



Teddington Direct River Abstraction

Preliminary Environmental Information Report

Appendix 15.2 – Supplementary Skills and Education
Data

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Appendix 15.2 – Supplementary Skills and Education Data

A.1.1 This Appendix provides additional information on the skills and education baseline referenced in Chapter 15: Socioeconomics, Community, Access and Recreation. The purpose of this Appendix is to provide supplementary data to support the Socioeconomics, Community, Access and Recreation assessment for the Teddington Direct River Abstraction (TDRA) Project. Chapter 15 Socioeconomics, Community, Access and Recreation provides employment data as part of the assessment baseline.

A.1.2 The following data is presented in Table A.1 to A.8.3.

- a. Primary performance: overall performance at end of Key Stage 2 in 2024 – all pupils – compared to pupils across England
- b. Secondary performance: Overall performance at end of Key Stage 4 in 2024 - all pupils (% of total schools with count in brackets) – compared to pupils across England
- c. A level performance at the end of 16 to 18 in 2024 - all students
- d. Pupil absence in schools in 2022 to 2023 – state-funded schools
- e. Young people not in education, employment or training
- f. Number of education facilities in LBH, RBK and LBR based on address-based data

A.2 School performance – Primary

A.2.1 Data from the Department for Education (2025) was analysed on primary school performance at the end of Key Stage 2 in 2024 for schools in LBH, RBK and LBR, and compared to England.

A.2.2 The data shows that the percentage of pupils meeting the expected standards in schools in all three local authorities was higher than the average for England. In LBH, 13% of pupils were achieving at a higher standard, and had an average score in reading of 106 and in maths of 106. In RBK, 13% of pupils were achieving at a higher standard with an average score in reading of 107 and in maths of 107. LBR showed particularly strong performance with 17% of pupils achieving at a higher standard and an average score in reading of 108 and in maths of 108.

A.2.3 All three local authorities were above the average for England, which was 8% of pupils achieving at a higher standard, an average score in reading of 105 and an average score in maths of 104 (Department for Education, 2025).

Table A.1 Primary school performance at the end of Key Stage 2 in 2024 – all pupils compared to pupils across England (Department for Education, 2025)

Overall performance*	Hounslow (LBH)	Kingston upon Thames (RBK)	Richmond upon Thames (LBR)	England – state funded schools	England – all schools
Number of pupils	3,263	1,863	2,314	662,983	665,887
% of pupils meeting expected standard	68%	68%	76%	61%	61%
% of pupils achieving at a higher standard	13%	13%	17%	8%	8%
Average score in reading	106	107	108	105	105
Average score in maths	106	107	108	104	104

** A considerable number of schools had no data available or applicable for a school or college (Hounslow: 17 of 70 schools, Kingston upon Thames: 15 of 50 schools, Richmond: 27 of 70), three schools (one in each Local Authority) had their data suppressed to protect individual identity. See section A.9 for further explanation on data limitations.*

A.3 School performance - Secondary

- A.3.1** Data from the Department for Education (2025) was analysed on secondary school performance at the end of Key Stage 4 in 2024 for schools in LBH, RBK and LBR in comparison to England. The Progress 8 score is a score used to measure the progress of pupils from the end of Key Stage 2 to the end of Key Stage 4.
- A.3.2** The data shows that, in LBH, 50% of schools were above average for their Progress 8 score, 46% were above average in RBK and 27% in LBR. For all three local authorities, the greatest proportion of schools are well above average, though the limitation exists that a notable portion of data was not available for some schools (Department for Education, 2025). See section A.9 for further explanation on data limitations. The percentage was calculated by counting the number of schools in each banding for each Local Authority and dividing this by the total number of schools in the Local Authority as reported by the Department for Education (2025).

Table A.2 Secondary school performance (Progress 8 score): Overall performance at end of Key Stage 4 in 2024 - all pupils (% of total schools with count in brackets) – compared to pupils across England (Department for Education, 2025)

School progress score	Hounslow (LBH)	Kingston upon Thames (RBK)	Richmond upon Thames (LBR)
Well above average	22% (7)	32% (7)	17% (5)
Above average	28% (9)	14% (3)	10% (3)
Average	6% (2)	5% (1)	7% (2)
Below average	0% (0)	0% (0)	3% (1)
Well below average	3% (1)	5% (1)	7% (2)
Not available or applicable etc.*	41% (13)	45% (10)	57% (17)
Score at local authority level	Above average	Well above average	Above average

* Data was not available either i) to protect individual identity, ii) because data wasn't published iii) because no pupils or students were entered for the qualifications covered by the measure or iv) because schools had less than 50% of pupils included in the calculation of the measure. See section A.9 for further explanation on data limitations.

