

**SOCIAL MOBILITY GOLDSPOTS:**  
**Capital Mobility**

**The all-party parliamentary group  
on social mobility  
December 2013**

## About *Capital Mobility*

This project started life with the working title ‘Social Mobility Goldspots’. We were looking for communities, schools, programmes or business sectors that could be said to buck the trend of poor social mobility in Britain.

Time and again, that search led back to London, so the project morphed into one looking at London’s exceptionalism, in terms of educational attainment and social mobility. Why does the capital outperform? What could be learned and, ideally, copied?

We are not academic researchers and we do not pretend that this work would stand up to the rigorous examination that academic studies must. In general we have gone ‘broad’ rather than ‘deep’. Some of our conclusions and recommendations are necessarily speculative to a degree. But we wanted to put the hypotheses and invite others to challenge, disprove or develop them.

## Acknowledgments & thanks

- to **Geoff Whitty** for his generous advice, and to his colleagues **Rebecca Allen, Chris Husbands, John Jerrim, Toby Greany, Chris Cook, Iram Siraj-Blatchford** and **Emma Wisby**, at the Institute of Education for providing thoughtful critique and suggesting new lines of enquiry
- to **Tim Brighthouse** and **Baroness Estelle Morris**, for the benefit of their first hand experience and expertise
- to the amazing **House of Commons Library** staff and the officials, mostly at the **DfE**, dealing with our many Parliamentary Questions
- to **Corinne Jenkinson**, who, while on the Speaker’s Parliamentary Placement Scheme (sponsored by the Social Mobility Foundation) did most of the work on the report
- to **Policy Exchange** for hosting the presentation and discussion of our findings
- To the **Prince’s Trust** for their ongoing support for the group; without it we could not operate

Damian Hinds  
Chair, all-party parliamentary group on social mobility  
December 2013

**Summary**

**Background**

**Possible factors**

Appendix 1:  
**The London Premium by stage of education**

Appendix 2:  
**Additional data & analysis**

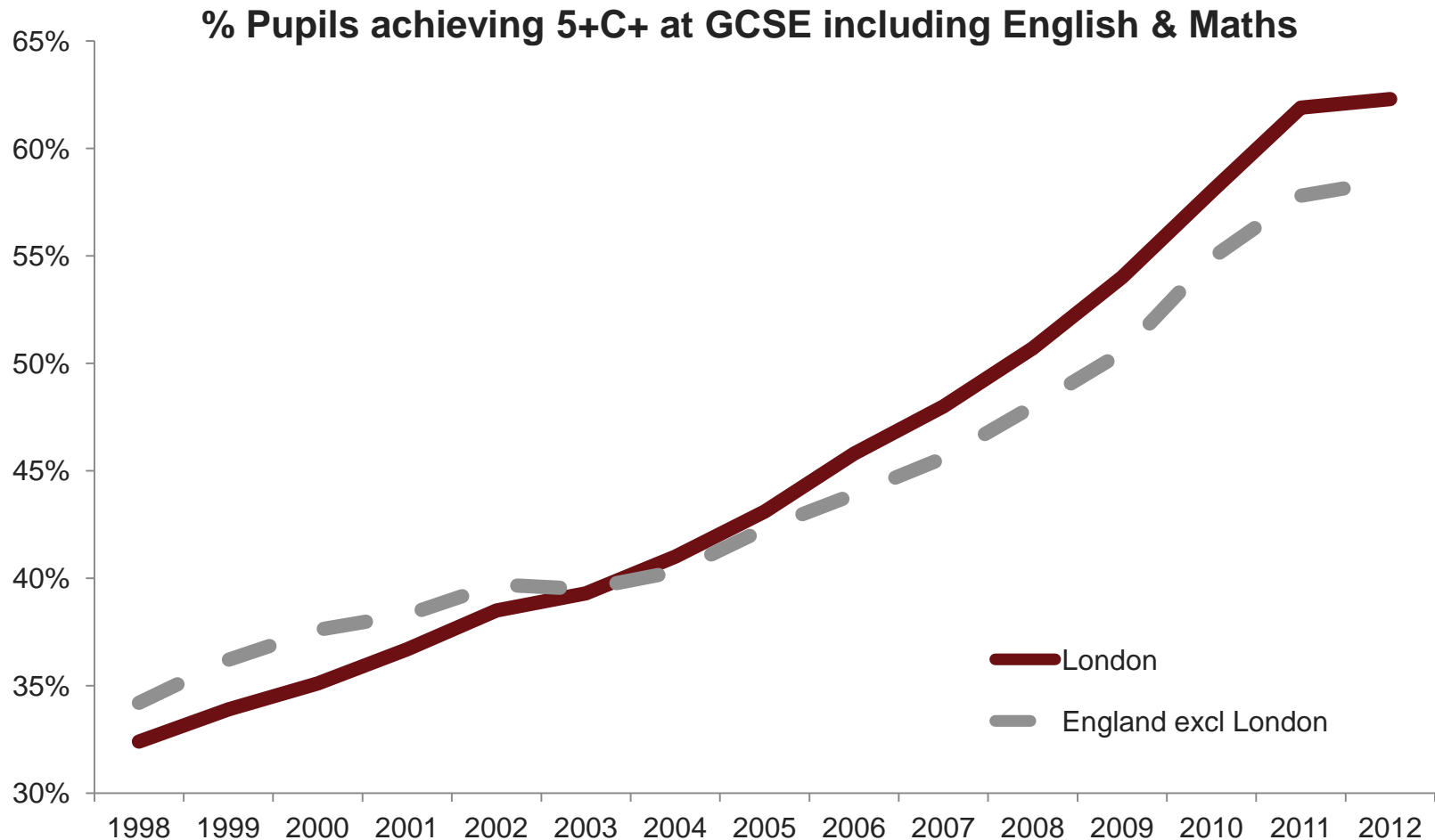
# School days (and earlier) are the key to social mobility

## Seven key truths about social mobility

Key Truth		Policy challenge
1. The point of greatest leverage for social mobility is what happens between birth and age three, primarily in the home	➡	A massive premium on 'parenting' skills
2. You can also break the cycle through education...	➡	Children must be able to access learning (school readiness; reading ability)
3. ...the most important controllable factor being the quality of your teaching	➡	Focus first on quality of teachers & teaching
4. But it's also about what happens after the school bell rings	➡	Find ways to level the playing field on out-of-school opportunities, and participation
5. University is the top determinant of later opportunities – so pre-18 attainment is key	➡	Reinforces importance of school years – but also raises questions about university admissions
6. But later pathways to mobility are possible, given the will and support	➡	Find the exemplar programmes, analyse and demonstrate impact
7. Personal resilience and emotional wellbeing are the missing link in the chain	➡	Recognise that social/emotional 'skills' underpin academic and other success – and can be taught

## London vs the rest (1)

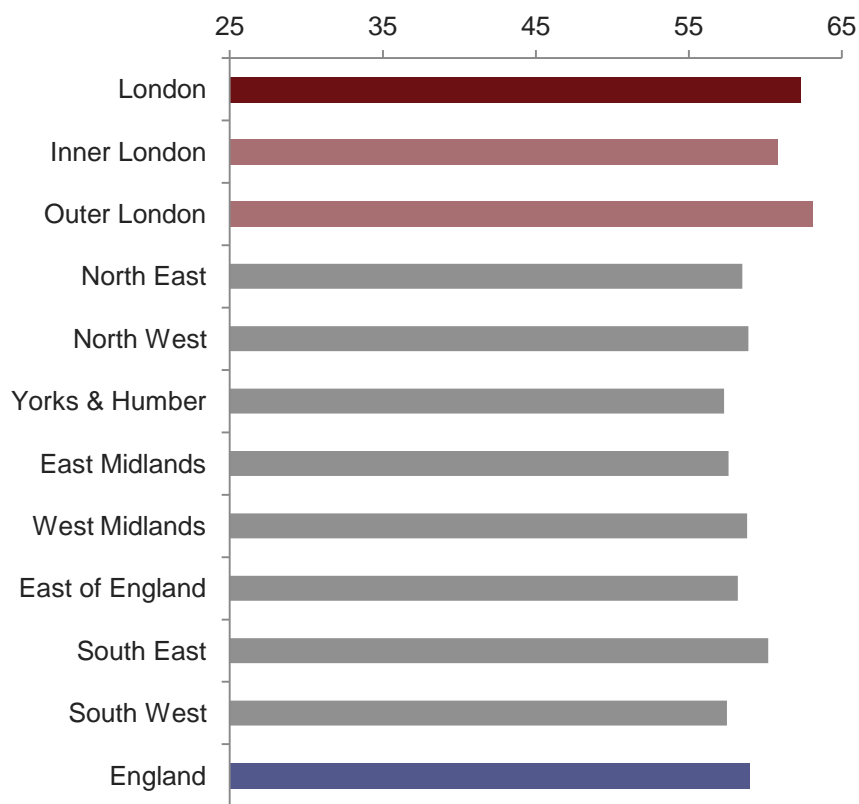
# London has overtaken the rest of England



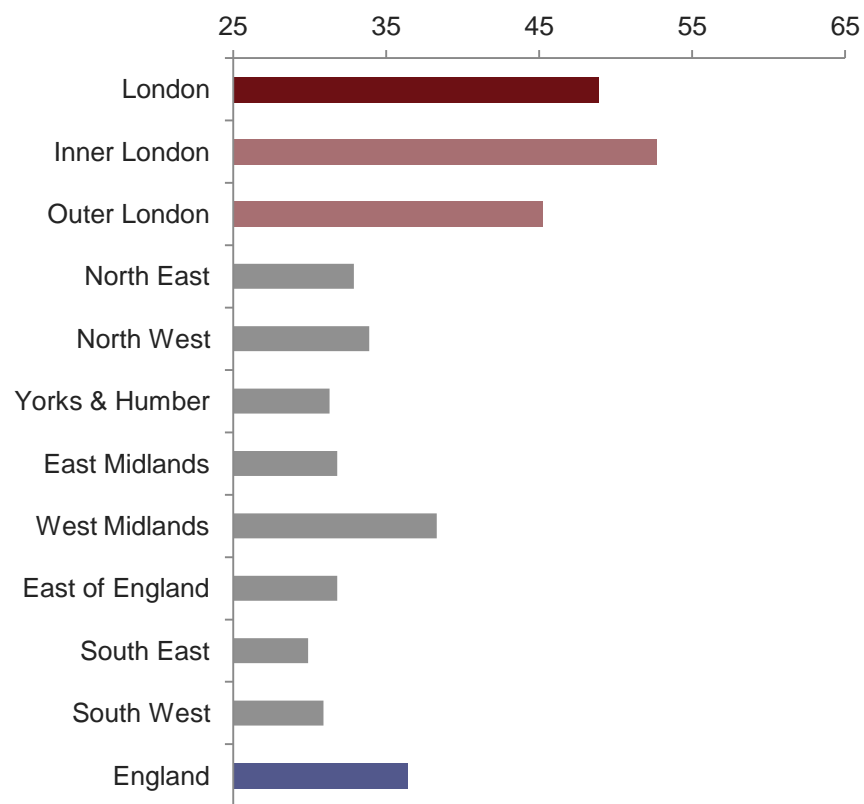
## London vs the rest (2)

# London outperformance is especially striking among disadvantaged pupils

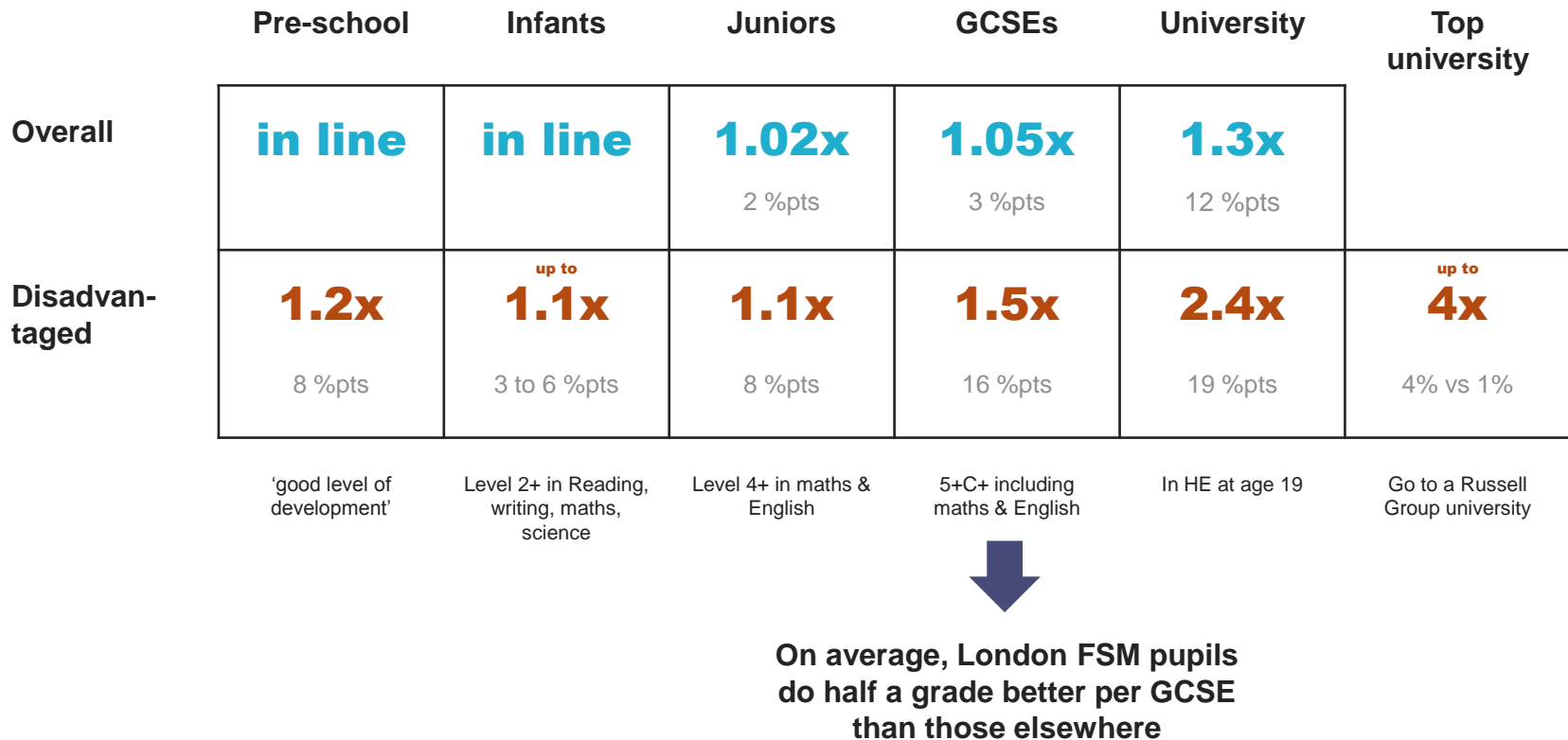
% of all pupils achieving 5+C+ GCSEs including English & Maths



