

AGENDA ITEM
REPORT TO CABINET
11 DECEMBER 2019
REPORT OF
CORPORATE
MANAGEMENT TEAM

CABINET INFORMATION ITEM

Children & Young People - Lead Cabinet Member – Councillor Lisa Evans

SCHOOL PERFORMANCE 2018 – 2019 FOR VULNERABLE PUPILS

REASONS FOR PRODUCING THIS REPORT

The annual report on standards for vulnerable groups across the borough enables Cabinet to monitor standards and achievement and to evaluate the impact of local authority monitoring, challenge, intervention and support.

SUMMARY

This report presents a summary analysis of vulnerable pupil performance in the academic year 2018 – 2019 for all key stages and all providers in the Borough. It is informed by the latest available data, some of which remains unvalidated and compared to national averages where they exist. It includes performance outcomes for:

1. Pupils in receipt of Pupil Premium Funding;
2. Performance by gender;
3. Black and Minority Ethnic children;
4. Children and Young People in Our Care ;
5. Children with Special Needs;
6. Attendance and exclusion figures for Stockton.

PERFORMANCE HEADLINES

There is a continued trajectory of improvement evident in the performance of vulnerable pupils.

Pupils in receipt of Pupil Premium Funding

1. Progress for disadvantaged pupils has improved from the previous year in both Key Stage 2 and Key Stage 4.

Performance by gender

2. Improvement in attainment is largely evidenced for both boys and girls across key stages. However, the progress of disadvantaged boys remains an area of focus at Key Stage 4.

Black and Minority Ethnic children

3. Attainment for BME pupils is mainly equal to or above attainment from the previous year in all key phases other than Key Stage 4. BME KS4 attainment and progress is an area of focus.

Children and Young People in Our Care (CYPIOC)

4. In 2019, attainment at the end of EYFS, Year 1 phonics, KS1 and KS2 are above or significantly above the national average for all children in care.
5. Provisional data for Key Stage 2 shows that for progress in reading, writing and mathematics the children in our care are doing better than all children in care nationally.
6. KS4 comparative data with national averages for CLA is not yet available.
7. Preliminary data indicates that Children in our Care attendance and exclusion rates remain very favourable in comparison to national averages.

Children with Special Educational Needs

8. In Early Years, attainment rates increased, and closed the gap on the national figure, but at 22.8% we remain below the national average of 24.2%.
9. Overall there have been improvements in some areas of attainment of KS1 children with SEN in 2018-19.
10. The headlines show a mixed picture around key stage 2 attainment with improvements for pupils at SEN support, but a slight reduction for pupils with EHCPs.
11. Progress for children with SEND between KS1 and KS2 has largely improved in 2019 when compared to 2018 in reading, writing and maths.
12. There has been an increase in KS4 attainment in both English and in maths compared to 2019 for both those pupils with an EHCP and those at SEN support and the gaps between SEN and non-SEN pupils have reduced. However, progress 8 scores have decreased.

Attendance and exclusion

13. Overall absence in Stockton primary schools is 3.6% and is better than the national, regional and Tees Valley averages.
14. Primary persistent absence is 7% and is better than the national average of 9.6%. Stockton is the strongest performing local authority in the Tees Valley and north east region with the lowest recorded levels of pupils who are persistently absent from school.
15. Overall absence in Stockton secondary schools is 5.7% and is higher than the national regional averages, though 0.4% better than the Tees Valley average.
16. Persistent absence in Stockton secondary schools is 14.5% The persistent absence rate in Stockton schools is 0.1% poorer than the north east average though 1.1% better than the Tees Valley average.

17. There has been a further increase in permanent exclusions to 60, with 95% (57 exclusions) being in secondary schools/academies. This is an increase of 40%.
18. There has been a 31.7% decrease in fixed term exclusions from the previous year.

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Annex 1 – detailed data

DISADVANTAGED PUPILS

1. Disadvantaged Pupils are defined as those in receipt of Free School Meals for the last 6 years, children of service personnel, Children and Young People in Our Care and adopted children subject to Pupil Premium funding.
2. It has been a particular priority for services in Stockton to improve the outcomes for this group of children.
3. It is pleasing, therefore, that progress for disadvantaged pupils has improved from the previous year in both key stage 2 and key stage 4 in almost all progress measures.

