

Working Paper: Returning to state schools following permanent exclusion or alternative provision

Acknowledgments

This work was produced using statistical data from ONS. The use of the ONS statistical data in this work does not imply the endorsement of the ONS in relation to the interpretation or analysis of the statistical data.

This work uses research datasets which may not exactly reproduce National Statistics aggregates.

This publication includes analysis of the Department for Education National Pupil Database. Inferences or conclusions derived from the NPD in this publication are the responsibility of FFT Education Datalab and not the Department for Education.

The work was carried out on behalf of the [IntegratEd partnership](#) and funded by Porticus UK.

Background

In this briefing, we use data from the National Pupil Database (NPD) to examine the extent to which pupils return to state-funded mainstream or special schools having experienced permanent exclusion or alternative provision. We study the school histories up to compulsory school leaving age for seven cohorts of young people.

The questions we consider are:

- How many pupils experience permanent exclusions and/ or alternative provision during their school career?
- How long do pupils spend in the AP school sector?
- In which types of settings do pupils complete their compulsory schooling having experienced permanent exclusion and/ or alternative provision?
- Which pupils are more likely to return to state-funded mainstream and special schools to complete Key Stage 4?

Number of pupils experiencing permanent exclusion or alternative provision

Firstly, we summarise the number of pupils who experience one of the following events:

- Permanent exclusion
- Attending pupil referral units or alternative provision free schools/ academies (state-funded AP schools)
- Local authority alternative provision, other forms of provision for which the local authority pays fees including independent schools, FE colleges and one-to-one tuition.

The three groups are identified using the National Pupil Database:

- Permanent exclusions from 2005/06
- Enrolment in state-funded AP schools from 2009/10

- Local authority alternative provision from 2008/09

We track seven cohorts of pupils up to the end of compulsory schooling. In Table 1, we summarise the numbers observed to experience any of the three above events during their school career.

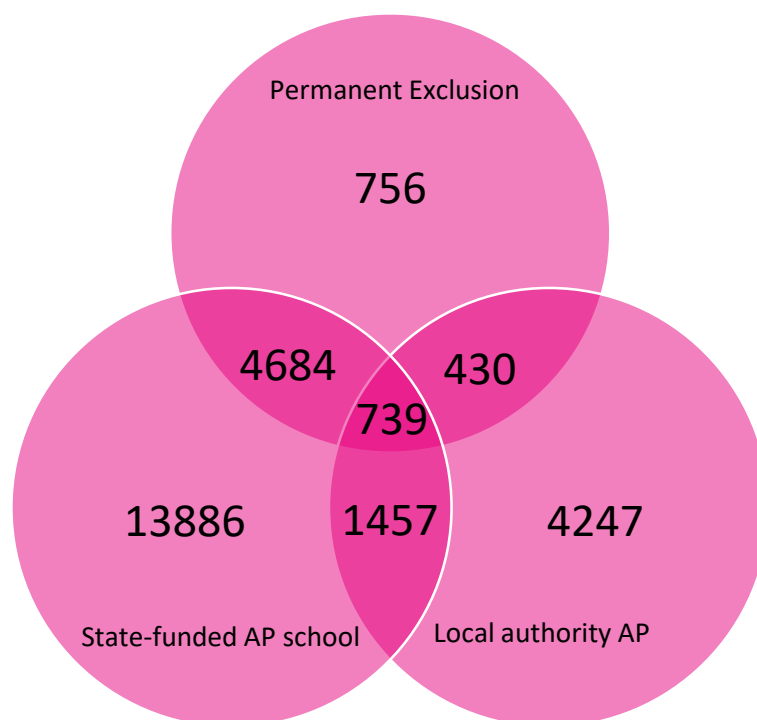
Table 1: Number of pupils experiencing permanent exclusion or alternative provision by cohort

Year aged 15	Permanently excluded	State-funded AP schools	LA alternative provision	Total pupils
2013	5036	16194	7729	23187
2014	4691	17247	7140	23267
2015	4712	18594	6762	24154
2016	4878	19191	6427	24311
2017	5276	19944	6255	25023
2018	5933	20016	5874	24739
2019	6609	20766	6873	26199

Over the period we observe, the numbers of pupils experiencing permanent exclusion or enrolment at state-funded AP schools increased. The number experiencing local authority alternative provision fell for cohorts up to 2018 and then increased among the 2019 cohort. It can be seen that the numbers in the total pupils column is less than the sum of the other three columns. This indicates that some pupils experienced more than one of the three events. Of the entire cohort of 15 year olds in a given year, the total number of pupils experiencing one of the three events is around 4%.

The overlap between the three groups is summarized for the 2019 cohort in Figure 1.

Figure 1: Overlap between permanent exclusion, attending state-funded AP schools and local authority alternative provision, 2019 cohort



The majority of pupils who experienced permanent exclusion also experienced some time in the state-funded AP sector. (1457 + 739) pupils spent time both in state-funded AP and in other provision funded by a local authority.

Among pupils below academic age in 2018/19, the numbers who have already experienced one of the three events are shown in Table 2.

Table 2: Number of pupils below compulsory school leaving age who have experienced permanent exclusion or alternative provision, 2018/19

Academic age 2018/19	Permanently excluded	State-funded AP schools	LA alternative provision	Total pupils
14	6254	16732	5345	21689
13	4363	11676	4176	15865
12	2766	7649	3548	11332
11	1640	4766	3107	7944
10	1167	3815	2501	6298

How long do pupils spend in the state-funded AP sector?

Based on enrolment data from School Census, we observe pupils' schools histories from their first admission into a state-funded AP school until the summer term in which they reach compulsory school leaving age.

Using this data, we calculate continuous spells in which pupils attend state-funded AP schools. Changes in state-funded AP schools will be considered a single spell if entry and leaving dates coincide. Some pupils may also attend other forms of provision, including mainstream or special schools, during this time.

In the table below, we summarise the amount of time pupils spend in the AP school sector from first entry for the four oldest cohorts, those who turned 16 between 2015 and 2019.

