



Department
for Education

Post-16 educational and employment outcomes of children in need

Research report

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Executive summary

This report was commissioned by the independent review of children's social care. It explores the post-secondary school activities of individuals who took their GCSE exams in England in 2010/11, focusing on the outcomes of those who were in need (children on child in need and other plans, children on protection plans and children looked-after) compared to all individuals.

Key findings

In the first 8 years after leaving secondary school in 2010/11, compared to all individuals, individuals who were in need were:

- Less likely to have employment recorded as their main activity at some point (45% compared to 76%) and earning on average £3,800 less in the 8th year.
- Around 3 times more likely to have out-of-work benefits recorded as their main activity at some point (66% compared to 21%).
- Around 5 times more likely not have education or employment recorded as their main activity in any of the 8 years (21% compared to 4%).
- Less likely to have favourable outcomes (lower proportions recorded in Higher Education and employment; higher proportions on out-of-work benefits; and lower average earnings) despite attending Key Stage 5 or Other Education (16-18) settings in the first year.

Within the social care classifications:

- Individuals who were looked-after were least likely to have Key Stage 5, Higher Education or employment recorded as their main activity at some point, and most likely to be claiming out-of-work benefits.
- Looked-after individuals who had more favourable outcomes (higher proportions recorded in Key Stage 5, Higher Education and employment; lower proportions on out-of-work benefits; and higher average earnings) were either:
 - aged 12 or younger when they first entered care;
 - in care for over 5 years;
 - did not re-enter care; or
 - in foster placements only.

Introduction

The 'Post-16 education and labour market activities and outcomes of looked-after children (LEO)¹' report showed children who were looked-after had far lower levels of participation in post-16 education and the labour market compared to their peers. This report builds on the findings and methods of that report to explore:

- The post-secondary school outcomes of all children in need, including those looked-after, on protection plans, and other support plans (**Section 1 and 2**).
- How the outcomes of children looked-after vary by some aspects of their social care journey, such as age on entry to care, duration in care, if they had re-entered care, and by placement type (**Section 3**).

It is important to note the differences in outcomes between these groups may not be caused by the level of social care support received but by the differences in the characteristics of children in these groups. For example, children who were looked-after had on average lower rates of attainment and higher rates of Special Educational Needs (SEN) - these factors are known to be associated with less favourable labour market outcomes¹. See 'Annex A: Demographics and prior attainment' for further analysis of the demographic differences between the groups in this report.

¹ Moira Nelson and Oliver Anderson, [Post-16 education and labour market activities and outcomes of looked-after children \(LEO\)](#) (Department for Education, 2021)

Data and definitions

This report follows a cohort of 620,000 individuals that took their GCSE's in 2010/11 and analyses their post-16 education and labour market outcomes for the first 8 full tax years after leaving secondary school (age 17 to 24). This report compares the outcomes of individuals that were in social care during 2010-11².

Below is a summary of the methodology used in this report, see 'Annex C: Technical notes' for more details.

Data sources

Data for individuals who completed their GCEs in 2010/11 was taken from the National Pupil Database (NPD) held by the DfE. The social care status of pupils was identified by matching to data from the Child in Need census and Children Looked After return. The post-16 educational, employment, earnings and benefits outcomes for these pupils was then identified by matching to the Longitudinal Educational Outcomes (LEO) dataset held by DfE. For further information on these datasets see 'Annex C: Technical notes'.

Definitions

Children's social care definitions

The following definitions are used with regards to individuals in social care:

- **Child in need (CIN):** A child is in need of services, which local authorities have an obligation to provide under section 17 of the Children Act 1989 if:
 - they are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority
 - their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services
 - they are disabled.

This group includes three main subgroups of children which are defined below: those on Child in Need and other Plans (CINP); those on Child Protection Plans (CPP), and Children Looked After (CLA).

- **Child in Need and other Plans (CINP):** Plans including family support (to help keep together families experiencing difficulties), leaving care support (to help young people who have left local authority care), adoption support or disabled children's services (including social care, education and health provision).

² Children in need data refers to financial year 2010-11, see Annex C: Technical notes for more details.

- **Child Protection Plan (CPP):** Support for a child where there is reasonable suspicion that child is suffering, or likely to suffer, significant harm.
- **Children Looked After (CLA):** Under the Children Act 1989, a child is looked-after by a local authority if they fall into one of the following:
 - is provided with accommodation, for a continuous period of more than 24 hours
 - is subject to a care order
 - is subject to a placement order.

Outcomes definitions

For each tax year an individual is assigned a 'main activity' based on their education and labour market activities. If they meet the criteria for one of the definitions below they are assigned that activity as their main activity. Though the definitions above tend to be mutually exclusive, it is possible for an individual to meet the criteria for more than one definition in a tax year. Some examples could be: those that work part time whilst studying at Key Stage 5 or Higher Education; someone employed but on low income and claiming out of work benefits; or an apprenticeship (which is Further Education but they are also employed). If an individual meets the criteria for more than one sustained activity in a tax year a hierarchy is applied to assign a main activity: sustained education (Key Stage 5, Higher Education, Further Education) > sustained (out-of-work) benefits > sustained employment. For more information on the rationale and assumptions behind the hierarchy please refer to the 'Technical Report for Education and Labour Market Pathways of Individuals (LEO)³'.

The following measures are used with regards to the outcomes post-secondary school:

- **Key stage 5 (KS5)** – the individual was entered for one or more level 3 qualifications (A levels or equivalent) and was aged 16 to 18 at the start of the academic year (in English institutions) in the tax year which overlaps the start of the academic year.
- **Other education (16-18)** – the individual appeared in the Individualised Learning Record (ILR) aims data (in England) for at least one day in each of six consecutive months of the tax year. This includes classroom learning at level 2 or below (level 3 learning in this time period is covered by key stage 5) and apprenticeships at any level. Tax years 1 and 2 only.
- **Adult Further Education (19+)** – (Adult FE). The individual appeared in the ILR aims data (in England) for at least one day in each of six consecutive months of the tax year. This includes both classroom learning and apprenticeships at any level. Tax years 3 to 8 only.

³ [Technical Report for Education and Labour Market Pathways of Individuals \(LEO\)](#)

- **Higher education (HE)** – the individual appears in the Higher Education Statistics Agency (HESA) Student Record data (UK HE institutions) for at least one day in each of six consecutive months of the tax year, studying for a level 4 or higher qualification.
- **Employment** – the individual has been in paid employment for at least one day in each of the 12 months of the tax year.
- **Benefits** – the individual was claiming out-of-work benefits for at least one day in each of (at least) six consecutive months of the tax year.
- **Mixed/no sustained activity** – the individual had some paid employment, participated in some learning (KS5, Other Education, Adult FE or HE) or claimed some out of work benefits in the tax year, but did not fulfil the requirements for any of the definitions outlined above.
- **Activity not captured** – the individual could not be found in any of the applicable labour market or education datasets for that tax year.

Section 1: Main activities and pathways after secondary school

Section 1.1 shows the main activity recorded for individuals who were in need (CIN) compared to all individuals in each of the first 8 years post-secondary school. The main activity is also presented for the three subgroups of CIN: CINP, CPP and CLA. Section 1.2 shows the most common post-secondary school pathways over the 8 year period.

1.1 Main activities

Figure 1 shows the main activity recorded for individuals who were in need compared to all individuals in each of the first 8 full tax years post-secondary school. This demonstrates the outcomes for individuals aged 17 to 24.

Figure 1: Main activity by years post-secondary school

Cohort: individuals in need in 2010/11

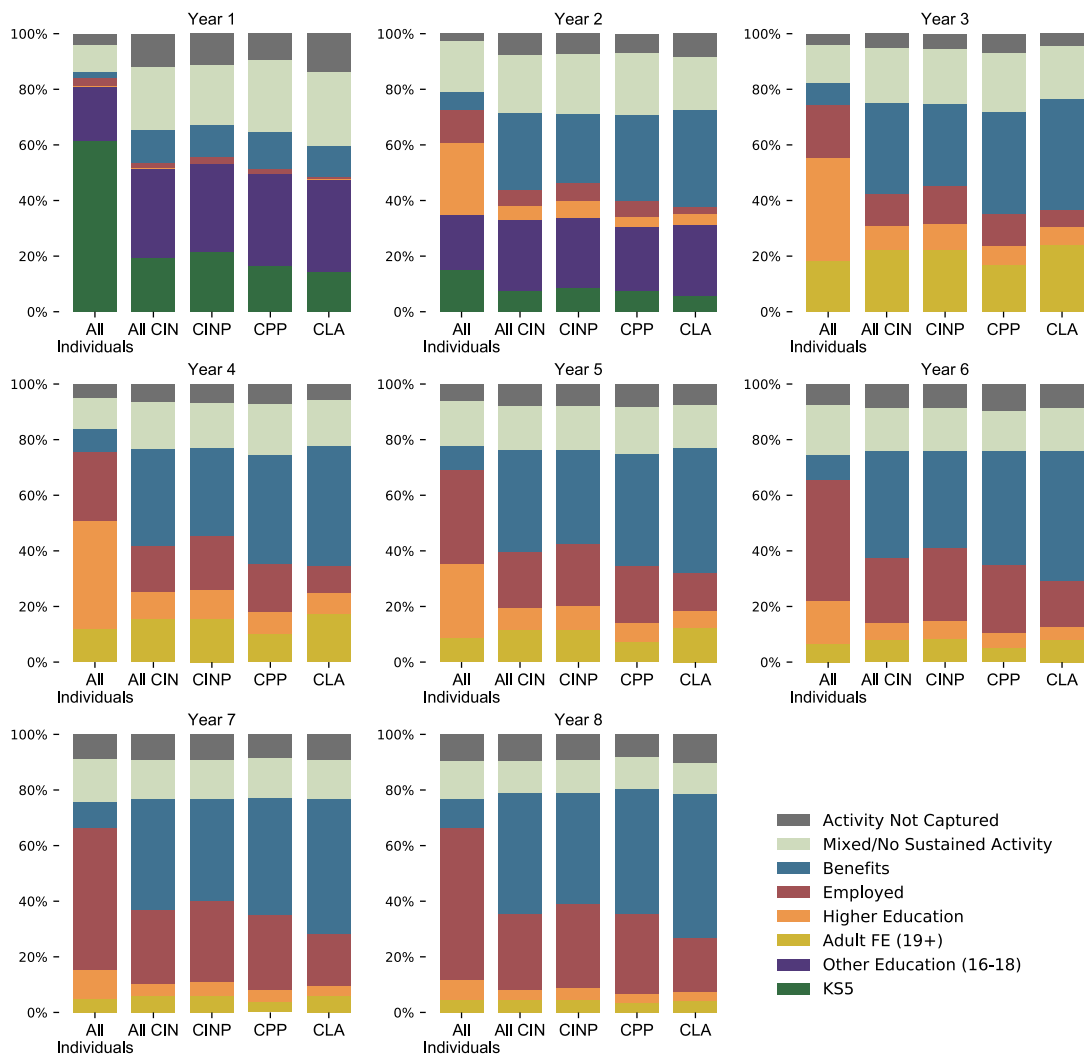


Figure 1 shows:

- The most common activity recorded in the first year for individuals who were CIN was 'Other Education (16-18)' (32%), compared to KS5 for all individuals (61%).
- In every year, a larger proportion of individuals who were CIN are in Adult FE (19+) than all individuals, but smaller proportions were in HE.
- In every year, a smaller proportion of individuals who were CIN were in employment than all individuals, and larger proportions were on benefits.
- Within the social care groups, individuals who were CLA tended to have higher proportions in Adult FE (19+) initially, but also higher proportions on out-of-work benefits, and lower proportions in employment.
- The proportion of individuals in all social care groups on benefits increases over time, whereas the proportion of all individuals on benefits remains relatively stable.