% of FSM pupils achieving 5+C+ GCSEs including English & Maths



# The London premium widens through school, especially for disadvantaged youngsters



# Disadvantaged in London vs disadvantaged elsewhere...

**outperform**

before school even begins

almost

**50%**

more likely to get five  
good GCSEs

**twice**

as likely to go to university

**pull away**

as school progresses

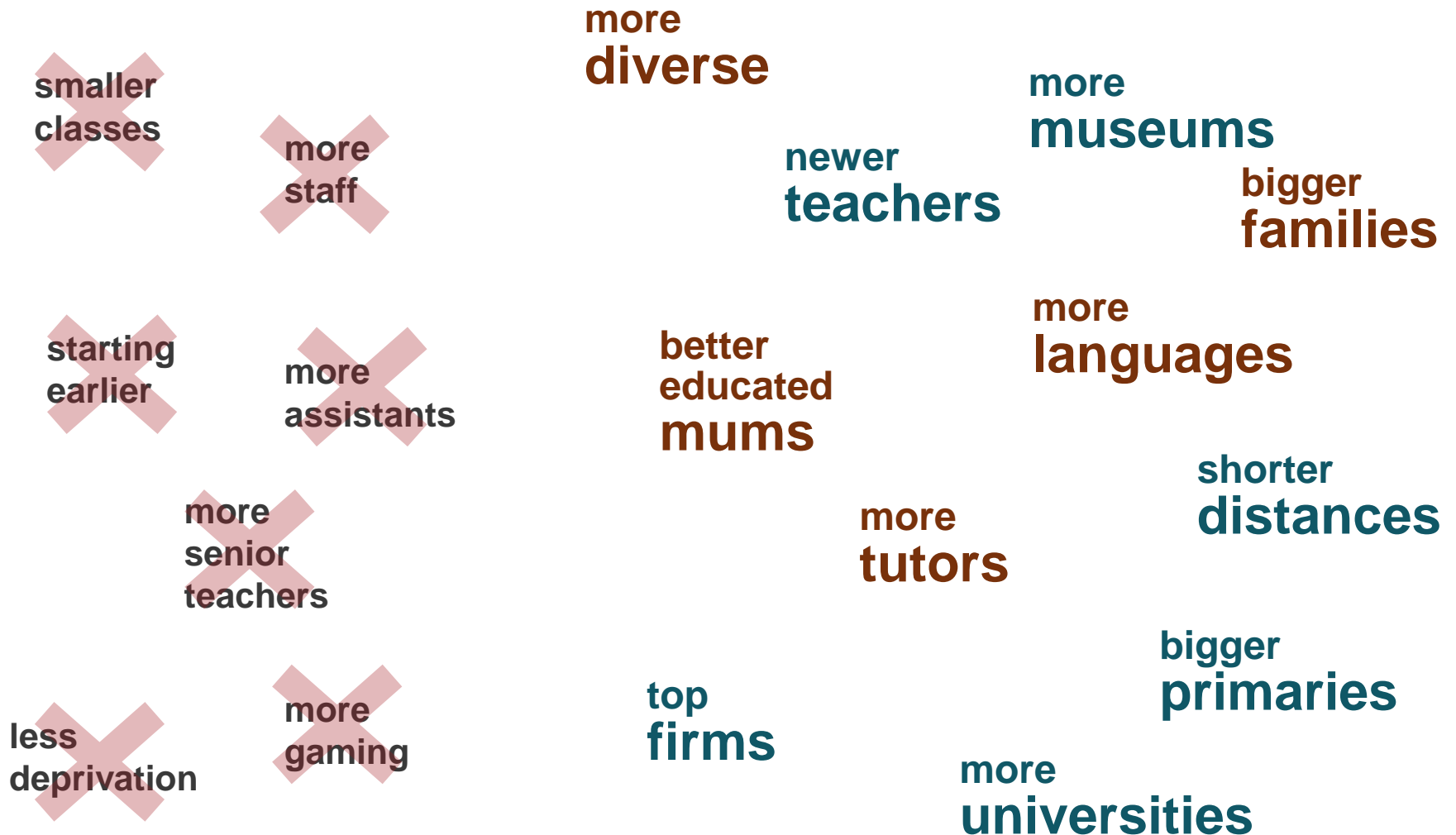
up to

**4 times**

as likely to go to  
a top university

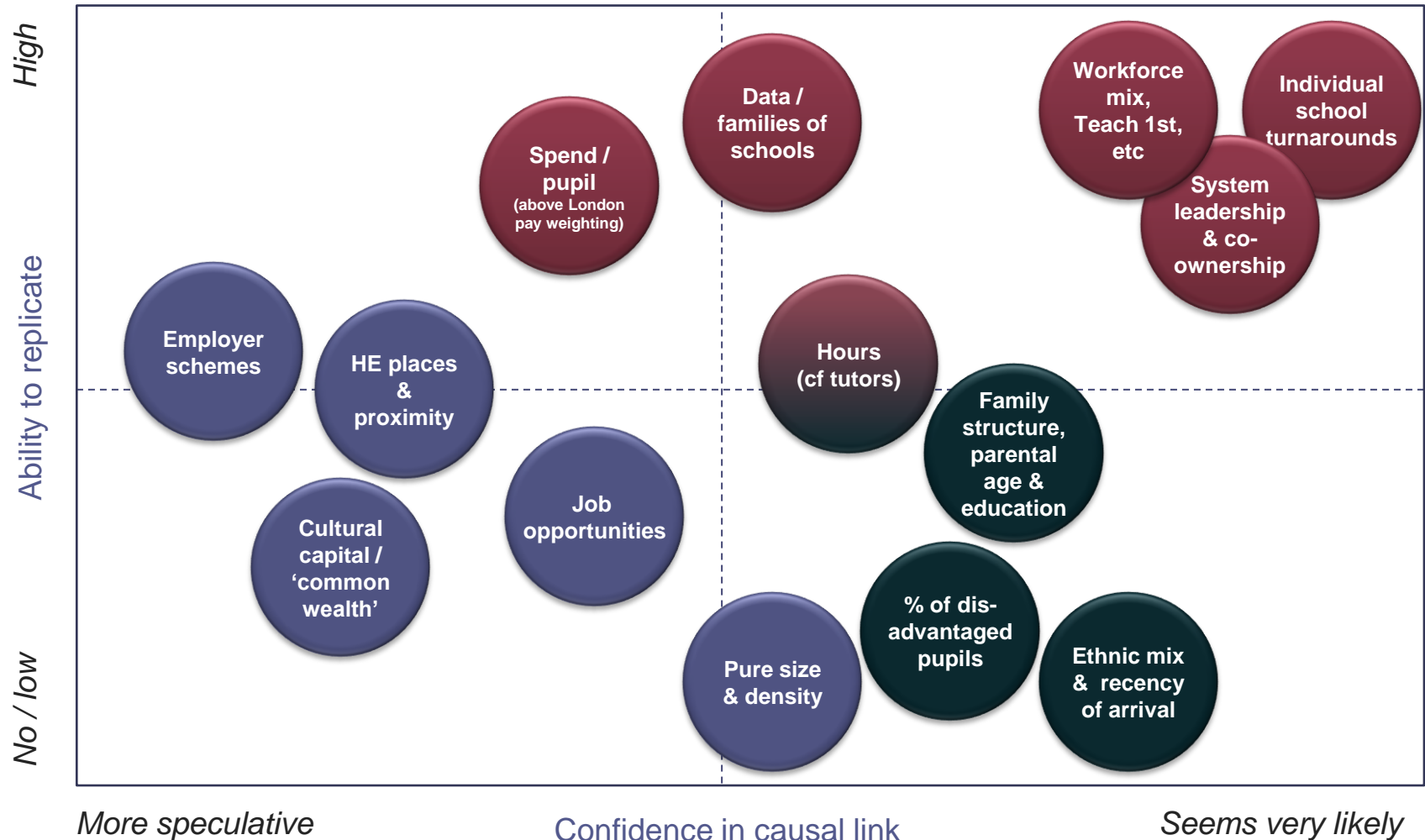


# What's different about London?



# What are the likely key factors, and which could be replicated?

*Individual causal factors cannot be isolated with certainty, but these seem likely...*



**Summary**

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Appendix 1:  
**The London Premium by stage of education**

Appendix 2:  
**Additional data & analysis**

# **In the early 2000s, London schools were seen as a problem child, needing special attention...**

- Below average exam results
- High teacher vacancy rates
- Higher turnover of teachers
- Perception of poor discipline
- Particular crises in Hackney and Islington leading to those boroughs losing control of education



**“Radical structural reform is essential to raise standards [...] Nowhere is the challenge to create this new system greater than in Inner London.”**

**Tony Blair**

Preface to *The London Challenge*

# ....prompting the London Challenge in 2003

## Key elements

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- 20 new schools, 30 academies, 15 new 6th form colleges
- £25m over three years for new initiatives, including leadership training and Gifted & Talented centre
- Particular focus on Haringey, Hackney, Islington, Lambeth and Southwark; and on underperforming 'Keys to Success' schools
- 'Competitive collaboration' with a strong data underpinning
- Call for school-level innovation and attracting more talented teachers and leaders: Teach First; the recruitment allowance; addressing housing issues
- A new London Commissioner

## Other possible effects

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- From 'the embattled' to 'the leading edge'
  - Feeling of shared ownership / responsibility (+ proximity)
  - The particular leadership of Tim Brighouse and David Woods
  - Cumulative effects of innovation
  - Resourcing
- 
- Combined with LAs' reaction to the (pre-2003) fate of Islington and Hackney losing control of education



**Within the London Challenge, what were the most important elements?  
And, what other factors may also have been at play?**

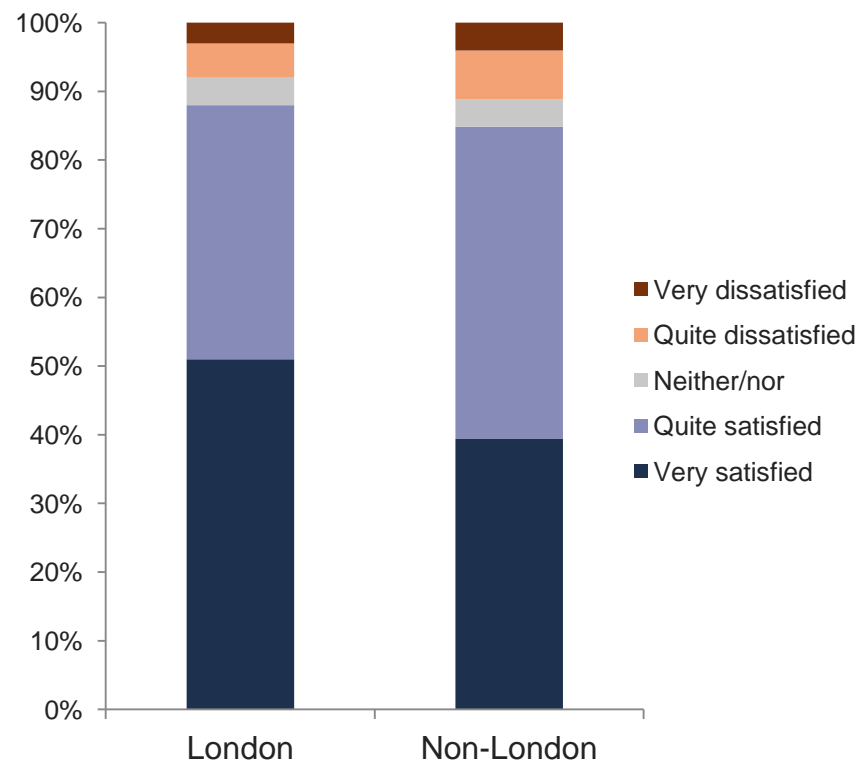
# London's relative improvement was *already* underway by 2003

% Pupils achieving 5+C+ at GCSE incl English & Maths



**The crossover point in secondary performance was 2003**

Parents' perception of their child's secondary school



**Some indications that parents' perceptions of London schools were turning by 2003\***

Sources: PQ 159000 12/6/13; DfES First Survey of London Parents' Attitudes to London Secondary Schools 2003 RR493. Note: In graph GCSE 'equivalents' are included from 2004.

\*Survey also says: "Parents in key London Challenge boroughs were more likely than those in other boroughs to feel there had been a significant improvement (21% felt there had been, vs. 8%)"

# **And there are other reasons to seek additional and/or more granular factors**

- London Challenge's success did not 'translate' as well for Manchester and the Black Country after 2008
- London outperformance is so much more marked among FSM recipients
- Indeed London's poor children seem to be already ahead, even before school has begun
- London has a markedly different mix of people
- And there is a range of other potential 'London exceptionalism' factors, worthy of examination

**Summary**

**Background**

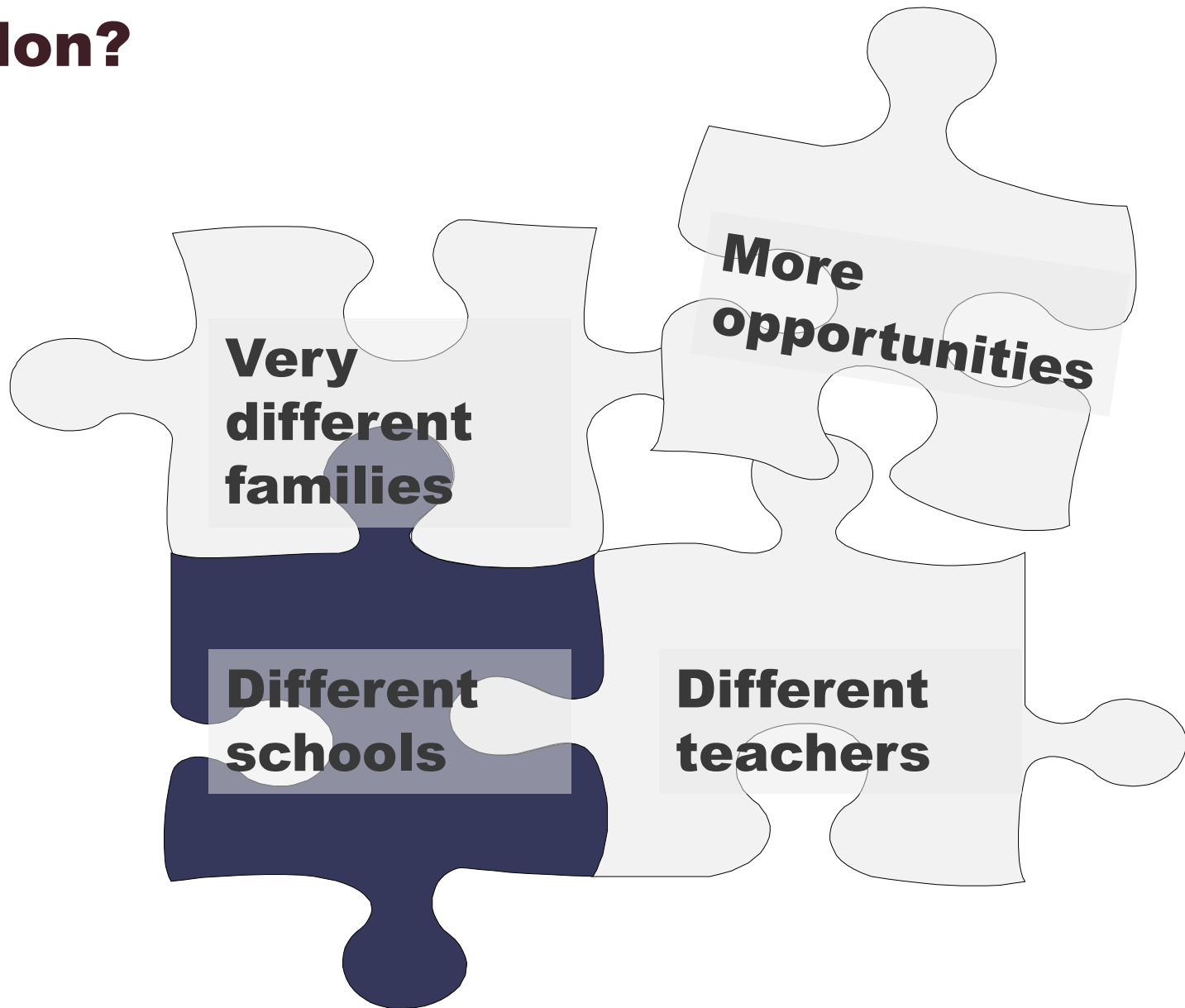
**Possible factors**

Appendix 1:  
**The London Premium by stage of education**

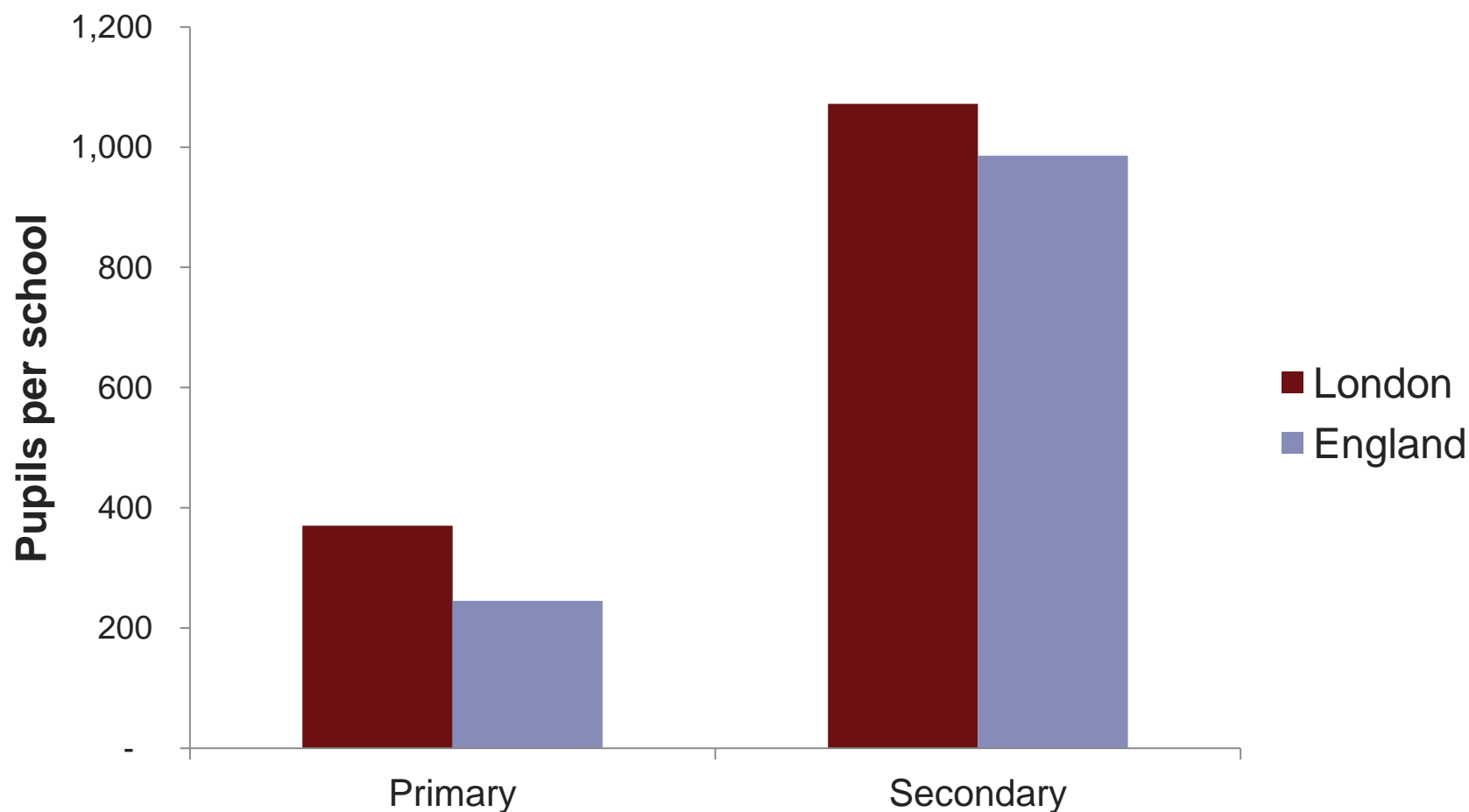
Appendix 2:  
**Additional data & analysis**