Table 3: Spells in state-funded by AP schools by age on first entry, cohorts born 01/09/99 to 31/08/03

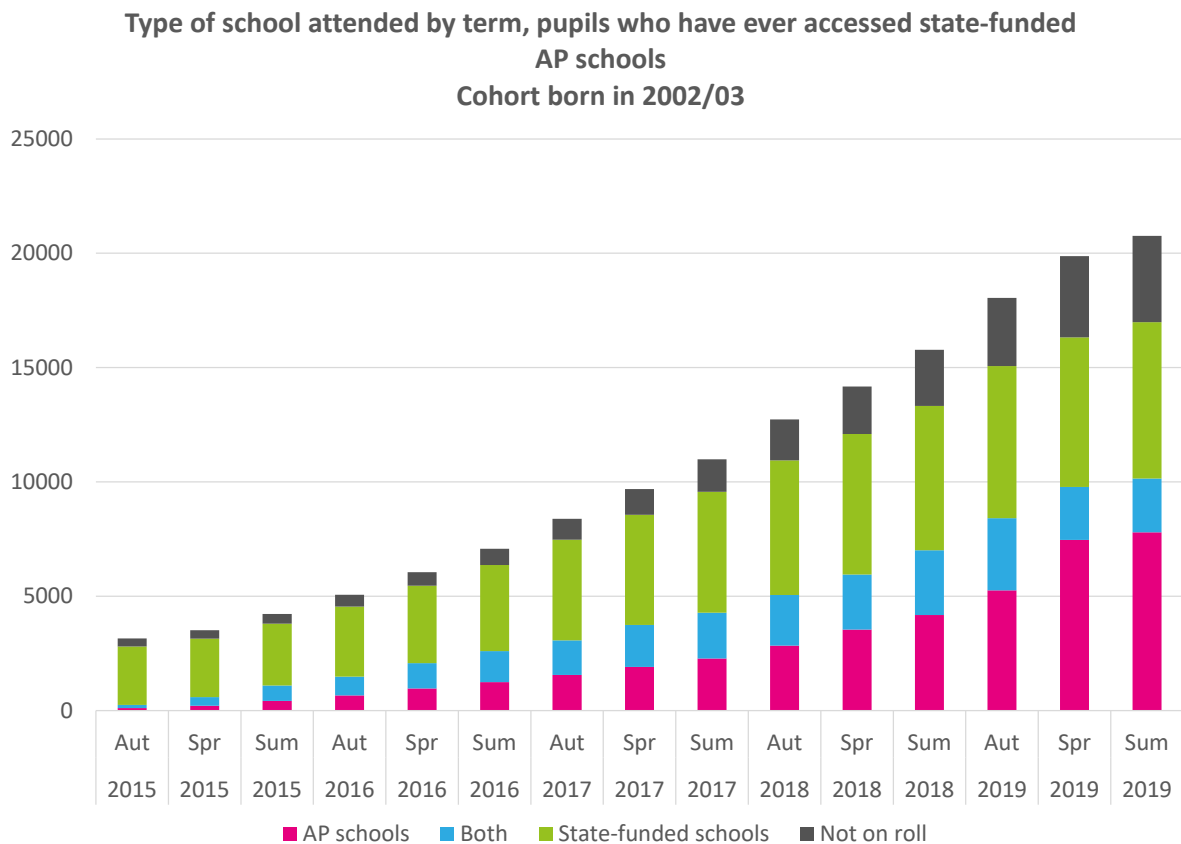
Age on first entry	Number of spells		% enrolled in sector in Summer of Year 11	Mean number of days on roll in sector	% continuously enrolled to summer of Year 11	Number
	One	Two or more				
6	76%	24%	5%	515	<1%	889
7	75%	25%	8%	422	<1%	1450
8	73%	27%	9%	400	<1%	2165
9	71%	29%	12%	427	1%	2787
10	68%	32%	14%	351	2%	3384
11	72%	28%	25%	549	10%	7005
12	70%	30%	37%	563	19%	13498
13	75%	25%	50%	489	33%	19130
14	89%	11%	66%	350	58%	26086
15	98%	2%	84%	159	82%	22115

Unsurprisingly, time spent in the state-funded AP sector is related to age on first entry. It is relatively rare for pupils who enter the sector at a young age to remain continuously enrolled until the end of Year 11. Those first entering at 14 or 15 will typically remain in the sector until they reach compulsory school leaving age. Most pupils who enter AP have a single spell. Those entering at age 10 to 12 are more likely to have had more than one spell.

Table 3 shows an increase in numbers of pupils entering the state-funded sector as they get older. In Figure 2 we observe the number of pupils from the 2019 cohort who have ever accessed state-funded AP schools from Autumn 2015 (age 11, typically the first year of secondary school) through to Summer 2019 (when compulsory school leaving age is reached). The chart also shows the type of school attended.

In Autumn 2015, almost all of the 3,160 pupils who had ever accessed state-funded AP schools by this point were attending mainstream or special schools. Thereafter, we observe more pupils join the “ever accessed AP” population and the proportion of them attending such schools also increases. Again, this shows both that the likelihood of experiencing AP increases as pupils get older and that propensity to return to mainstream and special schools also decreases as pupils get older. By the end of Summer 2019, almost 21 thousand pupils had spent time in the state-funded AP sector during their school career, and around half were enrolled at such a school in that term.

