House of Commons
Committee of Public Accounts

Education recovery in schools in England

Fifty-Fifth Report of Session 2022–23

Report, together with formal minutes relating to the report

*Ordered by the House of Commons
to be printed 22 May 2023*

The Committee of Public Accounts

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Contents

Summary

Without the Department for Education taking faster and more effective recovery action, the legacy of the COVID-19 pandemic will be with us for a long time, damaging the prospects of a generation of children and entrenching disadvantage. The disruption to schooling was one of the most serious consequences of the pandemic, leading to lost learning for many pupils. Disadvantaged pupils suffered most, wiping out a decade of progress in reducing the gap in attainment between them and their peers. We are alarmed that the Department believes it could take a decade more to return the disadvantage gap to pre-pandemic levels.

A key plank of the Department's recovery programme for schools in England is the National Tutoring Programme. While the Department met its target to provide nearly two million tutoring courses in the 2021/22 school year, 13% of schools—one in eight—did not take part at all in the National Tutoring Programme, meaning their pupils missed out on the opportunity of subsidised tuition. The Department must do more to increase participation to make sure that all pupils get the support they need. Looking ahead, the Department plans to sharply reduce its subsidy for tutoring in 2023/24 and withdraw it completely in 2024/25. There is a risk that, without this central subsidy, the National Tutoring Programme will wither on the vine.

We are not convinced that the Department fully appreciates the pressures schools are under as they seek to help pupils catch up. Among other things, we heard evidence of funding constraints, challenges recruiting and retaining teaching staff, and growing mental health needs among pupils. The Department must do all it can to support schools with these wider challenges if education recovery is to be achieved.

After further delays and much pushing, the Department finally published its improvement plan for special educational needs and disabilities and alternative provision in March 2023. The timetable for implementing the planned changes stretches into 2025 and beyond. Meanwhile the children affected continue to make their way through the school system, many of them without the support they need. We look to the Department to get on with making the necessary improvements as quickly as possible, making clear the respective responsibilities and accountabilities of the education and health systems. We intend to continue to keep a close eye on its progress in doing so.

Introduction

In January 2022, there were 21,600 state schools in England, educating 8.3 million pupils. The Department for Education (the Department) is responsible for the school system in England and is ultimately accountable for securing value for money from the funding provided for schools.

To help limit transmission of the COVID-19 virus, schools were closed to pupils other than vulnerable children and children of critical workers from March to July 2020 and again from January to March 2021. During these periods, education for most children took place remotely at home.

Disruption to children's education during the COVID-19 pandemic led to lost learning for many pupils, particularly for disadvantaged children. The Department has announced total funding of £4.9 billion to address learning loss and support education recovery, covering early years, schools and education for 16- to 19-year-olds. Most of this funding (£3.5 billion) is for recovery interventions in schools extending across four academic years, 2020/21 to 2023/24.[1] The main interventions are: the National Tutoring Programme (NTP), which subsidises individual or small-group tutoring, with a focus on supporting disadvantaged pupils; the catch-up premium, which was per-pupil funding for schools during 2020/21; and the recovery premium from 2021/22 which, for mainstream schools, is allocated based on how many disadvantaged pupils they have.

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1   School academic years are written as, for example, '2023/24', and run from 1 September to 31 August.

Conclusions and recommendations

1. **It is alarming that it may take a decade for the gap in attainment between disadvantaged pupils and others to return to what it was before the COVID-19 pandemic.** Disadvantaged pupils have, on average, lower attainment than other pupils, and results from the Key Stage 1, 2 and 4 tests taken in 2022 showed that this disadvantage gap had grown since the start of the pandemic. For example, the disadvantage gap index (a measure of the difference in attainment) at the end of primary school was 3.23 in 2022, compared with 2.90 in 2018, reversing the progress that had been made to narrow the gap since 2012. The Department says that every element of its recovery programme has been tilted towards disadvantage, it believes it has a strong package of measures in place and it hopes to see the disadvantage gap narrowing again from summer 2023. However, it still expects it may take 10 years to return the disadvantage gap to the level it was before the pandemic.

    Recommendation 1: *The Department should publish a plan setting out how, building on good practice, it will reduce the disadvantage gap as quickly as possible, and the expected trajectory.*

2. **Effective recovery relies on pupils being at school but absence is higher than it was before the COVID-19 pandemic, particularly among disadvantaged pupils.** In the autumn and spring terms of 2021/22, the average absence rate for all pupils was 7.4%, compared with 4.5% for the same terms before the pandemic in 2018/19. For disadvantaged pupils, the rate was 10.4% in 2021/22, compared with 7.2% in 2018/19. The Department says that attendance rates are improving as levels of illness reduce. It is trying to tackle pupil absence in several ways, with leadership being provided by the Attendance Action Alliance which brings together stakeholders from across the school system. The Department believes it has set strong expectations and made clear that responsibility for attendance is shared between parents, schools and local authorities. It is collecting better data, drawn directly from schools' own systems, which it can look at in detail in real time. It also provides data back to schools to allow them to benchmark themselves against other schools.