# What's different about London?

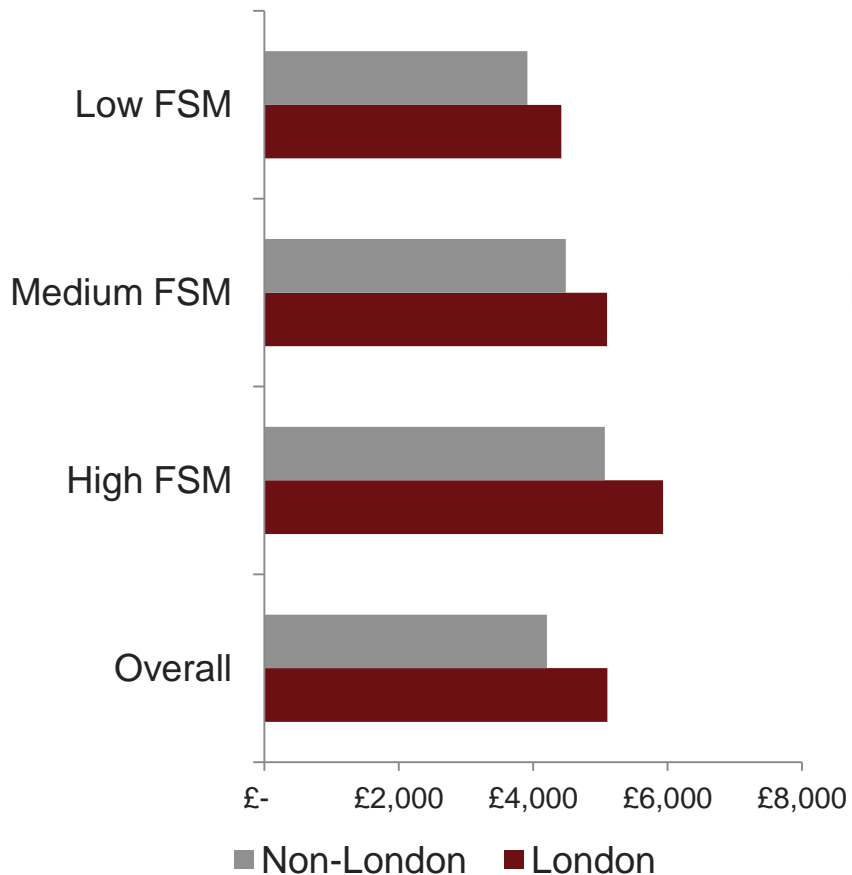


# London schools are larger than average, especially at primary level

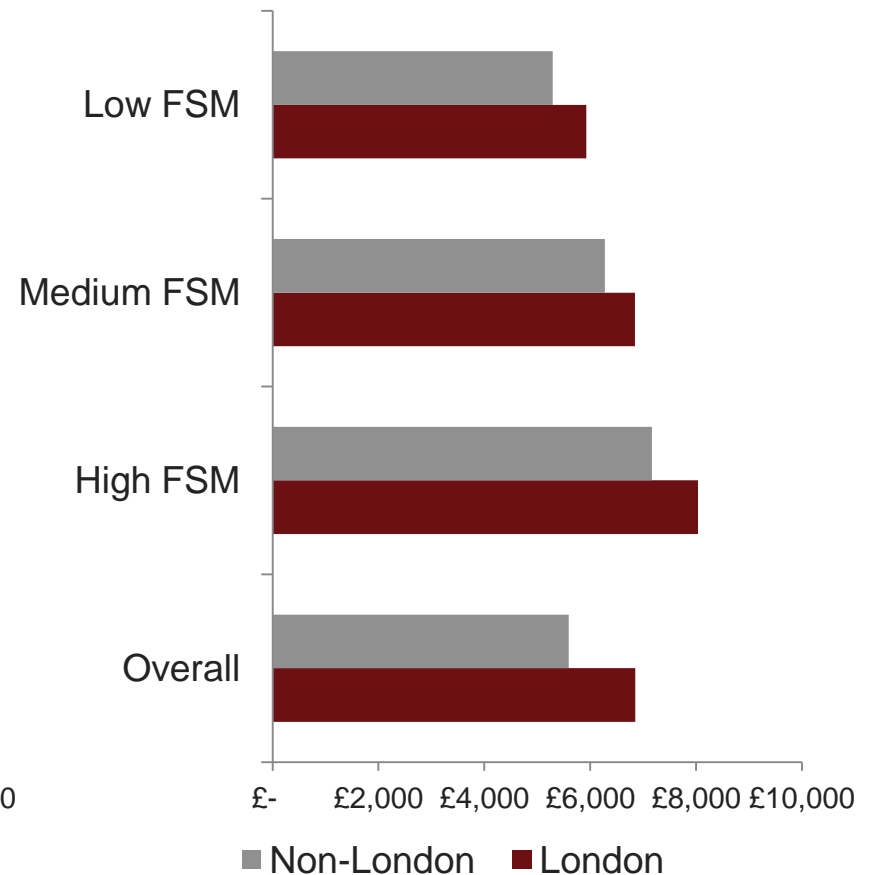


# London schools do get more money

Total income per pupil: Primary

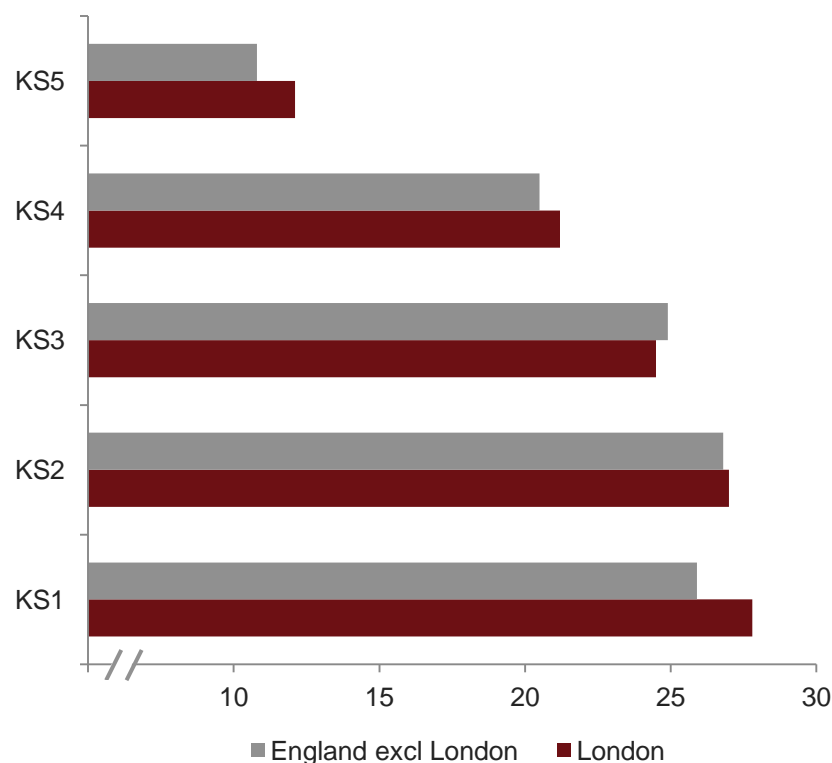


Total income per pupil: Secondary



# But class sizes are not smaller than elsewhere

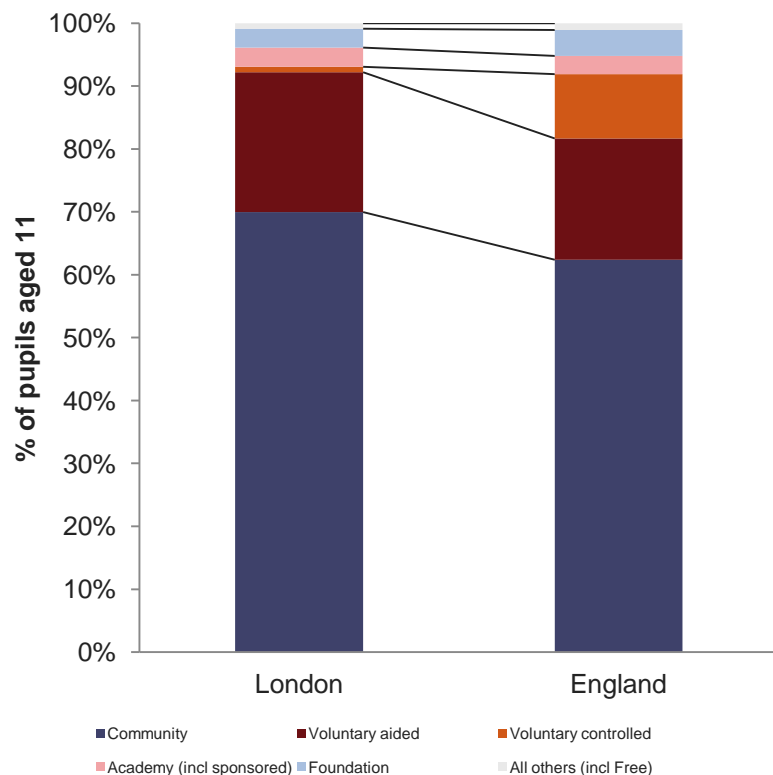
Class sizes, 2009



- Except at Key Stage 3 (age 11-14), London classes have actually been bigger than elsewhere
- London's ratio of teaching assistants to teachers is close to the national average (higher in inner London, lower in outer London)

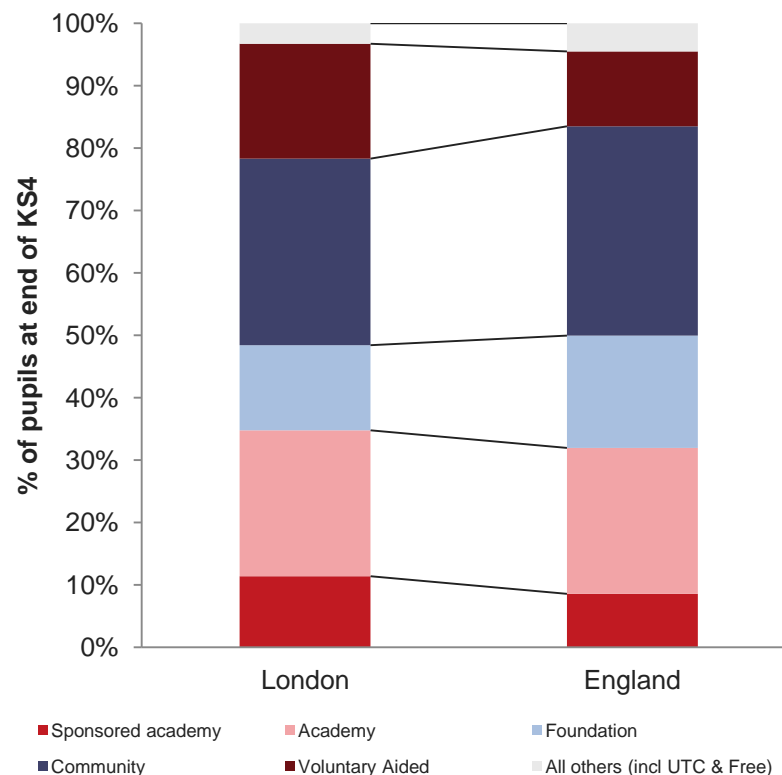
# The mix of schools in London is not that remarkable

## Primary



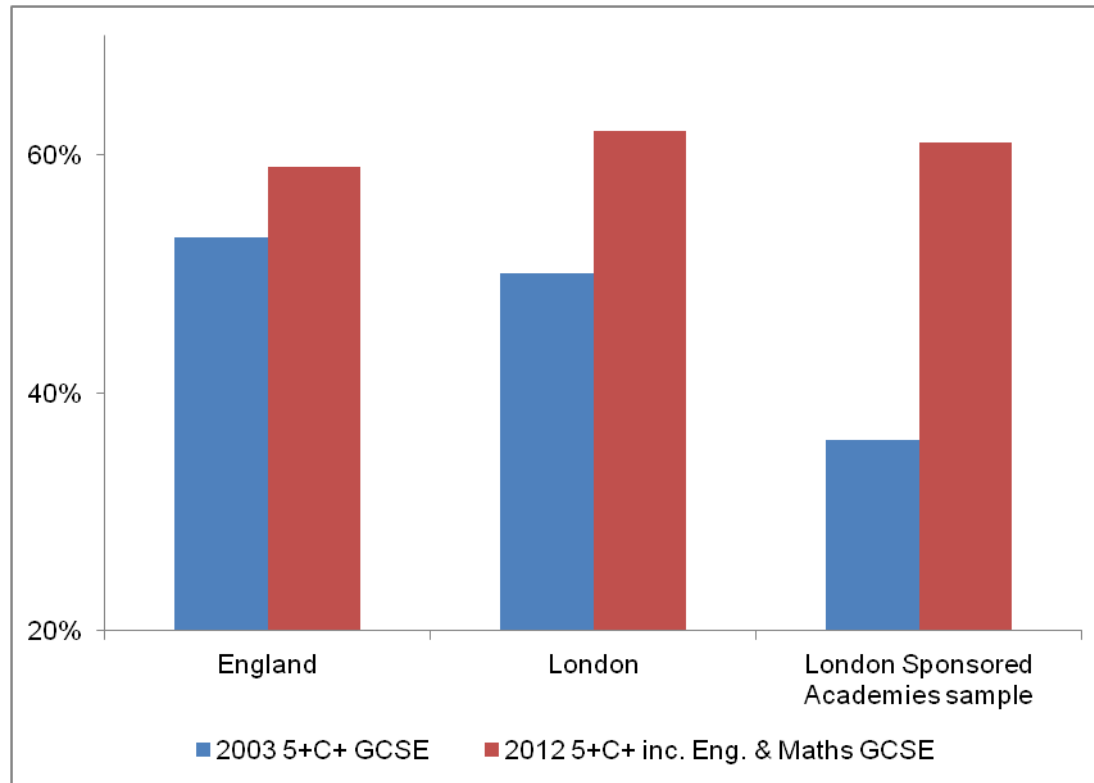
**More Community schools**

## Secondary



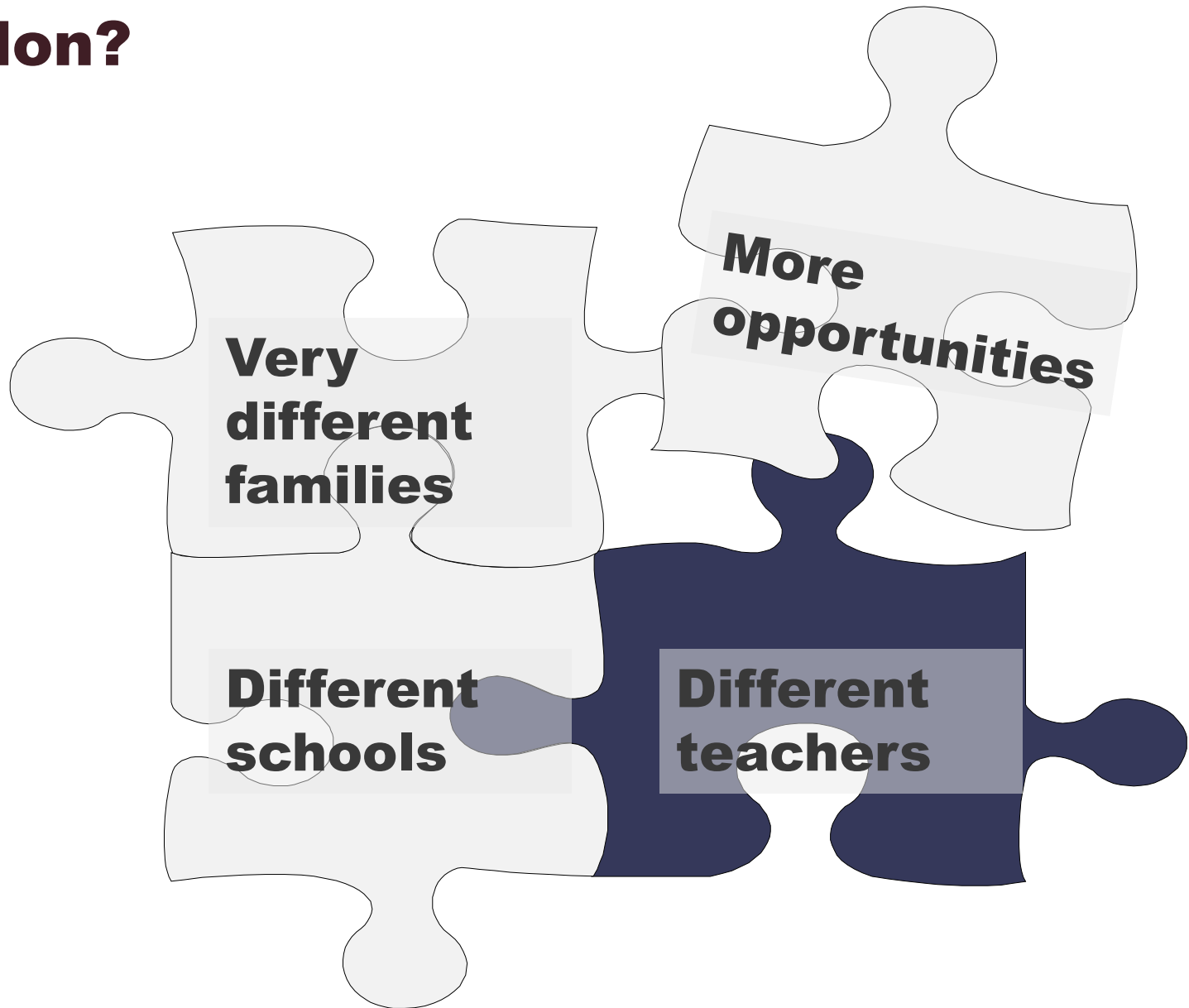
**More Church schools  
More Sponsored Academies**

# But one type of school – Sponsored Academies – did disproportionately help London's improved results



Our estimate is based on a sample of 37 schools, accounting for approx 70% of sponsored academies in London and 8% of all London Year 11 pupils.

# What's different about London?



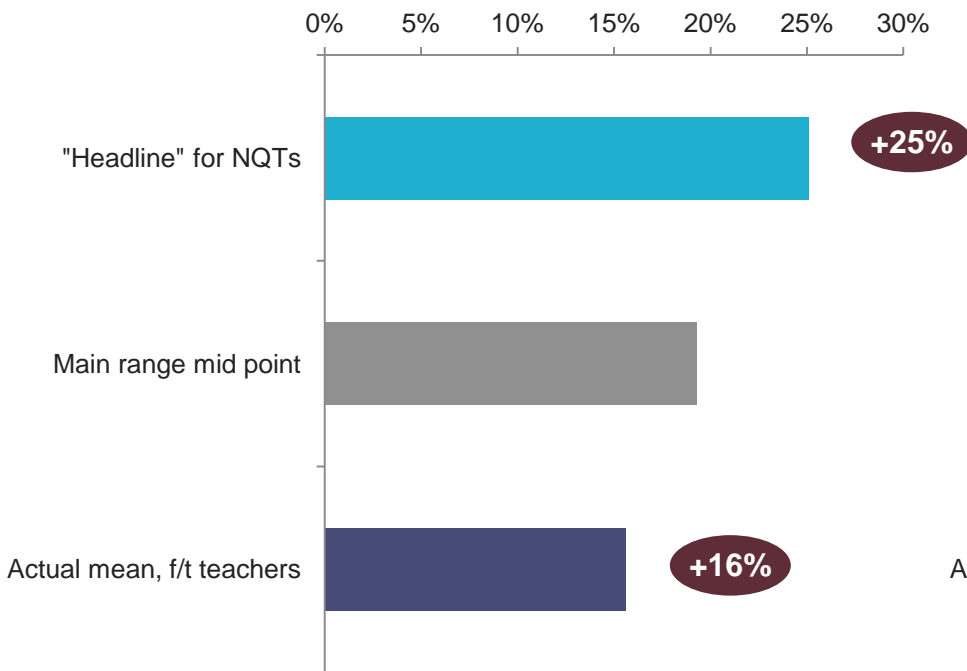
# **Compared to the rest of England, London's teachers are...**

- Paid 9% more in outer London and 16% more in inner London, compared to outside the capital
- Less white, younger (especially inner London)
- More likely to be full-time
- More likely to be or have been on the Teach First programme
- More likely to be on main pay scales, less likely to be on upper and/or advanced skill scale
- Among Teaching Assistants, less likely to be HLTAs

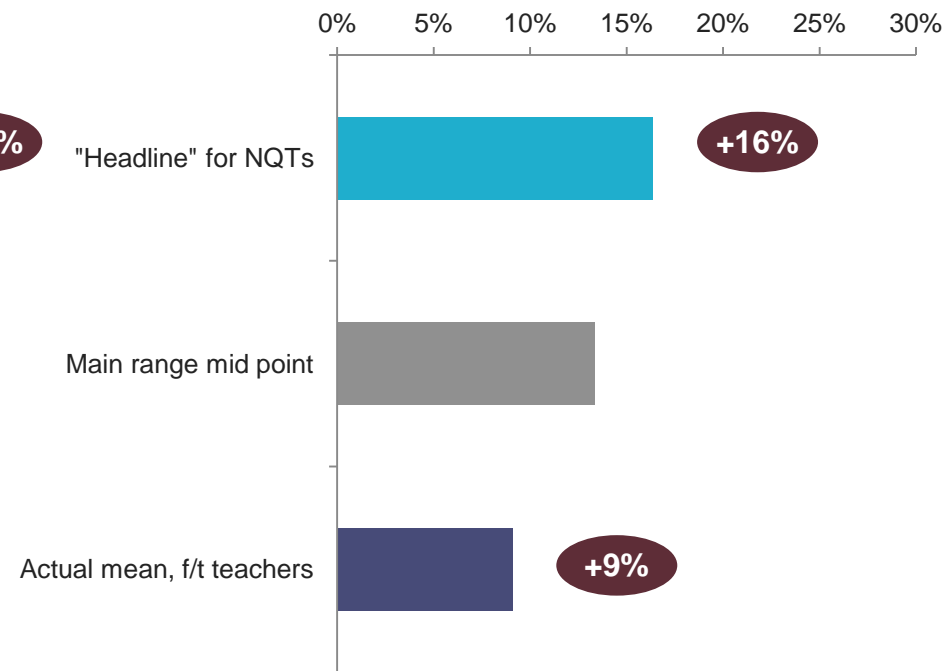


# The actual difference in the average pay packet is less than the 'headline' difference

## Inner London weighting



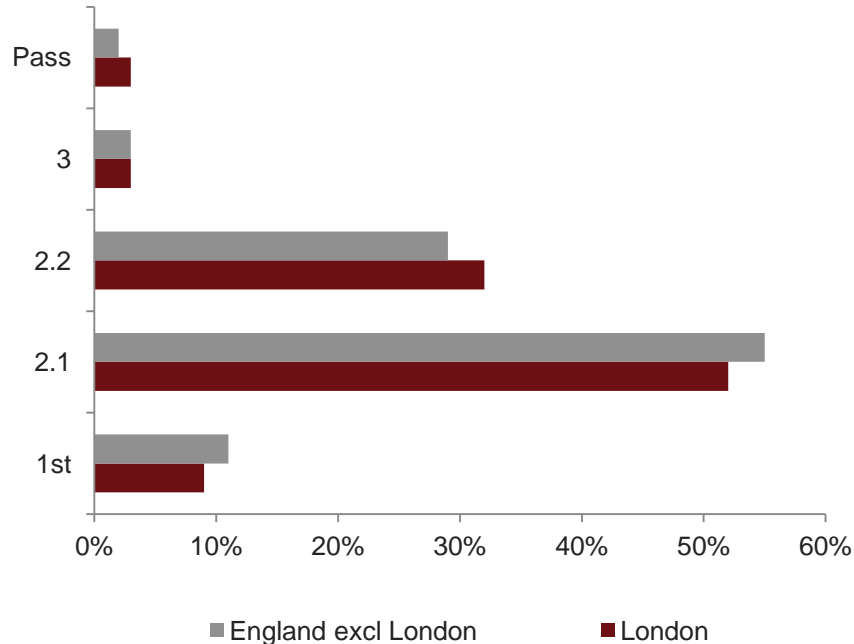
## Outer London weighting



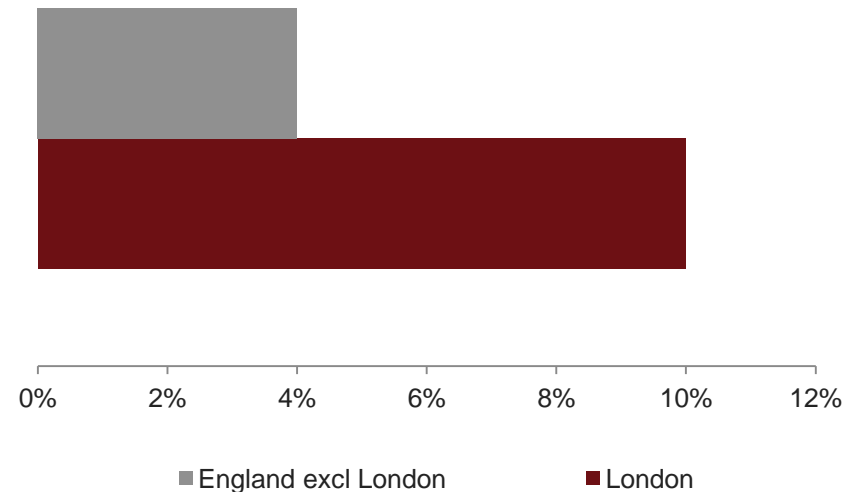
**London teachers' premium of up to 25% (inner London, bottom of main range)  
But actual pay gap is smaller ... consistent with London teachers being younger  
and further down the pay banding**