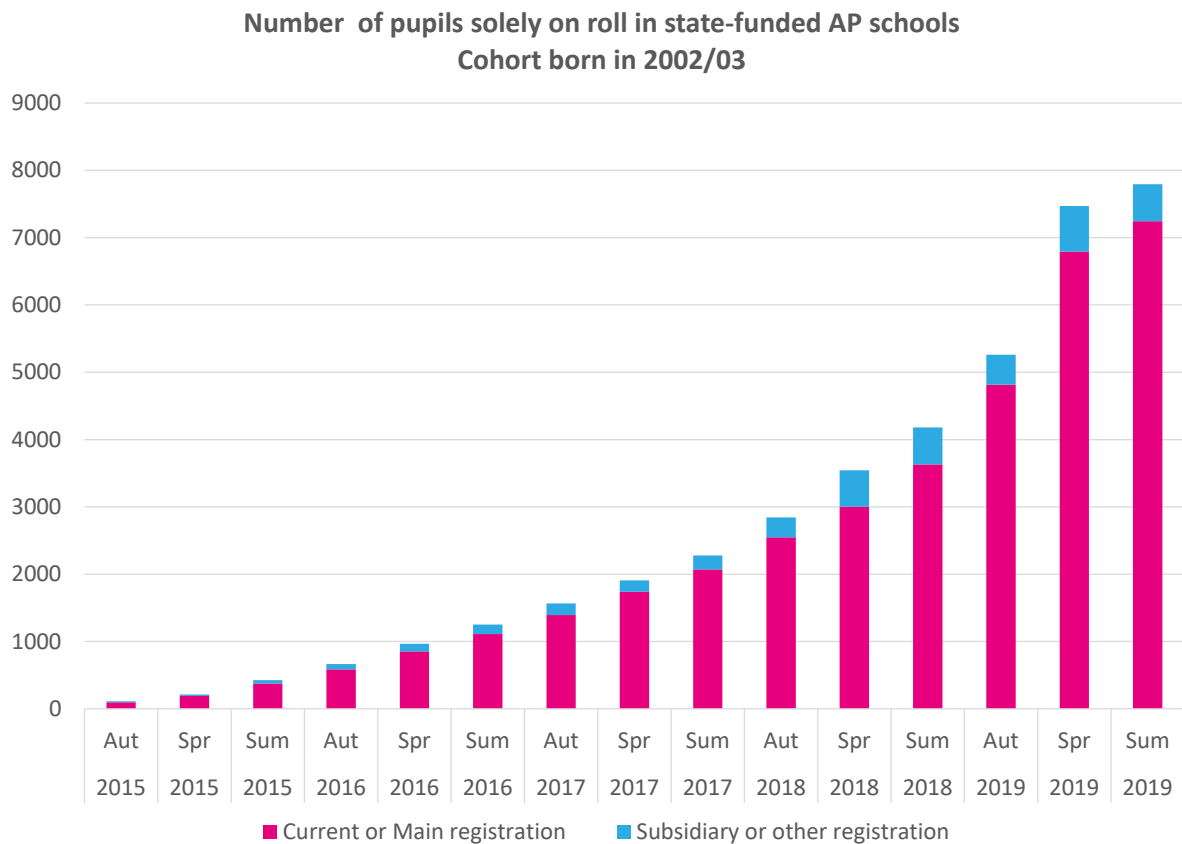
Figure 2: Type of school attended by term, pupils who have ever accessed state-funded AP schools, cohort born in 2002/03



Over three thousand pupils from the cohort, more than one-in-seven, who had ever accessed state-funded AP schools were not on the roll of a state-funded mainstream, special or AP school in Summer 2019. 38% were observed to be in other alternative provision funded by the local authority. This includes independent schools, independent AP, FE colleges and one-to-one tuition. The whereabouts of the remaining 62% is unknown. This will include some who may have emigrated and some who are being home educated.

Almost 8 thousand pupils were solely on the roll of an AP school in summer 2019. That is to say, they were not also on the roll of a mainstream or special school on the Census enumeration date. A breakdown by term is shown in Figure 3.

Figure 3: Number of pupils solely on the roll of state-funded AP schools by term, 2002/03 cohort



Numbers solely on roll in the state-funded AP sector grew steadily until Autumn 2019 but then increased sharply in Spring 2019. It is at this point that the cohort is determined for the purposes of school performance tables.

End of Key Stage 4 Destinations

For all pupils in Table 1, we determine an end of Key Stage 4 destination. That is to say the school or setting where they reach compulsory school leaving age.

We use two sources for this:

- Key Stage 4 data
- School Census

These destinations were determined in line with the decision rules listed in Appendix A.

Table 4: End of KS4 destinations of pupils who experience permanent exclusion or alternative provision by age 16

Group	Aged 15 in	End of KS4 destination					Pupils
		Mainstream or Special	AP schools	Local authority AP	Other	None	
Permanently excluded	2013	35%	45%	11%	3%	6%	5036
	2014	37%	45%	10%	2%	5%	4691
	2015	35%	45%	11%	3%	5%	4712
	2016	32%	47%	11%	4%	6%	4878
	2017	31%	47%	9%	5%	8%	5276
	2018	29%	49%	11%	3%	7%	5933
	2019	30%	46%	12%	4%	9%	6609
State-funded AP schools	2013	47%	41%	6%	2%	5%	16194
	2014	49%	38%	6%	2%	5%	17247
	2015	49%	36%	6%	3%	5%	18594
	2016	47%	39%	5%	3%	6%	19191
	2017	46%	37%	6%	4%	7%	19944
	2018	45%	38%	6%	3%	7%	20016
	2019	46%	36%	7%	3%	8%	20766
LA alternative provision	2013	28%	4%	60%	2%	6%	7729
	2014	30%	7%	54%	3%	6%	7140
	2015	29%	6%	57%	3%	6%	6762
	2016	25%	6%	60%	4%	5%	6427
	2017	25%	4%	61%	3%	7%	6255
	2018	22%	4%	64%	3%	7%	5874
	2019	23%	4%	64%	3%	6%	6873

Approximately one-in-three pupils who have been permanently excluded before age 16 subsequently complete Key Stage 4 in a state-funded mainstream or special school. Just under half do so at a state-funded alternative provision school and around 10% in local authority alternative provision.

Just under half of pupils who attend state-funded AP schools before the age of 16 complete Key Stage 4 at a state-funded mainstream or special school. Around 40% do so within the state-funded AP sector. Some of these pupils will have been dual-rolled, in other words attending mainstream or special school at the same time as an AP school. We examine the destinations of those single-rolled in the AP sector below.

The majority, around 60%, of those who experience local authority alternative provision complete Key Stage 4 in such provision. Around a quarter do so in state-funded mainstream or special schools.

Among all three groups, 5% to 9% of pupils in each cohort appear to drop out of the system. That is to say, do not appear in Key Stage 4 data nor appear to be on roll in January to June of Year 11.

The statistics for AP schools shown in Table 4 include pupils with dual registration, that is to say attend AP schools for part of the week and mainstream or special schools for the

remainder. In Table 5, we focus on just those to have ever been on roll at an AP school with a single (current or main) registration. We restrict the analysis to the cohort born in 2002/03 because we observe termly school census data for AP schools for this cohort from academic age 11¹. Just under half of all those who experienced state-funded AP schools did so while single-rolled.

Table 5: End of KS4 destinations of pupils who experienced single-registration alternative provision by age 16, cohort born in 2002/03

Aged 15 in 2019	End of KS4 destination					Pupils
	Mainstream or Special	AP schools	Local authority AP	Other	None	
	13%	72%	6%	3%	7%	9819

For the most part, those pupils who experience single registration alternative provision will tend to complete Key Stage 4 within the sector. This is perhaps unsurprising given the numbers that experience it for the first time in their final year of compulsory schooling as shown in Figure 3.