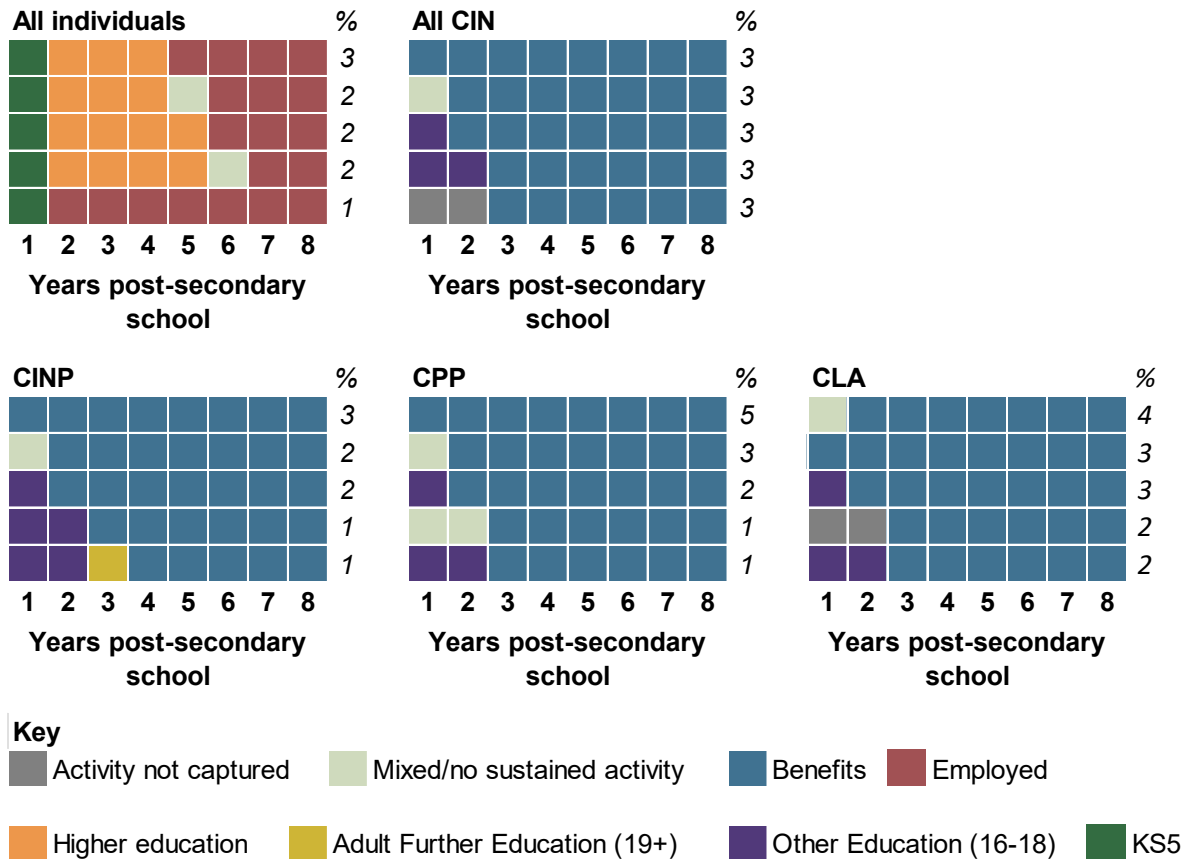
See 'Table 3: Proportion of individuals by main activity and number of years post-secondary school' for the proportions underlying Figure 1.

1.2 Most common pathways post-secondary school

There were over 65,000 unique pathways that individuals took over the 8 years following secondary school. Figure 2 shows the top 5 most common pathways for each group which represent around 10-15% of each group.

Figure 2: Top 5 most common pathways in the first 8 years post-secondary school

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

Figure 2 shows that the most common pathway for all individuals was one year of KS5, three years of HE and then four years of employment. This represents only 3% of individuals; many individuals took very similar pathways to this, but with slight differences. For example, the second most common pathway includes one year of mixed/no sustained activity.

Figure 2 shows the top pathways for CIN follow a very different pattern to all individuals. Individuals who were CIN were most commonly recorded as being on out-of-work benefits in all of the 8 years post-secondary school; this is also the case for CINP and CPP. The most common pathway for CLA is one year of mixed/no sustained activity followed by 7 years of benefits.

Due to the diversity and complexity of journeys, the analysis in this report focuses on whether individuals had any of these outcomes as their main activity in any of the 8 years post-secondary school.

Section 2: Individuals ‘ever’ recorded in education, employment or benefits

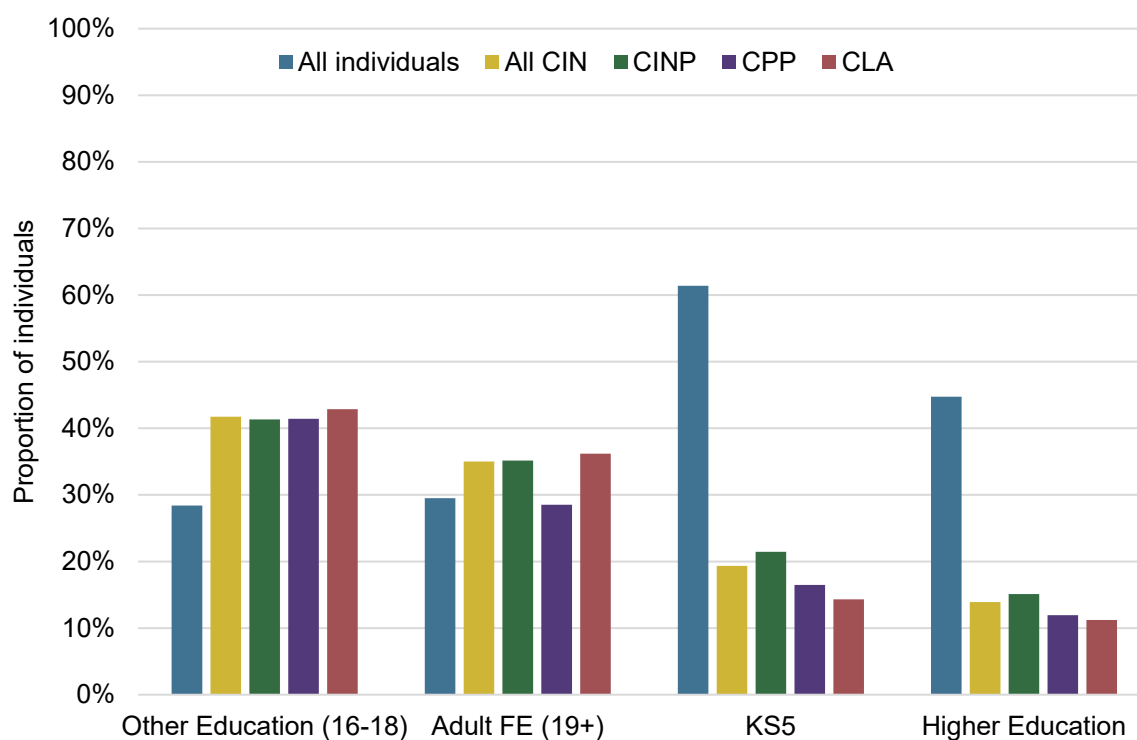
Analysis in this section identifies the proportion of individuals who were in need recorded as having ever been in education, employment and benefits in the 8 years post-secondary school. See ‘Annex B: Underlying data tables’ for the proportion of individuals with each activity recorded in each year.

2.1 Education

Figure 3 shows differences in the proportion of individuals whose main activity was in post-16 education settings at some point in the 8 years post-secondary school.

Figure 3: Education recorded as main activity at any point in the first 8 years post-secondary school

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

Figure 3 shows:

- Lower proportions of individuals who were CIN had KS5 or HE recorded as their main activity compared to all individuals.
- Higher proportions of CIN had Other Education (16-18) and Adult FE (19+) recorded as their main activity compared to all individuals.

- Within the social care groups, individuals who were CLA had the highest proportions in Other Education (16-18) and Adult FE (19+), but the lowest proportions in KS5 and HE.

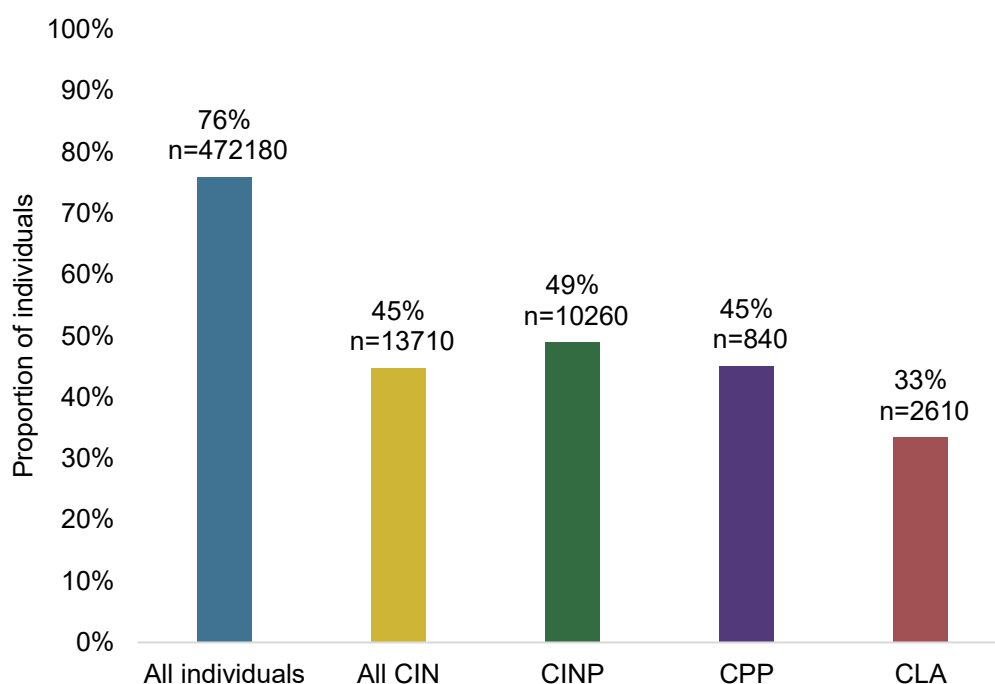
Further analysis of the type of educational setting attended in the first year and how this translates into employment and earnings can be found in '2.5 Activity in the first year post-secondary school'.