# London teachers are somewhat more likely to come from abroad. There is little difference in the degree classes of those from the UK

## UK educated teachers by degree class, 2011



## Percentage of teachers educated abroad, 2011



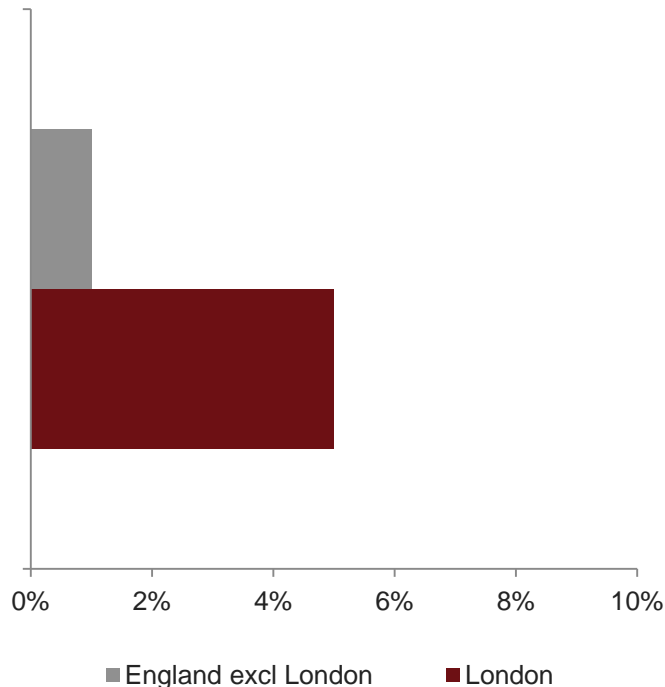
Source: Parliamentary Question 159692 17/6/13, Performance profiles 2010/11—Proportion of Qualified Teacher Status awards by degree class of postgraduates, School Census 2011

Notes: The data for England excl London are not weighted to reflect the varying amount of teachers in the different Government Office Regions;

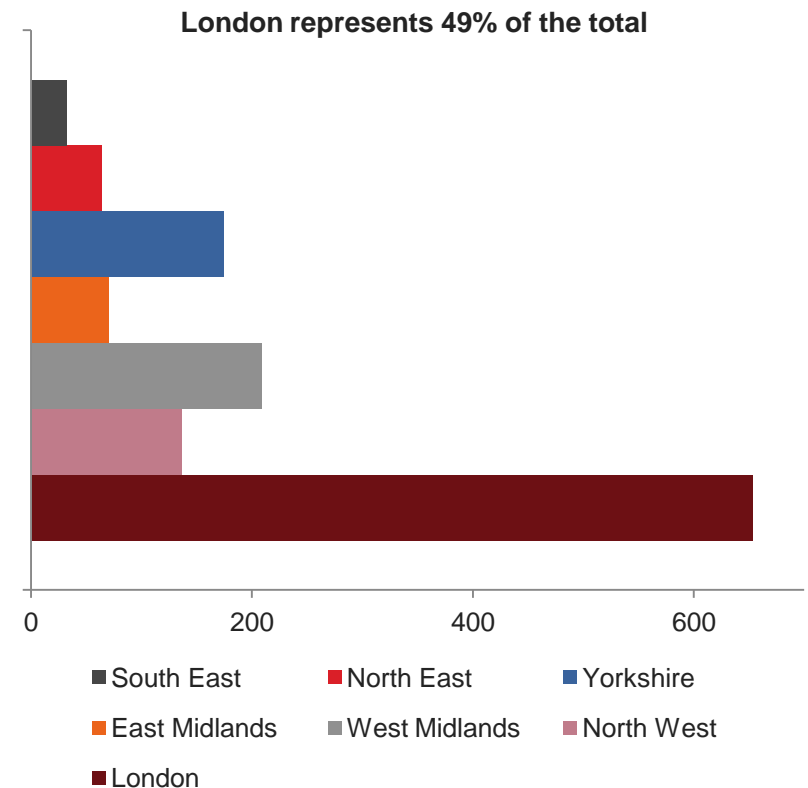
The data for UK educated degrees are inflated to make 100%, and adjusted to remove unknown classifications

# Teach First is concentrated in London

## 2011 NQTs that qualified through Teach First



## Number of Teach First secondary participants, 2011/12

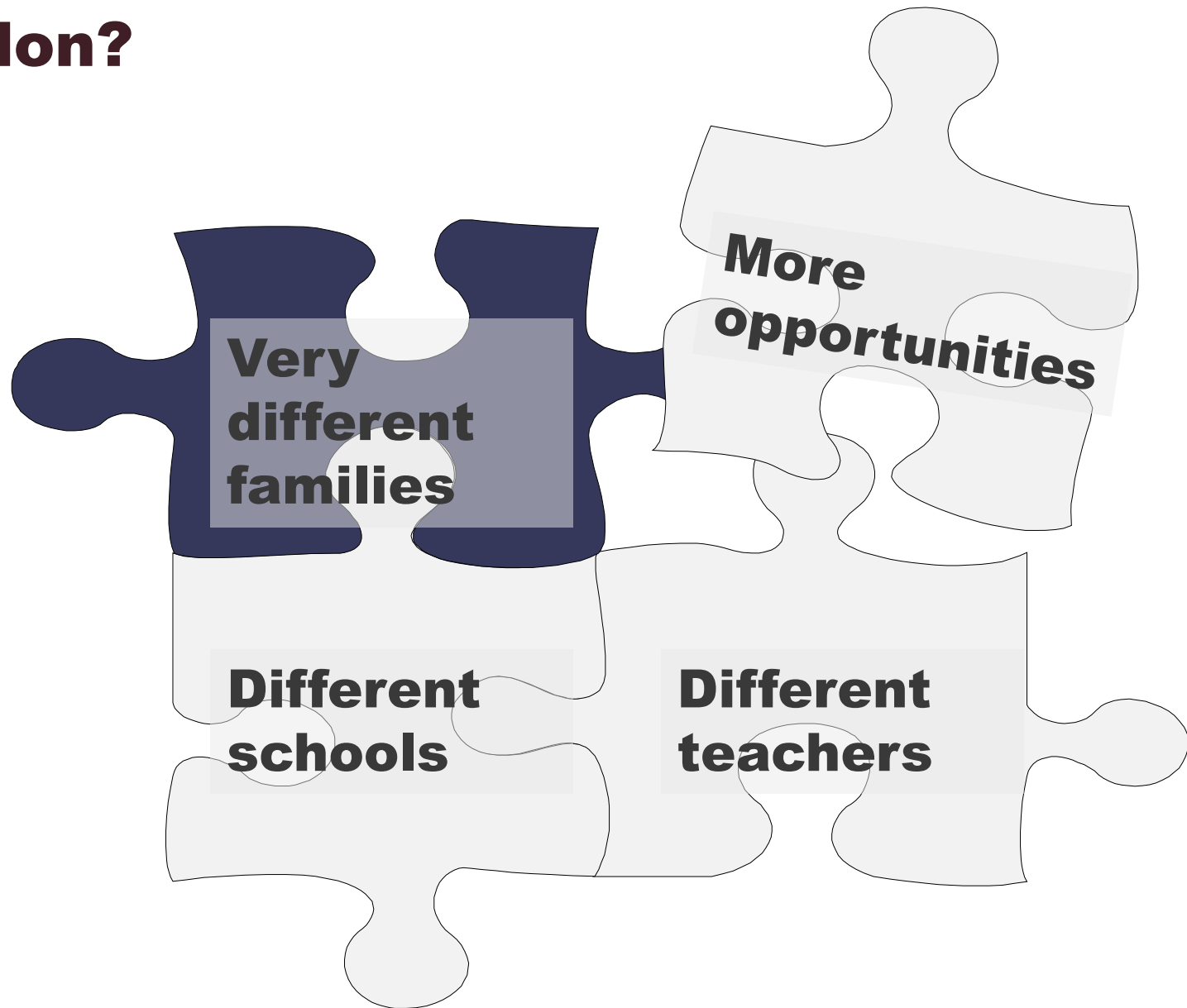


Sources: Teach First June NCTL Report, 2013; Employment of the 2009/10 cohort of newly qualified teachers in 2011

Notes: The England excl London data is unweighted, so does not take into account regional size variability;

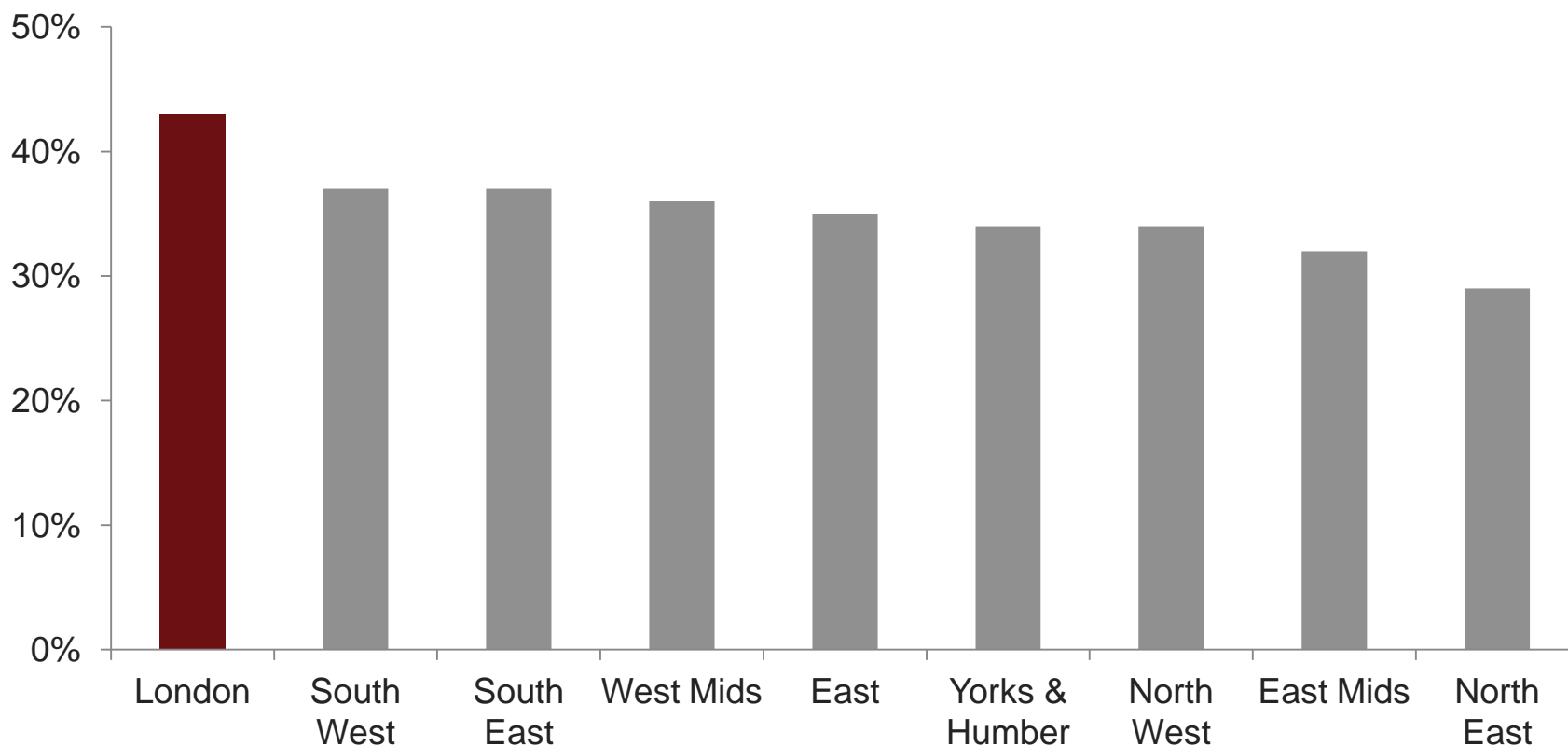
There have not been any Teach First participants in the South West or East England regions, hence their lack of representation on the graph

# What's different about London?



# A gap between disadvantaged Londoners and those elsewhere is already apparent at Age 5

Early Years Foundation Stage Profile 2013  
% of FSM children reaching “A good level of development”

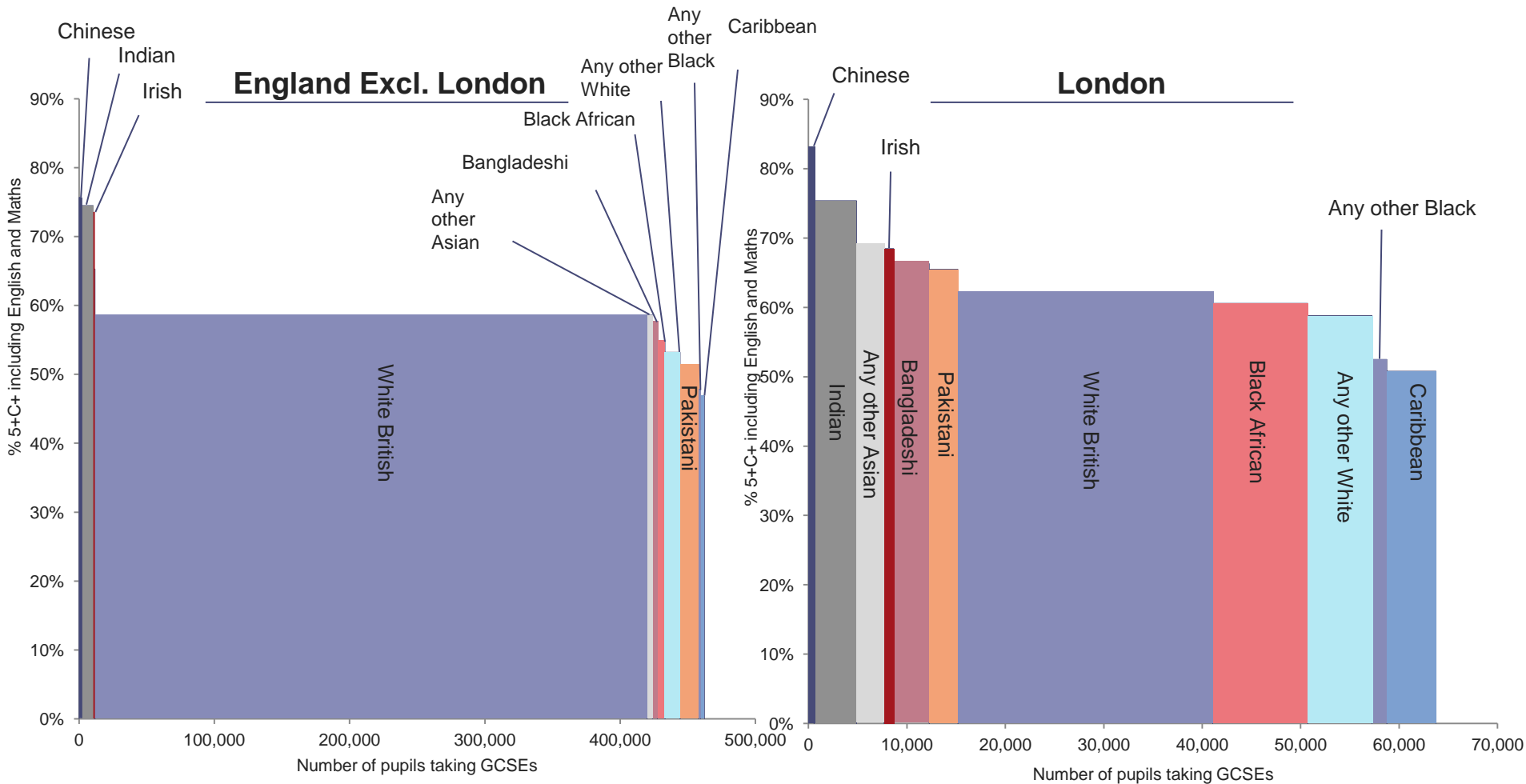


# The average London child's family background is different in a number of ways

Influence on outcome <sup>1</sup>	How London differs
Age of mother	<ul style="list-style-type: none"> <li>London mothers tend to be somewhat older with the greatest incidence at 30-34 age group<sup>2*</sup></li> </ul>
Number of siblings	<ul style="list-style-type: none"> <li>Larger families: London has the highest proportion of families with 3 or more children<sup>3</sup></li> <li>Household size has been growing in London, bucking the wider trend<sup>10</sup></li> </ul>
Gender	<ul style="list-style-type: none"> <li>No significant difference<sup>12</sup></li> </ul>
Birth weight	<ul style="list-style-type: none"> <li>Very slightly lighter babies<sup>4*</sup></li> </ul>
Age in year	<ul style="list-style-type: none"> <li>No significant difference<sup>13</sup></li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>London state secondary schools are 32% White British vs 82% in the rest of England<sup>5</sup></li> </ul>
First generation immigrants	<ul style="list-style-type: none"> <li>39% of London secondary school leavers have English as additional language (EAL) vs 8% elsewhere</li> <li>At the end of primary, the London figure is now 48% (and even higher in inner London)<sup>14</sup></li> <li><i>But</i> EAL pupils come close to native speakers' on GCSEs, and actually just beat them in London<sup>6</sup></li> </ul>
Married Parents	<ul style="list-style-type: none"> <li>London is estimated to be above average for the proportion of families where the parents are married<sup>7</sup></li> </ul>
Mother's education	<ul style="list-style-type: none"> <li>An estimated 35% of the parents of school age (5-15) children had a degree or higher qualification vs 24% in the rest of the country<sup>8</sup></li> </ul>
Attended pre-school (& pre-school quality)	<ul style="list-style-type: none"> <li>Lower % of homes with either two working parents or a single mother<sup>9</sup> i.e. more with a parent at home</li> <li>Slightly lower participation in pre-school provision<sup>11</sup> and less formal childcare<sup>15</sup></li> </ul>
Home learning environment	<ul style="list-style-type: none"> <li>Don't know</li> </ul>

