spread good practice and improving the system.
 youth futures FOUNDATION	✓	✓				✓			✓	✓	Part of the "What Works network", this non-profit aims to promote the improvement of employment outcomes for young people aged 16-24 from marginalised backgrounds through research generation and innovation. They fund to scale promising programmes, lead research to identify what works, and run programmes to change the youth employment system by: working in partnership with organisations, policy makers and young people to address structural and systemic barriers and support employers and practitioners to recruit and support marginalised young people.



APPENDIX 4A | PROMISING PRACTICE – EARLY YEARS TRANSFORMATION ACADEMY

Early Years Transformation Academy

Focus area:

Early Years

School Years

Further education / transition

Access to Higher Education

Dates: April 2019 – March 2020

Organisations: Early Intervention Foundation, Better Start Bradford, Born in Bradford, The Staff College.

Summary: Learning programme to support 28 maternity and early years systems and service leaders to improve outcomes and reduce inequality using evidence.

Overview:

Early Years Transformation Academy was an intensive 12-month programme which ran between April 2019 and March 2020. It supported service and system leaders across five local areas to use evidence to plan and develop integrated maternity and early years interventions through a dedicated learning programme. It was a ‘test and learn’ initiative to understand how early learning providers can be supported to use evidence, as evidence-informed activities are critical to children’s development, but generally not widely accessible, well funded, documented or evaluated.

Goal: *To support the use of evidence in maternity and early years systems at scale.*

Funding model: Unclear.

Approach:

- **Regional leadership programmes** brought five local teams of six to eight system and service leaders together to review their local system, identify areas for development, and create a plan for transformation.
- **Four core modules** focusing on: preparing for change, identifying vulnerable populations, system planning, and measuring impact.
- **Blended learning approach** via online materials, a series of design workshops, and practical local application exercises.
- **Independent formative evaluation** of learning.

Impact and Lessons Learned:

Evaluation conducted by the Centre for Evidence and Implementation (2021) found:

- Significant short-term evidence of stronger relationships and system-wide thinking and some evidence of leadership improvement, and renewed recognition of the importance of evidence and shared goals.
- Improved use of evidence was less obvious, and expected longer-term goals were not yet seen.
- Future work can be improved by: ensuring active involvement and alignment of teams at different levels; using strong frameworks to clarify focus, content and capacity; planning longer, more flexible programmes; providing more technical, tailored support; widening the scope of system change and data use (beyond EYFS); improving the coverage and diversity of community and staff collaboration.

Scale: 28 leaders

Locations: Norfolk, Sandwell, Dudley, Barking and Dagenham, Westminster, and Kensington and Chelsea

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
✓		✓				

Sources: EIF (2021).



APPENDIX 4B | PROMISING PRACTICE – BUILDING BLOCKS AND TRIAD

Building Blocks and TRIAD

Focus area:

Early Years

School Years

Further education / transition

Access to Higher Education

Dates: Since 2007

Organisations: Marisco Institute

Summary: A preschool mathematics curriculum for disadvantaged children between the ages of 3 and 4 and supportive professional development programme for teachers.

Overview:

Building Blocks is a preschool mathematics curriculum for children. TRIAD (Technology-enhanced, Research-based, Instruction, Assessment and professional Development) is a teacher training programme to scale the implementation of the curriculum. The programmes were designed by the Marsico Institute for Early Learning and Literacy, and prioritise early maths as evidence shows pre-school maths knowledge predicts academic achievement in formal schooling, and even lifelong reading outcomes. They were first trialled across four US schools in 2007, and have since been used in schools across England, Ecuador and the US.

Goal: *To improve mathematical knowledge, and future school achievement and employment of pupils living in poverty.*

Funding model: US trials have been funded by the National Science Foundation, the Heising-Simons Foundation and the Bill & Melinda Gates Foundation.

Approach:

Building Blocks: A structured curriculum that:

- Is delivered to 3 and 4 year-old pre-schoolers for 15 minutes per day, by trained teachers.
- Develops geometric thinking, spatial skills, and understanding of measurement and pattern.
- Guides pupil progression through development stages known as 'learning trajectories'.
- Includes printed and digital instructional activities for pupils, teachers, and families.

TRIAD: A teacher training programme that includes:

- 2-6 days face-to-face and video training.
- A dedicated Web app that supports teaching based on learning trajectories.
- Supportive online and classroom materials.
- 24 hours of classroom coaching and monitoring.