    Recommendation 2: *The Department should develop a better understanding of why disadvantaged pupils have higher rates of absence than others and, in addition to its ongoing work on attendance, take targeted action to reduce absence rates among disadvantaged pupils.*

3. **We share the Department's disappointment that 13% of schools did not take up the National Tutoring Programme in 2021/22, meaning pupils at these schools missed out on the benefits of subsidised tutoring.** Take-up of the two centrally run National Tutoring Programme schemes was below the Department's expectations, but the introduction of a school-led tutoring element gave schools more control and significantly boosted take-up. In 2021/22, 87% of schools in England participated in some form of tutoring under the National Tutoring Programme, but the Department described the fact that 13% of schools had not taken part as the "biggest disappointment" of the recovery programme. The Department says it has put a good deal of resource into persuading schools of the benefits of the National Tutoring Programme. The Department added that there was continuing evaluation of the

National Tutoring Programme to ensure tutoring was delivering the best value for money, and that it had committed to investigate how it could further develop longitudinal studies.

Recommendation 3: *The Department needs to do more to understand why some schools are not taking part in the National Tutoring Programme and take more effective action to increase participation, informed by evaluation of the first two years of the scheme.*

4.   **We are not confident that schools will be able to afford to provide tutoring on the scale required to support all the pupils who need it once the Department withdraws its subsidy.** By the end of 2021/22, pupils had started 2.5 million courses under the National Tutoring Programme. The Department made available funding of £594 million to subsidise the cost of tutoring in that period. But it is reducing its subsidy for tutoring under the National Tutoring Programme each year, with the result that the rate of subsidy will drop from 75% in 2020/21 to 25% in 2023/24. After that, schools will have to cover the full cost of tutoring from other sources, such as pupil premium funding. School budgets are already under significant pressure. Written evidence submitted to us shows that some schools are struggling to fund the cost of tutoring in 2022/23, when the Department is still providing a 60% subsidy. The Department wants tutoring to become an integral part of the school system, but it is clear that without extra funding schools will find it difficult to maintain tutoring on a comparable scale to that currently being provided. The Department has committed to model the impact of removing the subsidy on the affordability of tutoring for schools.

Recommendation 4: *The Department should monitor how much tutoring is being provided, in 2022/23 and 2023/24 when it is providing a subsidy, and in subsequent years, and intervene if tutoring levels drop significantly.*

5.   **The Department has no interim targets to track progress towards the 2030 attainment ambitions set out in the Schools White Paper.** The Department has not specified the impact it wants to achieve from its interventions to support education recovery because it regards these as part of its wider efforts to improve pupils' attainment. In the March 2022 Schools White Paper, the Department set ambitions for pupils' attainment, by 2030, in literacy and numeracy at the end of primary school and secondary school, but it has not yet set milestones to show progress towards these ambitions. It plans to make public, in the next couple of months, its plans for tracking progress made by primary school pupils. The Department pointed to its Outcome Delivery Plan as the means by which it publishes the performance metrics that measure progress. We note, however, that the most recent Outcome Delivery Plan dates from July 2021, nearly two years ago, meaning that the Department has not provided updated metrics since then.

Recommendation 5: *The Department should set out measures of progress for the 2030 attainment targets (starting with the measures for primary pupils which it should publish by the 2023 summer parliamentary recess) and report progress against the measures to Parliament each year.*

1 Supporting disadvantaged and vulnerable pupils

1.   On the basis of a report by the Comptroller and Auditor General, we took evidence from the Department for Education (the Department) on education recovery in schools.[2]

2.   In January 2022, there were 21,600 state schools in England, educating 8.3 million pupils. The Department is responsible for the school system in England and is ultimately accountable for securing value for money from the funding provided for schools.[3]

3.   To help limit transmission of the COVID-19 virus, schools were closed to pupils other than vulnerable children and children of critical workers from March to July 2020 and again from January to March 2021. During these periods, education for most children took place remotely at home. Even when schools were open during the pandemic, pupils' learning was disrupted, with restrictions on activities and more children, teachers and other staff absent than usual.[4] Many pupils lost learning due to the disruption to their education during the pandemic but disadvantaged children and some others, for example those with low prior attainment, were disproportionately affected.[5]