2.2 Employment

Figure 4 shows differences in the proportion of individuals whose main activity was employment at any point in the 8 years post-secondary school.

Figure 4: Employment recorded as main activity at any point in the first 8 years post-secondary school

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

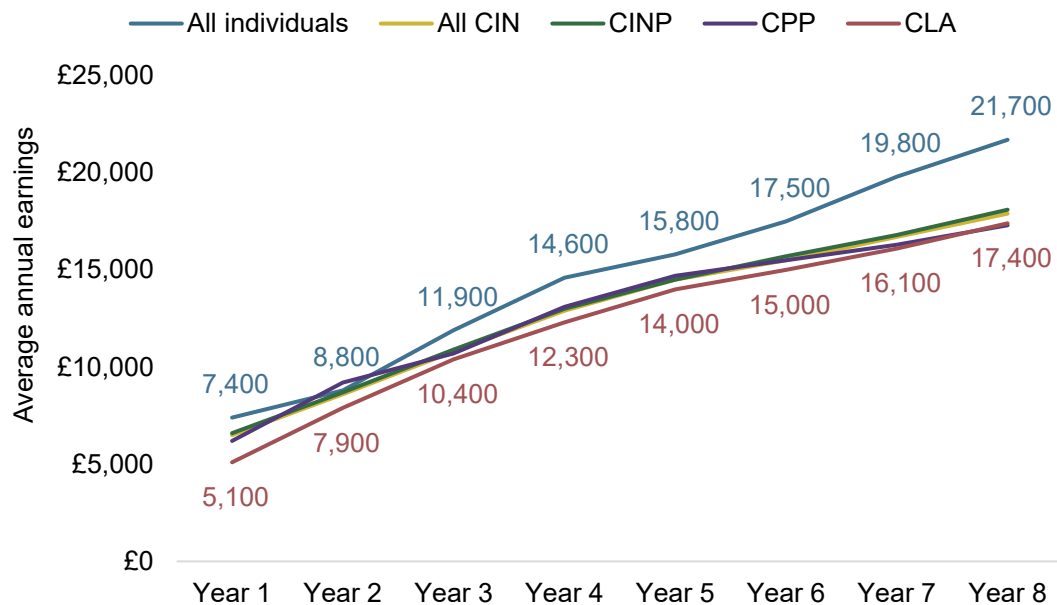
Figure 4 shows:

- A smaller proportion of individuals who were CIN had employment recorded as their main activity in any of the 8 years post-secondary school compared to all individuals.
- Within the social care groups, this was lowest for individuals who were CLA, where only a third had employment recorded as their main activity at any point post-secondary school.

Figure 5 shows differences in the average amount earned per year in the first 8 years post-secondary school.

Figure 5: Average earnings for those in employment by number of years post-secondary school

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

Figure 5 shows individuals who were CIN earned less than the average for all individuals, and this gap widens over time from £900 less in year 1 to £3,800 less in year 8.

Within the social care groups:

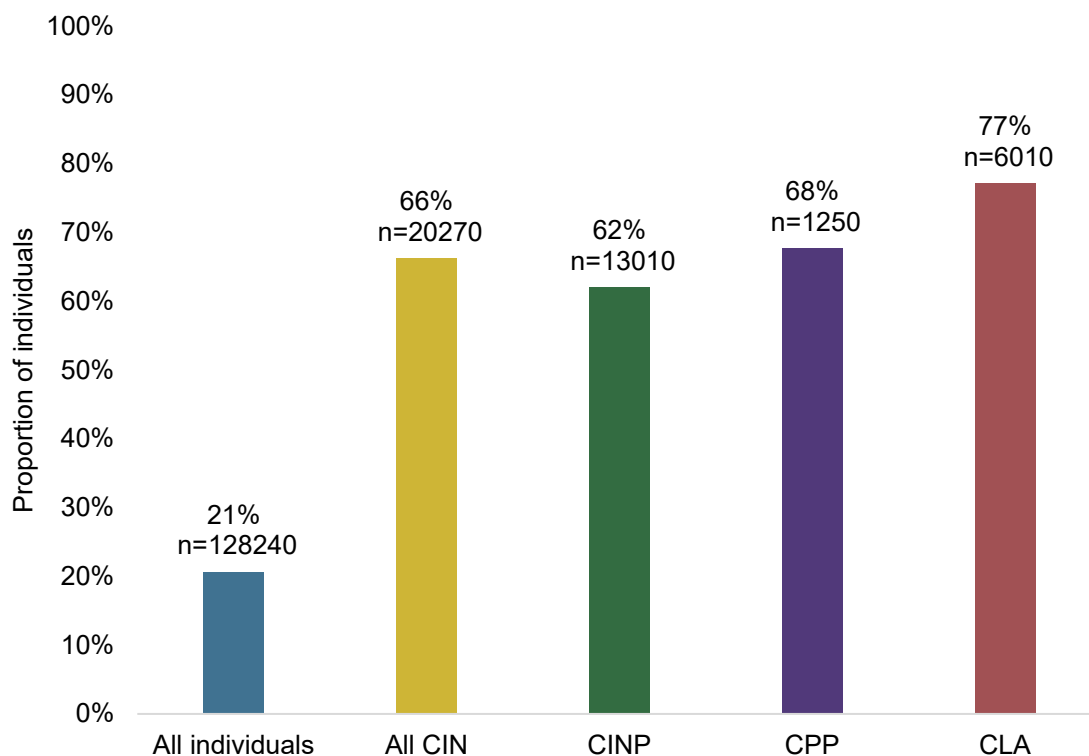
- Individuals who were CLA earned the least across years 1-7, with an earnings gap of £4,300 in year 8 compared to all individuals.
- By year 8, individuals who were on a CPP earned the least (£17,300) which is around £4,400 per year less than all individuals.

2.3 Benefits

Figure 6 shows differences in the proportion of individuals recorded with out-of-work benefits as their main activity in any of the first 8 years post-secondary school.

Figure 6: Benefits recorded as main activity at any point in the first 8 years post-secondary school

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

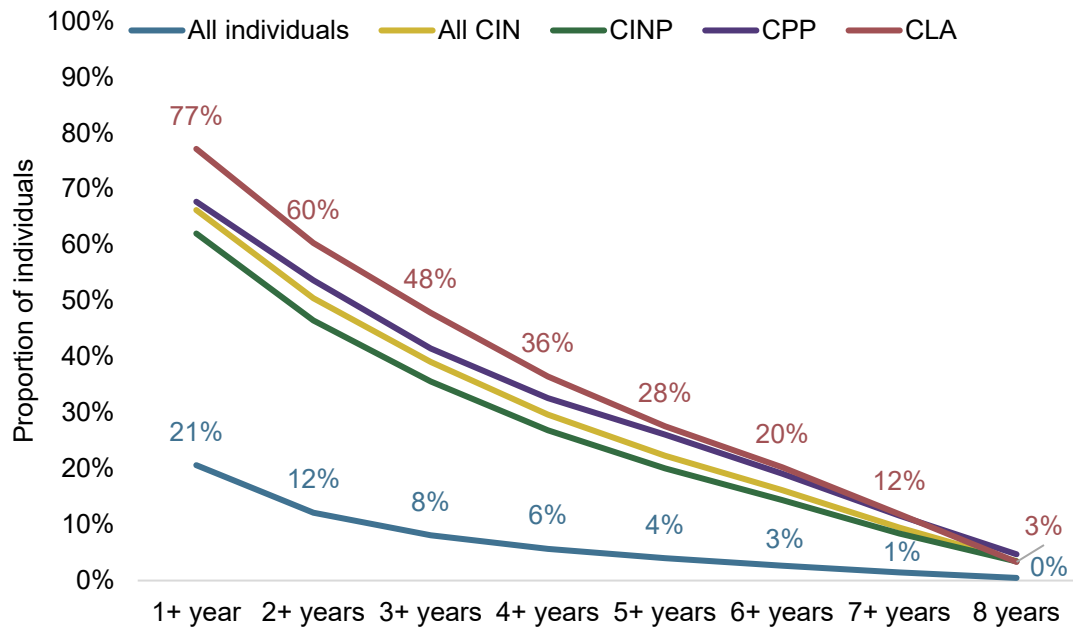
Figure 6 shows:

- Around two-thirds (66%) of individuals who were CIN had out-of-work benefits recorded as their main activity at any point in the first 8 years post-secondary school, compared to a fifth (21%) of all individuals.
- Within the social care groups, individuals who were CLA had the highest rate on benefits (77%), followed by those on a CPP (68%), then CINP (62%).

Figure 7 shows differences in the number of consecutive years individuals had out-of-work benefits recorded as their main activity.