Impact and Lessons Learned:

- Trials from 3 US studies from 2007 to 2017 show programmes have positive short-term impacts on pupil outcomes, at low cost.
- The programme's best evidence does not include an evaluation conducted in the UK.
- A rigorous US study (Watts et al. 2017) of 1,305 pupils from impoverished, ethnically diverse contexts, found interventions significantly impacted pupils' language and maths abilities, when implemented together.
- A recent report (Sarama & Clements, 2021) shows system actors at all levels found it hard to commit to programme activities due to widespread misconceptions about programme effectiveness.
- Successful future programme fidelity could be ensured by assigning and training in-house leaders to lead change, increasing teacher CPD, and tracking programme influence within surrounding districts.

Scale: Trials have reached 3,923 learners

Locations: England, Ecuador and the US.

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
✓						

Sources: EIF (2019); Samara & Clements (2019).



APPENDIX 4C | PROMISING PRACTICE – ONLINE TUITION PILOT

Online Tuition Pilot

Focus area:

Early Years

School Years

Further education / transition

Access to Higher Education

Dates: June to October 2020

Organisation: EEF, Sutton Trust, Impetus & Nesta

Summary: Programme set-up to provide online tutoring to 1,425 disadvantaged pupils in response to the COVID-19 learning crisis.

Overview:

The Online Tuition Pilot was launched in 2020 by EEF, Sutton Trust, Impetus & Nesta to address the negative impact COVID-19 school closures have had on the attainment gap between disadvantaged students and their peers. Despite progress made towards narrowing this gap in recent years, it is understood that COVID will have caused it to increase significantly. The pilot delivered over 9,800 tuition sessions to 1,425 learners in 65 schools between 15 June and 28 October 2020.

Goal: *To narrow the attainment gap between disadvantaged students and their classmates.*

Funding model: The pilot was co-funded by the EEF, alongside Wellcome Trust, Paul Hamlyn Foundation, the Hg Foundation, Porticus UK, the Dulverton Trust, the Inflexion Foundation and other funders.

Approach:

The pilot tested 4 models of online tutoring:

- **Action Tutoring** is offering online tuition in core subjects using structured workbooks, for up to 100 students in Years 6 and 10 in three cities.
- **MyTutor**, an established online tuition platform, is using carefully selected undergraduate tutors to provide live, interactive one-to-one tuition for up to 1,000 pupils in Years 10 and 11.
- The **Access Project** is supporting 440 students in Years 10-13 who would normally receive face-to-face tuition through a new online model.
- **Tutor Trust** adapted their small-group tuition model, and are offering one-to-one online tutoring for 100 students in Years 5 and 10 across Merseyside, Greater Manchester and Leeds.

Impact and Lessons Learned:

- The pilot built on extensive evidence showing the potential of one-to-one and small-group tuition as a cost-effective way to support pupils falling behind.
- The pilot was independently evaluated by NatGen who found that delivering online tuition during partial school 'closures' was feasible; learners enjoyed the tuition and there were perceived benefits for learning.
- Relationships were crucial in supporting take-up and engagement, and investing time in building rapport helped tutors to motivate learners and tailor support.
- Access to equipment and reliable internet were key barriers to participation, particularly for home-based learners. Online tuition lacked some of the benefits of in-person delivery – tutors found it more challenging to build rapport with learners online, and technical challenges risked disrupting delivery.

Scale:  1,425 students

Location(s): England

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
✓						

Sources: EEF (2020).



APPENDIX 4D | PROMISING PRACTICE – ESSENTIAL LIFE SKILLS PROGRAMME

Essential Life Skills Programme

Focus area:

Early Years

School Years

Further education / transition

Access to Higher Education

Dates: 2018 - 2019

Organisation: DfE

Summary: Programme set-up to improve access to quality extra-curricular activities for over 173,000 pupils aged 5-18 in targeted disadvantaged areas.

Overview:

The Essential Life Skills Programme ran between 2018 – 2019 across 12 Local Authorities identified as Opportunity Areas (social mobility ‘cold spots’) by the DfE, as part of a wider social mobility agenda. It provided regular extra-curricular activities to boost mobility of disadvantaged pupils by promoting skills needed for success in school, the labour market, and wellbeing. It was based on growing evidence linking non-cognitive skills with improved life outcomes, and reports that wealthier pupils are more likely to access extra-curricular provision compared to disadvantaged peers.