Notes & sources: (1) The list of influences is loosely adapted from the EPPSE 3-14 *Final Report from the Key Stage 3 Phase: Influences on Students' Development from age 11-14.*; (2) Parliamentary Question 163064 2/7/13; (3) House of Commons Library, taken from Nomis, 2011 Census, QS118EW; (4) Parliamentary Question 163065 2/7/13; (5) House of Commons Library, taken from School, pupils and their characteristics: January 2013, and earlier, DfE; (6) 2012 data from GCSE and equivalent attainment by pupil characteristics in England: 2011 to 2012; (7) House of Commons Library, taken from ONS, Families and Households, 2012 and ONS, Labour Force Survey Q4 2012. Numbers are crude estimates, and would suggest that London has a higher proportion of families with dependent children than in the UK as a whole; (8) Labour Force Survey household dataset, April-June quarter 2012, ONS, House of Commons Library; (9) House of Commons Library analysis of ONS Labour Force Survey micro data, household data. (10) 2011 Census first results – GLA Intelligence (11) WPQ 171129, 21/10/13 (12) WPQ 170936, 14/10/13 (13) WPQ 170937, 14/10/13 (14) Jan 2013 data from WPQ 170671, 16/10/13 – the *inner* London Year 6 figure is 57%; (15) Early Years Survey of Parents data for 2011

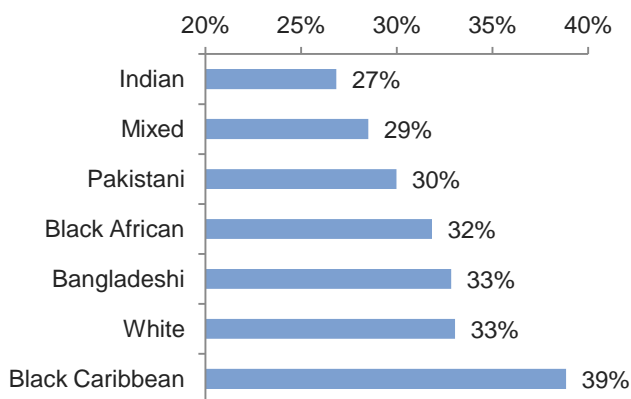
# London has a much more diverse population and a different pattern of achievement



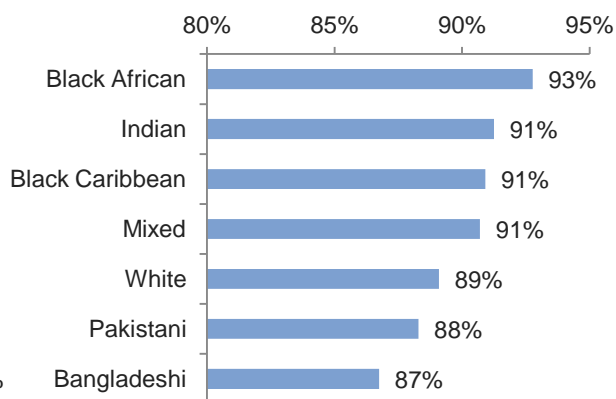
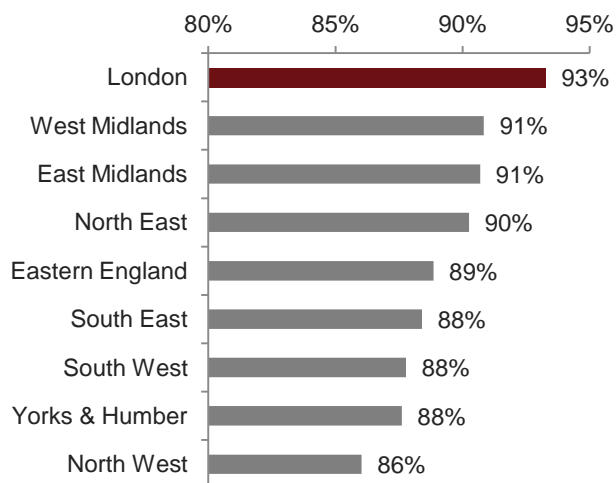
Source : PQ 167449, 6/9/2013.  
Note there has also been significant change in the London mix since 2000. The biggest apparent increase has been among Black African pupils, and probably non-British /Irish White.

# There are some possibly telling attitude differences apparent in London children

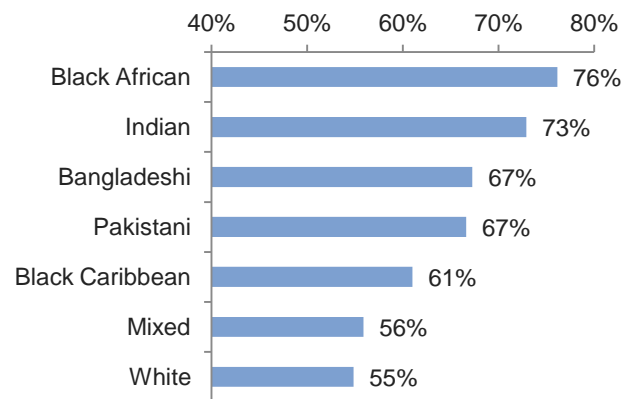
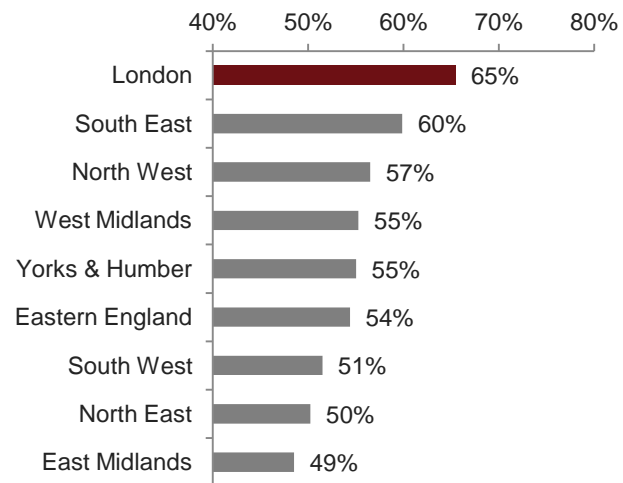
"Doing something that I enjoy is more important than something that will help get a job later on"



"Having a job or career in the future is important to me"



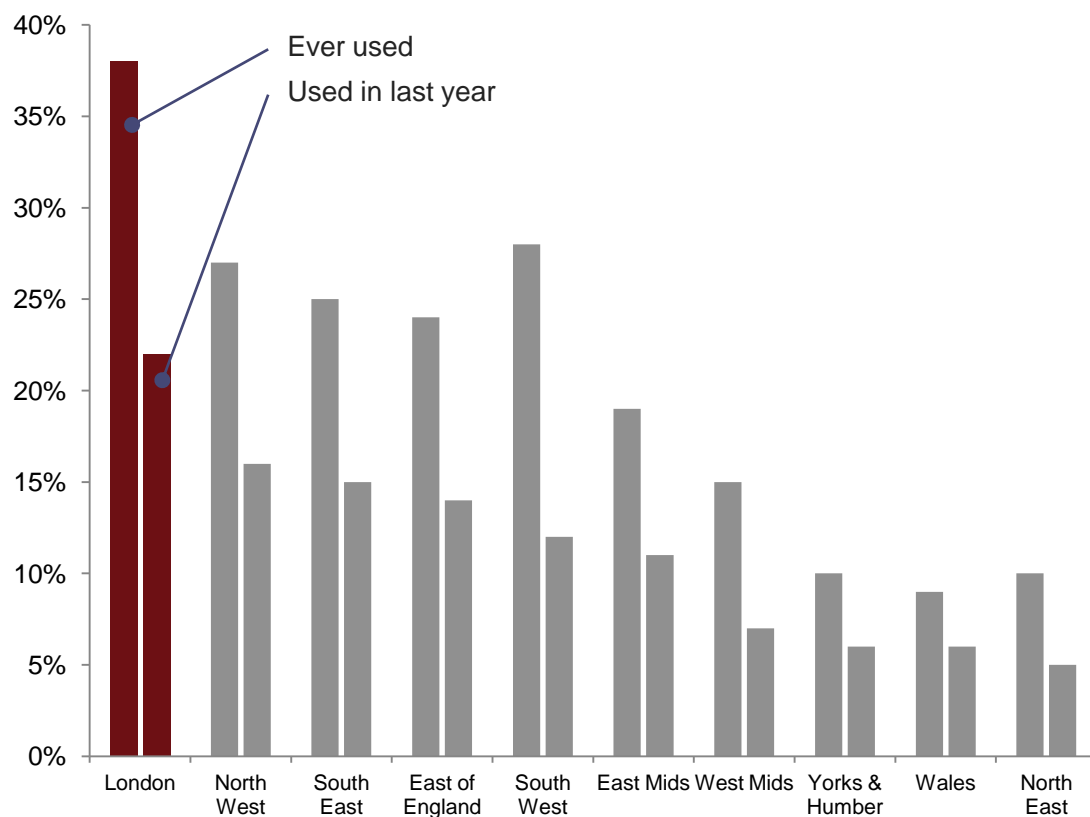
"Raising a family in the future is important to me"



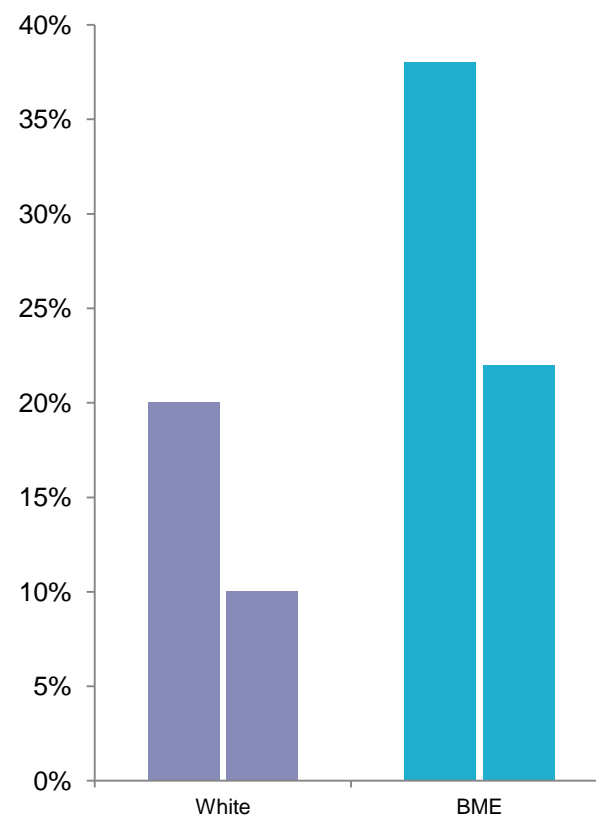


# London children are more likely to be tutored

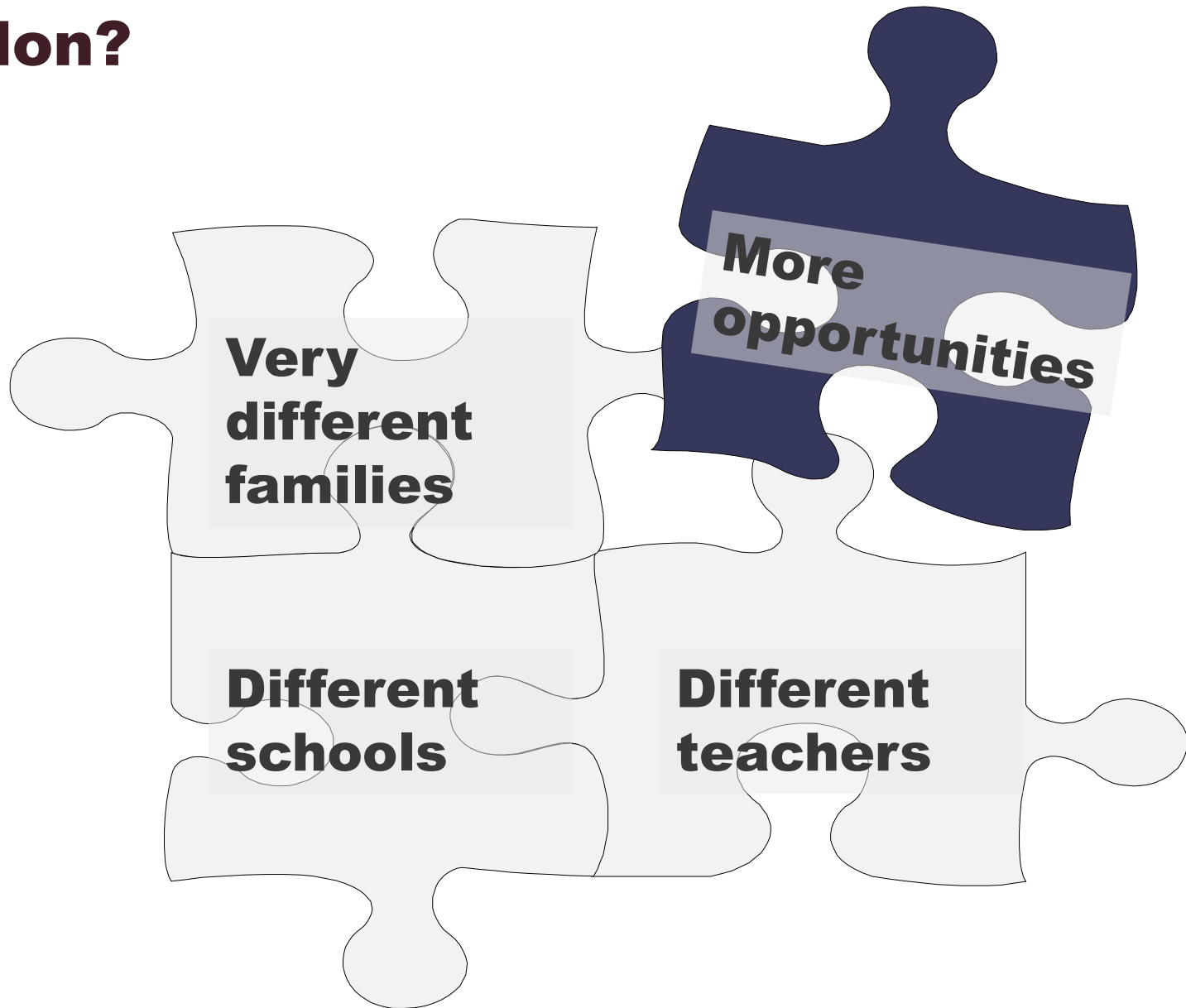
Tutor use by region



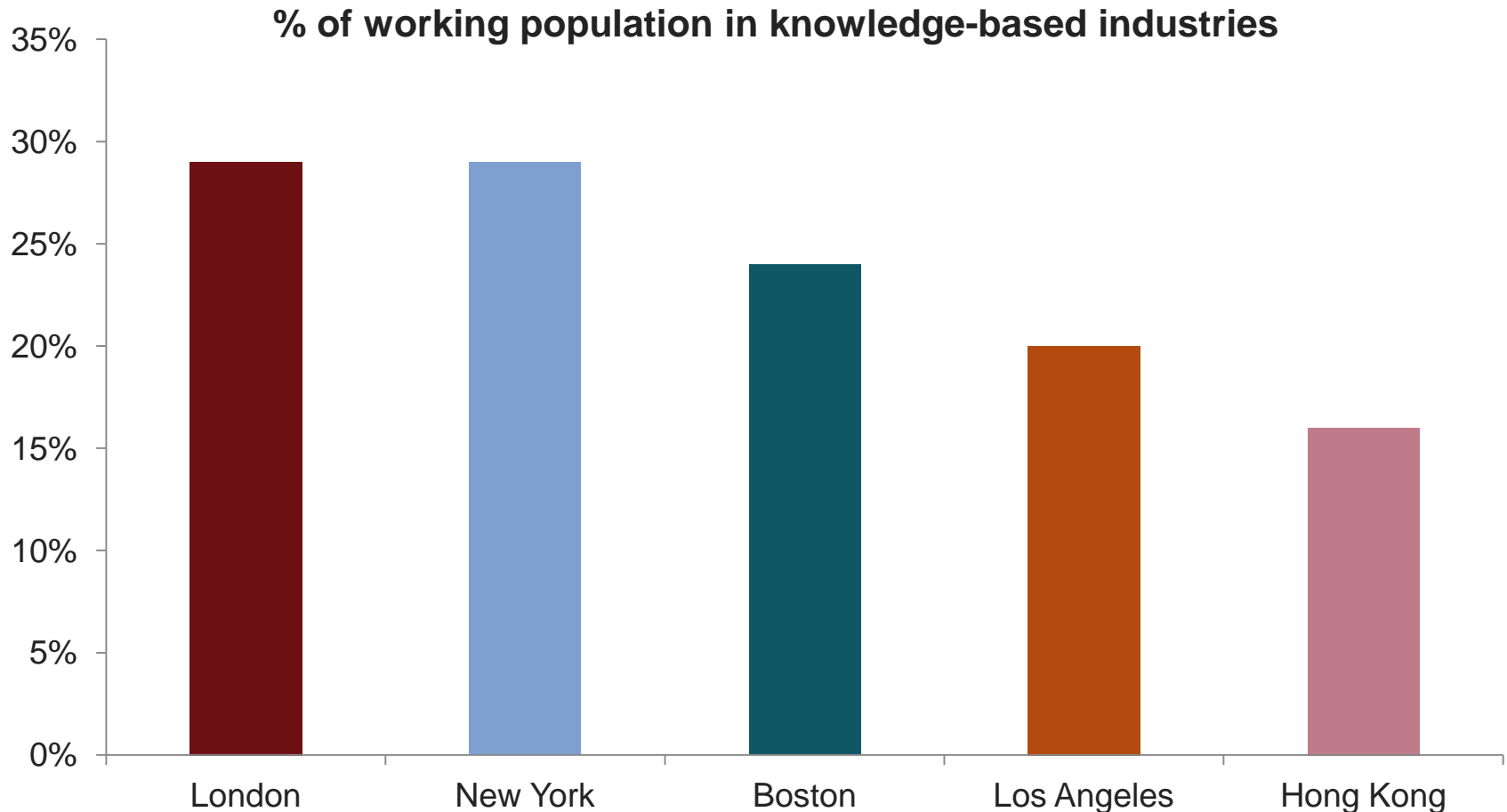
Tutor use by ethnicity



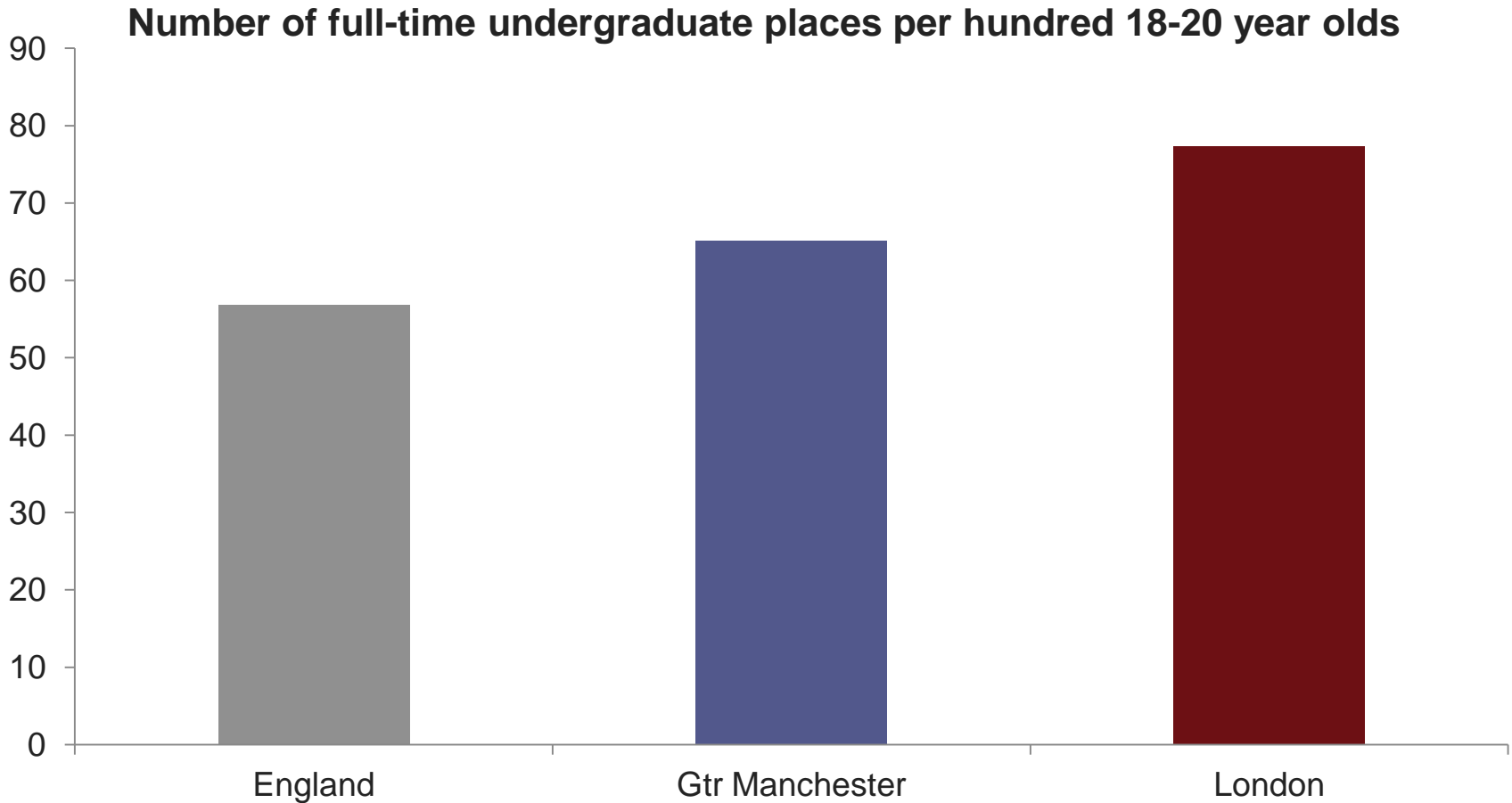
# What's different about London?