Figure 7: Number of consecutive years benefits were recorded as main activity

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

Figure 7 shows:

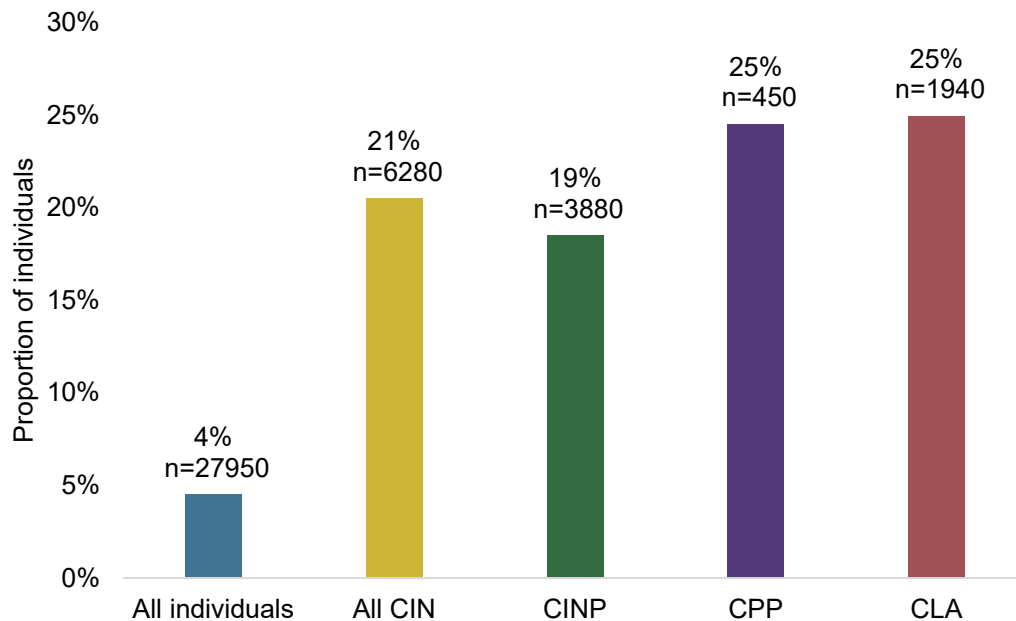
- A higher proportion of individuals who were CIN stayed on benefits for longer. Nearly a third (30%) of CIN had benefits recorded as their main activity for at least 4 consecutive years, compared to 6% of all individuals.
- Within the social care groups, individuals who were CLA had the highest proportion on benefits for multiple consecutive years: 36% remained on benefits for at least 4 consecutive years, compared to 33% for individuals on a CPP and 27% for CINP.

2.4 Main activity not in education or employment

Figure 8 shows differences in the proportion of individuals who did not have education or employment recorded as their main activity in any of the first 8 years post-secondary school.

Figure 8: Proportion not recorded with education or employment as their main activity at any point in the first 8 years post-secondary school

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

Figure 8 shows:

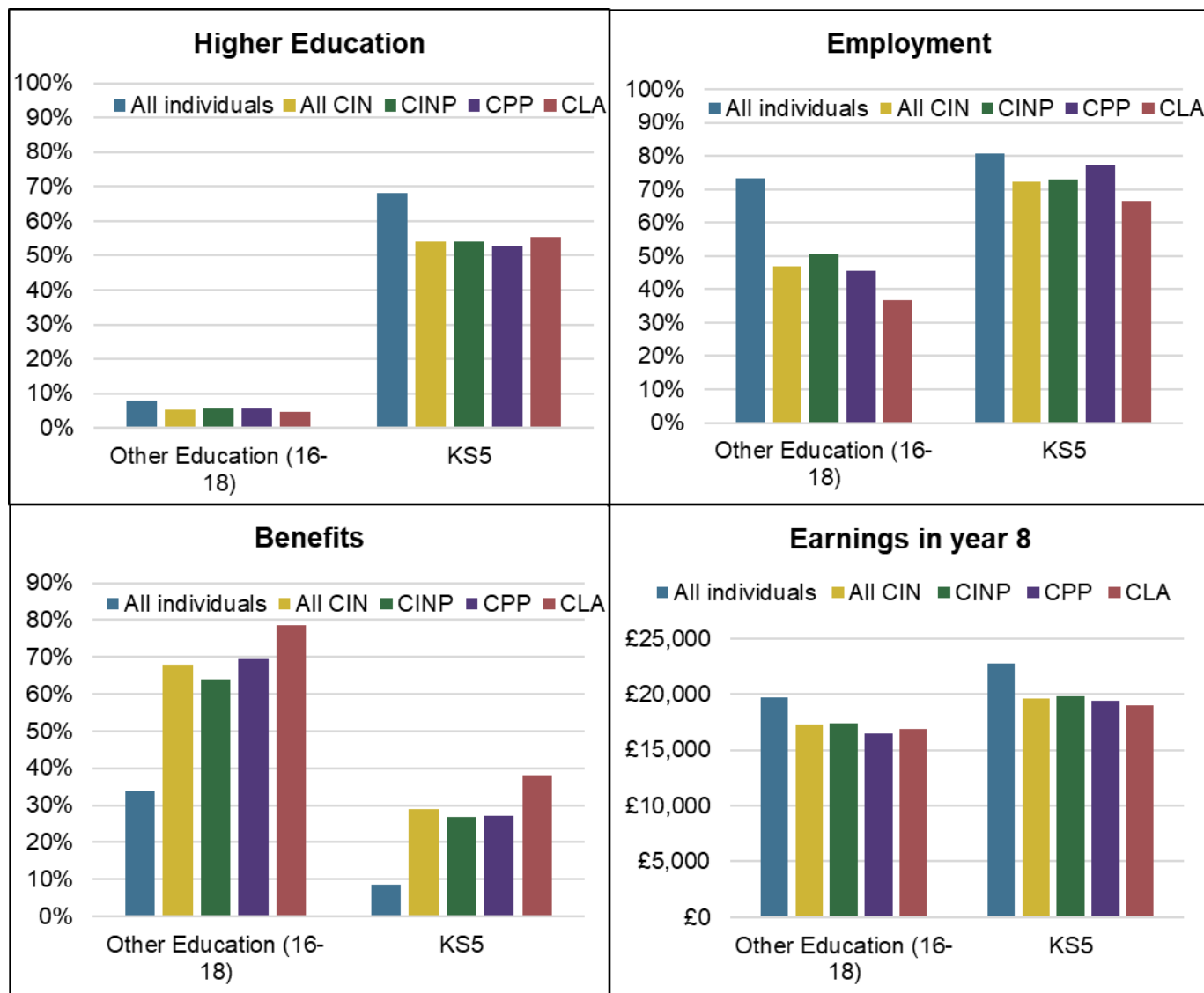
- A fifth of individuals who were CIN did not have education or employment recorded as their main activity in the first 8 years post-secondary school (21%) compared to just 4% of all individuals.
- Within the social care groups, the rate was higher among individuals who were CLA or CPP (25%) compared to individuals who were CINP (19%).

2.5 Activity in the first year post-secondary school

Figure 9 shows differences in the outcomes of individuals who were in KS5 or Other Education (16-18) settings in the first full tax year post-secondary school (age 17).

Figure 9: Activity at any point by activity in the first year post-secondary school

Cohort: individuals in need in 2010/11



Source: Longitudinal Educational Outcomes dataset

Figure 9 shows:

- CIN in KS5 in the first year post-secondary school had better outcomes (higher proportions in HE and employment, lower proportions on benefits, and earning higher on average) than CIN who were in Other Education (16-18) settings.
- Within the social care groups, individuals who were CLA and in KS5 had higher proportions in HE but still lower proportions in employment, higher proportions on benefits, and earning lower on average.

- Despite Other Education (16-18) being the most common activity CIN in the first year following secondary school, their outcomes are poor compared to those that entered KS5 (the most common route for all individuals).

Figure 9 also shows that individuals who were CIN and in KS5 or Other Education (16-18) in the first year post-secondary school were still:

- More likely to be on benefits at some point in the next 7 years than all individuals in KS5 or Other Education (16-18) settings.
- Less likely to be in HE at some point in the next 7 years than all individuals in KS5 or Other Education (16-18) settings.
- Less likely to be in employment at some point in the next 7 years than all individuals in KS5 or Other Education (16-18) settings, and earn less on average.

See 'Table 9: Activity at any point and average earnings by main activity in the first year post-secondary school' for the figures underlying Figure 9.

Section 3: Variation in outcomes for individuals looked-after during secondary school

Analysis in this section explores how the outcomes of CLA vary by some aspects of their journey in care, such as the age when they first entered care, the duration of the latest placement in care, whether they re-entered care, and their placement types.

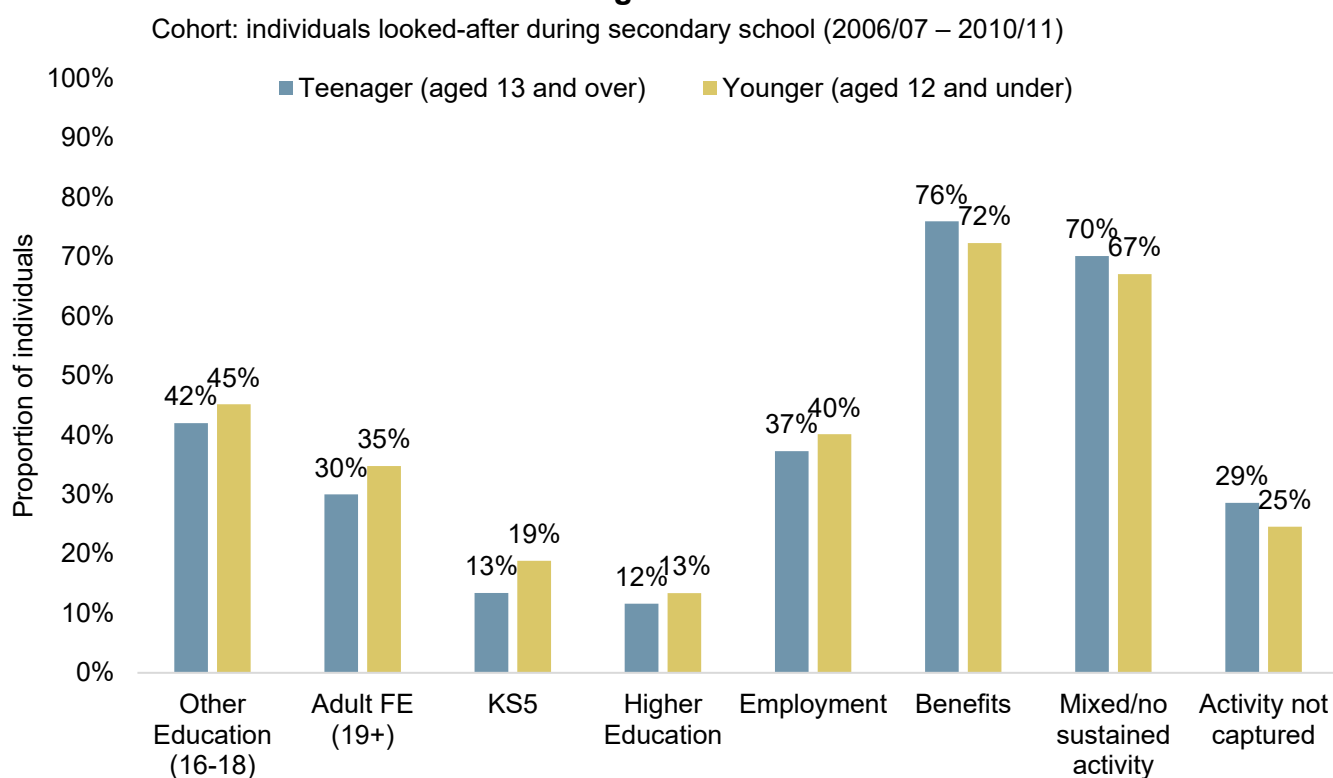
As longitudinal data is required for this analysis, this section follows a cohort of individuals who were looked after at any point during secondary school who took their GCSEs in 2010/11. It therefore differs from the analysis in the previous section which looked at the outcomes of children who were CLA in 2010/11 only.