Goal: *To enhance the vital life skills associated with positive life outcomes of disadvantaged students.*

Funding model: The £21.75 million DfE project was funded through the soft drinks industry levy (SDIL).

Approach: Local level extra-curricular activities were co-ordinated by LAs and delivered through external providers. The DfE channelled funding to schools and colleges through direct grants. The activities:

- **Boosted essential life skills** (e.g. resilience, honesty, leadership, empathy, curiosity and citizenship).
- **Promoted social benefits and skills** (e.g. sports, drama, environmental activities, volunteering).
- **Were structured weekly;** in term time, with some in school holidays, weekends and residential settings.
- **Were flexible to local areas and designed to meet the needs** of disadvantaged pupils. LAs developed activities based on needs, as long as they reflected key terms of the programme and committed to long-term participation and progress, and time to practise.

Impact and Lessons Learned:

Evaluation by Ecorys and Ipsos MORI (2020) found:

- The programme boosted disadvantaged pupils’ soft skills, engagement, attendance, community reach and perspectives of extra-curricular activities.
- Capital spending was used to support provision beyond the programme funding period.
- Long-term impact was harder to assess reliably due to evaluation timeframes.
- Participation barriers included: lack of pupil confidence and parent engagement, pupil prejudices about extra-curricular activities, logistical/financial constraints, and external provider relationship issues.
- Successful actions to mitigate challenges included: proactive communication with pupils and parents, provision of a wide range of activities, tailoring activities to the needs of pupils, and supporting costs and transport, where possible.

Scale: 173,435 students

Locations: Blackpool, Bradford, Derby, Doncaster, Fenland & East Cambridgeshire, Hastings, Ipswich, North Yorkshire Coast, Norwich, Oldham, Stoke-on-Trent, West Somerset

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
✓		✓				

Sources: DfE (2020a, 2020b).



APPENDIX 4E | PROMISING PRACTICE – THE TRAINEESHIP PROGRAMME

The Traineeship Programme

Focus area:

Early Years

School Years

Further education / transition

Access to Higher Education

Dates: Since 2011

Organisations: DfE and participating employers

Summary: Programmes to provide work experience and support to young people aged 16 to 25 in England who are at risk of being unemployed and out of education.

Overview:

In England, a high number of 16-24 year olds (11.3%) are not in education, employment or training (NEET), and therefore more likely to experience poor mental and physical health outcomes and unstable and low-paid work (DfE, 2020). This figure is believed to contribute to an entrenched productivity and social mobility gap relative to other advanced economies. In 2011, the Government started to implement a range of policies and programmes in response to growing evidence that suggests early intervention at Key Stage 4 can divert at-risk groups from NEET. Traineeship Programmes were introduced in England in 2013, and Wales in 2011, to provide young people with an intensive work experience and preparation training.

Goal: *To improve the employment, progression, engagement and earning outcomes of disadvantaged young people.*

Funding model: Employers with an annual payroll of over £3 million have 0.5% of payroll costs deducted each month, and can use these funds, and a 10% government top-up, to cover training and assessment costs.

Scale: 742,400 people participated in England in 2018/19 and 24,500 participated in Wales in 2014/15.

Approach:

The Traineeship Programme targets 16 to 24-year olds, (and 25 year-olds with education and healthcare needs) in England, and 16 to 19-year olds in Wales, and include:

- One-to-one support
- Numeracy and literacy teaching
- Employability skills programmes
- CV writing, interview and job application support
- Vocational courses
- Work experience placements
- Flexible programmes from 6 weeks and 6 months

Impact and Lessons Learned:

Learning and Work Institute evaluation (2020) found:

England

- 75% of participants started positive destinations one year after apprenticeships. Participation at Level 2 increased, but reduced at a higher level among younger trainees.
- Monitoring pupil outcomes in the long-term has not yet occurred but may help to explain reasons for different trends in participation.

Wales

- The scheme was cost-effective, a third of participants found employment, and graduates earned £600 more than peers.
- Concerns about the model included: marginalised pupils were not reached, providers had not successfully involved third sector partners, providers had limited capacity to provide personalised support due to low funding, and employment readiness programmes were not well used.

Locations: England and Wales

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
✓						

Sources: Learning and Work Institute (2020); DfE (2019).