Which pupils are more likely to be re-integrated?

We use the measure of completion of Key Stage 4 in state-funded mainstream or special schools as a measure of re-integration.

Re-integration having experienced permanent exclusion or alternative provision is strongly related to the age of pupils when they first experience exclusion or AP. This is summarised in Table 5 for all seven cohorts combined.

Table 6: Completion of Key Stage 4 in state-funded mainstream or special schools, pupils who experience permanent exclusion or alternative provision

Age of first event	% completing Key Stage 4 in state-funded mainstream or special			Number of pupils who have experienced...		
	Permanent exclusion	State-funded AP	Local authority alternative provision	Permanent exclusion	State-funded AP	Local authority alternative provision
10 or below	61%	68%	44%	4483	11044	6929
11	44%	55%	54%	2749	9431	6627
12	36%	50%	33%	5471	19456	3785
13	26%	45%	23%	8657	26633	5206
14	19%	41%	16%	10901	34982	8793
15	36%	45%	11%	4874	30406	15720

Rates of completing Key Stage 4 in state-funded mainstream or special schools decline with age. Pupils who are excluded or spend time in AP at a young age are much more likely to complete Key Stage 4 at a state-funded mainstream or special school. Less than one-in-five of pupils who were first permanently excluded at age 14 were re-integrated.

¹ Prior to 2013/14, school census data for AP schools was collected annually

Note that rates are higher for 15 year olds. This is largely due to those who were excluded after the January of Year 11. These pupils are included in end of Key Stage 4 statistics at the school from which they were excluded.

Amongst those who experience single registration within the state-funded AP sector, rates of completing Key Stage 4 in state-funded mainstream or special are much lower, even for those who first experience it at a younger age (Table 7).

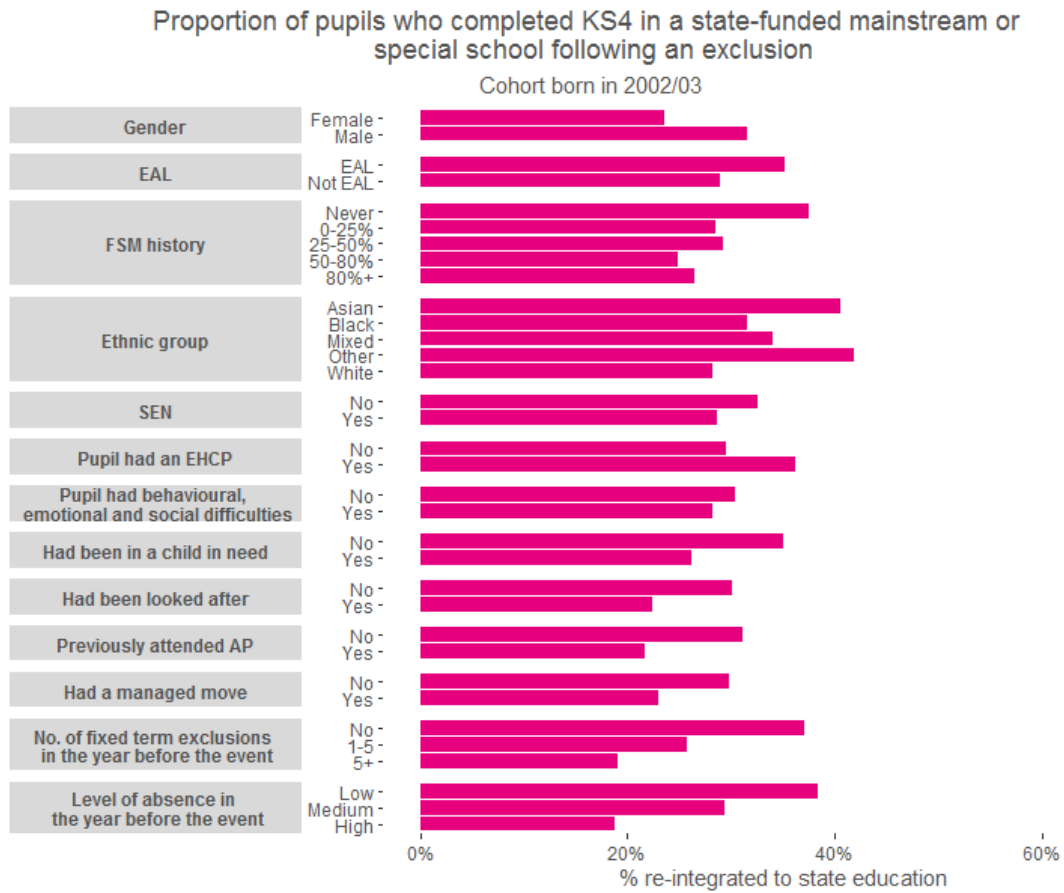
Table 7: Completion of Key Stage 4 in state-funded mainstream or special schools, pupils who experience single-registration alternative provision, cohort born in 2002/03

Age of first event	% completing Key Stage 4 in state-funded mainstream or special	Number of pupils
11 or below	36%	442
12	26%	1078
13	18%	1630
14	9%	2435
15	7%	4234

Other factors related to pupil characteristics and previous school history were also associated with the propensity to be re-integrated. These are shown in Figure 3 for the most recent cohort of pupils, those who were born in 2002/03 and who were 15 in 2019.