4.   The Department has announced funding of £4.9 billion to address learning loss and support education recovery, covering early years, schools and education for 16- to 19-year-olds. Most of this funding (£3.5 billion spread over four academic years, 2020/21 to 2023/24[6]) is for recovery interventions in schools. The main interventions are: the National Tutoring Programme, which subsidises individual or small-group tutoring and mentoring through three schemes, with a focus on supporting disadvantaged pupils; the catch-up premium, which was per-pupil funding for schools during 2020/21; and the recovery premium, which replaced the catch-up premium from 2021/22 and, for mainstream schools, is allocated based on how many disadvantaged pupils they have.[7]

5.   We note that written submissions to this inquiry and evidence from Members of Parliament highlighted that schools are working to help pupils catch up in the context of wider pressures on budgets and staff. We also heard concerns about teacher recruitment and retention, workload and the mental health and wellbeing of teachers and pupils following the COVID-19 pandemic.[8] Written evidence from NASUWT cited the Department's 2022/23 Initial Teacher Training Census which showed there were 29% fewer new entrants to postgraduate initial teacher training than needed. NASUWT also noted that its 2022 state-of-the-profession survey found that more than half of teachers cited workload as the biggest factor causing poor mental health, and said that recovery strategies would not be effective or sustainable if they created additional burdens for the workforce or negatively impacted on their wellbeing.[9]

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2   C&AG's Report, Education recovery in schools in England, Session 2022–23, HC 1081, 1 February 2023

3   C&AG's Report, para 1

4   Q 34; C&AG's Report, para 2

5   Q 41; C&AG's Report, para 3

6   School academic years are written as, for example, '2023/24', and run from 1 September to 31 August.

7   C&AG's Report, paras 3, 8

8   Qq 8, 9, 97

9   ERS0001 NASUWT, the Teacher's Union pages 5–6

6.   Evidence submissions from the Children and Young People's Mental Health Coalition, Young Minds and Adoption UK highlighted the impact that the COVID-19 pandemic had had on young people's mental health.[10] The Department agreed with Young Minds' recommendation calling for a whole-school approach to mental health and wellbeing, and said that this was important because of the range of different needs. It told us that, with the funding currently available, its ambition was for its programme of mental health support teams to reach 35% of schools and that it was on track to achieve this.[11]

Closing the disadvantage gap

7.   Disadvantaged pupils have, on average, lower attainment than other pupils, and results from the Key Stage 1, 2 and 4 tests taken in 2022 showed that this disadvantage gap had grown.[12] The Department told us that it had been successfully closing the disadvantage gap before the COVID-19 pandemic, and that the subsequent widening of the gap had been one of the worst and most dispiriting effects of the pandemic. It explained that it used a metric called the disadvantage gap index to measure the difference in attainment between disadvantaged pupils and their peers. A value of zero would indicate there was no disadvantage gap. The disadvantage gap index at Key Stage 2 (the end of primary school) was 3.34 in 2011, and the index fell steadily to 2.90 in 2018. In 2022, it had risen to 3.23, not quite as high as in 2011 but going significantly backwards.[13] Written evidence we received from NASUWT, Action Tutoring and The Tutor Trust also highlighted that the growth in the attainment gap between disadvantaged and other pupils during the COVID-19 pandemic was a particular concern.[14]

8.   We asked the Department when we would see the disadvantage gap start to close. The Department insisted that closing the gap in attainment had been the relentless focus of its education recovery work, and that almost every element of the recovery programme, including the National Tutoring Programme and the recovery premium, had been tilted towards disadvantaged pupils. It also said that while another important part of the recovery programme, investment in teacher education and training, benefited every pupil, good-quality teaching benefited disadvantaged pupils the most.[15]

9.   The Department told us that it hoped to see the disadvantage gap narrowing again from summer 2023.[16] It accepted that one could always do more, but believed it now had a strong package of measures in place. The measures included things that were most likely to drive engagement from all pupils and particularly disadvantaged pupils. The Department also said that the way it had incentivised teachers to work in the most disadvantaged places was an important part of its efforts to close the disadvantage gap.[17]

10.   We pressed the Department on when it hoped to eliminate the disadvantage gap completely. It told us that no country in the world had completely eliminated its

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10   ERS0003 The Children and Young People's Mental Health Coalition page 1; ERS0005 Young Minds pages 1–3; ERS0006 Adoption UK pages 2 and 4

11   Qq 60, 62

12   C&AG's Report, para 3.16

13   Q 28

14   ERS0001 NASUWT, the Teacher's Union, pages 2–3; ERS0002 Action Tutoring, pages 2–3; ERS0007 The Tutor Trust, pages 2–3

15   Q 28

16   Q 28

17   Qq 29–30

disadvantage gap so it was reluctant to commit to a date. However, the Department said that it should be able to reduce the disadvantage gap at least as quickly as it had done in the 10 years before the COVID-19 pandemic, and that it ought to set itself the challenge of going as fast, or faster, in closing the gap as it had done previously.[18] We note, however, that this would mean potentially taking as much as another decade to get back to the position before the pandemic.