Good Level of Development – Disadvantaged Children

4. **Although Good Level of Development (GLD) attainment for disadvantaged students has risen over the previous five years from 33% to 59%, in 2019 it decreased by 1% (58%).**
5. Good Level of Development attainment for non-disadvantaged students has risen from 57% to 77% over the same period.
6. Good Level of Development (GLD) attainment for non-disadvantaged students increased by 4% from the previous year.
7. The gap between disadvantaged and non-disadvantaged students is widened.
8. Overall GLD attainment in Stockton Borough has improved and is 2.0% higher than the 2018 national average (72%).
9. Further scrutiny of data indicates Early Years disadvantaged pupils are under-represented in this cohort so that it is likely this data is not secure. Work continues to strengthen identification of disadvantaged pupils in Early Years with school leaders.
10. EIS continue to work with providers and partnerships to further improve early years provision, including all private and voluntary providers and all schools.

Key Stage 1– Disadvantaged Children

11. **Key Stage 1 outcomes for disadvantaged children show that the proportion reaching the expected standard in all three areas of reading, writing and mathematics is the same as last year.**
12. The main comparison measure used nationally refers to the gap between LA disadvantaged pupils and non-disadvantaged pupils nationally. This gap is narrower in all measures than the national disadvantaged and national non- disadvantaged gap.
13. The local authority gap between KS1 disadvantaged and non-disadvantaged pupils has narrowed in maths, but has widened in reading, writing and the combined measure. This is because non-disadvantaged pupil attainment has increased by 1% in writing and combined reading writing and maths and disadvantaged pupil attainment has remained the same.

14. Reading is a priority for all pupils.
15. Tracking attainment in reading across the curriculum to ensure that individual pupils attain more consistently where possible, alongside targeted support and intervention, will continue to be a focus.

Key Stage 2– Disadvantaged Children

16. At Key Stage 2, 54% of disadvantaged Year 6 children in Stockton achieved combined reading, writing and maths at the expected standard or above in 2018. This is equal to the previous year.
17. Individual school attainment outcomes vary, but overall both disadvantaged and non-disadvantaged pupils have equalled or improved outcomes in writing and maths, though declined in reading. The latter reflects the national picture. The in-LA gap is closing in writing, though has widened in reading and maths. The national indicator (which compares LA disadvantaged pupils with non-disadvantaged pupils nationally) shows this gap is narrower than the national disadvantaged and national non-disadvantaged gap.
18. Progress for both disadvantaged and non-disadvantaged pupils has improved in all measures from the previous year.
19. Improvements have resulted from ongoing LA support to strengthen school leadership and management so that we know what the issues are and how to address them, including use of Stockton’s Excellence in Inclusion, Pupil Premium Toolkit and Pupil Premium Audit Tool resources.
20. Training for school leaders and governors has also been provided via Closing the Gap Clusters, workshops, and the delivery of Pupil Premium Reviews to specific schools.
21. We have further developed support in 2019/20 by to providing Personal Development Briefings, Personal Development Networks, Pupil Premium Consultations, More Able Disadvantaged and Parental Engagement CPD.

Key Stage 4 – Disadvantaged Children

KS4 Attainment

22. At Key Stage 4, attainment of both disadvantaged pupils and non-disadvantaged pupils has improved. The local authority gap between disadvantaged and non-disadvantaged pupils has also narrowed.
23. School level performance varies considerably, with some schools showing very strong performance and others a disappointing drop in performance.
24. The percentage of disadvantaged pupils in All Saints achieving GCSE English and maths at grade 4 was the highest in the local authority (87.5%).
25. The percentage of Stockton Y11 disadvantaged pupils achieving GCSEs in both English and maths at grade 4 or above improved from the same benchmark last year to 48.1%. Using this comparison, the attainment gap for this measure has narrowed significantly, by a further 4.6%.

26. Attainment of GCSEs in both English and maths at grade 4 or above for disadvantaged pupils has improved in 7 of 12 secondary schools, the greatest increase by 41.3%, though this was for a small cohort size. Of these, one school has both narrowed gaps and improved the attainment of both disadvantaged and non-disadvantaged pupils.