3.1 Age on entering care

This section analyses outcomes of CLA during secondary school by the age at the start of their most recent period of care. Of all individuals who were CLA during secondary school, 46% (n=3,800) were teenagers (aged 13 and over) when they entered care. The remaining 54% (n=4,400) were younger (aged 12 and under) when they entered care.

Figure 10 shows differences in the post-secondary school outcomes of individuals who were CLA by age at entry to care.

Figure 10: Activity at any point in the first 8 years post-secondary school by age on entering care



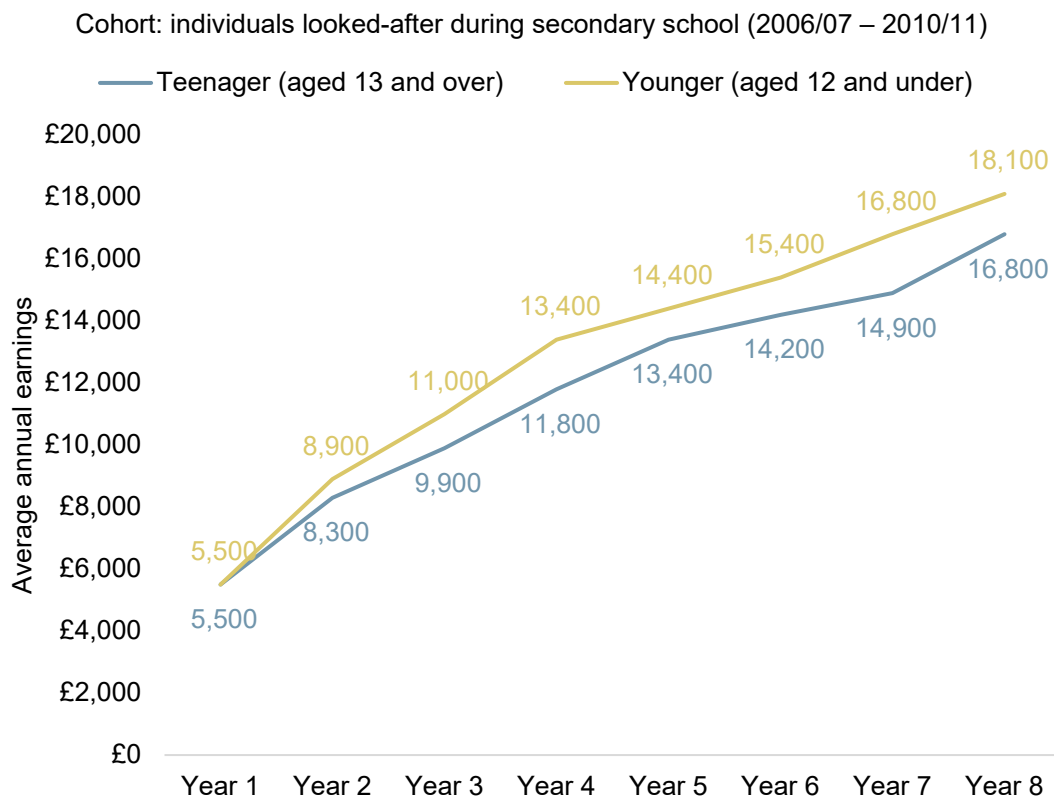
Source: Longitudinal Educational Outcomes dataset

Figure 10 shows CLA who were younger when they entered care had:

- Higher proportions recorded as having Other Education (16-18), Adult FE (19+), KS5, HE and employment as their main activity at any point in the 8 years post-secondary school.
- Lower proportions recorded with out-of-work benefits, mixed/no sustained activity and activity not captured.

Figure 11 shows differences in the average earnings between CLA who entered care as teenagers and those that entered care when they were younger.

Figure 11: Average earnings by number of years post-secondary school and age on entry to care



Source: Longitudinal Educational Outcomes dataset

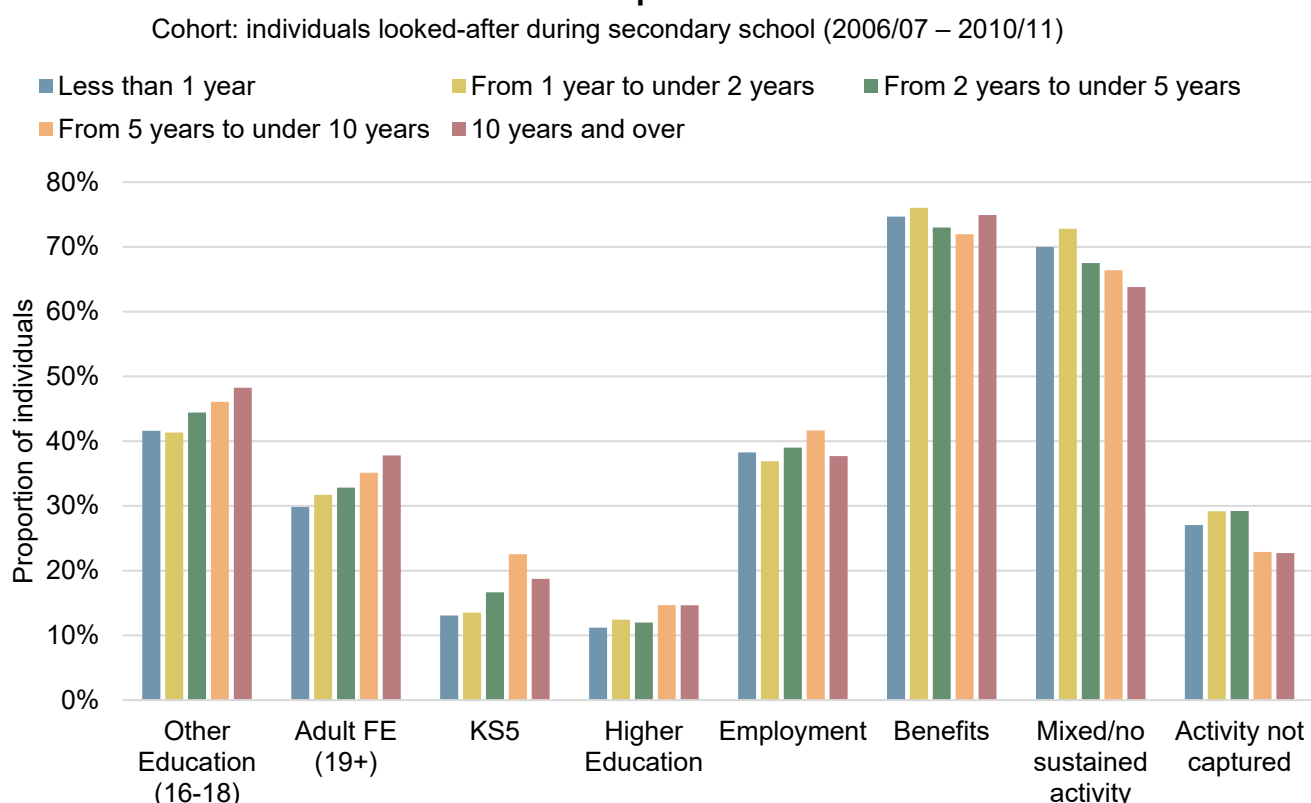
Figure 11 shows CLA that entered care when they were younger earned more than those that entered care as a teenager; on average they earned £1,300 more in the 8th year post-secondary school.

3.2 Duration of latest period of care

This section analyses outcomes of individuals who were CLA during secondary school by the duration of their latest period of care. The largest group were looked-after for less than one year (36%, n=2,900), while the smallest group were looked-after for 10 years or more (11%, n=900). Due to differences in group sizes interpretations should be made with caution.

Figure 12 shows differences in the post-secondary school outcomes of individuals who were CLA by the duration of their latest period of care.

Figure 12: Activity at any point in the first 8 years post-secondary school by duration of latest period of care



Source: Longitudinal Educational Outcomes dataset

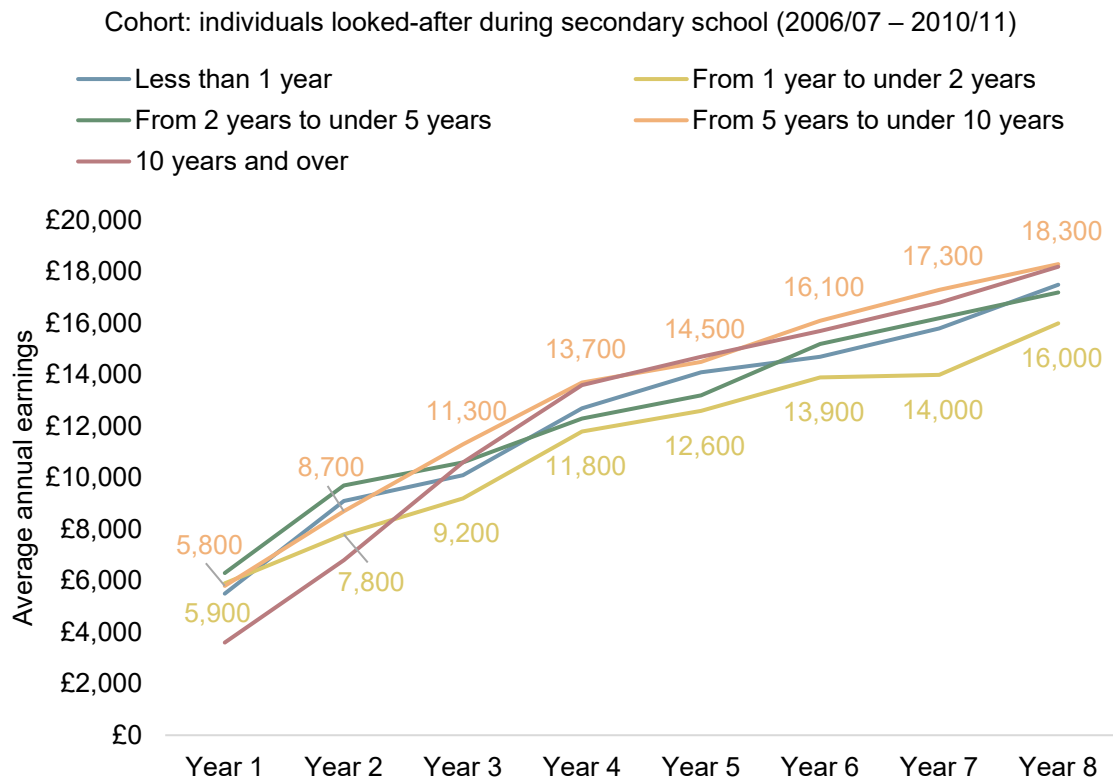
Figure 12 shows:

- As duration of the latest period of care increases, so does the proportion in Other Education (16-18), Adult FE (19+), KS5, employment; and the proportion claiming benefits decreases.
- This trend occurs up to the point of 10 years and over, however the size of this group is small when broken down by activity (there are only 130 individuals entering HE, which may skew percentages). See 'Table 5: Number of individuals by main activity at any point in the first 8 years post-secondary school and duration of latest period of care'.