A.4 School performance – A Level

A.4.1 Data was analysed on A level performance at the end of age 16 to 18 study in 2024 for schools in LBH, RBK and LBR and compared to the data for England (Department for Education, 2025).

A.4.2 The average grade and average points that students achieved in LBH were C+ and 33.88, which are the same average grade achieved by England state funded schools/colleges (C+) and lower than the average point score for England state fund schools/colleges (34.38). The average grade and points in LBH are also lower than the scores for all schools/colleges in England (B- and 35.55).

A.4.3 Students in LBR achieved a moderately higher average point score (37.42) and grade (B-) than England state-funded schools and colleges, and a slightly higher point score and same grade score when compared to averages for all schools/colleges in England.

A.4.4 Students in RBK achieved a much higher average result (both for point score (39.99) and grade (B)) than LBH and LBR, as well as much higher than both averages available for England (Department for Education, 2025).

Table A.3 A level performance at the end of age 16 to 18 study in 2024 - all students
(Department for Education, 2025)

School progress score	Hounslow	Kingston upon Thames	Richmond upon Thames	England – state-funded schools /colleges	England – all schools/ colleges
Average result (point score)	33.88	39.99	37.42	34.38	35.55
Average result (grade)	C+	B	B-	C+	B-

A.5 Pupil absence from school

- A.5.1 Pupil absence in schools for 2022 to 2023 was analysed for state-funded schools in LBH, RBK and LBR and compared to the average for England (Department for Education, 2025).
- A.5.2 LBH has the highest overall rate of absence compared to RBK and LBR, and in comparison to England, has a slightly higher overall rate of absence in primary schools (6.6% compared to 5.9%), but lower overall rate of absence in secondary schools (7.6% compared to 9%).
- A.5.3 All three boroughs have a lower overall rate of absence in their secondary state-funded schools compared to the average for England. Primary schools in LBR and RBK also have a slightly lower overall rate of absence compared to England (4.8% and 5.2%) compared to England's 5.9% (Department for Education, 2025).
- A.5.4 For persistent pupil absence in primary schools, LBH has a much higher persistence absence rate (20%) than RBK (13%), LBR (10.6%) and the rate for England (16.2%). For the persistent pupil absence rate in secondary schools, all three boroughs (LBH: 22.2%, RBK: 19.8% and LBR: 20.4%) have rates lower than the England rate (26.5%). LBH has a slightly higher rate of persistent absence than RBK and LBR (Department for Education, 2025).

Table A.4 Pupil absence in schools in 2022 to 2023 – state-funded schools (Department for Education, 2025)

Area	Type of School	Overall rate of absence	Persistent absence
Hounslow	Primary	6.6%	20.0%
Hounslow	Secondary	7.6%	22.2%
Kingston upon Thames	Primary	5.2%	13.0%
Kingston upon Thames	Secondary	7.1%	19.8%
Richmond upon Thames	Primary	4.8%	10.6%
Richmond upon Thames	Secondary	7.4%	20.4%
England	Primary	5.9%	16.2%
England	Secondary	9.0%	26.5%

A.6 Pupil premiums

- A.6.1 The pupil premium funding is provided to improve educational outcomes for disadvantaged pupils in state-funded schools in England.
- A.6.2 Pupil premium allocations for financial year 2024 to 2025 in the three local authorities were analysed. LBH has the most pupils eligible for pupil premium out of the three boroughs and a total pupil premium allocation (£13.7 million) which is significantly more than RBK and LBR (£5.30 million and £5.51 million respectively) (Education and Skills Funding Agency, 2025).

Table A.5 Pupil Premium allocations for the financial year 2024 to 2025 (March 2025) (Education and Skills Funding Agency, 2025)

Local Authority Name	Hounslow	Kingston upon Thames	Richmond upon Thames	London (total) ¹	England
Number of pupils on roll	40,100	23,300	26,400	1.15 million	7.77 million
Total pupils eligible for the Pupil Premium*	10,600	3,950	4,130	345,000	2.22 million
Total pupils eligible for the Pupil Premium (% of number of pupils on roll)	26.3%	16.9%	15.6%	30.1%	28.5%

¹ Note that London figures are used as a comparator and are not available for all datasets.

Local Authority Name	Hounslow	Kingston upon Thames	Richmond upon Thames	London (total) ¹	England
Total Pupil Premium Allocation (£)	£13.7 million	£5.30 million	£5.51 million	£455 million	£2.93 billion

**This includes the Deprivation Pupil Premium, Service Child Pupil Premium, Pupil Premium Plus for Post-Looked After Children and Pupil Premium Plus for Looked After Children*

A.7 Young people not in education, employment or training (NEET)

A.7.1 Table A.6 and Table A.7 present the proportion of young people (16-17) and the proportion of young people (16-17) in a vulnerable group not in education, employment or training (NEET) (Department for Education, 2025a).