KS4 Progress

27. **Progress measures for disadvantaged pupils have improved from the previous year.**
28. The progress of disadvantaged pupils is -0.44 and for non-disadvantaged pupils is -0.02. Using this comparison, the progress gap for this measure is -0.42.
29. This gap has narrowed from the previous year.
30. The progress overall for disadvantaged pupils has improved in 6 of 12 secondary schools with the greatest increase in All Saints Academy by +0.71, though this was a small cohort. Of these 6 schools, three schools have both narrowed gaps and improved the progress of both disadvantaged and non-disadvantaged pupils.
31. To improve outcomes for disadvantaged pupils further, EIS has worked with partners to develop the focus on emotional health and well-being via the Excellence in Inclusion resource.
32. Closing the Gap Clusters disseminate effective practice, resources and national/regional guidance and are held in high regard by schools.
33. In addition to Pupil Premium Reviews, we now offer Pupil Premium Consultations and a wider range of courses to strengthen leadership capacity e.g. Pupil Premium Leadership, Parental Engagement and Challenge for More Able Disadvantaged Pupils.

GENDER

Good Level of Development – Gender

34. **Good Level of Development attainment in the early years for girls has consistently improved for six consecutive years. Boys' attainment has improved by 5% in the same measure.**
35. The gap between girls' and boys' attainment has narrowed.
36. 68% of boys and 81% girls in Stockton achieved a Good Level of Development in 2019.

Key Stage 1– Gender

37. At Key Stage 1, the performance of girls continues to outstrip boys in reading and writing and the gender gap has closed in maths.
38. Boys attainment has improved in all core subjects compared to 2018.
39. In 2019 66% of boys and 73% girls in Year 2 in Stockton achieved combined reading, writing and maths.

40. Local authority attainment at the expected level or above exceeds national averages in all measures.

Key Stage 2– Gender

41. Attainment in maths has improved for both boys and girls.
42. Attainment in writing equals 2018 measure.
43. As reflects the national picture, reading outcomes have declined for both boys and girls. Reading is a priority for all pupils.
44. Local authority attainment at the expected level or above exceeds national averages in all measures.

Key Stage 4– Gender

45. **At Key Stage 4, the attainment of boys shows improvement over time and the attainment of girls shows improvement from the previous year. Though the gap has widened slightly, attainment of both boys and girls is above the national average.** Individual school outcomes, however, vary widely. 66.0% of boys and 69.0% girls in Year 11 children in Stockton achieved GCSEs grade 4 or above in English and maths in 2019.
46. At Key Stage 4, progress of both boys and girls has declined slightly. Boys achieved Progress 8 points overall of -0.36 (below national average) and girls +0.08 (above national average). The progress gap for this measure has widened (-0.44).
47. Progress 8 overall for boys has improved in 5 of 12 secondary schools.
48. Progress 8 overall for girls has improved in 6 of 12 secondary schools, with the greatest increase in Bishopsgarth Academy by 0.25 to -0.10.
49. School level performance varies considerably, with some schools showing very strong performance and others a disappointing drop in performance.
50. Further raising of achievement of boys continues to be a focus of work for some schools.

BLACK AND MINORITY ETHNIC CHILDREN (BME)

Good Level of Development – BME Children

51. The Early Years BME cohort attainment of Good Level of Development has sustained and is equal to the previous year (68%).

Key Stage 1– BME

52. In Key stage 1 BME attainment at the expected standard or above is higher than for all pupils for all measures.

Key Stage 2– BME

53. At Key Stage 2, BME attainment at the expected standard or above has improved in reading, maths and combined reading writing and maths. Improvements in reading and the combined measure mark a three year upward trend in each measure.
54. BME attainment at the expected standard or above improved in combined reading, writing and maths by 5% and in maths by 4%.
55. The gap between BME and all pupils closed in all measures other than reading. Attainment for BME and all pupils also improved or sustained compared to the previous year, other than in reading for all pupils.
56. Performance in reading will be a focus for this year.

Key Stage 4– BME

57. At Key Stage 4 BME Combined English and maths (L4+) attainment declined from the previous year. WBRI students out-performed BME for this measure.
58. In relation to Progress 8, BME students make greater than average progress and make greater progress than WBRI.
59. Primary and secondary EAL support includes Personal Development Briefings for senior leaders, EAL Handbook and an EAL Specialist Leader in Education (SLE).
60. In collaboration with Northumbria University, funded by the Controlling Migration Fund, we have commissioned the EAL Professional Practice Award Programme. This Level 4 Certificate in Education Practice has built the capacity of a number of Stockton Teaching Assistants in their EAL specialism.