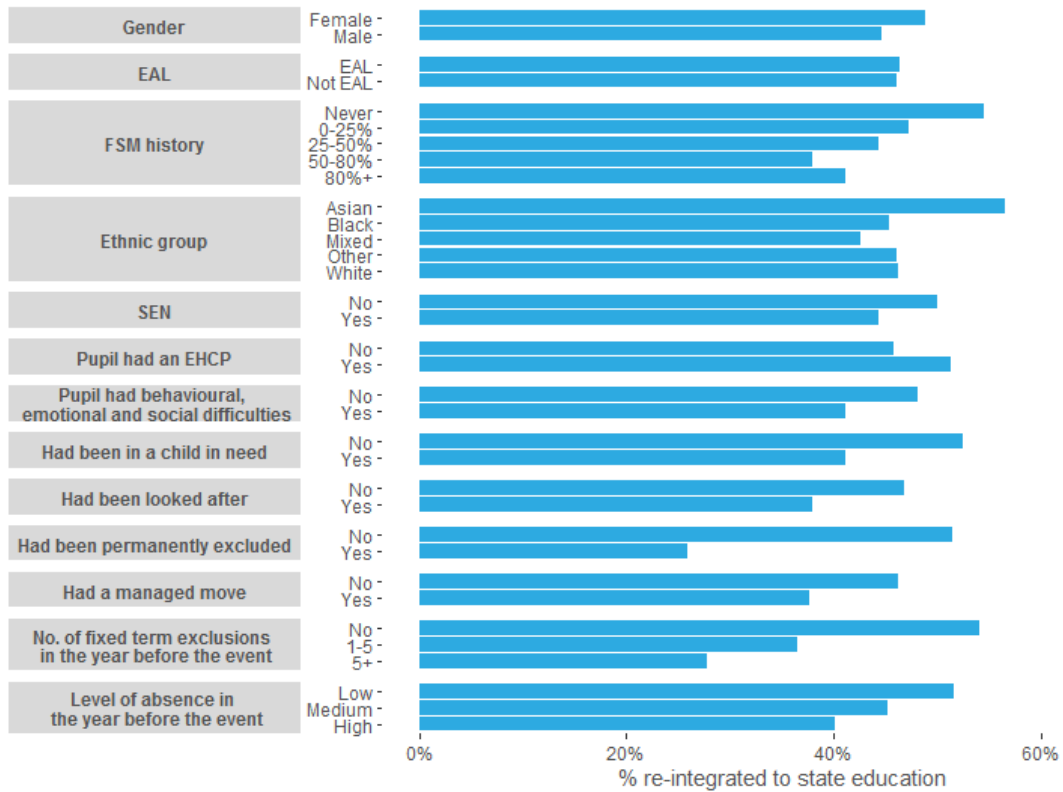
As well as showing the proportion of pupils re-integrated following an exclusion, time in state-funded AP and time in local authority AP, Figure 4 also shows the subset of pupils who spent time in state-funded AP on a single registration; that is, pupils who exclusively attended the AP, as opposed to pupils who attended AP part-time and spent the rest of their time at a state-funded mainstream school. This group makes up just under half (47%) of pupils who attended state-funded AP. The pupils who attended on a single registration were far more likely to have experienced an exclusion than other pupils who attended AP; 40% had previously been excluded compared to 21% of state-funded AP pupils overall.

Figure 4: Proportion of pupils who re-integrated following an exclusion or a period in AP, cohort born in 2002/03



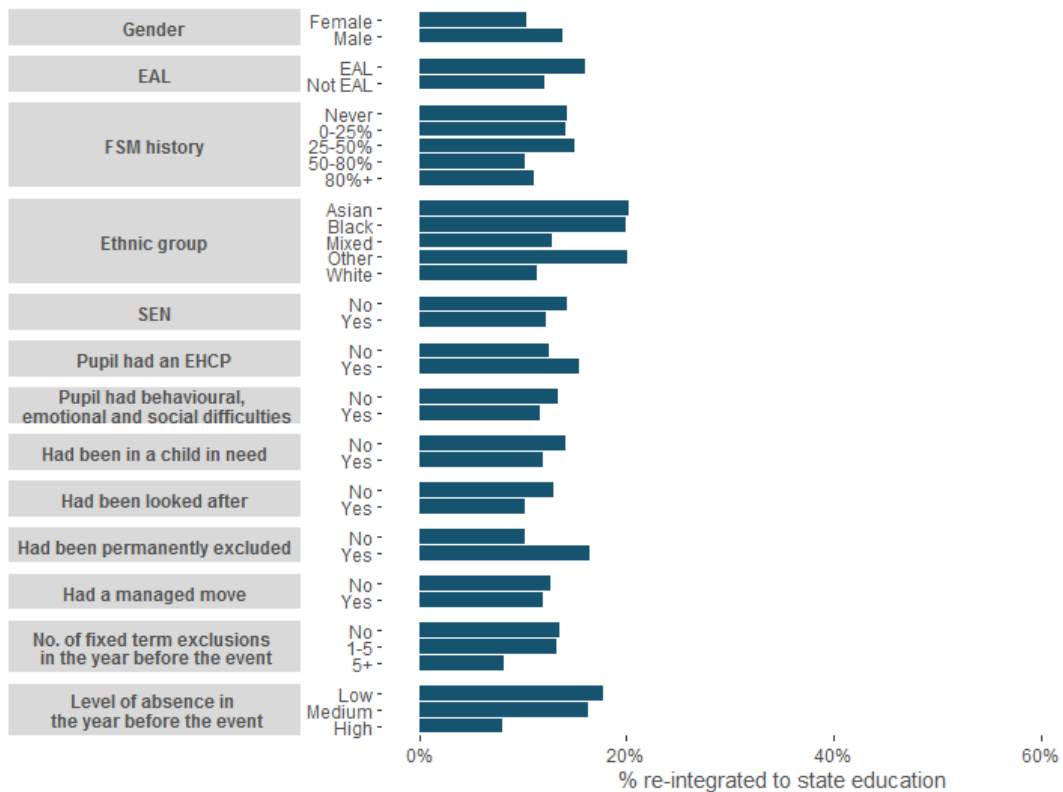
Proportion of pupils who completed KS4 in a state-funded mainstream or special school following time in state-funded AP