# London has a high proportion of knowledge industry jobs, creating a pull factor

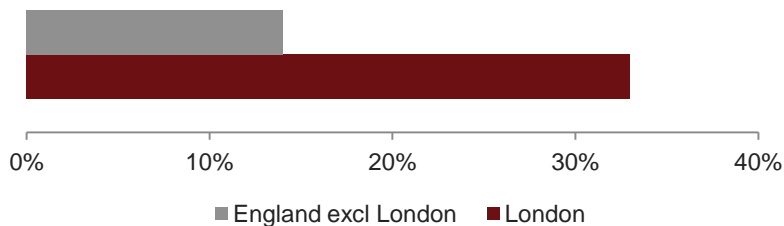


# London also has more university places chasing customers

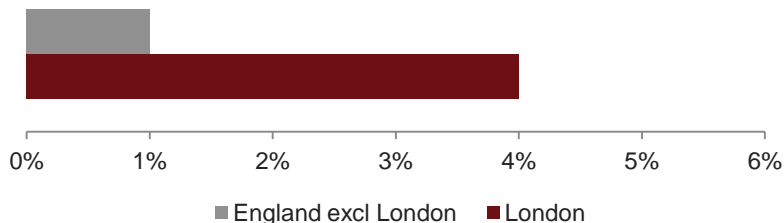


# A much higher proportion of disadvantaged Londoners go to university – and London universities take more disadvantaged young people

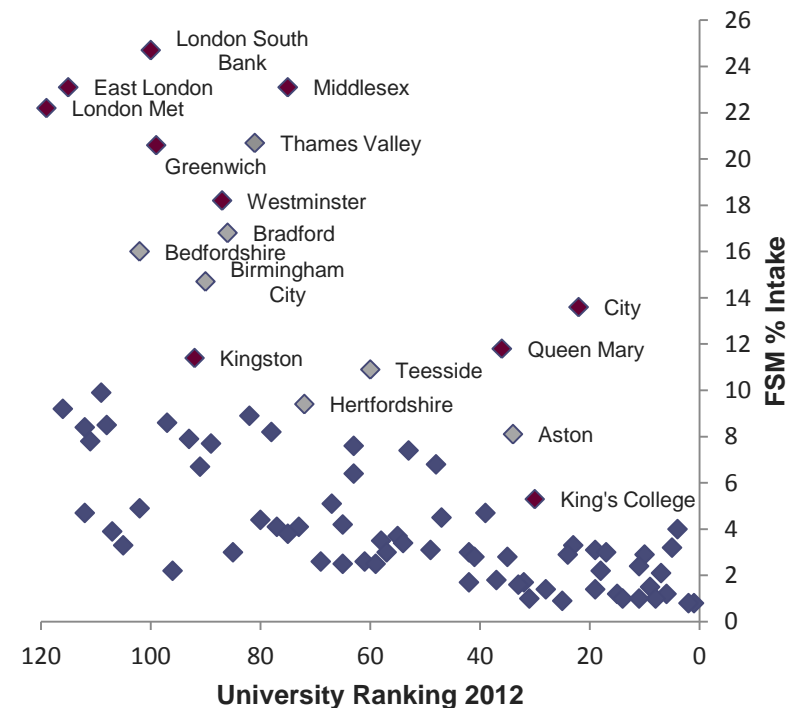
% of former FSM recipients going into Higher Education, 2009/10



% of former FSM recipients going to a Russell Group university, 2009/10



University Ranking vs % of intake Free School Meal recipients



Sources: LHS: BIS PQ 163994, 10 July 2013; RHS: “University guide 2012: download the Guardian tables and see how the rankings have changed” <https://docs.google.com/spreadsheet/ccc?key=0AonYZs4MzlZbdHVtczAwZDhCY2tkdVc3Z3laQ2daRWc&hl=en#gid=0> , “How many privately-educated students attend each university?” <http://www.theguardian.com/news/datablog/2010/dec/22/oxbridgeandelitism-oxforduniversity#data>

Note: PQ data refers to estimated proportions of maintained schools pupils with free school meals at age 15, who progressed to higher education and to Russell Group institutions by age 19 in 2009/10

# And a recent American survey suggests density *per se* assists social mobility

- The Harvard Equality of Opportunity Project found that metro areas' size and density were factors in upward mobility.
- Some areas, such as Salt Lake City and San Jose, have similar upward mobility rates as Denmark. Atlanta on the other hand, had a rates as low as for any developed country where data are available.
- “Upward mobility tended to be higher in metropolitan areas where poor families were more dispersed among mixed-income neighbourhoods.”
- “In Atlanta, the most common lament seems to be precisely that concentrated poverty, extensive traffic and a weak public-transport system make it difficult to get to the job opportunities.”
- “When poor communities are segregated, everything about life is harder”

**Summary**

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**Possible factors**

**Appendix 1:  
The London Premium by stage of education**

**Appendix 2:  
Additional data & analysis**

# London outperforms at every stage, especially for disadvantaged youngsters (1)

Key Stage		London – all pupils	London – disadvantaged																	
EY	Pre-school	<ul style="list-style-type: none"><li>In 2013, 53% of London children were said to have achieved a ‘good level of development’, marginally ahead of the rest of England</li></ul>	<ul style="list-style-type: none"><li>43% of London FSM children reached the ‘good level’ benchmark vs 35% elsewhere in England</li></ul>																	
1	Infants	<ul style="list-style-type: none"><li>Level pegging or marginally behind other regions in each discipline: reading, writing, maths, science</li></ul>	<ul style="list-style-type: none"><li>London FSM recipients already ahead of those elsewhere. % getting level 2 or above:<table><tr><td>% FSM pupils Level 2+ in 2012</td><td>London</td><td>Elsewhere</td></tr><tr><td>Reading</td><td>81%</td><td>75%</td></tr><tr><td>Writing</td><td>75%</td><td>69%</td></tr><tr><td>Maths</td><td>85%</td><td>82%</td></tr><tr><td>Science</td><td>83%</td><td>79%</td></tr></table></li></ul>			% FSM pupils Level 2+ in 2012	London	Elsewhere	Reading	81%	75%	Writing	75%	69%	Maths	85%	82%	Science	83%	79%
% FSM pupils Level 2+ in 2012	London	Elsewhere																		
Reading	81%	75%																		
Writing	75%	69%																		
Maths	85%	82%																		
Science	83%	79%																		
2	Juniors	<ul style="list-style-type: none"><li>Higher number of pupils reached Level 4 than in other regions: 87% vs 85% in English and 86% vs 84% in maths</li></ul>	<ul style="list-style-type: none"><li>Eight percentage points higher in FSM recipients reaching Level 4 in maths than counterparts elsewhere (79% vs 71%) and nine in English (81% vs 72%)</li><li>18 of Top 25 local authorities for FSM pupils’ junior school results</li></ul>																	



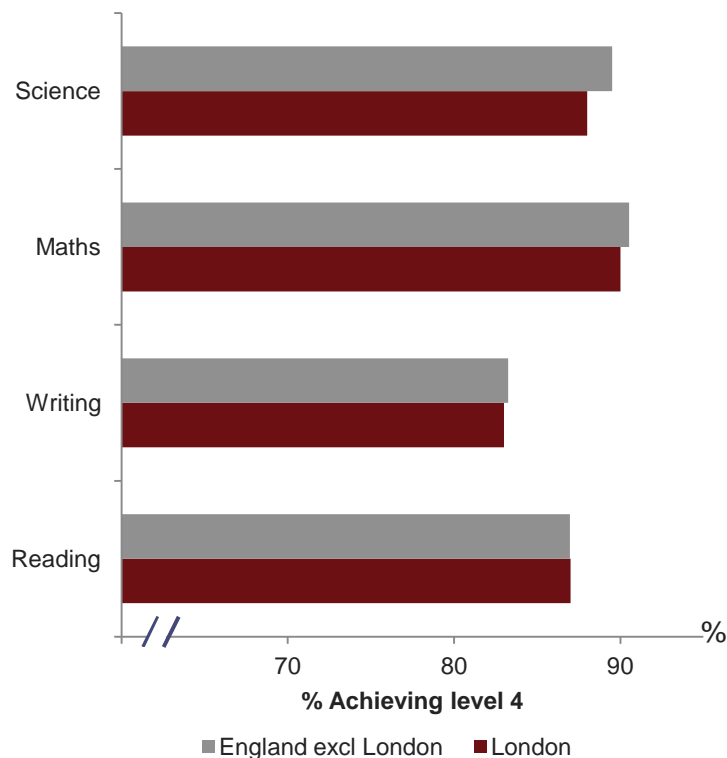
# London outperforms at every stage, especially for disadvantaged youngsters (2)

Key Stage		London – all pupils	London – disadvantaged
4	<b>GCSEs</b>	<ul style="list-style-type: none"> <li>In 2012, 62% achieved 5+C+ at GCSE, including maths &amp; English, vs 59% elsewhere</li> </ul>	<ul style="list-style-type: none"> <li>A 16 %pt gap: 49% of FSM Londoners got 5+C+ at GCSE including maths &amp; English, against 33% outside London. So, FSM Londoners were almost 50% more likely to get the key benchmark qualification at age 16 compared to their peers elsewhere.</li> <li>23 of the top 25 local authorities for FSM pupils' GCSEs</li> </ul>
5	<b>Sixth form</b>	<ul style="list-style-type: none"> <li>In 2009/10, 64% of London non-FSM students went to school 6<sup>th</sup> form or 6<sup>th</sup> form college (as opposed to FE college) vs 50% outside London</li> </ul>	<ul style="list-style-type: none"> <li>52% of London FSM recipients went to school 6<sup>th</sup> form or 6<sup>th</sup> form college, vs 27% outside London (Londoners were less likely, by 31% to 42%, to go to FE College)</li> </ul>
HE	<b>University</b>	<ul style="list-style-type: none"> <li>2011/12(p) Young participation rate in London of 48% vs 38% in England as a whole (approx 36% ex-London)</li> <li>London includes 8 of the Top 10 areas for state school pupils going to university</li> </ul>	<ul style="list-style-type: none"> <li>Pupils on FSM at age 15 are more than twice as likely to be in HE at age 19 as those in other areas (33% vs 14%)</li> <li>...and up to four times as likely to be at a top (Russell Group) university (4% vs 1%)</li> </ul>

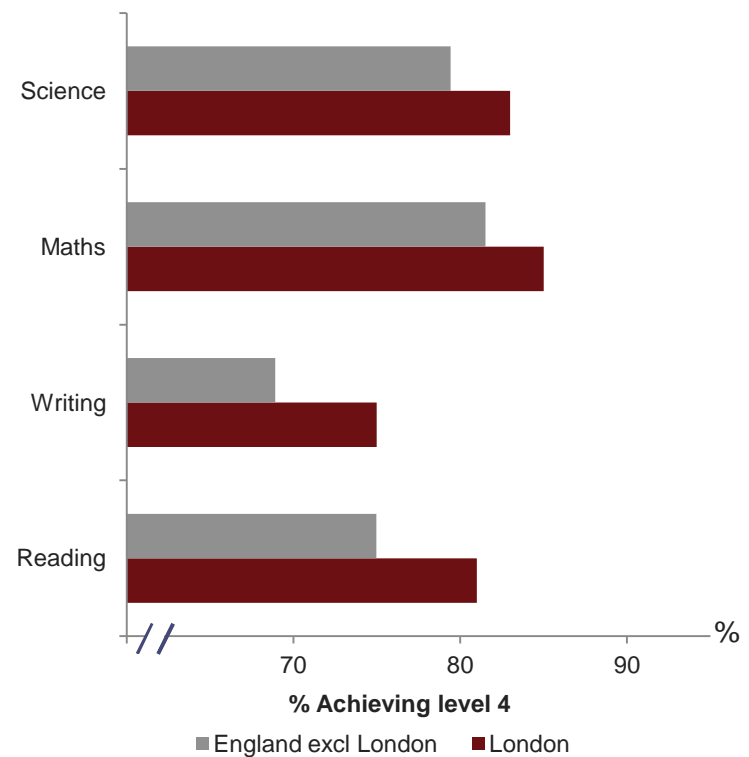
Sources: DfE *Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by free school meal eligibility and Local Authority*; HoC Library. DfE *Percentage of 2009/10 KS4 cohort going to, or remaining in, an education or employment destination in 2010/11*; HEFCE *Trends in young participation in higher education*, Oct 2013; PQ 163994, 10/7/13. Note that recent KS5 destinations reporting suggests a smaller gap for Russell Group. Note also that the 4% and 1% figures are rounded

# At Key Stage 1 (Infants), London's overall performance is unremarkable – but among disadvantaged children there is already a 'London premium'

## All children 2012



## FSM recipients 2012

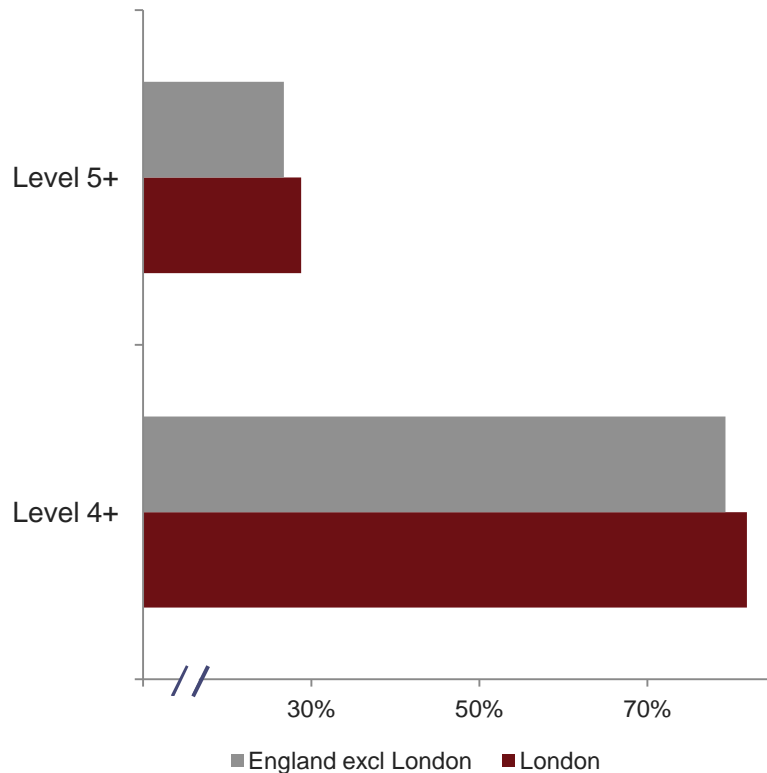


Source: Phonics screening check and national curriculum assessments at Key Stage 1 in England: 2012' Statistical First Release (SFR)