- CLA whose latest period of care was 5 to 10 years experienced the highest proportions in KS5, HE and employment, and the lowest proportion claiming out-of-work benefits.

Figure 13 shows differences in average earnings by the duration of the most recent period in care.

Figure 13: Average earnings by number of years post-secondary school and duration of latest period of care



Source: Longitudinal Educational Outcomes dataset

Figure 13 shows:

- CLA who were in care for longer tended to have higher average earnings.
- CLA who were in care 5-10 years earned the most (£18,300 in year 8), although still around £3,400 lower than the average earnings for all individuals in the 8th year post-secondary school.
- Individuals in care for 10 years and over initially earn the lowest on average in years 1 and 2, but by year 8 average earnings are only £100 lower than the highest group (5 to 10 years). However, the number of individuals in employment in each group are small, see 'Table 6: Number of individuals with employment recorded as main activity in the first 8 years post-secondary school and duration of latest period of care'.

3.3 Re-entered care

Of individuals who were CLA during secondary school, the majority (77%, n=6,400) had only one period of care and 23% (n=1,900) had re-entered care at least once.

Figure 14 shows differences in the post-secondary school outcomes of individuals who were CLA by re-entry to care.

Figure 14: Activity at any point in the first 8 years post-secondary school by re-entry to care

Cohort: individuals looked-after during secondary school (2006/07 – 2010/11)

Source: Longitudinal Educational Outcomes dataset

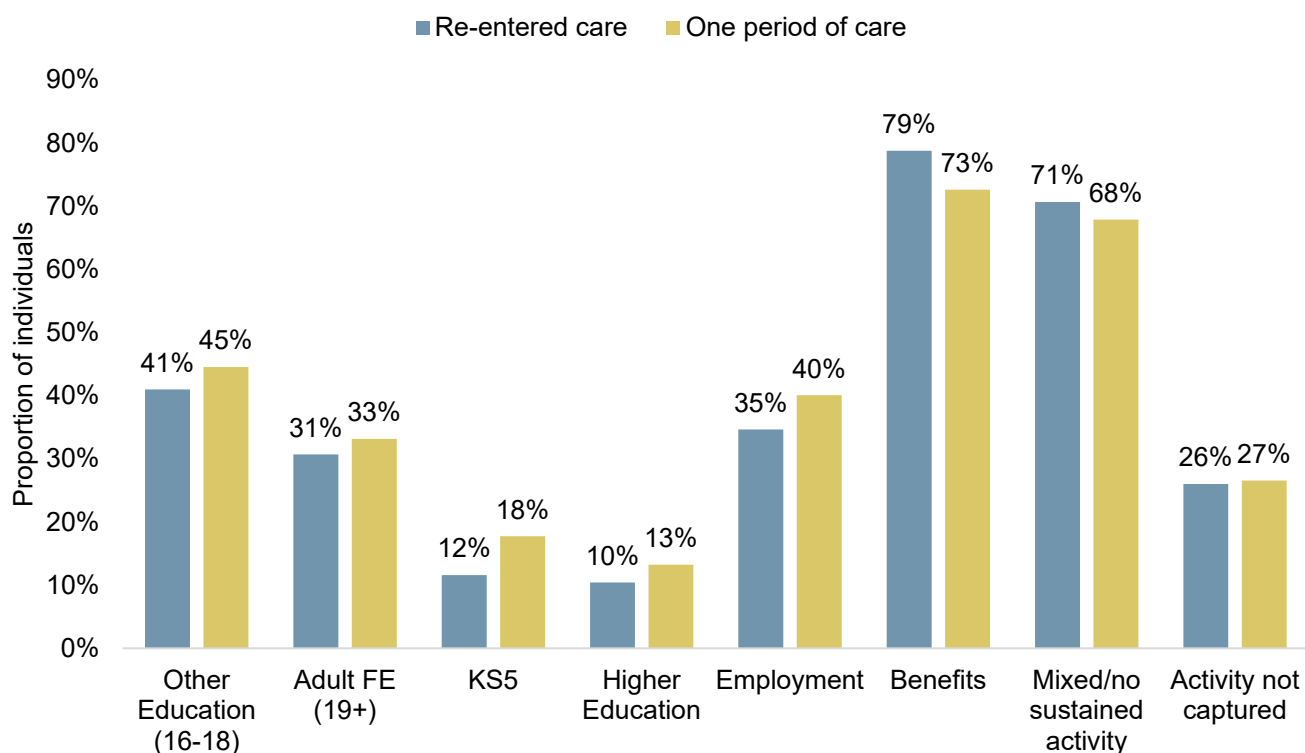
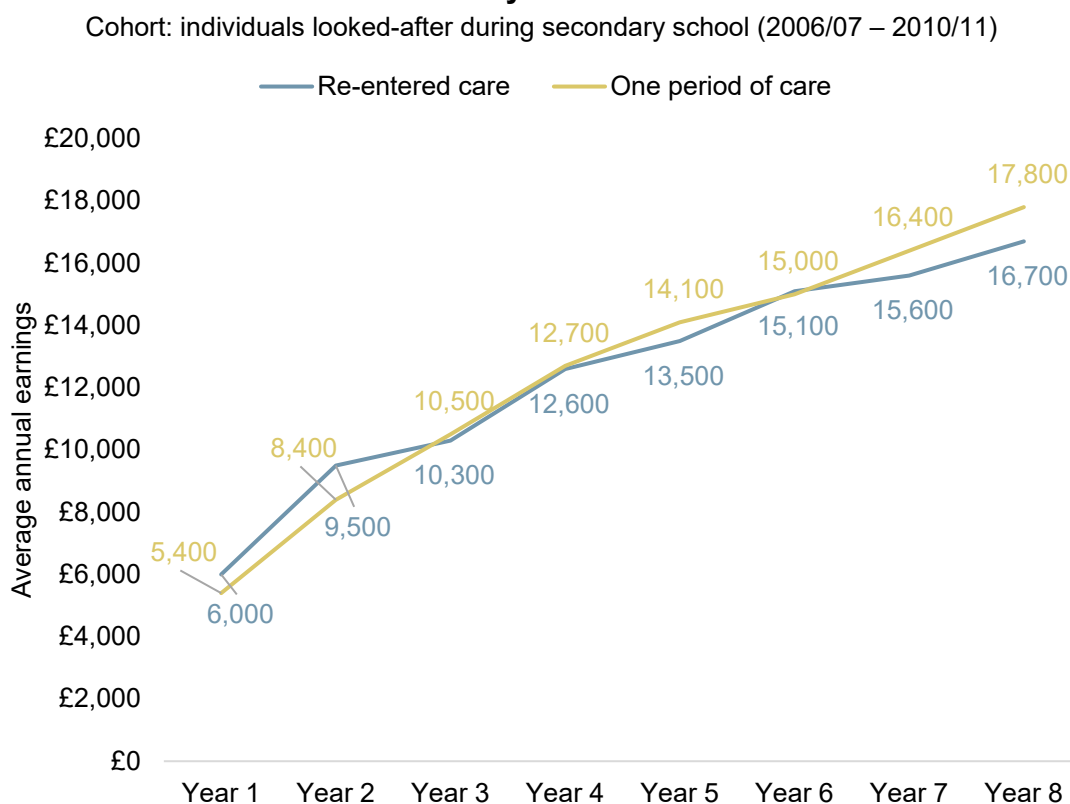


Figure 14 shows, compared to CLA who re-entered care, CLA who had one period of care of any length experienced:

- A higher proportion participating in Other Education (16-18), Adult FE (19+), KS5 and HE.
- A higher proportion in employment and a lower proportion claiming benefits.

Figure 15 shows differences in average earnings by whether they had a single or multiple periods in care.

Figure 15: Average earnings by number of years post-secondary school and re-entry to care



Source: Longitudinal Educational Outcomes dataset

Figure 15 shows:

- Average earnings are similar for CLA who re-entered care and those that had only one period of care, although a gap begins to emerge at year 7.
- In the 8th year post-secondary school, CLA that had only one period of care earned £1,100 more on average than those that re-entered care. However, the number of individuals in employment in each group are small, see 'Table 7: Number of individuals with employment recorded as main activity in the first 8 years post-secondary school and re-entry to care'.