Cohort born in 2002/03

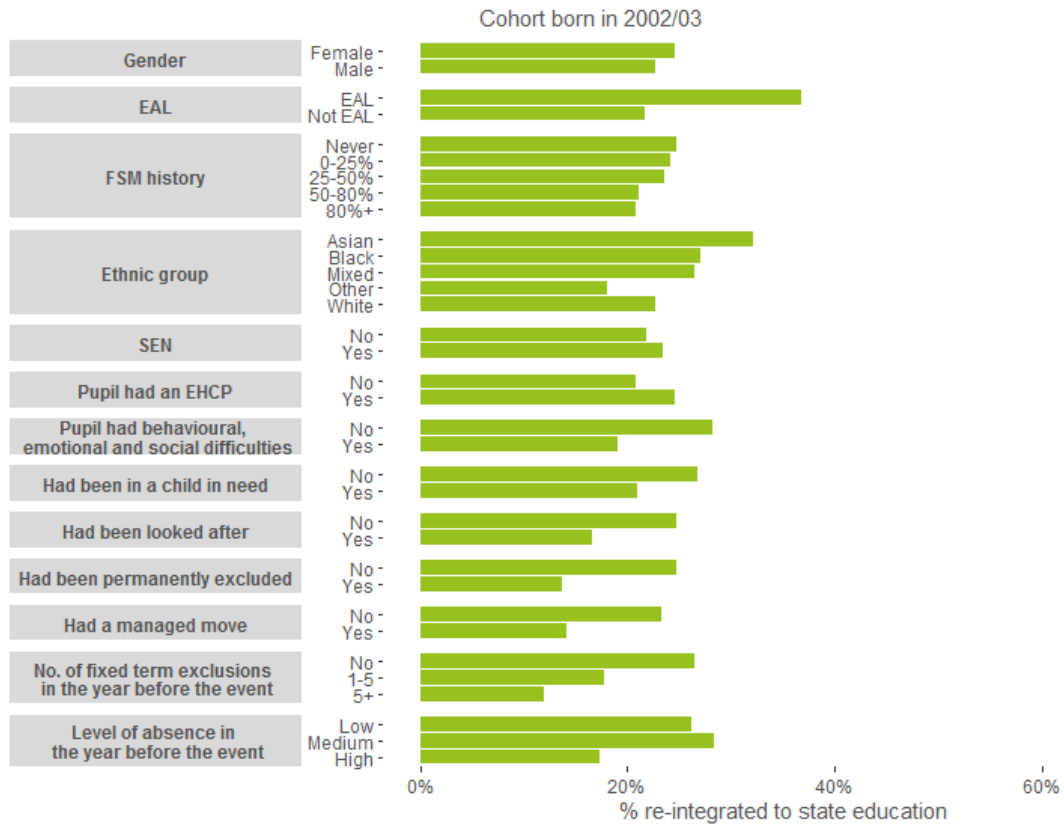


Proportion of pupils who completed KS4 in a state-funded mainstream or special school following time on single-registration in state-funded AP

Cohort born in 2002/03



Proportion of pupils who completed KS4 in a state-funded mainstream or special school following time in local authority AP



Disadvantaged pupils were less likely to return to mainstream or special schools than other pupils; for example, 38% of pupils who had been eligible for free school meals returned following an exclusion, compared to 27% of those who had never been eligible. Those with special education needs (SEN) or behavioural, emotional and social difficulties (BESD) were also less likely to return. Amongst pupils who attended state-funded AP, for example, 44% of those with SEN returned compared to 50% of other pupils, and 41% of those with BESD returned compared to 48% of those without. However, pupils with an education, health and social care plan (EHCP) were more likely to return: 51% of those who had an EHCP and attended state-funded AP returning compared to 46% of those without.

Pupils who had been looked after (CLA) or who had been a child in need (CIN) were less likely to return to mainstream and special schools than other pupils; just 38% of those who had been looked after returned following a period in state-funded AP, compared to 47% of other pupils, and just 41% of those who had been in need, compared to 52% of those who had not. However, these two groups of pupils tend to have other differences from the general population of pupils; for example, among pupils who spent time in AP, and had been CIN, 82% had been eligible for free school meals at some point in their school career, compared to just 51% of other pupils. As we saw above, disadvantaged pupils were less likely to return than other pupils, so it is possible that the lower rates of returning amongst CIN and CLA pupils are related to this and other differences, rather than directly to being CIN or CLA. We examine this in more detail in Annex 1.

Amongst pupils who had been excluded and those who attended AP on a single registration, male pupils were more likely to be returned than female pupils (32% of male vs

24% of female pupils who had been excluded), but the opposite was true of pupils who had attended AP overall. Pupils with English as an additional language (EAL) were more likely than others to re-integrate following an exclusion (35% of EAL vs 29% of non-EAL pupils) or a period in local authority AP (37% of EAL vs 22% of non-EAL pupils), but there was little difference for pupils who spent time in state-funded AP (46% for both groups). However, EAL pupils who spent time in state-funded AP on a single registration were more likely to re-integrate (16% of EAL vs 12% of non-EAL pupils).

School history also played a part. Generally speaking, pupils with higher level of absences from school in the year before they were excluded or first attended AP were less likely to return to mainstream or special, as were pupils who had been given fixed term exclusions. Amongst those who attended either state-funded or local authority AP, pupils who had previously been excluded were much less likely to return than those who hadn't; similarly, amongst those who had been excluded, those who had previously spent time in AP were less likely to return.

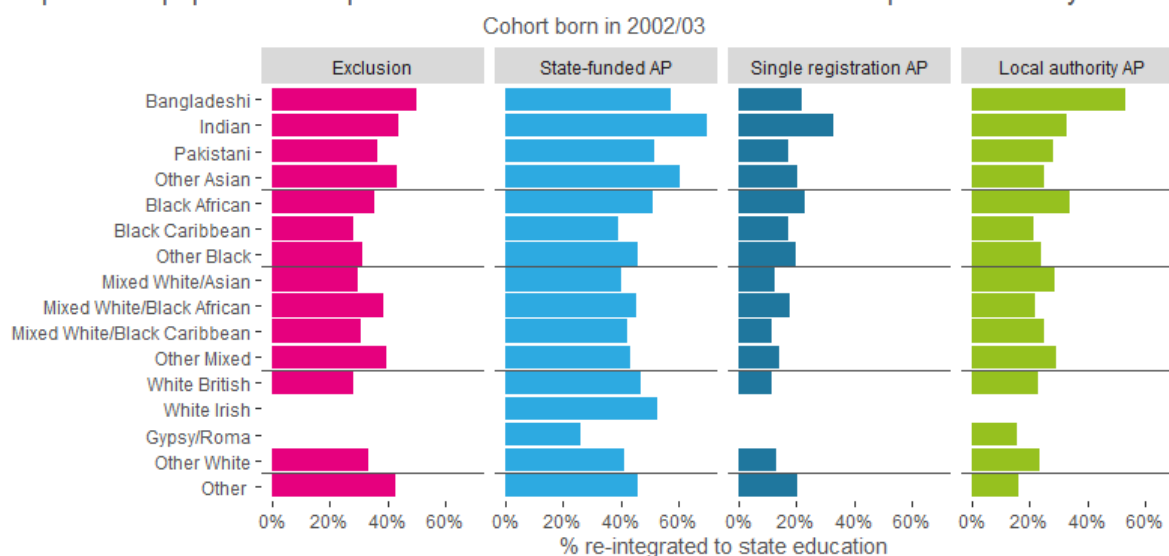
There were some differences by ethnic group. 28% of white pupils, 32% of black pupils and 34% of mixed pupils returned following a permanent exclusion, compared to 40% of Asian pupils and 42% of pupils from another ethnic background. Asian pupils who attended state-funded AP were more likely to return than pupils from any other ethnic group, with 57% re-integrating compared to between 43% and 46% for all other groups. Amongst pupils who attended state-funded AP on a single registration, Asian pupils were the most likely to return, but black pupils and those from other ethnic backgrounds were close behind, with 20% of pupils from all three groups re-integrating, while pupils from a mixed ethnic background and white pupils were less likely to do so, just 13% and 11% re-integrating respectively. Following a spell in local authority AP, Asian pupils were also most likely to return, with 32% re-integrating compared to just 18% of pupils from other ethnic background and 23% of white pupils.