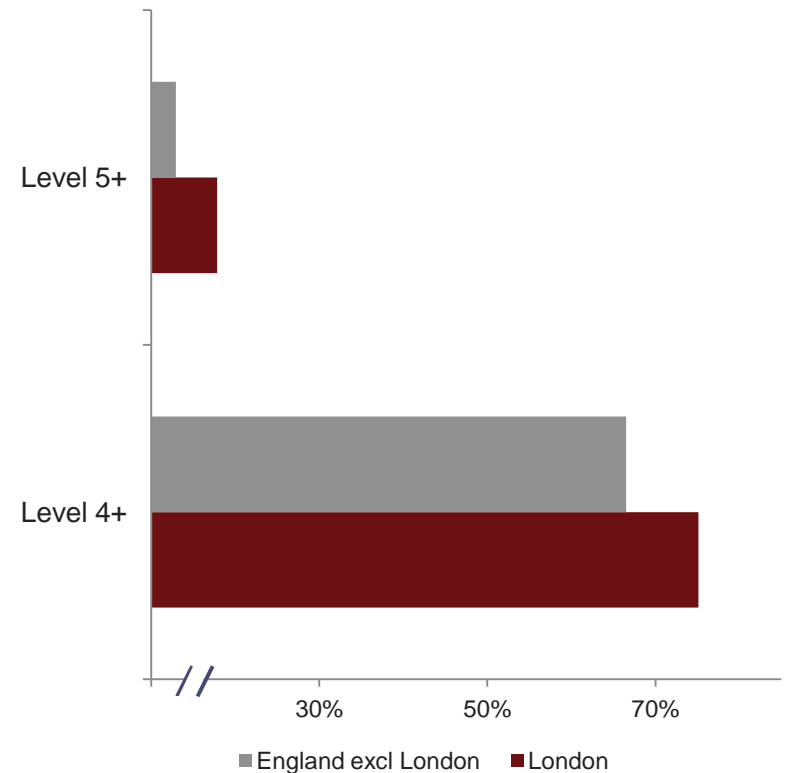
Note: Ex-London numbers are derived

# At Key Stage 2 (Juniors), the London premium is again more marked for disadvantaged pupils

All children 2012

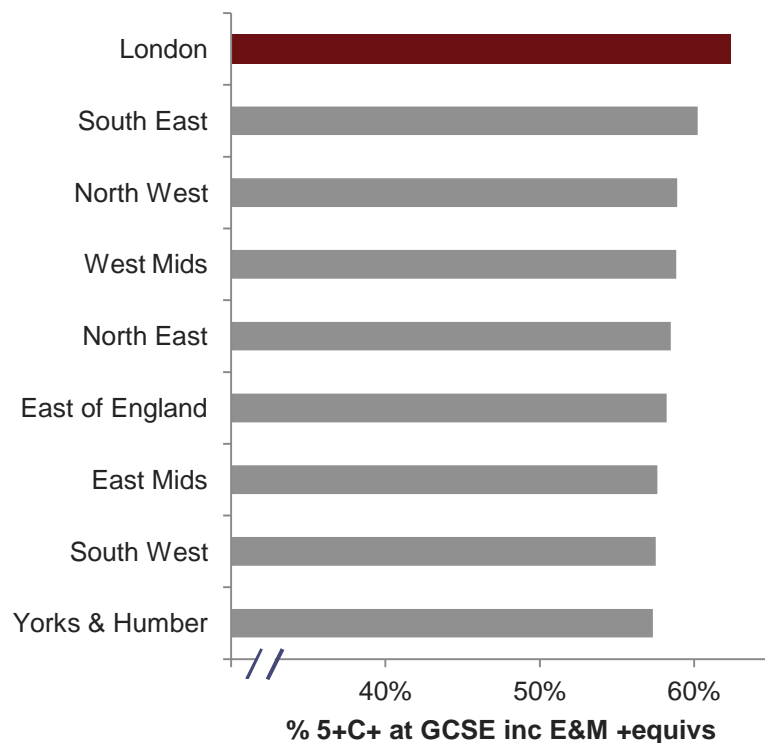


Disadvantaged children 2012

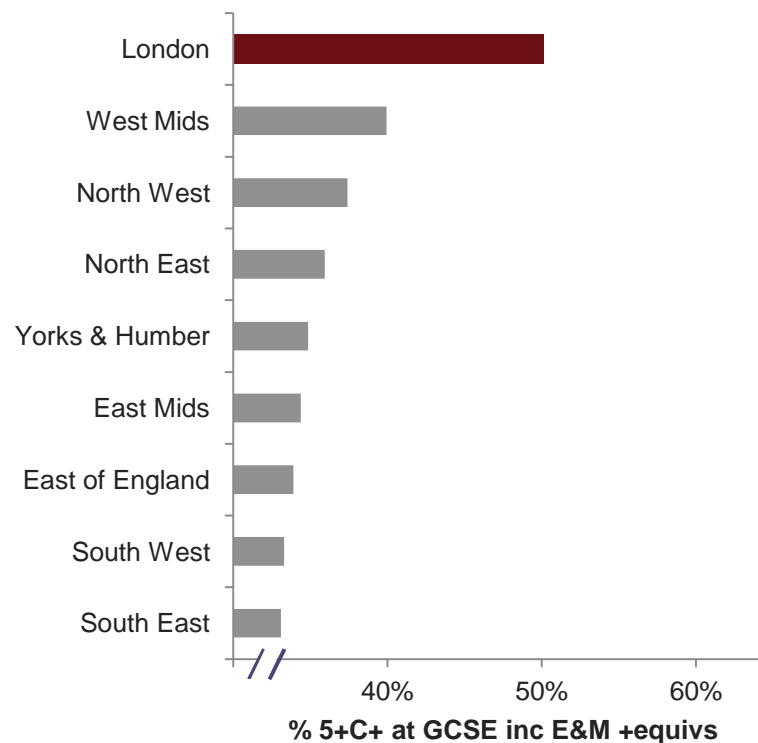


# The London premium for disadvantaged pupils is stark at GCSE

## All children 2012



## FSM-eligible children 2012



# London tops the lists for university admissions

Top 10 Local Authorities for state school pupils going to university	% students accepted
Hammersmith & Fulham	86%
Ealing	82%
Redbridge	81%
Merton	81%
Barnet	79%
Reading	79%
Brent	79%
Wandsworth	77%
Trafford	77%
Hounslow	77%



**8 of the Top 10 areas  
for pupils going to university**

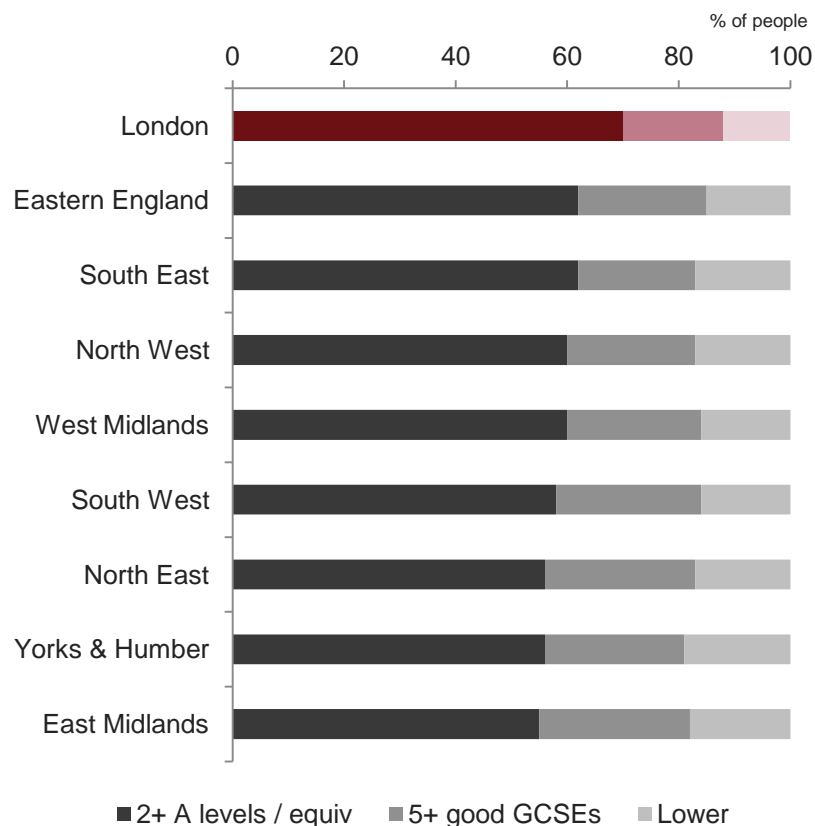
Top 10 for state school pupils going to a highly selective university	% students accepted
Hammersmith & Fulham	59%
Reading	53%
Buckinghamshire	36%
Trafford	36%
Sutton	36%
Poole	34%
Barnet	30%
Merton	29%
Wokingham	28%
Kensington & Chelsea	26%



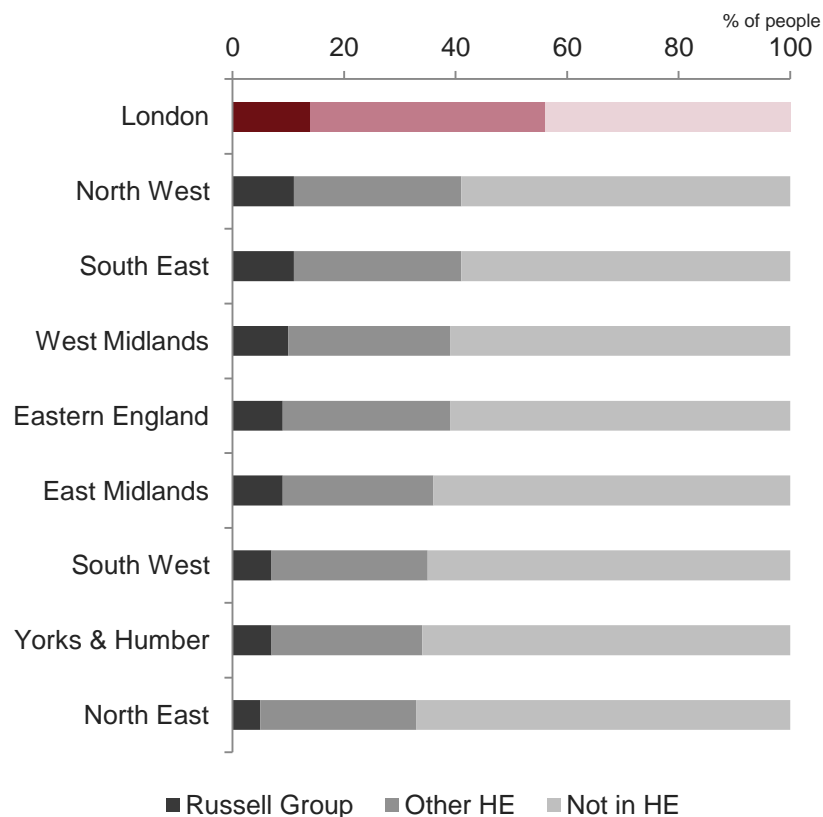
**5 of the Top 10 areas  
for pupils going to a top university**

# London outperforms on key measures of attainment and future earnings potential

## Highest qualification by age 20



## At university at age 19



**Summary**

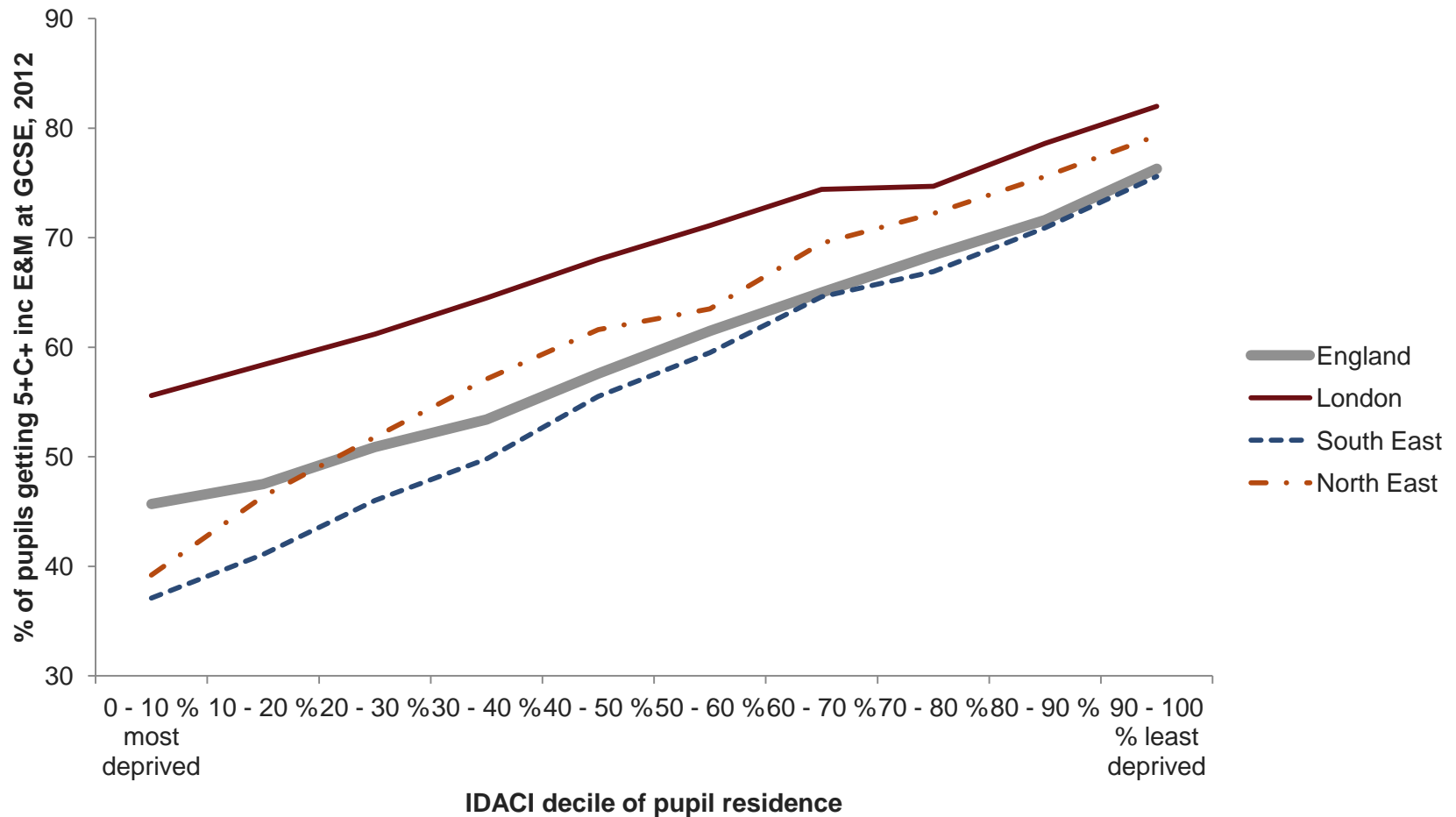
**Background**

**Possible factors**

Appendix 1:  
**The London Premium by stage of education**

Appendix 2:  
**Additional data & analysis**

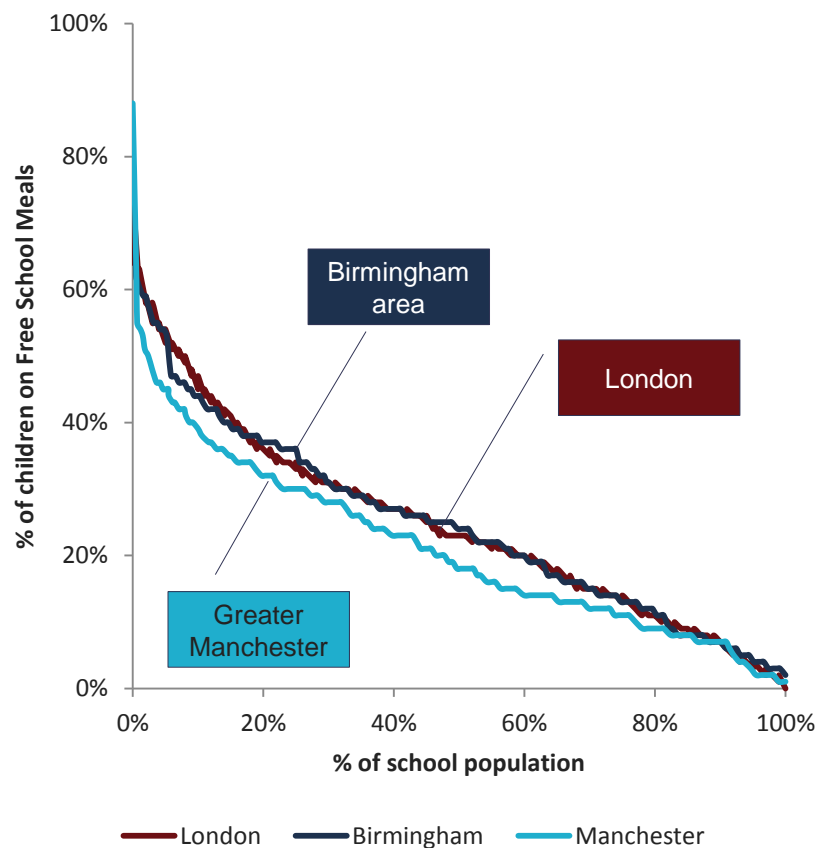
# London's better performance for poorer students is not achieved at the expense of the better-off