CHILDREN AND YOUNG PEOPLE IN OUR CARE

61. Children in care are not a homogenous group, mobility is often pronounced, many factors impact on their educational achievement and there is a high number who have a Special Educational Need. Overall, the circumstances are often complex and over simplification of results can be misleading. In many cases analysing attainment or progress alone does not always reflect the progress or impact of targeted support implemented by schools or the Virtual School. A more detailed analysis of the outcomes for Children in our Care can be found in the Virtual School Head Teacher's Annual report which was considered at Corporate Parenting Board in September 2019
62. In 2019, attainment at the end of EYFS, as determined by children achieving a Good Level of Development (the number of children achieving at least 'expected' in each of the Prime Areas and in the Specific Areas of Literacy and Mathematics) is 60%. **GLD is below 2018 (72%) but significantly above the national average for all children in care (48%).**
63. In 2019, 75% of children in Year 1 achieved the required standard in the Phonics Screening Check. This is below 2018 but again well above national average for children in care. (64%).
64. Key Stage 1 outcomes for Reading and CRWM (Combined reading, writing and mathematics) improved significantly in 2019, outcomes in writing and maths were

below the results for 2018, but all measures were well above national averages for children in care and above outcomes for all pupils.

65. In 2019, Key Stage 2 results show that outcomes in writing were below outcomes in 2018, reading remained in line with 2018 outcomes, and outcomes in maths, CRWM and SPAG (spelling, punctuation and grammar) were above outcomes in 2018. Overall outcomes in 2019 remain well below national average for all pupils but are above national outcome for Children in Care in all areas apart from reading.
66. Provisional data for Key Stage 2 shows that for progress in reading, writing and mathematics the children in our care are doing better than all children in care nationally.
67. Outcomes for Key Stage 4 are above 2018 in all areas and there has been a significant improvement in pupil achieving Grade 5+ in both maths and English. Comparative data with national averages for CLA is not yet available.
68. For Post 16 students, 91 % of Year 11 pupils have progressed into education employment or training, three are NEET (not in education, employment or training) but are being closely supported by Youth Direction Participation Advisors.
69. Progression to University is pleasing, with 29 students now undertaking Higher Education courses. 12 students have started University this academic year.
70. Preliminary data indicates that Children in our Care attendance and exclusion rates remain very favourable in comparison to national averages.

CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

Headlines

71. The total number of children and young people who currently have an Educational, Health and Care (EHCP) plan has continued to rise. However, there was a reduction in the number of new plans agreed September 2018- August 2019 when compared with the similar period in the previous year.
72. The number of children and young people identified as having special educational needs at SEN Support in August 2019 was similar to that in August 2018 though there has been a reduction in the number placed at SEN Support between September 2018- August 2019 when compared to the similar period in the previous year.
73. Based on national data released in January 2019 Stockton on Tees had: a lower percentage for pupils with EHCPs and at SEN support attending mainstream primary and schools than the national average.
74. A lower percentage for children with EHCPs attending mainstream secondary schools than the national average and a higher percentage of pupils at SEN support attending mainstream secondary schools.
75. Stockton on Tees had a higher percentage for children with EHCP's attending specialist schools than the national average.

76. The outcomes, attainment and progress in this section reflect the results for children who have an EHCP **and** those identified as having access to SEN Support (a category of need for a child where the school makes additional provision). Unless specified, data reflects only those children educated in the Borough.

Early Years

77. Attainment rates increased, and closed the gap on the national figure, but at 22.8% we remain below the national average of 24.2%.

Key Stage 1 - SEN

78. **Overall there have been improvements in some areas of attainment of KS1 children with SEN in 2018-19.**
79. The number of children with SEND who achieved expected levels in combined reading, writing and maths improved by 1% as did the number of children with SEND who achieved greater depth levels in combined reading, writing and maths.
80. In **reading** the % of SEND children who achieved expected levels reduced by 3% (27%). However, there was a 1% increase in the number of SEND children who attained greater depth in reading.
81. In **writing** the % of SEND children who achieved expected levels remained the same (22%) in 2019. There was a 1% increase in the number of SEND children who achieved greater depth in writing.
82. In **maths** the % of SEND children who achieved expected levels remained the same (34%). There was a 2% increase in the number of SEND children who achieved greater depth in maths.