Looking at broad ethnic group masks some important differences between sub-groups. For example, while 45% of all black pupils returned following time in state-funded AP – which is only just below the overall rate of 46% - just 39% of black Caribbean pupils returned.

However, because of the small numbers involved when pupils are broken down into these more detailed categories we are unable to present figures on returning for all ethnicities. In Figure 5 below, we have excluded all groups in which ten or fewer pupils returned in the relevant year. This means that some ethnicities – white Travellers of Irish heritage and pupils from a Chinese background – are excluded altogether, and others are shown in only parts of the chart.

Figure 5: Proportion of pupils who returned to mainstream or special schools by ethnicity, cohort born in 2002/03

Proportion of pupils who completed KS4 in a state-funded mainstream or special school by ethnicity



We can see that black Caribbean pupils are among the least likely to return following either an exclusion or time in AP. Just 28% of black Caribbean pupils returned following an exclusion, 39% following time in state-funded AP, 17% following time in state-funded AP on a single registration, and 31% following time in local authority AP. White British pupils were the least likely of any of the groups shown to return following an exclusion - just 28% did so - but relatively likely following time in state-funded AP, after which nearly half (47%) returned. On the other hand, they were relatively unlikely to return if they spent time in state-funded AP on a single registration – just 11% did so. While Asian pupils were generally more likely to return than other groups, this was much less the case for pupils from a Pakistani background – for example, 70% of pupils from an Indian background returned following time in state-funded AP compared to 51% of those from a Pakistani background. Finally, although due to small numbers we were unable to show data for this group in every chart, where figures are available pupils from a white Gypsy/ Roma background were less likely to return than those from any other group shown; for example, just 26% returned following time in state-funded AP, compared to 46% overall.

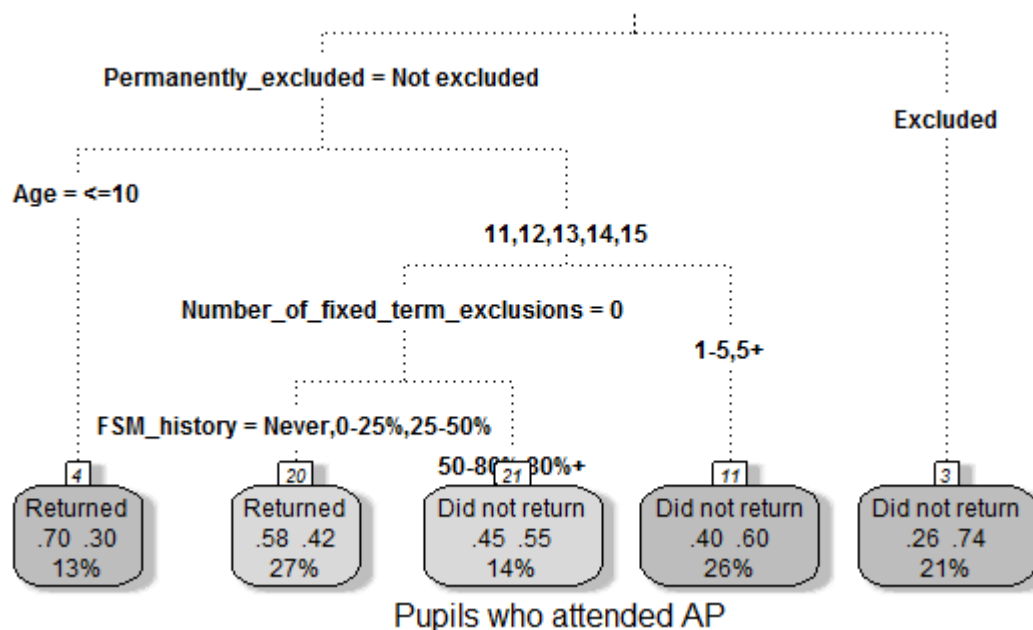
Which characteristics are most strongly associated with returning to mainstream and special schools?

To determine which of the characteristics discussed above were most strongly associated with whether pupils returned to mainstream or special schools, we fitted regression trees to the data. These are a type of machine learning that allow us to split data into categories and make predictions about an outcome of interest for each category. In this case, we used them to identify which groups of pupils were more likely than not to return based on their characteristics and school history.

For pupils who had been excluded and for those who had attended local authority AP, the trees were little more than saplings; the age at which the exclusion or first entry into AP took place dominated almost entirely and none of the other factors were especially predictive.

However, the regression tree for pupils who attended state-funded AP was more interesting, and is shown below.

Figure 6: Regression tree showing probability of returning to mainstream or special schools following a period in state-funded AP, cohort born in 2002/03



The middle row of figures shown in the boxes relate to the proportion of pupils in each category who returned– for example, among pupils who had not been permanently excluded and who were aged 10 or less when they first attended AP, 70% returned and 30% did not. The percentage on the bottom row shows the proportion of all pupils who attended state-funded AP who fell into each category.

Age was still an important factor for this group, but so were other factors including whether the pupil had been permanently excluded, whether they had had any fixed term exclusions in the year before first attending AP, and the proportion of their school career for which they were eligible for free school meals. The most important factor in determining whether a pupil would return was whether they had been permanently excluded before attending AP; just 26% of pupils who had been excluded returned, compared to 46% overall.

Summary remarks

Around 4% of pupils in each age cohort experience permanent exclusion or alternative provision during their school career. This percentage increased slightly over the period studied in this briefing.