APPENDIX 4F | PROMISING PRACTICE – THE SUMMER ARTS COLLEGE PROGRAMME

The Summer Arts College Programme

Focus area:

- Early Years
- School Years
- Further education / transition**
- Access to Higher Education

Dates: Since 2008

Organisation: Unitas, The Youth Justice Board and Arts Council of England

Summary: An arts-based programme to improve the literacy and numeracy skills of youth, aged 12 to 19 years old, who were recently released from custody and at risk of re-offending.

Overview:

The Summer Arts College programme was launched in 2008 as part of a strategic partnership between the Youth Justice Board and Arts Council England, and is now run by Unitas. It is an intensive, 3-week, full-time programme offered over the summer holiday period, for high-risk young people, particularly those on Intensive Supervision and Surveillance (ISS) programmes and recently released from custody. In 2011, the majority (81%) of participants were male and of 'White' ethnicity (70%), 31% had spent time in care, 42% were living in single-parent households, and 43% were not attending education, training or employment.

Goal: To improve educational engagement and employment of young people from the care and criminal justice system.

Funding model: Funded by Youth Justice Board and Arts Council England, with some sector specific support (e.g. in 2011 Youth Music provided additional financial support).

Approach:

- Arts colleges support youth to transition into mainstream education.
- They focus on improving literacy and numeracy skills tuition through arts-based activities led by tutors who are artists, teachers, and youth justice workers.
- Open to youth between 12 and 19 years; the vast majority of participants are aged 15 to 17.
- The programme draws on evidence suggesting the arts and creative activities may particularly engage young people.

Impact and Lessons Learned:

Unitas data shows:

- The programme has high levels of attendance.
- Over 95% of graduates achieved three nationally recognised Arts Awards.
- Literacy and numeracy levels improved in 2/3 of participants.
- Significant numbers of graduates moved into mainstream education, training or employment.
- Re-offending rates were reduced.

An independent evaluation of the fifth year found:

- 72% of graduates progressed to an education, employment or training destination within one month.
- 70% of graduates increased their literacy and numeracy grades and reduced rates of re-offending.
- Graduates attended 82% of the programme.
- In 2011 the completion rate (412 graduates) was 85% higher than in previous years.

Scale: Over 230 colleges have been set up since 2008 and reached 3,000 youth.

Locations: England and Wales

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
	✓		✓	✓		

Sources: Learning and Work Institute (2020); Unitas (2021, 2012); Youth Justice Resource Hub (2017).



APPENDIX 4G | PROMISING PRACTICE – AIMHIGHER PROGRAMME

Aimhigher Programme

Focus area:

Early Years

School Years

Further education / transition

Access to Higher Education

Dates: Revised in 2011 and ongoing

Organisations: The National Networks for Collaborative Outreach (NNCO), supported by local schools, colleges and university partners.

Summary: Bespoke projects and collaborative conferences to raise the aspiration and abilities of pupils from underrepresented groups in Key Stages 3-5 to aspire to Higher Education (HE).

Overview:

Aimhigher is an umbrella term for programmes aimed at widening participation in UK higher education. The original intervention was created in 2004 by the former Department for Education and Skills (DfES) but discontinued nationwide in 2011 to encourage HE institution responsibility for widening participation. Initiatives have remained operational in ‘scaled down’ local programmes across 35 regional networks across the UK, which convene universities, colleges, schools and training providers to deliver initiatives to young people living in areas of low HE participation, particularly pupils from non-traditional backgrounds, minority groups and those with disabilities, as they are less likely to consider HE.

Goal: To improve social mobility by widening participation of disadvantaged pupils in all forms of higher education.

Funding model: Received £78m from the Higher Education Funding Council for England in its final year, and is now funded by university partners.

Scale: In 2010, 2,700 schools were reached across the UK. Regional examples include: 25,315 pupils in the **West Midlands** in 2019/20, and 967 pupils across **London** in 2018/19.

Approach:

- Aimhigher provided activities such as one-to-one mentoring and support, campus visits, HE taster days, careers fairs, university delegate visits to schools, university summer schools for prospective students, IAG, and small bursaries to cover university expenses.
- The programme was delivered across the UK through local partnerships to enable local actors to tailor activities to the needs of local communities.
- Newer programmes are similar, but were designed to include rigorous evaluation components and locally tailored support.
- For example, **Aimhigher Plus** targets low-progression areas in the West Midlands and provides tutoring, mentoring, IAG, campus visits, masterclasses and summer schools.

