

NPD User Group Meeting
Bristol, Wednesday 7 September 2016

Venue: Room 4.10, Graduate School of Education, University of Bristol, 35 Berkeley Square, Bristol, BS8 1JA

Organisers: George Leckie and Becky Allen; **Funders:** Department for Education

Website: <http://www.bristol.ac.uk/cmpo/npd-user-group/>

10:45 – 11:15 Registration

11.15 – 12.00 Iain Bradley, Department for Education
Data modernisation and new developments in the NPD

12:00 – 12:30 Becky Allen and Tom Holt, Education Datalab
Creating sibling indicators in the NPD

12:30 – 13:15 Lunch

13:15 – 13:45 Ruth Gilbert, Louise Mc Grath-Lone and Lorraine Dearden, UCL Institute of Child Health
Analysis of longitudinal NPD data for looked after children: strengths, limitations and initial findings

13:45 – 14:15 Tammy Campbell, Ludovica Gambaro and Kitty Stewart, London School of Economics
Clustering by characteristic among pre-school children: patterns and implications

14:15 – 14:45 Dave Thomson, Education Datalab
Should schools be held accountable for all the pupils they teach?

14:45 – 15:00 Break

15:00 – 15:30 Steve Strand, University of Oxford
Identifying the link between socio-economic disadvantage and attainment and participation in science

15:30 – 16:00 Seth Fleet, Charlie Brown and Sara Brady, UCAS
Combining multiple equality measures to better understand progression into higher education

16:00 – 16:30 Becky Taylor and Dr Seaneen Sloan, UCL Institute of Education
Best practice in grouping students? Characteristics of students in English and mathematics 'ability' set groups in English secondary schools

16:30 **End**

Iain Bradley, Department for Education
Data modernisation and new developments in the NPD

Iain Bradley leads the division within DfE which is seeking to modernise the ways data is captured, stored, processed and made available within DfE. In March, their first high profile output, the new School Performance Tables Website, was launched. They now have a broad remit work which includes some digital projects set out in the recent White Paper. This presentation will talk about the plans and approach for modernising how DfE works and interacts with partners, including the latest position on some initiatives to better support users of the National Pupil Database.

Becky Allen and Tom Holt, Education Datalab
Creating sibling indicators in the NPD

DfE commissioned FFT to investigate the practicalities involved in including some form of sibling indicator across the NPD. In this talk we describe work completed so far to create a sibling indicator based on address only and on address and surname combined. We will highlight the type of research that might be possible once these indicators are completed.

Ruth Gilbert, Louise Mc Grath-Lone and Lorraine Dearden, UCL Institute of Child Health
Analysis of longitudinal NPD data for looked after children: strengths, limitations and initial findings

We will present initial findings from our analysis of children in out-of-home care between 1992-2012, including a tool for predicting re-entry to care. We will also discuss some of the strengths and limitations of using Children Looked After return (CLA) data for longitudinal analyses and linking CLA data to other NPD extracts.

Tammy Campbell, Ludovica Gambaro and Kitty Stewart, London School of Economics
Clustering by characteristic among pre-school children: patterns and implications

Early childhood education and care have increasingly been prioritised within the UK policy agenda. Substantial resources have been allocated to pre-school provision, and the free entitlement is currently being expanded. Early intervention in the lives of 'disadvantaged' and 'deprived' children is one of the intentions of this policy, which hopes to help narrow developmental gaps between children from low-income and higher-income families.

The positive impact of early provision depends upon a number of factors, however – including, potentially, the influence of the peers with whom a child interacts. In England, the possibility of peer effects is crucial, because early education and care is made up of a fragmented market of providers, and choice of setting depends very much on parental working patterns and income levels. This means that children are likely often to be clustered within settings with others from similar backgrounds.

In this presentation, we outline analyses using a longitudinally-linked cohort from the NPD – spanning Early Years Censuses, Spring Schools Censuses, and data on recorded attainment. We investigate patternings in pre-school peers, describing the distributions of children across settings according to income-level and other key characteristics. We discuss strategies for identifying relationships between pre-school peer groups and children's later development,

and highlight issues and challenges in combining the Early Years Census with other NPD datasets.

Dave Thomson, Education Datalab

Should schools be held accountable for all the pupils they teach?

School Census, introduced in 2002, forms the spine of the National Pupil Database. In principle it provides a complete enrolment history within the state-funded sector for all pupils of compulsory school age. We retrospectively analyse movements on and off the rolls of mainstream schools for the national cohort of pupils which reached the end of Key Stage 4 in 2013/14. Attainment among pupils who leave schools tends to be much lower than that of pupils who do not move school. We then show the impact of reweighting schools' Performance Tables measures to take account of these movements. London schools are affected most by reweighting.

Steve Strand, University of Oxford

Identifying the link between socio-economic disadvantage and attainment and participation in science

I report an analysis of the NPD currently being completed for the Educational Endowment Foundation (EEF) as part of a review of the link between socio-economic status (SES) and participation and achievement in science. Using EVER6 as the disadvantage measure and focussing on the most recent (2015) results, I analyse the EYFSP at the end of Reception year (age 5), the teacher assessment for Science at KS1 (age 7) and KS2 (age 11), GCSE examination results (age 16) and A level results (age 18). Broadly speaking the EVER6 achievement gaps in Science are large (Cohen's D around 0.50 and Odds Ratios 2.5), grow over time when pupils are followed longitudinally within a key stage, and tend to be largest at the end of secondary school. However the gaps in science are broadly similar in size to the gaps in overall achievement, suggesting the issue is not subject specific. Low achievement in science at age 7 is strongly predicted by EYFSP score at age 5, suggesting a focus on early learning gaps in order to close later science achievement gaps.

Seth Fleet, Charlie Brown and Sara Brady, UCAS

Combining multiple equality measures to better understand progression into higher education

Differences in the chances of progression into higher education (HE) exist according to sex, social background, ethnic group, income and other measures of equality. Government targets on progression into HE, and targets set by HE providers in their Access Agreements, often focus only on a single factor, and official statistics are reported for one factor at a time. By considering multiple equality measures in combination, groups with low HE entry rates can be identified which would otherwise be missed when looked at in isolation. Using linked NPD-UCAS data we develop a general purpose methodology to help identify groups whose chances of entry into HE appear to be reduced because of their background.

Becky Taylor and Seaneen Sloan, UCL Institute of Education
Best practice in grouping students? Characteristics of students in English and mathematics 'ability' set groups in English secondary schools

We will report on data from the Best Practice in Grouping Students project, funded by EEF and led by Prof Becky Francis at UCL-IOE. The project finishes in January 2018 and we will present data from the first year of the project. We have matched data from the NPD to questionnaire data collected from 13000+ Year 7 students from our participant schools and to set allocation data provided by the schools. We will report on the characteristics of students allocated to different set levels, including gender, ethnicity, EAL, social class and pupil premium eligibility.