The younger pupils are when they first experience permanent exclusion or alternative provision, the more likely are to return to mainstream or special schools to complete Key Stage 4. However, the propensity to be permanently excluded or to be placed at a state-funded AP school increases with age.

Pupils who experience state-funded AP schools are more likely to reach school leaving age at a mainstream or special school than those who are permanently excluded or who experience local authority alternative provision (e.g. in the independent sector, in FE colleges or one-to-one tuition). However, many pupils who experience state-funded AP schools are dual-rolled, in other words continue to attend mainstream or special schools part-time. Among those who are ever single-rolled at an AP school, just under half of all

those who attend AP schools, rates of return to mainstream or special schools are much lower.

Other factors related to demographic characteristics and school history are associated with the propensity to return to mainstream or special schools. These include previous history of exclusions, ethnic background and disadvantage. However, none was as strongly associated as age. Children looked after and children in need were found to be less likely to return to mainstream or special schools having experienced permanent exclusion or alternative provision even after controlling for other demographic characteristics and school history.

In each cohort studied, an end of Key Stage 4 destination cannot be determined for around 5% to 10% of those who experience permanent exclusion or alternative provision. Some of this group may have been in home education and some may have been at school in other countries (including Wales or Scotland). Death and data matching errors may also explain a small number of cases.

Finally, if rates of returning to mainstream or special schools are to be considered as a measure in evaluating the quality of alternative provision then these should be adjusted at a minimum for age and whether pupils had previously been permanently excluded. Other factors, such as ethnic background and disadvantage, are also associated with re-integration. That said, there is always a risk with performance measures of creating unintended consequences. An over-emphasis on re-integration might encourage AP schools to seek placements in mainstream or special schools when they are not in the best interests of the child.

Annex 1: Children in need and looked after children

In this annex, we look at whether pupils who have ever been a child in need (CIN) or have ever been looked after (CLA) are more likely to return to mainstream or special schools following an exclusion or period in AP, after controlling for other differences between CIN and CLA pupils and other pupils. To explore this, we fitted logistic regression models to the data to estimate the effect of being CIN or CLA on the likelihood of re-integrating, controlling for the other pupil characteristics and differences in school history discussed above.

We present the results below in two forms; odds ratios and marginal effects. The odds ratios tell us the difference in the odds of returning for CIN / CLA pupils and other pupils and the marginal effects tell us the difference in the probability of returning for an 'average' CIN or CLA pupil. An odds ratio of one would suggest that there was no difference in the odds, as would a marginal effect of zero; an odds ratio below one would suggest that CIN / CLA pupils were less likely to re-integrate than other pupils, as would a marginal effect below zero.

For example, before applying controls, the odds of a CIN pupil returning following time in state-funded AP were 0.6 times those of a pupil who hadn't been CIN, and there was a difference of -11.3 percentage points in the probability of returning. After controlling for other differences, the odds ratio increased to 0.8 and the marginal effect to -4.9 percentage points.

Table 8: Estimated effect of being CIN / CLA on the likelihood of returning to mainstream or special schools after permanent exclusion or alternative provision, shown as both odds ratios and marginal effects (figure in brackets shown a 95% confidence interval)

		Odds ratios			Marginal effects		
		Exclusion	State-funded AP	LA AP	Exclusion	State-funded AP	LA AP
CIN pupils	Without	0.7 (0.6, 0.7)	0.6 (0.6, 0.7)	0.7 (0.6, 0.8)	-8.9 (-11.1, -6.6)	-11.3 (-12.7, -9.9)	-5.8 (-7.9, -3.7)
	With	0.8 (0.7, 0.9)	0.8 (0.8, 0.9)	1.0 (0.8, 1.1)	-4.1 (-6.4, -1.8)	-4.9 (-6.3, -3.4)	-0.7 (-3, 1.6)
	Without	0.7 (0.5, 0.9)	0.7 (0.6, 0.8)	0.6 (0.5, 0.7)	-7.7 (-12.6, -2.8)	-8.8 (-11.4, -6.3)	-8.0 (-10.4, -5.7)
	With	0.7 (0.5, 0.9)	0.8 (0.7, 0.9)	0.7 (0.6, 0.8)	-7.2 (-12, -2.4)	-5.9 (-8.5, -3.4)	-6.0 (-8.5, -3.5)

As already discussed, both CIN and CLA pupils were less likely than other pupils to return to mainstream or special schools following an exclusion or time in AP, and this is reflected in the table above; all of the odds ratios are below one and the marginal effects below zero before applying controls.

As we would expect, after applying controls the effects are higher, suggesting that the differences that we controlled for did account for some of the difference in likelihood of returning. However, in the majority of cases the odds ratios remain below one and the

marginal effects below zero, suggesting that CIN / CLA pupils are less likely to return to mainstream or special schools even after controlling for differences in pupils characteristics and school history.

The one exception is CIN pupils who spent time in local authority AP; for these pupils, the odds of returning were virtually identical to the odds for other pupils and the marginal effect was just -0.7 percentage points.

On the surface then, it appears that young people who have experienced social care are less likely to return to mainstream or special schools having also experienced permanent exclusion or state-funded alternative provision schools. However, it may be the case that the needs of CIN/CLA who experience state-funded AP schools are more complex in ways not observed in the data compared to other pupils with similar backgrounds and previous school histories.

Appendix: Decision rules to determine Key Stage 4 destination

These rules make use of a specific flag included in Key Stage 4 data known as SCHRES. This is set to 1 if a pupil is included in the Key Stage 4 statistics of a school or other setting.

1. Pupil is included in Key Stage 4 statistics of a **Mainstream or Special School**
2. Pupil is on roll in the Spring term or Summer term of a **Mainstream or Special School** at academic age 15
3. Pupil is included in the Key Stage 4 statistics of a **state funded AP school**
4. Pupil entered a Key Stage 4 qualification at academic age 15 at a **state funded AP school**
5. Pupil is on roll in the Spring term or Summer term of a **state funded AP school** at academic age 15
6. Pupil was included in the **local authority alternative provision** census at academic age 15
7. Pupil was included in the **local authority alternative provision** Key Stage 4 statistics at academic age 15
8. Pupil was not included in the **local authority alternative provision** Key Stage 4 statistics at academic age 15 but was attributed to local authority alternative provision and took a Key Stage qualification at academic age 15
9. Pupil was included in the Key Stage 4 statistics of **another type of setting** at academic age 15
10. Pupil took a qualification at **another type of setting** at academic age 15