Pupils' absence from school

11. The Department recognises that a key element of improving attainment is for children to be in school.[19] Rates of pupil absence from school are, however, higher than they were before the COVID-19 pandemic.[20] Written evidence we received from Action Tutoring pointed to increases in pupil absence since before the pandemic, and highlighted the stark gap in attendance between disadvantaged pupils and their peers.[21] In the autumn and spring terms of 2021/22, the average absence rate for all pupils was 7.4%, compared with 4.5% for the same terms before the pandemic in 2018/19. For disadvantaged pupils, the rate was 10.4% in 2021/22, compared with 7.2% in 2018/19.[22]

12. The Department told us that illness, rather than unauthorised absence, was the biggest driver of the increase in absence, particularly persistent absence. It noted that this year's figures were for the autumn term only, when there had been quite a lot of illness. A pupil would only need to have missed seven days during the term to be classed as persistently absent, and quite a lot of people who got flu would have been off for seven days.[23] The Department said that the data showed that attendance was lower on Fridays than on other days of the week, and a little lower on Mondays, but did not indicate why. It also noted that anecdotally this pattern had also existed before the pandemic.[24]

13. We asked the Department what its plans were to deal with pupil absences. It told us that attendance rates were improving as levels of illness reduced, but there was more to be done.[25] The Department said that a lot of its work on attendance started from the principle of providing support, particularly for children who had other disadvantages such as vulnerable children or children with special educational needs and disabilities.[26] It highlighted that attendance for children in care, which had previously been worse than for other children, was now better because of the support they were given by social workers and virtual school heads.[27]

14. The Department said it had set a strong expectation that attendance was everyone's responsibility, including parents, schools and local authorities. It also stressed the importance of leadership and data. It explained that national leadership was being provided by the Attendance Action Alliance which brought together key players from across the school system who could make a difference, and this approach was increasingly being

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18   Qq 31–32
19   Q 49
20   C&AG's Report, para 3.19
21   ERS0002 Action Tutoring, page 4
22   C&AG's Report, para 3.19
23   Q 68
24   Qq 52–53
25   Q 49
26   Q 37
27   Q 36

replicated at local level. The Department said the Alliance enabled a better understanding of what worked through the whole system. The range of different approaches included work with individual parents, direct support such as phoning parents up in the morning, and mentoring activities.[28]

15.   The Department highlighted that it was now collecting better data, drawn directly from state-funded schools' own management information systems, which it could look at in detail, in real time. Schools voluntarily signed up to provide data and about 80% were doing so. The Department told us how it was now providing benchmarking data back to schools to allow them to compare themselves against other similar schools.[29] In addition, better data allowed the Department and other partners to see trends, issues and solutions in a way that had not been possible before.[30]

Support for pupils with special educational needs and disabilities

16.   We have been regularly pressing the Department to improve its support for pupils with special educational needs and disabilities (SEND) since we reported on this subject in May 2020.[31] The Department finally published the results of its SEND review in a Green Paper in March 2022, setting out proposals for consultation.[32] The Green Paper said that the Department would publish a national delivery plan later in 2022. In the event, the SEND and Alternative Provision Improvement Plan was not published until March 2023. The Department plans to establish a change programme which will work over the next two to three years with selected local authorities in nine regions, meaning that putting actions into effect nationally will extend to 2025 and beyond.[33]

17.   We asked the Department why the process was taking so long and specifically why it was not expecting to have a full set of new national standards even by the end of 2025. The Department said that it had made a commitment to start with the national standards that touched on the things that it knew people wanted most, on autism and mental health for example. It wanted to go as quickly as it could in creating the national standards, but it knew that the standards would only work if it co-created them with others across the SEND system. The Department also said that, as well as making sure that the education, health and care process was streamlined, it planned to focus on some of the national standards that would allow parents, teachers and the public know what should ordinarily available, including in mainstream school settings.[34]

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28   Qq 49–50

29   Q 51

30   Qq 49, 54

31   Committee of Public Accounts, Support for children with special educational needs and disabilities, First Report of Session 2019–21, HC 85, March 2022

32   HM Government, SEND Review: Right support, right place, right time, Government consultation on the SEND and alternative provision system in England, CP 624, March 2022