# Poverty in London is not dramatically more evenly spread than in other cities

**Free School Meals entitlement**  
*Secondary schools distribution*

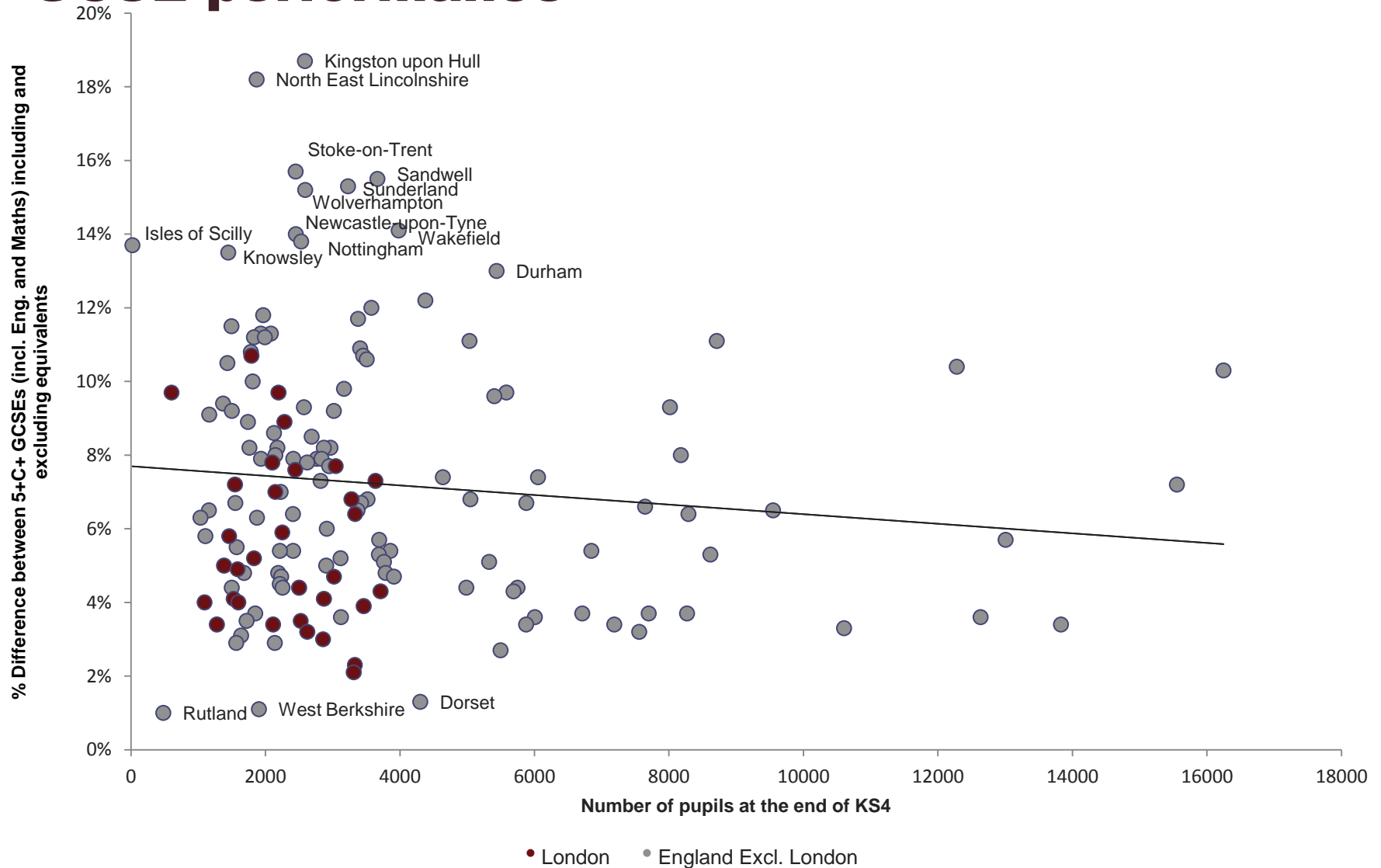


**Disadvantage**  
*Secondary schools distribution*

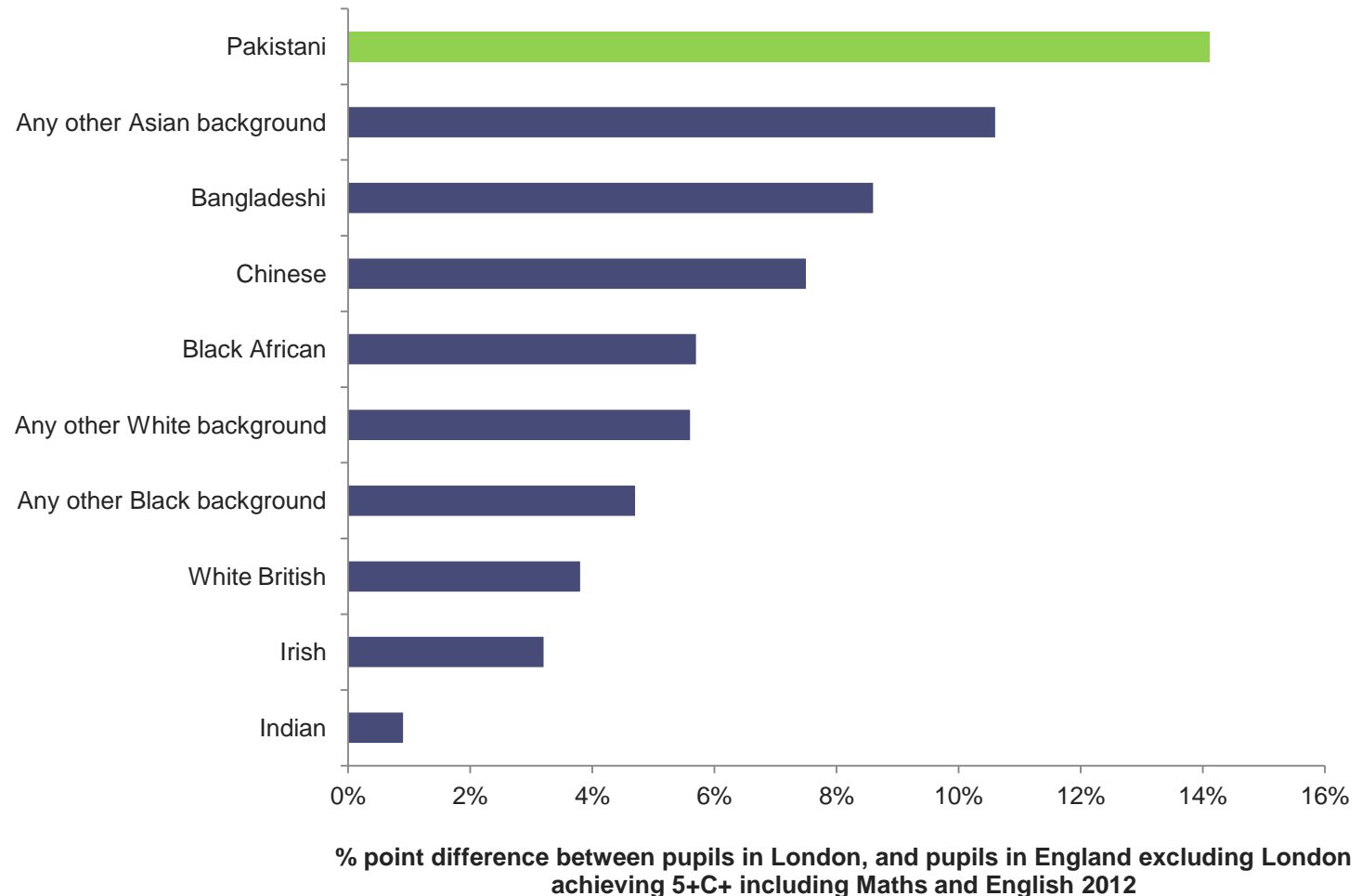
	Schools with <b>&gt;50%</b> of pupils disadvantaged	Schools with <b>&lt;10%</b> of pupils disadvantaged
<b>London</b> (38% disadvantaged)	<b>30%</b>	<b>10%</b>
<b>Birmingham area</b> (36% disadvantaged)	<b>27%</b>	<b>10%</b>
<b>Greater Manchester</b> (32% disadvantaged)	<b>20%</b>	<b>11%</b>

Source: *Schools, pupils and their characteristics: January 2013*, School level underlying data and local authority level alternative provision underlying data: SFR21/2013  
 Note: .Based on secondary schools only, excluding independent and special schools, Free School Meal eligibility based on Performance Tables. Birmingham boundaries based on West Midlands Conurbation . Note LHS analysis is on FSM basis. 'Disadvantaged' analysis gives a similar shape, but higher numbers

# London schools are not especially big users of GCSE equivalents to improve apparent GCSE performance



# Each ethnic grouping does better in London; this is especially marked for children of Pakistani ethnicity



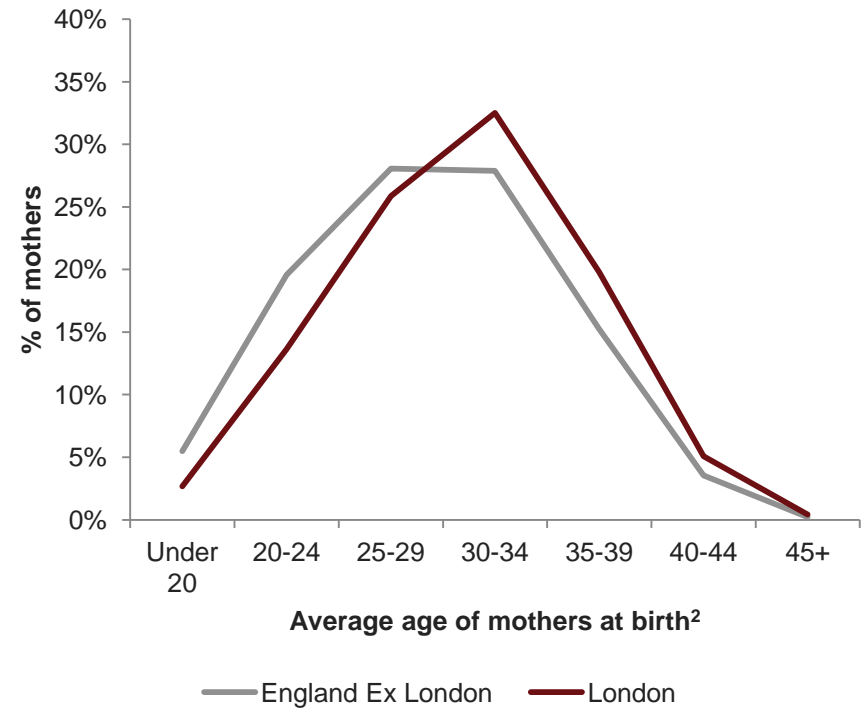
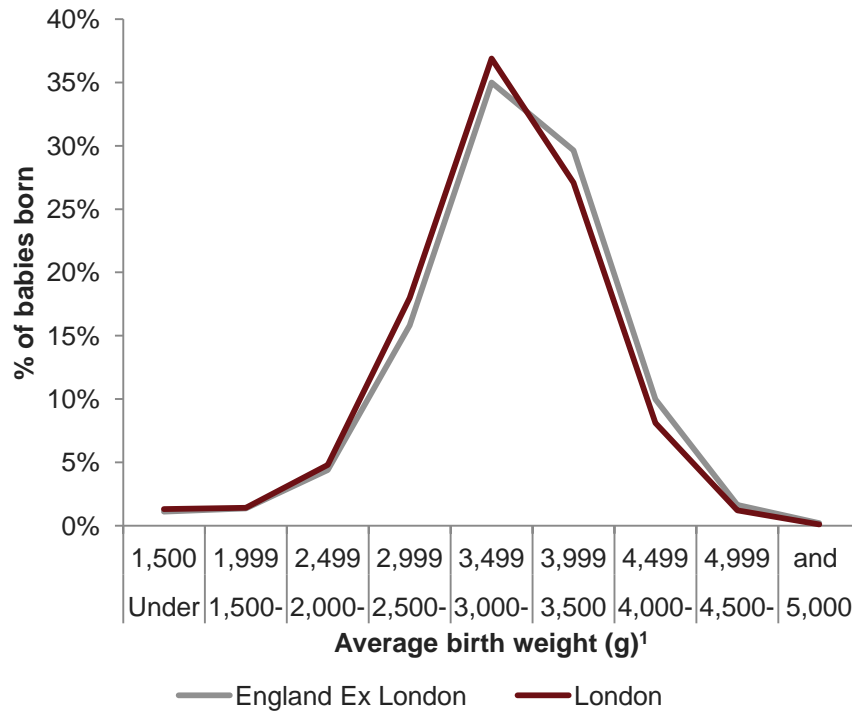
# Other capital cities of the world

- The limited information we have from the rest of the world does not suggest that capital cities (or big cities) necessarily underperform versus elsewhere.
- In Australia, mean achievement results in English, Mathematics and Science indicate that major cities outperform elsewhere. The average results decline as remoteness increases.
- Paris (Ile de France region) outperforms France and Amsterdam outperforms the Netherlands in terms of the percentage of the population that have obtained higher, or tertiary education.
- In the USA, big cities outperform their state and national averages in terms of the percentage of the population that have attained Bachelors Degrees.

# DfE report on the City Challenge post 2008

- “The majority of the common objectives were achieved. This was clearly the case in **London**, where the Challenge was well-established, and built on the previous London Challenge work.”
- “**Greater Manchester** secondary schools showed the greatest improvement in Ofsted grades, but were less successful than other areas in closing attainment gaps.”
- “The **Black Country** had some remarkable success in improving attainment, particularly in secondary schools, but ended the period with more schools in Ofsted categories than there were at the outset.”

# London babies



# London has a significantly higher incidence of 2-parent households where only one of the parents works...

## Employment status of couples with dependent children: UK, April-June 2012

*Thousands, not seasonally adjusted*

Region of residence	Both members employed	One member employed	Neither member employed	Total	% with both members employed
London	380	290	60	720	53%
Rest of UK	3,400	1,280	290	4,970	68%
<b>UK Total</b>	<b>3,780</b>	<b>1,560</b>	<b>350</b>	<b>5,690</b>	<b>66%</b>

### Notes

1. Figures are rounded to the nearest 10,000 and may not sum due to rounding.
2. Count of couple families with dependent children where at least one member of the couple is aged 16-64.

Source: HC Library analysis of ONS Labour Force Survey microdata, household dataset

## Employment status of lone parents with dependent children: UK, April-June 2012

*Thousands, not seasonally adjusted*

Region of residence	Employed	Not employed	Total	% employed
London	150	140	290	52%
Rest of UK	1,010	670	1,680	60%
<b>UK Total</b>	<b>1,160</b>	<b>810</b>	<b>1,960</b>	<b>59%</b>

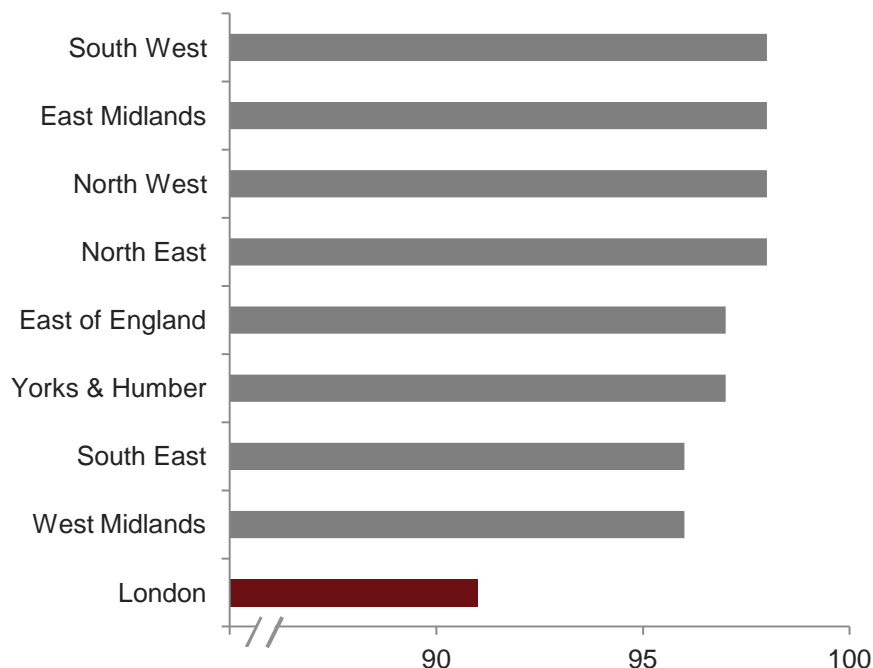
### Notes

1. Figures are rounded to the nearest 10,000 and may not sum due to rounding.
2. Count is of lone parent families with dependent children where head of family unit is aged 16-64, by employment status of head of family unit.

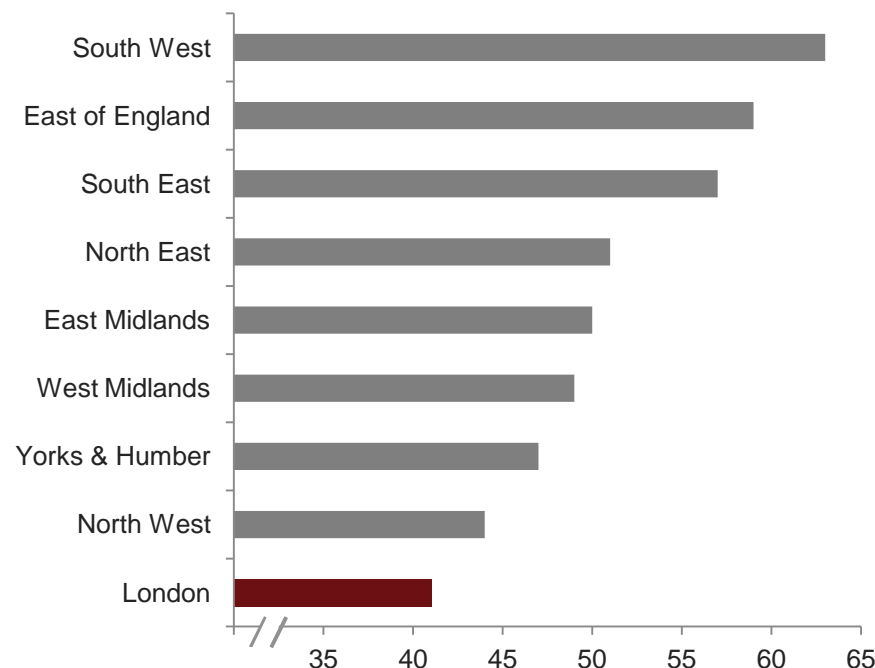
Source: HC Library analysis of ONS Labour Force Survey microdata, household dataset

# ...which is consistent with a lower level of pre-school participation, and lower use of childcare

Percentage in funded early education



Percentage using formal child care



Source: WPQ 171129, 21/10/13., citing (LHS) DFE annual Early Years Census and School Census data for January 2013, Table 1b, Provision for children under 5 years of age in England and FE's Childcare and (RHS) Early Years Survey of Parents data for 2011. Note Formal child care includes : nursery school, nursery class attached to a primary or infants' school, reception class at a primary or infants' school, special day school or nursery or unit for children with SEN, day nursery, playgroup or pre-school, child minder, nanny or au pair, babysitter who came to home, breakfast club, after school club and holiday club.



# London children are estimated to be somewhat more likely to have married parents than children elsewhere in England

	Thousands		%	
	Married couple with dependent children	All families with dependent children	Married couple with dependent children	All families with dependent children
North East	172	320	54%	100%
North West	477	862	55%	100%
Yorkshire and Humberside	352	666	53%	100%
East Midlands	314	538	58%	100%
West Midlands	402	658	61%	100%
Eastern	447	713	63%	100%
<b>London</b>	<b>709</b>	<b>1,103</b>	<b>64%</b>	<b>100%</b>
South East	664	1,063	62%	100%
South West	382	611	63%	100%
Wales	193	359	54%	100%
Scotland	349	616	57%	100%
Northern Ireland	150	229	66%	100%
<b>United Kingdom</b>	<b>4,610</b>	<b>7,739</b>	<b>60%</b>	<b>100%</b>

Source: House of Commons Library , taken from ONS, Families and Households, 2012; ONS Labour Force Survey Q4 2012. These are crude estimates.

1. A family is a married, civil partnered or cohabiting couple with or without children, or a lone parent with at least one child. Children may be dependent or non-dependent.

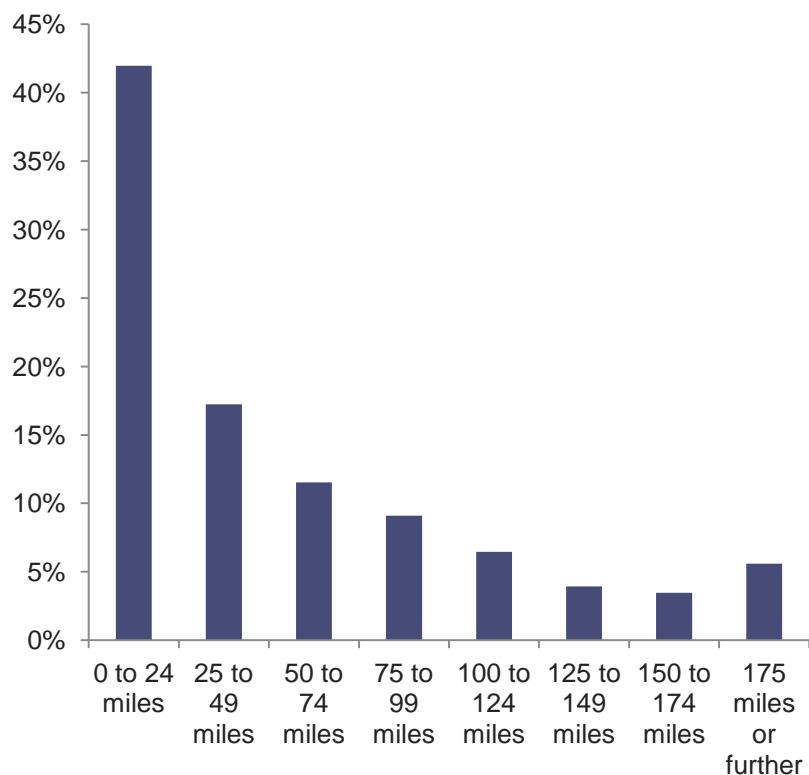
2. Dependent children are those living with their parent(s) and either (a) aged under 16, or (b) aged 16 to 18 in full-time education, excluding children aged 16 to 18 who have a spouse, partner or child living in the household.

3. Non-dependent children are those living with their parent(s), and either (a) aged 19 or over, or (b) aged 16 to 18 who are not in full-time education or who have a spouse, partner or child living in the household. Non-dependent children are sometimes called adult children.

4. Regional figures have been estimated by distributing ONS estimates for the whole of the UK into each region using Labour Force Survey data.

# Most students don't go far from home; Oxbridge is convenient for Londoners

Acceptances at university by distance  
from home (UK students)



Average distance between home and  
university

*Average distance (as the crow flies) between home and Higher Education Institute of study is 59 miles  
cf...*

Mileage	Oxford	Cambridge
London	51	49
Birmingham	58	86
Manchester	127	130
Newcastle	225	205

# All-Party Parliamentary Group on Social Mobility

Damian Hinds MP   Rt Hon Hazel Blears MP   Baroness Claire Tyler   Eric Ollerenshaw MP   Jack Lopresti MP  
Baroness Estelle Morris   Meg Hillier MP   Mike Crockart MP   Pat Glass MP

Secretariat provided by the Prince’s Trust – contact [Victoria.Holloway@princes-trust.org.uk](mailto:Victoria.Holloway@princes-trust.org.uk)   Tel 020 7543 1464

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