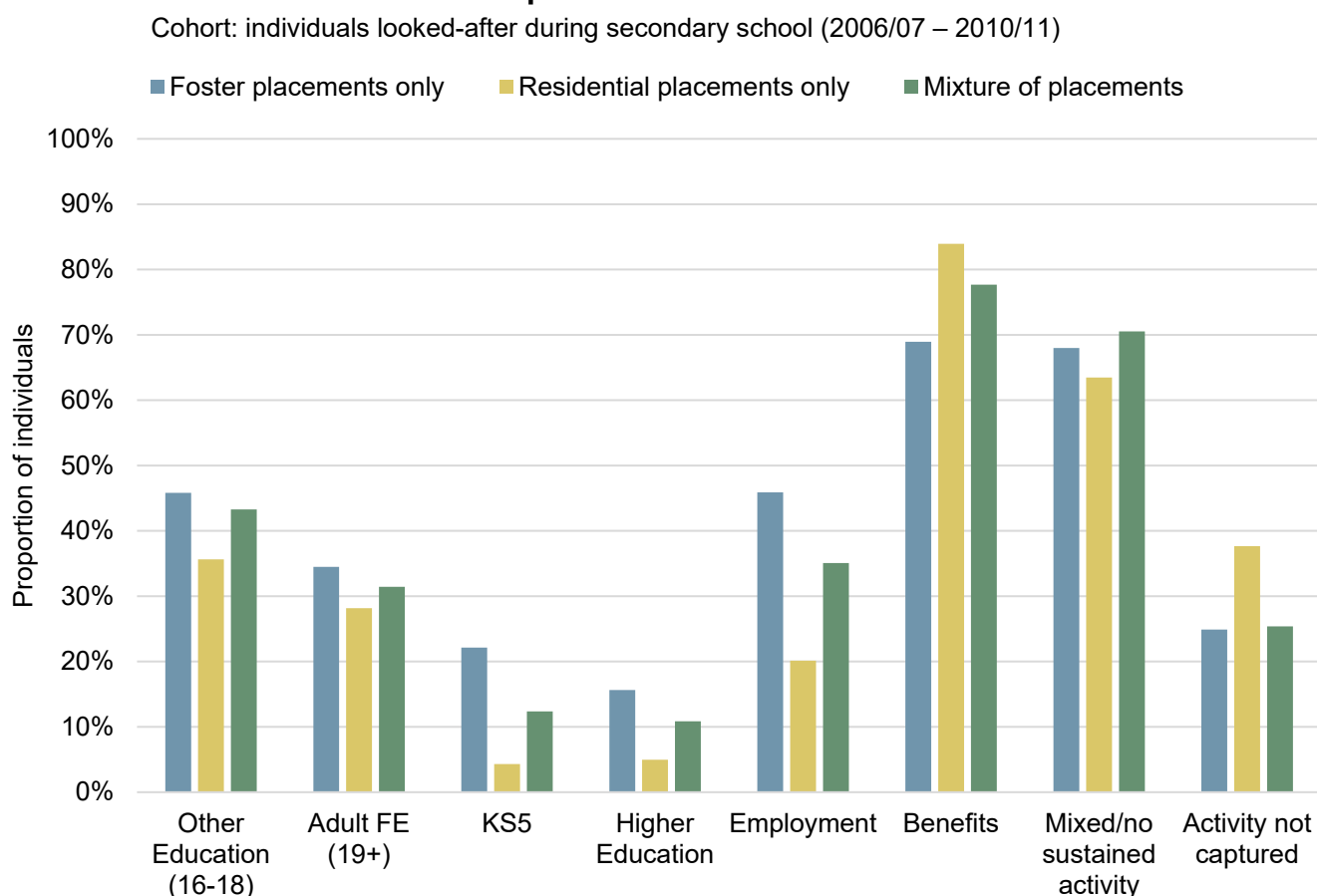
3.4 Placements

Of all individuals who were CLA during secondary school, 50% (n=4,100) were in foster placements only, 11% (n=900) were in residential placements only and the remaining 40% (3,300) were in a mixture of placements.

It is important to note the differences in outcomes between these groups may not be caused by the placement type but by the differences in the characteristics of children in these placements. Children in foster placements had on average higher rates of attainment and lower rates of SEN. These factors are known to be associated with better labour market outcomes¹. See ‘Annex A: Demographics and prior attainment’ for a breakdown of demographic characteristics by placement type.

Figure 16 shows differences in the post-secondary school outcomes of individuals who were CLA by their placement type.

Figure 16: Activity at any point in the first 8 years post-secondary school by placement



Source: Longitudinal Educational Outcomes dataset

Figure 16 shows:

- CLA who were in foster placements only had better outcomes than those looked-after in residential care only or a mixture of placements.
- CLA who were in foster placements only had higher proportions in Other Education (16-18), Adult FE (19+), KS5, HE and employment, and a lower proportions claiming benefits.
- CLA earn who were in foster placements earn more on average at 8 years post-secondary school (£17,700) compared CLA who were in residential or mixed placements (£17,400 respectively).

However, the number of individuals in residential placements in each activity is small, for example there are only around 40 CLA in residential placements in KS5 at any point. See 'Table 8: Main activity at any point in the first 8 years post-secondary school and placement type'.

Annex

Annex A: Demographics and prior attainment

Table 1: Demographics and prior attainment

Group	All individuals	All CIN	CINP	CPP	CLA	Foster placements only	Residential placements only	Mixed placements
Gender: Female	49%	51%	53%	53%	45%	51%	38%	44%
Gender: Male	51%	49%	47%	47%	55%	49%	62%	56%
Ethnicity: White	82%	82%	83%	81%	77%	72%	79%	80%
Ethnicity: Black, African, Caribbean or Black British	5%	5%	5%	4%	7%	9%	6%	5%
Ethnicity: Asian or Asian British	8%	5%	5%	5%	6%	8%	5%	3%
Ethnicity: Mixed or multiple ethnic groups	3%	5%	4%	5%	6%	6%	6%	7%
Ethnicity: Any other ethnic group	1%	2%	1%	1%	3%	2%	4%	3%
Ethnicity: Refused or information not obtained	1%	2%	1%	3%	2%	4%	2%	2%
SEN status: No SEN	75%	35%	39%	33%	23%	31%	14%	24%
SEN status: SEN without a statement	20%	37%	36%	48%	37%	47%	31%	37%

Group	All individuals	All CIN	CINP	CPP	CLA	Foster placements only	Residential placements only	Mixed placements
SEN status: SEN with a statement	4%	23%	20%	14%	34%	16%	44%	30%
SEN status: Unknown	1%	5%	5%	6%	7%	16%	11%	9%
KS4 attainment: Achieved 5 A*-C	58%	15%	18%	13%	10%	15%	3%	9%
KS4 attainment: Did not achieve 5 A*-C	42%	85%	82%	87%	90%	85%	97%	91%

Source: Longitudinal Educational Outcomes

Annex B: Underlying data tables

Table 2: Number of individuals by social care group in 2010/11

Group	Number
All individuals	621,890
All CIN	30,610
CINP	20,970
CPP	1,850
CLA	7,790

Source: Longitudinal Educational Outcomes

Table 3 shows the proportion of individuals in each main activity by year post-secondary school. These are the proportions underlying Figure 1.

Table 3: Proportion of individuals by main activity and number of years post-secondary school

Group	Year	KS5	Other Education (16-18)	Adult FE (19+)	Higher Education	Employment	Benefits	Mixed/no sustained activity	Activity not captured
All individuals	Year 1	61%	20%	0%	~	3%	2%	10%	4%
All CIN	Year 1	19%	32%	0%	~	2%	12%	23%	12%
CINP	Year 1	21%	32%	0%	~	2%	12%	21%	11%
CPP	Year 1	16%	33%	0%	0%	2%	13%	26%	9%
CLA	Year 1	14%	33%	0%	c	c	11%	27%	14%
All individuals	Year 2	15%	20%	0%	26%	12%	6%	18%	3%
All CIN	Year 2	8%	25%	0%	5%	6%	28%	21%	8%
CINP	Year 2	8%	26%	0%	6%	7%	25%	21%	7%
CPP	Year 2	8%	23%	0%	3%	6%	31%	22%	7%
CLA	Year 2	6%	25%	0%	4%	2%	35%	19%	8%
All individuals	Year 3	~	0%	18%	37%	19%	8%	14%	4%
All CIN	Year 3	c	0%	22%	8%	12%	33%	20%	c
CINP	Year 3	0%	0%	22%	9%	14%	29%	20%	5%

Group	Year	KS5	Other Education (16-18)	Adult FE (19+)	Higher Education	Employment	Benefits	Mixed/no sustained activity	Activity not captured
CPP	Year 3	0%	0%	17%	7%	11%	37%	21%	7%
CLA	Year 3	c	0%	24%	6%	6%	40%	19%	c
All individuals	Year 4	c	0%	12%	39%	25%	8%	11%	c
All CIN	Year 4	0%	0%	16%	10%	17%	35%	17%	6%
CINP	Year 4	0%	0%	16%	11%	19%	32%	16%	7%
CPP	Year 4	0%	0%	10%	8%	17%	39%	18%	7%
CLA	Year 4	0%	0%	17%	7%	10%	43%	17%	6%
All individuals	Year 5	0%	0%	9%	27%	34%	9%	16%	6%
All CIN	Year 5	0%	0%	12%	8%	20%	37%	16%	8%
CINP	Year 5	0%	0%	12%	9%	22%	34%	16%	8%
CPP	Year 5	0%	0%	7%	7%	21%	40%	17%	8%
CLA	Year 5	0%	0%	12%	6%	14%	45%	16%	7%
All individuals	Year 6	0%	0%	7%	16%	43%	9%	18%	7%
All CIN	Year 6	0%	0%	8%	6%	24%	38%	15%	9%
CINP	Year 6	0%	0%	8%	6%	26%	35%	15%	9%
CPP	Year 6	0%	0%	5%	5%	25%	41%	15%	10%
CLA	Year 6	0%	0%	8%	5%	17%	47%	15%	9%

Group	Year	KS5	Other Education (16-18)	Adult FE (19+)	Higher Education	Employment	Benefits	Mixed/no sustained activity	Activity not captured
All individuals	Year 7	0%	0%	5%	10%	51%	9%	15%	9%
All CIN	Year 7	0%	0%	6%	5%	26%	40%	14%	9%
CINP	Year 7	0%	0%	6%	5%	29%	37%	14%	9%
CPP	Year 7	0%	0%	4%	4%	27%	42%	14%	8%
CLA	Year 7	0%	0%	6%	3%	19%	48%	14%	9%
All individuals	Year 8	0%	0%	4%	7%	55%	11%	13%	10%
All CIN	Year 8	0%	0%	5%	4%	27%	43%	12%	9%
CINP	Year 8	0%	0%	5%	4%	30%	40%	12%	9%
CPP	Year 8	0%	0%	4%	3%	29%	45%	11%	8%
CLA	Year 8	0%	0%	4%	3%	20%	51%	11%	10%

Source: Longitudinal Educational Outcomes

Table 4: Average earnings and proportion of individuals by activity at any point in the first 8 years post-secondary school