33   HM Government, Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan, CP 800, March 2023

34   Qq 55–57

2   Embedding education recovery

Schools' engagement with the National Tutoring Programme

18.   By the end of 2021/22, pupils had started 2.5 million courses under the National Tutoring Programme.[35] However, take-up of the two centrally run National Tutoring Programme schemes was below the Department's expectations: in 2021/22, the number of courses was 45% of the Department's target for the tuition partners scheme and 65% for the academic mentors scheme.[36] The Department said that this shortfall had been outweighed by take-up of school-led tutoring, which gave schools more control, was cheaper and had boosted take-up. As a result, the Department had exceeded its near two million overall target for the number of courses started in 2021/22.[37] The Department also said that introducing school-led tutoring, along with encouraging tutoring organisations to expand their operations into areas with less tutoring availability, had led to an increase in take-up in those areas, particularly in the north of England.[38]

19.   In 2021/22, 87% of schools in England participated in some form of tutoring under the National Tutoring Programme.[39] When we asked the Department why 13% of schools had not taken part at all in the National Tutoring Programme, it told us that this had been the "biggest disappointment" of the recovery programme.[40]

20.   The Department said there were a range of different reasons for why schools chose to engage with tutoring; some would be about their view of the value of tutoring and some would be about the process of engaging people to do tutoring. It told us that it was seeking to reduce the number of schools that had not engaged with the National Tutoring Programme and was putting a good deal of resource into persuading those schools of the benefits of tutoring, through contacting them directly and through identifying what had worked well.[41]

21.   The Department told us of a number of ways it had been sharing best practice on the National Tutoring Programme. These included offering direct support to schools and having webinars and shared promotions and research. It highlighted in particular research by the Education Endowment Foundation and the National Foundation for Educational Research that had embedded guidance in schools to support effective tutoring.[42] The Department also noted that some 70% of school leaders were following Education Endowment Foundation evidence in using their recovery premium funding. It described that evidence as the "gold standard".[43] We asked the Department what lessons it had learned from the first two years that it would apply to the next two years. It told us that the most important was the power of data to target the pupils and places that

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35   C&AG's Report, Key facts

36   C&AG's Report, para 12

37   Qq 48, 75, 76

38   Qq 47, 48

39   C&AG's Report, para 2.27

40   Q 92

41   Q 92

42   Q 45

43   Q 83

need it most. The Department added that there was continuing evaluation of the National Tutoring Programme to ensure tutoring was delivering the best value for money, and that it had committed to investigate how it could further develop longitudinal studies.[44]

Withdrawal of the Department's subsidy for tutoring

22. The Department provided funding of £594 million for the National Tutoring Programme taking 2020/21 and 2021/22 together, and plans to provide a further £527 million in the following two years.[45] It is progressively reducing the rate of subsidy it provides for tutoring, from 75% in 2020/21 to 25% in 2023/24, so schools are having to cover a growing proportion of the costs from other sources, such as pupil premium funding. After 2023/24, schools will have to cover the full cost of tutoring themselves.[46]

23. Written evidence we received from The Tutor Trust noted that some schools, particularly smaller primary schools, were struggling to fund the cost of tutoring in 2022/23, when the Department was providing a subsidy of 60%.[47] We also heard from Action Tutoring that, with the drop in the subsidy to 25% in 2023/24, more schools would struggle and essential interventions such as tutoring might be relegated.[48]

24. We asked the Department how, as the level of subsidy reduced, schools would be able to meet the cost of continuing to participate in the National Tutoring Programme. The Department told us that it had always been clear that the subsidy would taper and, if tutoring was to become a normal and embedded part of the school system as the Department intended, it would have to be funded increasingly through mainstream school budgets. It assured us that it wanted schools to be sufficiently funded to do all the things they needed to do for their pupils, and that overall school funding in the current year was going up by something in the order of £4 billion.[49]

25. The Department acknowledged, however, that the fall in the level of subsidy was significant and told us it had accepted the NAO's recommendation that it should model the impact of moving from 60% to 25% in a single year.[50] It also undertook to keep monitoring this area and, if there was a significant drop-off in tutoring, to look again at the whole issue of funding to see what more needed to be done.[51]

26. We asked the Department how it would create a sustainable tuition market, given the different skills needed for tutoring and classroom teaching. It told us that quality was key and that, important though finding additional tutors was, effective practice and use of evidence for how effective tutoring is delivered were essential. The Department emphasised the National Tutoring Programme's focus on training. Over 20,000 people had been through that training, which it said had resulted in a long-term legacy of more people in schools skilled to deliver one-to-one and small group tutoring.[52]

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44   Qq 104, 112, 113
45   C&AG's Report, Figure 4
46   C&AG's Report, para 1.17
47   ERS0007 The Tutor Trust, page 9
48   ERS0002 Action Tutoring page 7
49   Qq 93, 95
50   Q 95
51   Q 96
52   Q 110