A.7.2 RBK has the highest NEET proportion (1.5%) compared to LBH (1.1%) and LBR (1.0%), and a slightly lower proportion to London (1.8%). LBH has a higher NEET/not known proportion (2.9%) than RBK (2.1%) or LBR (1.8%), but much lower proportion than London (3.4%) and England (5.4%). LBH has the highest percentage of the vulnerable group who are NEET or their activity is not known (38.9%) compared to RBK (27.3%), LBR (12.4%), London (21.3%) or England (25.8%).

Table A.6 Young people (16-17) not in education, employment or training (NEET) in 2024 (Department for Education, 2025a)

Category	Hounslow	Kingston upon Thames	Richmond upon Thames	London	England
Cohort number	7,016	3,558	3,464	193,620	1,278,230
NEET proportion	1.1%	1.5%	1.0%	1.8%	3.2%
NEET/Not known* proportion	2.9%	2.1%	1.8%	3.4%	5.4%

** Not known is where young people whose current activity is not known in each authority area. Cohort number*

Table A.7 Young people (16-17) vulnerable groups²: not in education, employment or training (NEET) in 2023 (Department for Education, 2024)

Category	Hounslow	Kingston upon Thames	Richmond upon Thames	London	England
Cohort of vulnerable group	111	48	40	2,920	30,940
Percentage of the vulnerable group who are NEET or activity not known	38.9%	27.3%	12.4%	21.3%	25.8%

A.7.3 Note that some caution should be taken if using these figures as there is considerable variation at local authority level in how well 16 and 17 year olds NEET are tracked and hence not known proportions can impact on the estimates of the proportion NEET.

A.8 Number of educational facilities in LBH, RBK and LBR

A.8.1 A.8.3 shows the total number of education facilities in LBH, RBK and LBR (Addressbase Plus, 2024).

A.8.2 Data has been sourced from the AddressBase dataset. This dataset is a comprehensive collection of address data for Great Britain, maintained by Ordnance Survey. It includes residential, commercial, educational and other types of property. The AddressBase dataset is used to identify receptors for example residential homes, schools, hospitals, and commercial buildings.

A.8.3 In the table below, the categories used match those provided in the AddressBase Plus classification scheme with the exception of universities which have been split into two rows. 'Universities' captures the number of organisations, whilst 'University Buildings' captures all properties associated with the educational facility, such as lecture halls, dormitories, administrative buildings, and sports facilities.

² A young person is said to be in a vulnerable group if they have any of the following characteristics (taken from IC01 of the NCCIS [National Client Caseload Information System] returns): 110 - Looked after/In care; 130 - Refugee/Asylum seeker; 140 - Carer-not own child; 150 - Disclosed substance misuse; 160 - Care leaver; 170 - Supervised by YOT (Youth Offending Team); 190 - Parent-not caring for own child; 200 - Alternative provision; 210 - Mental health flag"

Table A.8 Number of education facilities in LBH, RBK and LBR (Addressbase Plus, 2024)

Education facility	Hounslow	Kingston upon Thames	Richmond upon Thames
Children's nursery / crèche	55	44	77
College	11	4	5
Further education	3	3	2
Higher education	1	0	0
Infant school	7	3	6
Junior school	9	3	4
Non-state primary / preparatory school	1	1	2
Preparatory / First / Primary / Infant / Junior / Middle School	36	17	43
Primary School	22	20	19
Secondary / High School	7	4	11
Secondary School	19	15	10
Special Needs Establishment	3	4	3
Universities	1	1	3
University Buildings	1	24	8
Education*	2	0	11
Other educational establishment	32	16	25

* AddressBasePlus only provided 'Education' as a description/classification.

A.9 Data Limitations

- A.9.1 As outlined above, a considerable number of schools had no data available for a school or college. In most instances, this is due to data protection or due to the schools being independent schools and therefore not required to publish this data.
- A.9.2 The data presented in this appendix is used to inform the assessment of the sensitivity of the study area with regards to skills and education. A broad range of indicators are used to inform this assessment, all of which suggest that the study area performs well compared to the wider area across skills and education indicators. The data gaps highlighted throughout this document are therefore not considered to affect the outcome of the preliminary assessment presented in Chapter 15.

A.10 References

Addressbase Plus (2024). Available at:

<https://www.ordnancesurvey.co.uk/products/addressbase-plus> [Accessed May 2025].

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