Key Stage 2 – SEN

NB. These outcomes are based on SEN pupils who attend Stockton schools and includes Stockton special schools with primary aged pupils.

83. **The headlines show a mixed picture around key stage 2 attainment with improvements for pupils at SEN support, but a slight reduction for pupils with EHCPs.**

ATTAINMENT

84. In **reading** 16.5% of pupils with an EHCP achieved at least expected levels. This was a reduction of 4.5% when compared to 2018.
85. There was a further increase in the % of pupils at SEN support who achieved at least expected levels in **reading** in 2019. In 2019 11% achieved greater depth levels in **reading**.
86. In **writing** 11.3 % of pupils with an EHCP achieved at least expected levels. This was a reduction in 5.7% when compared to 2018.

87. There was an increase in the % of pupils at SEN support who achieved at least expected levels in **writing** in 2019. In 2019 4.7% achieved greater depth in **writing**.
88. In **maths** 14.4% of pupils with an EHCP achieved at least expected levels. This was a reduction of 2.6% when compared to 2018. 0 pupils with an EHCP achieved greater depth in **maths** in 2019.
89. There was an increase in the % of pupils at SEN support who achieved at least expected levels in **maths** in 2019. In 2019 9% achieved greater depth in **maths**.

PROGRESS

90. **Progress for children with SEND between KS1 and KS2 has largely improved in 2019 when compared to 2018 in reading, writing and maths.** Progress for pupils with EHCP's improved in reading, writing and maths and for pupils at SEN Support improved in reading, remained the same in writing and improved in maths.
91. However, whilst improvements in progress for pupils with EHCP's are evident, the scores remain below 0 and therefore on average these pupils have performed less well at KS2 compared to those with similar prior attainment nationally (who may or may not have SEND).
92. Progress scores for pupils at SEN support remained the same in writing (below 0). However, in reading and maths progress scores were above 0 indicating that these pupils do better at KS2 than those with similar prior attainment nationally (who may or may not have SEND).

Key Stage 4 – SEN

ATTAINMENT

There has been an increase in KS4 attainment in both English and in maths compared to 2019 for both those pupils with an EHCP and those at SEN support and the gaps between SEN and non-SEN pupils have reduced. However, progress 8 scores have decreased.

93. In **English** 16.5% of pupils with an EHCP achieved Level 4+and 11.4% of pupils with an EHCP achieved level 5+. **The percentage of pupils achieving level 4+in 2019 has increased by 7.7% since 2018.**
94. In **English** 56.1% of pupils with at SEN Support achieved Level 4+and 36% of pupils at SEN Support achieved level 5+. **+in 2019 has increased by 5% since 2018.**
95. Overall in **English** the gap between SEN and Non-SEN pupils achieving a Level 4 or better has further reduced this year by 6.9%.
96. In **Maths** 13.9% of pupils with an EHCP achieved Level 4 +and 8.9% of pupils with an EHCP achieved level 5+. **The percentage of pupils achieving level 4+in 2019 has increased by 6.4% since 2018.**

97. In **Maths** 42.5% of pupils at SEN Support achieved Level 4+ and 25.9% of pupils at SEN Support achieved level 5+. **The percentage of pupils achieving level 4 + in 2019 has increased by 3.4% since 2018.**
98. Overall in **Maths** the gap between SEN and Non-SEN pupils achieving a Level 4 or better has further reduced this year by 5%.
99. In both **English and Maths combined** 11.4% of pupils with an EHCP achieved Level 4 + and 7.6% of pupils with an EHCP achieved level 5+.
100. In both **English and Maths combined** 35.1% of pupils at SEN Support achieved Level 4 + and 19.7% of pupils at SEN Support achieved level 5 +.

PROGRESS

101. *The overall progress 8 score for pupils with an EHCP in 2019 is -1.72. This score indicates less progress was made by pupils than in 2018 (-1.46).*
102. The overall progress 8 score for pupils at SEN Support in 2019 is -0.33. This score indicates slightly less progress was made than in 2018 (-0.31).