Tracking progress towards the ambitions in the Schools White Paper

27. In 2021, we recommended that the Department should set out clear metrics that it would use to monitor the catch-up programme, and indicate what level of performance would represent success, and the Department agreed with this recommendation.[53] However, although the Department recognises that it needs to demonstrate what has been achieved for its spending on education recovery, it has not set targets for the impact it wants to achieve from the recovery interventions because it now regards these as part of its overall activity to improve pupils' attainment.[54]

28. In the March 2022 Schools White Paper, the Department set ambitions that, by 2030, 90% of primary school children would achieve the expected standard in reading, writing and maths, and the percentage of children meeting the expected standard in the worst performing areas would have increased by a third. The ambitions for secondary schools were for the national GCSE average grade in both English language and maths to increase from 4.5 in 2019 to 5.0 by 2030.[55] The Department has not set milestones between now and 2030 to show progress towards these ambitions.[56] We asked the Department how, without milestones, it was going to track progress. The Department agreed that the long-term ambition in the Schools White Paper invited a recognition of the importance of setting progress measures. It had not done that in the White Paper, but expected to be able to make public its plans for primary school pupils in the next couple of months.[57]

29. The Department pointed us to the performance metrics that it published every year in its Outcome Delivery Plan. It said that it published a wide range of metrics at Key Stages 2 and 4, and the results of Key Stage 1 tests such as the phonics screening check. The Department assured us that it used all of these measures to hold itself to account, and that it expected other people to use them to hold it to account for progress.[58] We note, however, that the Department's most recent Outcome Delivery Plan was published in July 2021, nearly two years ago.[59]

53   Committee of Public Accounts, COVID-19: Support for children's education, Third Report of Session 2021–22, HC 240, 26 May 2021; HM Treasury, Treasury Minutes – Government responses to the Committee of Public Accounts on the First to the Sixth reports from Session 2021–22, August 2021 (page 11)

54   C&AG's Report, para 3.3

55   HM Government, Opportunity for all: strong schools with great teachers for your child, March 2022, page 11

56   C&AG's Report, para 3.4

57   Q 101

58   Q 102

59   Department for Education, DfE Outcome Delivery Plan: 2021 to 2022, published 15 July 2021

Formal minutes

Monday 22 May 2023

Members present:

Dame Meg Hillier

Olivia Blake

Dan Carden

Sir Geoffrey Clifton-Brown

Mr Jonathan Djanogly

Mrs Flick Drummond

Mr Louie French

Jill Mortimer

Nick Smith

Education recovery in schools in England

Draft Report (*Education recovery in schools in England*), proposed by the Chair, brought up and read.

Ordered, That the draft Report be read a second time, paragraph by paragraph.

Paragraphs 1 to 29 read and agreed to.

Summary agreed to.

Introduction agreed to.

Conclusions and recommendations agreed to.

Resolved, That the Report be the Fifty-fifth of the Committee to the House.

Ordered, That the Chair make the Report to the House.

Adjournment

Adjourned till Thursday 25 May at 9.00am.

Witnesses

The following witnesses gave evidence. Transcripts can be viewed on the inquiry publications page of the Committee's website.

Thursday 9 March 2023

Susan Acland-Hood, Permanent Secretary, Department for Education; **Andrew McCully**, Director General of Schools Group, Department for Education; **Graham Archer**, Interim Director General for Strategy Group, Department for Education   Q1–115

Published written evidence

The following written evidence was received and can be viewed on the inquiry publications page of the Committee's website.

ERS numbers are generated by the evidence processing system and so may not be complete.

1   Action Tutoring (ERS0002)

2   Adoption UK (ERS0006)

3   Education Support (ERS0008)

4   Get Further (ERS0010)

5   National Association of Schoolmasters/Union of Women Teachers, The Teachers' Union (ERS0001)

6   Football Beyond Borders (ERS0011)

7   Speech and Language UK (ERS0004)

8   The Children and Young People's Mental Health Coalition (ERS0003)

9   The Tutor Trust (ERS0007)

10   Voice 21 (ERS0009)

11   YoungMinds (ERS0005)

List of Reports from the Committee during the current Parliament

All publications from the Committee are available on the [publications page](#) of the Committee's website.

