Children in Manchester

A profile of Manchester's children from birth to 16 years old

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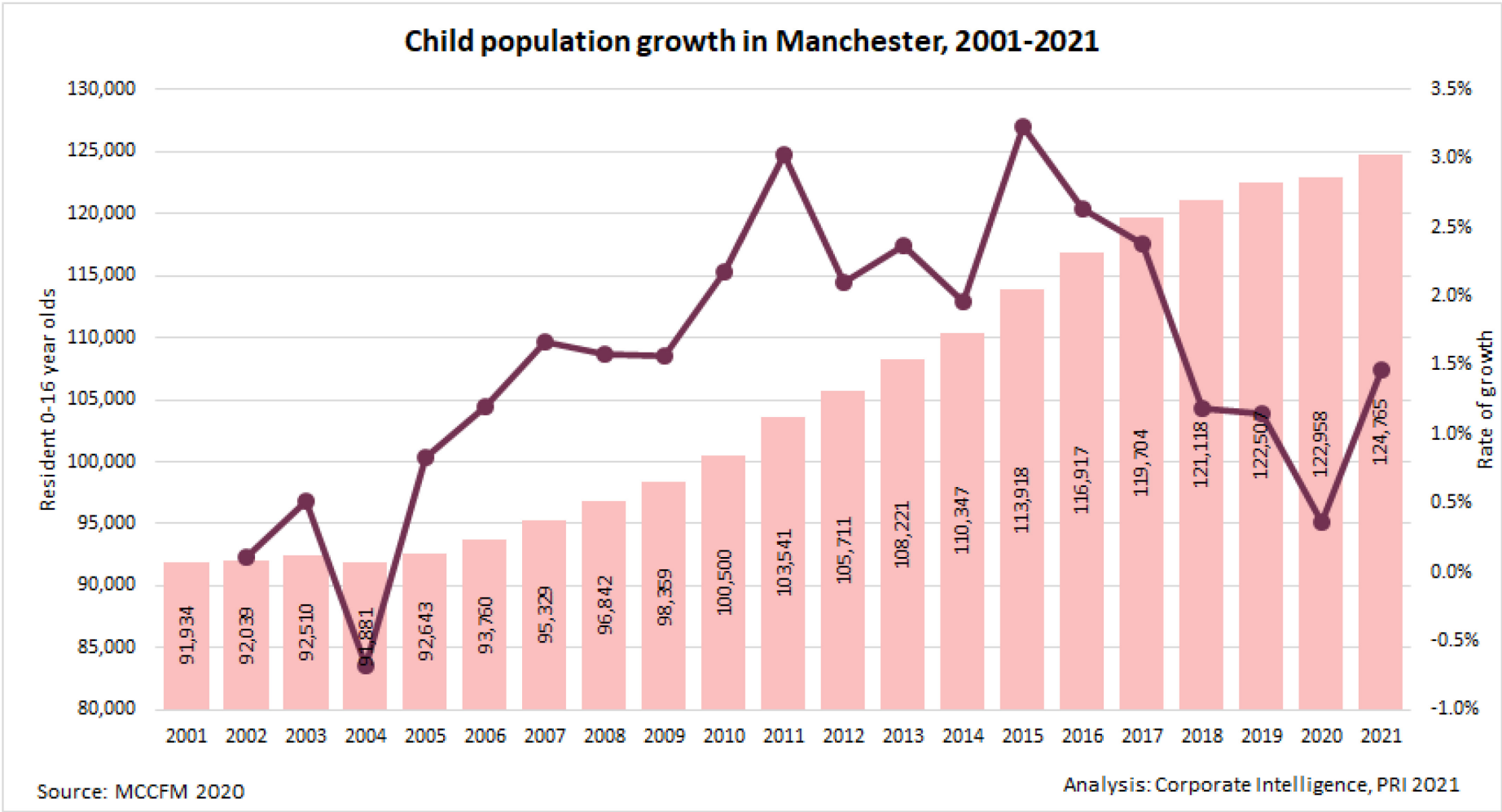
Shared Intelligence, PRI