CHILDREN FROM SERVICE FAMILIES

103. From the DfE's Pupil Premium data based on spring 2019 schools census the total number of children from service families in Stockton was 308 pupils; 184 were registered in primary schools, 122 in secondary schools and 2 in a special school.
104. The number of children from service families in each primary school, including special schools, eligible for this Pupil Premium funding ranged from 0 to 13 pupils and 0 to 21 pupils for secondary schools.
105. According to the 2019 spring census there are 51 primary schools, 13 secondary schools and 2 special schools which have children from service families on their roll.
106. As cohorts in each school are very small, analysis of academic achievement and pupil need is carried out on a school by school basis.
107. A range of support includes training, reviews, consultations and audit resources. Identification of Children from Service families is a focus this academic year.

Support for children of service personnel continues to be offered via our termly Closing the Gap Clusters.

EXCLUSION AND ATTENDANCE

PERMANENT EXCLUSIONS

108. There has been a further increase in permanent exclusions to 60, with 95% (57 exclusions) being in secondary schools/academies. This is an increase of 40%.
109. Only 1 secondary school/academy have no permanent exclusions.

- 110. There have been 3 primary permanent exclusions. This is a decrease from 4 the previous year.
- 111. There has been a 31.7% decrease in fixed term exclusions from the previous year,
- 112. For the third consecutive year, persistent disruptive behaviour was the main reason for permanent exclusion, with 42.9% in 16/17 and 55.8% in 17/18, and 50% in 18/19.
- 113. There has been an increase in verbal abuse or threatening behaviour towards an adult resulting in 10 permanent exclusions, 50% increase from 2017/2018. Early Help have employed a Restorative Practice Co-Ordinator and have trained staff to support school staff, parents and young people around this issue. The police are also able to support with 3 individual sessions with the young person about aggression towards an adult.

ATTENDANCE

Primary School Attendance: autumn and spring term 2018 -19

	Stockton	National	Regional	Tees Valley
Overall absence	3.6%	3.9%	3.9%	3.8%
Persistent Absence	7%	8.4%	8.4%	8.4%

- 114. Overall absence in Stockton primary schools is 3.6% and is better than the national, regional and Tees Valley averages. Stockton has the lowest rate of absence for primary pupils of the five Tees Valley and twelve north east region local authorities. Of the 60 primary schools in Stockton, 41 schools' absence is better than the national average.
- 115. Persistent absence is 7% and is better than the national average of 9.6%. Stockton is the strongest performing local authority in the Tees Valley and north east region with the lowest recorded levels of pupils who are persistently absent form school. Of the 60 primary schools 40 are performing better than the national average for persistent absence.

Secondary School Attendance: autumn and spring term 2018-19

	Stockton	National	Regional	Tees Valley
Overall absence	5.7%	5.2%	5.6%	6.1%
Persistent Absence	14.5%	12.7%	14.4%	15.6%

- 116. Overall absence in Stockton secondary schools is 5.7% and is higher than the national regional averages, though 0.4% better than the Tees Valley average. Of 12 Stockton secondary schools, 5 are performing better than the national average.
- 117. Persistent absence in Stockton secondary schools is 14.5% The persistent absence rate in Stockton schools is 0.1% poorer than the north east average though 1.1% better than the Tees Valley average. 8 Stockton secondary schools have a persistent

absence rate that is worse than the national average with 1 secondary academy more than double the national average. Fixed term exclusions contribute negatively to all absence figures in secondary schools in the borough.

Special School Attendance: autumn and spring 2018 -19

	Stockton	National	Regional	Tees Valley
Overall absence	11%	10.1%	9.2%	8.6%
Persistent Absence	28%	28.5%	25.6%	23.9%

118. Stockton special schools overall absence is 11% and is 0.9% higher than the national average of 10.1%. 3 out of 4 Stockton special schools have an absence rate that is better than the national, regional and Tees Valley averages. The 1 secondary special school for EBD pupils has an absence rate that is more than double the national average and impacts negatively on the absence data for special schools in Stockton.
119. Persistent absence in Stockton special schools is 28% and is 0.5% better than the national average of 28.5%. 3 out of the 4 special schools have a level of persistent absence that is well below the national average and the 1 EBD special school has a persistent absence rate that is almost double the national average with a persistent absence level of 48.1%. Stockton special schools combined, perform less favourably than the North East and Tees Valley averages, however the 1 EBD school negatively impacts on the absence data. 3 out of the 4 special schools are above the regional and Tees Valley averages.