Session 2022–23

Number	Title	Reference
1st	Department for Business, Energy & Industrial Strategy Annual Report and Accounts 2020–21	HC 59
2nd	Lessons from implementing IR35 reforms	HC 60
3rd	The future of the Advanced Gas-cooled Reactors	HC 118
4th	Use of evaluation and modelling in government	HC 254
5th	Local economic growth	HC 252
6th	Department of Health and Social Care 2020–21 Annual Report and Accounts	HC 253
7th	Armoured Vehicles: the Ajax programme	HC 259
8th	Financial sustainability of the higher education sector in England	HC 257
9th	Child Maintenance	HC 255
10th	Restoration and Renewal of Parliament	HC 49
11th	The rollout of the COVID-19 vaccine programme in England	HC 258
12th	Management of PPE contracts	HC 260
13th	Secure training centres and secure schools	HC 30
14th	Investigation into the British Steel Pension Scheme	HC 251
15th	The Police Uplift Programme	HC 261
16th	Managing cross-border travel during the COVID-19 pandemic	HC 29
17th	Government's contracts with Randox Laboratories Ltd	HC 28
18th	Government actions to combat waste crime	HC 33
19th	Regulating after EU Exit	HC 32
20th	Whole of Government Accounts 2019–20	HC 31
21st	Transforming electronic monitoring services	HC 34
22nd	Tackling local air quality breaches	HC 37
23rd	Measuring and reporting public sector greenhouse gas emissions	HC 39
24th	Redevelopment of Defra's animal health infrastructure	HC 42
25th	Regulation of energy suppliers	HC 41
26th	The Department for Work and Pensions' Accounts 2021–22 – Fraud and error in the benefits system	HC 44
27th	Evaluating innovation projects in children's social care	HC 38

Number	Title	Reference
28th	Improving the Accounting Officer Assessment process	HC 43
29th	The Affordable Homes Programme since 2015	HC 684
30th	Developing workforce skills for a strong economy	HC 685
31st	Managing central government property	HC 48
32nd	Grassroots participation in sport and physical activity	HC 46
33rd	HMRC performance in 2021–22	HC 686
34th	The Creation of the UK Infrastructure Bank	HC 45
35th	Introducing Integrated Care Systems	HC 47
36th	The Defence digital strategy	HC 727
37th	Support for vulnerable adolescents	HC 730
38th	Managing NHS backlogs and waiting times in England	HC 729
39th	Excess Votes 2021–22	HC 1132
40th	COVID employment support schemes	HC 810
41st	Driving licence backlogs at the DVLA	HC 735
42nd	The Restart Scheme for long-term unemployed people	HC 733
43rd	Progress combatting fraud	HC 40
44th	The Digital Services Tax	HC 732
45th	Department for Business, Energy & Industrial Strategy Annual Report and Accounts 2021–22	HC 1254
46th	BBC Digital	HC 736
47th	Investigation into the UK Passport Office	HC 738
48th	MoD Equipment Plan 2022–2032	HC 731
49th	Managing tax compliance following the pandemic	HC 739
50th	Government Shared Services	HC 734
51st	Tackling Defra's ageing digital services	HC 737
52nd	Restoration & Renewal of the Palace of Westminster – 2023 Recall	HC 1021
53rd	The performance of UK Security Vetting	HC 994
54th	Alcohol treatment services	HC 1001
1st Special Report	Sixth Annual Report of the Chair of the Committee of Public Accounts	HC 50
2nd Special Report	Seventh Annual Report of the Chair of the Committee of Public Accounts	HC 1055

Session 2021–22

Number	Title	Reference
1st	Low emission cars	HC 186
2nd	BBC strategic financial management	HC 187
3rd	COVID-19: Support for children's education	HC 240
4th	COVID-19: Local government finance	HC 239
5th	COVID-19: Government Support for Charities	HC 250
6th	Public Sector Pensions	HC 289
7th	Adult Social Care Markets	HC 252
8th	COVID 19: Culture Recovery Fund	HC 340
9th	Fraud and Error	HC 253
10th	Overview of the English rail system	HC 170
11th	Local auditor reporting on local government in England	HC 171
12th	COVID 19: Cost Tracker Update	HC 173
13th	Initial lessons from the government's response to the COVID-19 pandemic	HC 175
14th	Windrush Compensation Scheme	HC 174
15th	DWP Employment support	HC 177
16th	Principles of effective regulation	HC 176
17th	High Speed 2: Progress at Summer 2021	HC 329
18th	Government's delivery through arm's-length bodies	HC 181
19th	Protecting consumers from unsafe products	HC 180
20th	Optimising the defence estate	HC 179
21st	School Funding	HC 183
22nd	Improving the performance of major defence equipment contracts	HC 185
23rd	Test and Trace update	HC 182
24th	Crossrail: A progress update	HC 184
25th	The Department for Work and Pensions' Accounts 2020–21 – Fraud and error in the benefits system	HC 633
26th	Lessons from Greensill Capital: accreditation to business support schemes	HC 169
27th	Green Homes Grant Voucher Scheme	HC 635
28th	Efficiency in government	HC 636
29th	The National Law Enforcement Data Programme	HC 638
30th	Challenges in implementing digital change	HC 637
31st	Environmental Land Management Scheme	HC 639
32nd	Delivering gigabitcapable broadband	HC 743
33rd	Underpayments of the State Pension	HC 654