Impact and Lessons Learned:

Literature from earlier national-level activities:

- Found a positive impact on GCSE attainment and learners’ aspirations towards HE.
- Did not analyse the impact of programmes on HE entry due to data protection issues and ethical concerns around pupil targeting (Robinson & Salvestrini, 2020).

Findings from newer, more rigorously evaluated local level programmes, such as the Aimhigher Plus (Horton & Hilton 2019) suggest:

- Aimhigher pupils are much more likely to be accepted into higher education than peers.
- University-led role model pairing substantially improved the rate of underrepresented pupils who accepted a place at a Russell Group university.
- The quality of the mentoring had large positive effects on pupil aspirations and efficacy.

Locations: 35 local networks across England.

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
	✓	✓		✓		✓

Sources: EPI (2020); Tameside Metropolitan Borough (2020); Aimhigher London (2019).



APPENDIX 4H | PROMISING PRACTICE – SUMMER SCHOOL PROGRAMME

Summer School Programme

Focus area:

Early Years

School Years

Further education / transition

Access to Higher Education

Dates: Since 1997

Organisations: Sutton Trust and 13 leading UK university partners.

Summary: A programme that exposes high-achieving 16-17 year old pupils from disadvantaged backgrounds across the UK to experiences led by prestigious universities.

Overview:

A large cross-university national-scale outreach programme set up by the Sutton Trust in 1997, that supports high-attaining young people from less advantaged backgrounds across the country to help grow their confidence, develop skills to navigate higher education and the workplace, and enable them to make informed decisions about their next steps by placing them in programmes run by one of 13 prestigious universities in the UK (E.g. University of Cambridge, Kings College London). Sutton Trust research shows that in the UK, access to leading universities and the top rungs of professions is strongly linked to socio-economic background.

Goal: *To widen future education aspirations of high-performing pupils from disadvantaged backgrounds.*

Funding model: Funded by the Sutton Trust and partner universities, and the Garfield Weston Foundation and Oak Foundation.

Approach:

- The programme provides pupils with opportunities to experience university life and explore one of 40 subjects at a leading institution, meet new people, join an alumni platform, develop essential life skills, and receive application support.
- 16–17-year-old pupils who attend a non-fee paying UK school are eligible to participate.
- Priority is given to pupils who: are the first generation of their family to attend university, have been eligible for FSM, attend a school/college with a below-average grades or HE progression, live in a neighbourhood with high socio-economic deprivation, have achieved 5+ 6 grades at GCSE (or equivalent), or have taken subjects relevant to the applied course.
- Pupils who are ‘looked after’ or in care only need to meet age, school and academic requirements.

Impact and Lessons Learned:

- Impact evaluation by the Sutton Trust shows:
 - 62% of participants between 2006 and 2016 attended a Russell Group university.
 - Participants were 4 times more likely to receive an offer from a top university.
- Research by Hoare & Mann (2011) showed the programme increased disadvantaged pupils’ likelihood of applying for HE, especially at the host university.
- More recent studies (Younger, 2017; Sharp, 2018) found effects are not significant, and state summer schools must also address participation barriers as part of a consistent and sustained wider programme, including: quality teaching, tutoring and mentoring, and HE use of contextual information to offer places to disadvantaged pupils.

Scale: Over 20,000 students have participated since 1997, and 2,300 places were secured in 2021.

Locations: England, Scotland and Northern Ireland.

Dimensions of disadvantage:

Household income	Family history	Location	Gender	Ethnicity	Language	SEND status
✓	✓	✓				

Sources: Sutton Trust (2021); EPI (2020); NFER (2018); Hoare & Mann (2011).

The Leathersellers' Company has an extensive history of charitable giving and a long standing commitment to education, with a portfolio reaching across many levels. Social mobility has long been a core value of the Company and the Charitable Fund; the Leathersellers supports (both financially and in-kind through providing Governors) a number of schools in Lewisham who are part of the Leathersellers' Federation of Schools as well as Colfe's School in Greenwich where it provides scholarships for students to attend sixth form. The longstanding Student Grants programme to support access to university level education reaches close to a hundred students each year, and the Charitable Fund holds a number of other partnerships to support higher education as well.



www.leathersellers.co.uk/education/

Better Purpose is an education-focused consultancy that shapes and accelerates the work of organisations that want to make a difference to education outcomes all over the world. Better Purpose provides support with strategy, policy and the design and delivery of education initiatives.



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