Group	Average earnings in year 8	KS5	Other Education (16-18)	Adult FE (19+)	Higher Education	Employment	Benefits	Mixed/no sustained activity	Activity not captured	Main activity not education or employment
All individuals	£21,700	61%	28%	30%	45%	76%	21%	64%	20%	4%
All individuals: Female	£20,500	67%	25%	28%	50%	78%	22%	60%	15%	4%
All individuals: Male	£23,000	56%	31%	31%	40%	73%	19%	68%	24%	5%
All individuals: BAME	£21,700	70%	23%	25%	62%	68%	21%	67%	21%	4%
All individuals: White	£21,400	58%	31%	32%	38%	78%	22%	63%	19%	5%
All CIN	£17,900	19%	42%	35%	14%	45%	66%	65%	28%	21%
All CIN: Female	£16,700	23%	40%	36%	17%	47%	68%	61%	22%	20%
All CIN: Male	£19,100	16%	43%	34%	11%	42%	64%	71%	36%	21%

Group	Average earnings in year 8	KS5	Other Education (16-18)	Adult FE (19+)	Higher Education	Employment	Benefits	Mixed/no sustained activity	Activity not captured	Main activity not education or employment
All CIN: BAME	£18,800	32%	39%	37%	29%	47%	55%	68%	33%	14%
All CIN: White	£17,800	17%	43%	35%	11%	45%	68%	65%	28%	21%
CINP	£18,100	21%	41%	35%	15%	49%	62%	66%	28%	19%
CPP	£17,300	16%	41%	29%	12%	45%	68%	70%	27%	25%
CLA in 2010/11	£17,400	14%	43%	36%	11%	33%	77%	64%	30%	25%
CLA in secondary school	£17,600	16%	44%	33%	13%	39%	74%	69%	26%	24%
CLA less than 1 year	£17,500	13%	42%	30%	11%	38%	75%	70%	27%	36%
CLA 1 to 2 years	£16,000	14%	41%	32%	12%	37%	76%	73%	29%	35%
CLA 2 to 5 years	£17,200	17%	44%	33%	12%	39%	73%	68%	29%	30%
CLA 5 to 10 years	£18,300	23%	46%	35%	15%	42%	72%	66%	23%	26%

Group	Average earnings in year 8	KS5	Other Education (16-18)	Adult FE (19+)	Higher Education	Employment	Benefits	Mixed/no sustained activity	Activity not captured	Main activity not education or employment
CLA over 10 years	£18,200	19%	48%	38%	15%	38%	75%	64%	23%	28%
Teenager	£16,800	13%	42%	30%	12%	37%	76%	70%	29%	35%
Younger	£18,100	19%	45%	35%	13%	40%	72%	67%	25%	29%
Re-entered care	£16,700	12%	41%	31%	10%	35%	79%	71%	26%	40%
One period of care	£17,800	18%	45%	33%	13%	40%	73%	68%	27%	29%
Foster placements only	£17,700	22%	46%	34%	16%	46%	69%	68%	25%	22%
Residential placements only	£17,400	4%	36%	28%	5%	20%	84%	63%	38%	65%
Mixed placements	£17,400	12%	43%	31%	11%	35%	78%	71%	25%	38%

Source: Longitudinal Educational Outcomes

Table 5: Number of individuals by main activity at any point in the first 8 years post-secondary school and duration of latest period of care

Main activity	Less than 1 year	From 1 year to under 2 years	From 2 years to under 5 years	From 5 years to under 10 years	10 years and over
Other Education (16-18)	1,220	490	700	770	430
Adult FE (19+)	870	370	520	590	330
KS5	380	160	260	380	170
HE	330	150	190	250	130
Employment	1,120	430	620	700	330
Benefits	2,190	890	1,160	1,200	660
Mixed/no sustained activity	2,050	860	1,070	1,110	560
Unknown	790	340	460	380	200

Source: Longitudinal Educational Outcomes

Table 6: Number of individuals with employment recorded as main activity in the first 8 years post-secondary school and duration of latest period of care

Year	Less than 1 year	From 1 year to under 2 years	From 2 years to under 5 years	From 5 years to under 10 years	10 years and over
Year 1	40	20	20	20	10
Year 2	110	40	40	60	20
Year 3	270	80	120	130	60
Year 4	350	130	190	200	100
Year 5	470	160	270	300	140
Year 6	550	210	310	370	180
Year 7	610	220	360	430	190
Year 8	610	240	350	470	210

This data is used to calculate average earnings.

Source: Longitudinal Educational Outcomes

Table 7: Number of individuals with employment recorded as main activity in the first 8 years post-secondary school and re-entry to care

Year	Re-entered care	One period of care
Year 1	20	90
Year 2	40	210
Year 3	130	520
Year 4	180	790
Year 5	270	1,080
Year 6	320	1,290
Year 7	360	1,460
Year 8	360	1,510

This data is used to calculate average earnings.

Source: Longitudinal Educational Outcomes

Table 8: Main activity at any point in the first 8 years post-secondary school and placement type

Main activity	Foster	Residential	Mixed
Other Education (16-18)	1,870	320	1,420
Adult FE (19+)	1,410	250	1,030
KS5	900	40	410
HE	640	40	360
Employment	1,870	180	1,150
Benefits	2,820	740	2,540
Mixed/no sustained activity	2,780	560	2,310
Unknown	1,020	330	830

Source: Longitudinal Educational Outcomes

Table 9: Activity at any point and average earnings by main activity in the first year post-secondary school

Group	Activity in year 1	HE	Employment	Benefits	Average annual earnings in year 8
All individuals	Other Education (16-18)	8%	73%	34%	£19,700
All CIN	Other Education (16-18)	5%	47%	68%	£17,300
CINP	Other Education (16-18)	6%	51%	64%	£17,400
CPP	Other Education (16-18)	6%	46%	70%	£16,500
CLA	Other Education (16-18)	5%	37%	78%	£16,900
All individuals	KS5	68%	81%	9%	£22,800
All CIN	KS5	54%	72%	29%	£19,600
CINP	KS5	54%	73%	27%	£19,800
CPP	KS5	53%	77%	27%	£19,400
CLA	KS5	56%	67%	38%	£19,000

Source: Longitudinal Educational Outcomes

Annex C: Technical notes

The LEO dataset links education and tax data to chart the transition of individuals from schools, colleges and HE institutions into the workplace⁴. The privacy notice explaining how personal data in this project is shared and used can be found [here](#). The methodology used in this analysis is based on the methodology used in 'Post-16 Education and labour market outcomes for Looked After Children (LEO)'¹. For full details please see the 'Technical Report for Education and Labour Market Pathways of Individuals (LEO)'³.

Employment and earnings data

Employment and earnings data comes from records submitted through the Pay As You Earn (PAYE) system. The employment and earnings administrative dataset covers those who pay tax through PAYE. The core purpose of this process is to collect tax from those who are eligible to pay it through this mechanism and so there is not complete coverage. As employment data for those who pay tax through self-assessment is available from 2013-14, it is not included in this analysis as there is no complete time series. For an estimate of the effect of excluding self-assessment data please refer to the Technical Report³.

Out of work Benefits data

Benefits data are taken from the underlying DWP payments systems and are supplemented by the information entered by Jobcentre advisers. Only those classes as 'out-of-work' benefits are included in this analysis. For a full list please refer to the Technical Report³.

HE Statistics Agency (HESA) data

HESA collects data from universities, HE colleges and other specialist providers of HE. Data on HE in institutions in the UK is received from HESA and matched to the NPD data. There are some limitations to this matching in that the specification of those individuals who are matched changed over time. For example, 16 and 17 year olds in the HESA data were not matched until the 2014/15 academic year. This may underestimate the number of individuals in the first few years who had participated in HE at these ages.

Individualised Individual Record (ILR) data

This dataset covers all age Traineeships, and Adult FE (19+) and Skills individuals that completed an eligible FE learning aim funded by the Education and Skills Funding

⁴ For more information on the legal powers governing the dataset please see section 78 of the Small Business, Enterprise and Employment Act 2015 and sections 87-91 of the Education and Skills Act 2008.

Agency (ESFA). It covers all colleges, FE providers and specialist post-16 institutions in England.

Data matching

Education records from key stage 4 and key stage 5 attainment data, school census, children in need census, children looked after return, pupil referral unit (PRU) census and alternative provision (AP) census, HESA and ILR are matched to DWP's Customer Information System (CIS)⁵ using an established matching algorithm based on the following personal characteristics: National Insurance Number (NINO), forename, surname, date of birth, postcode and sex. For more details on the data matching process refer to the Technical Report³.

Tax and academic year mapping

This report follows a cohort of individuals that took their GCSE's and left secondary school in 2010/11. As academic and tax years overlap, this means that individuals would be unlikely to be engaged in economic activity for the whole tax year. This is why 2012-13 is taken to be the first full tax year in this analysis. Figure 18 shows how the top pathway for all individuals would be coded in this analysis and the mapping of tax and academic years.

The social care status of pupils was identified by matching to data from the Child in Need census and Children Looked After returns, which are returned to DfE by local authorities on annual basis and refer to financial years. Therefore children identified as being in need in this report are those in need between 1st April 2010 and 31st March 2011.

⁵ The CIS is a computer system used by the Department for Work and Pensions to store basic identifying information about customers and provides information on all individuals who have ever had a National Insurance number.

Figure 17: Example mapping of tax and academic years, age and main activity

Academic year	Most common pathway for all individuals	Tax year	Year	Activity	Age
2010/11	Last year KS4				15
2011/12	First year KS5	2011-12	N/A		16
2012/13	Second year KS5	2012-13	Year 1	KS5	17
2013/14	First year HE	2013-14	Year 2	HE	18
2014/15	Second year HE	2014-15	Year 3	HE	19
2015/16	Third year HE	2015-16	Year 4	HE	20
2016/17	Employed	2016-17	Year 5	Employed	21
2018/19	Employed	2017-18	Year 6	Employed	22
2019/20	Employed	2018-19	Year 7	Employed	23
2020/21	Employed	2019-20	Year 8	Employed	24
					25

Suppression and rounding

The suppression and rounding rules applied are:

1. All calculations have been derived from unrounded figures.
2. For confidentiality purposes, numbers from one to five inclusive have been replaced by a 'c'. Where any number is shown as zero (0), the original figure submitted was zero (0).
3. Percentages have been rounded to whole numbers but where the numerator was 5 or fewer or the denominator was 10 or fewer, they have been suppressed and replaced by a 'c'.
4. Totals have been rounded to the nearest 10. Average earnings have been rounded to the nearest £100.
5. To ensure suppressed numbers cannot be identified by simple arithmetic secondary suppression may be required.
6. Symbols used:
 - c Figures not shown in order to protect confidentiality.
 - z Not applicable, i.e. no children in the cohort.
 - ~ Percentages less than 0.5% but greater than 0%.



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