Number	Title	Reference
34th	Local Government Finance System: Overview and Challenges	HC 646
35th	The pharmacy early payment and salary advance schemes in the NHS	HC 745
36th	EU Exit: UK Border post transition	HC 746
37th	HMRC Performance in 2020–21	HC 641
38th	COVID-19 cost tracker update	HC 640
39th	DWP Employment Support: Kickstart Scheme	HC 655
40th	Excess votes 2020–21: Serious Fraud Office	HC 1099
41st	Achieving Net Zero: Follow up	HC 642
42nd	Financial sustainability of schools in England	HC 650
43rd	Reducing the backlog in criminal courts	HC 643
44th	NHS backlogs and waiting times in England	HC 747
45th	Progress with trade negotiations	HC 993
46th	Government preparedness for the COVID-19 pandemic: lessons for government on risk	HC 952
47th	Academies Sector Annual Report and Accounts 2019/20	HC 994
48th	HMRC's management of tax debt	HC 953
49th	Regulation of private renting	HC 996
50th	Bounce Back Loans Scheme: Follow-up	HC 951
51st	Improving outcomes for women in the criminal justice system	HC 997
52nd	Ministry of Defence Equipment Plan 2021–31	HC 1164
1st Special Report	Fifth Annual Report of the Chair of the Committee of Public Accounts	HC 222

Session 2019–21

Number	Title	Reference
1st	Support for children with special educational needs and disabilities	HC 85
2nd	Defence Nuclear Infrastructure	HC 86
3rd	High Speed 2: Spring 2020 Update	HC 84
4th	EU Exit: Get ready for Brexit Campaign	HC 131
5th	University technical colleges	HC 87
6th	Excess votes 2018–19	HC 243
7th	Gambling regulation: problem gambling and protecting vulnerable people	HC 134
8th	NHS capital expenditure and financial management	HC 344
9th	Water supply and demand management	HC 378

Number	Title	Reference
10th	Defence capability and the Equipment Plan	HC 247
11th	Local authority investment in commercial property	HC 312
12th	Management of tax reliefs	HC 379
13th	Whole of Government Response to COVID-19	HC 404
14th	Readying the NHS and social care for the COVID-19 peak	HC 405
15th	Improving the prison estate	HC 244
16th	Progress in remediating dangerous cladding	HC 406
17th	Immigration enforcement	HC 407
18th	NHS nursing workforce	HC 408
19th	Restoration and renewal of the Palace of Westminster	HC 549
20th	Tackling the tax gap	HC 650
21st	Government support for UK exporters	HC 679
22nd	Digital transformation in the NHS	HC 680
23rd	Delivering carrier strike	HC 684
24th	Selecting towns for the Towns Fund	HC 651
25th	Asylum accommodation and support transformation programme	HC 683
26th	Department of Work and Pensions Accounts 2019–20	HC 681
27th	Covid-19: Supply of ventilators	HC 685
28th	The Nuclear Decommissioning Authority's management of the Magnox contract	HC 653
29th	Whitehall preparations for EU Exit	HC 682
30th	The production and distribution of cash	HC 654
31st	Starter Homes	HC 88
32nd	Specialist Skills in the civil service	HC 686
33rd	Covid-19: Bounce Back Loan Scheme	HC 687
34th	Covid-19: Support for jobs	HC 920
35th	Improving Broadband	HC 688
36th	HMRC performance 2019–20	HC 690
37th	Whole of Government Accounts 2018–19	HC 655
38th	Managing colleges' financial sustainability	HC 692
39th	Lessons from major projects and programmes	HC 694
40th	Achieving government's long-term environmental goals	HC 927
41st	COVID 19: the free school meals voucher scheme	HC 689
42nd	COVID-19: Government procurement and supply of Personal Protective Equipment	HC 928
43rd	COVID-19: Planning for a vaccine Part 1	HC 930

Number	Title	Reference
44th	Excess Votes 2019–20	HC 1205
45th	Managing flood risk	HC 931
46th	Achieving Net Zero	HC 935
47th	COVID-19: Test, track and trace (part 1)	HC 932
48th	Digital Services at the Border	HC 936
49th	COVID-19: housing people sleeping rough	HC 934
50th	Defence Equipment Plan 2020–2030	HC 693
51st	Managing the expiry of PFI contracts	HC 1114
52nd	Key challenges facing the Ministry of Justice	HC 1190
53rd	Covid 19: supporting the vulnerable during lockdown	HC 938
54th	Improving single living accommodation for service personnel	HC 940
55th	Environmental tax measures	HC 937
56th	Industrial Strategy Challenge Fund	HC 941