November 2021

Population – 124,765 0-16s in 2021

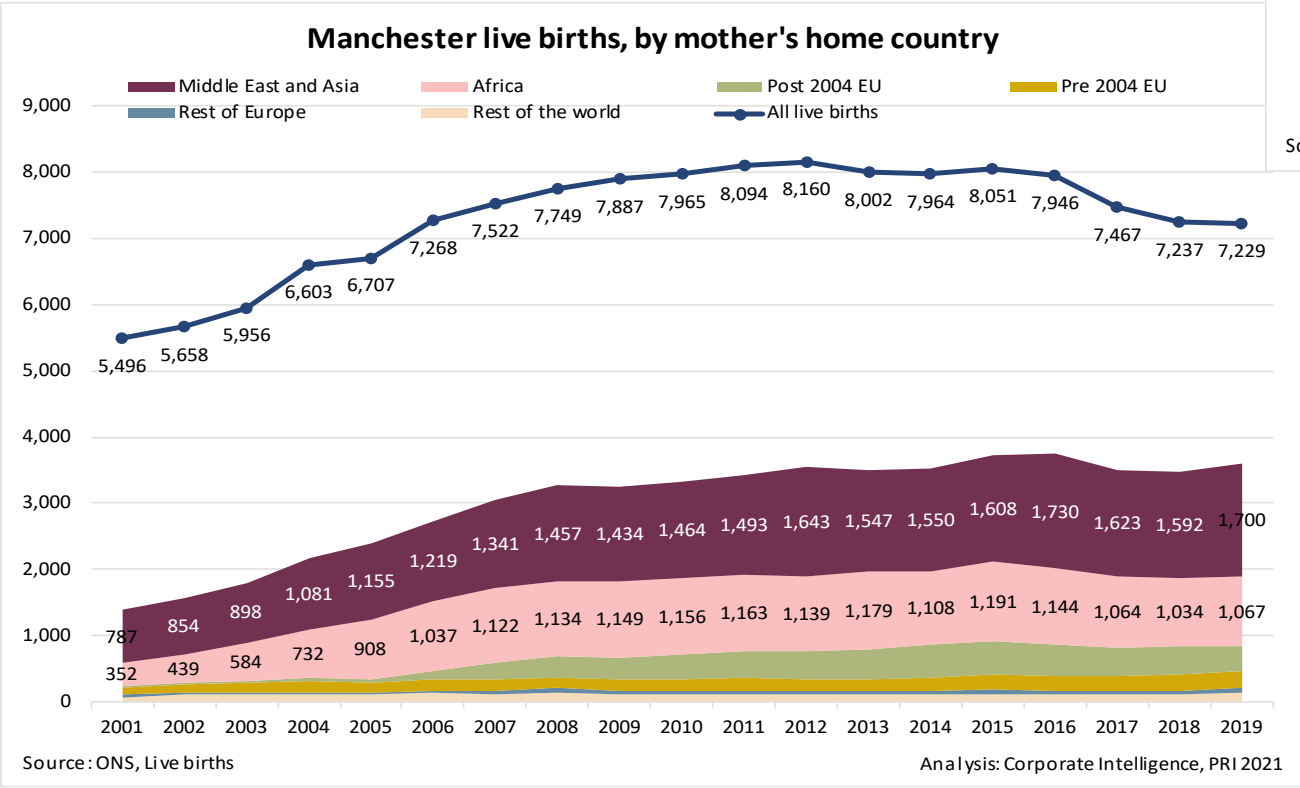
- MCCFM forecasts **124,765** 0 -16 year olds in **2021***
- This is a **36% increase** from **2001**
- The **rate of growth** is **slowing,** increasing ~1810 children in 2021 versus ~3,570 in 2015
- This is mostly due to a **decline** in **live birth rates and BREXIT**
- ONS estimates a **0-16** population of **118,102** in **2020**
- The ONS figure is **4,856 lower** than the estimate of 122,958 in MCC's forecasting model estimate (MCCFM)
- This is because of very low estimates of immigration by ONS since 2011



*MCCFM uses local intelligence to improve ONS estimates, indicating a higher level of positive net migration since 2001.

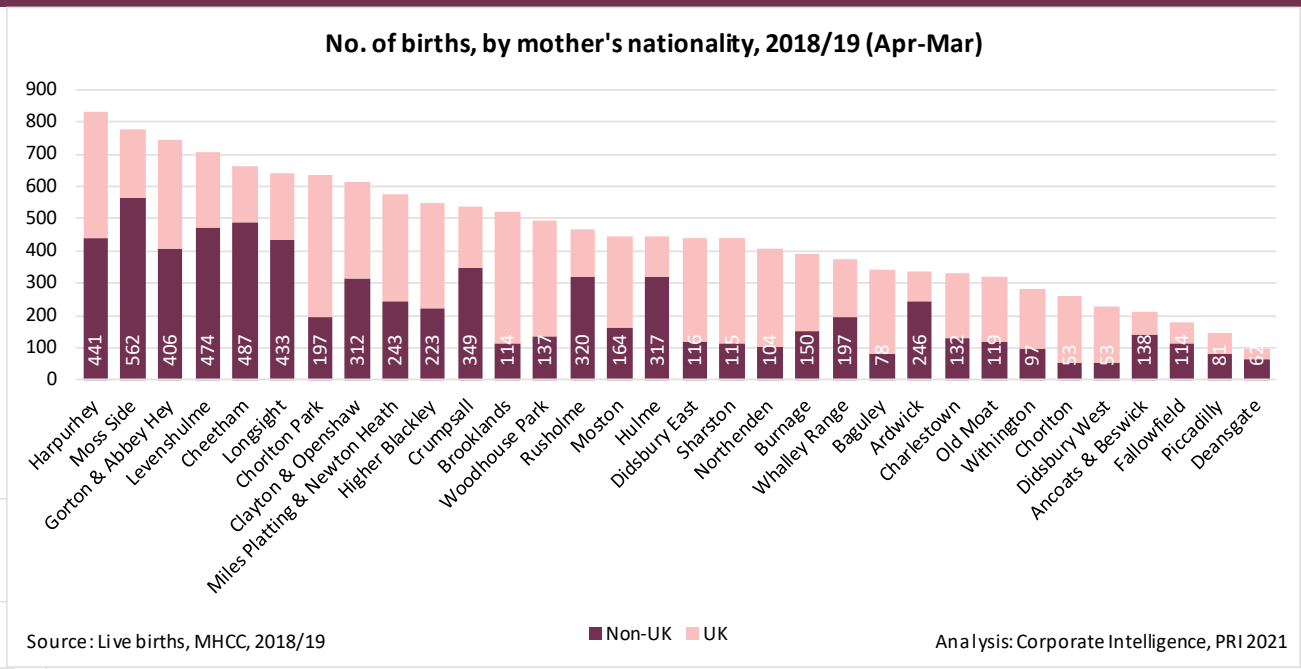
Population – 7,229 births in 2019

- **Births** had been **increasing** since 2001, peaking in 2012 at 8,160 but **falling** since, particularly **since 2016**
- The decline in numbers since then is largely due to a fall in births to UK-born mothers, in part due to an increase in the number of early abortions
- In the year to March 2019, the **highest number of births** were in **Harpurhey, Moss Side, Gorton & Abbey Hey** and **Levenshulme**



Source: ONS, Live births

Analysis: Corporate Intelligence, PRI 2021

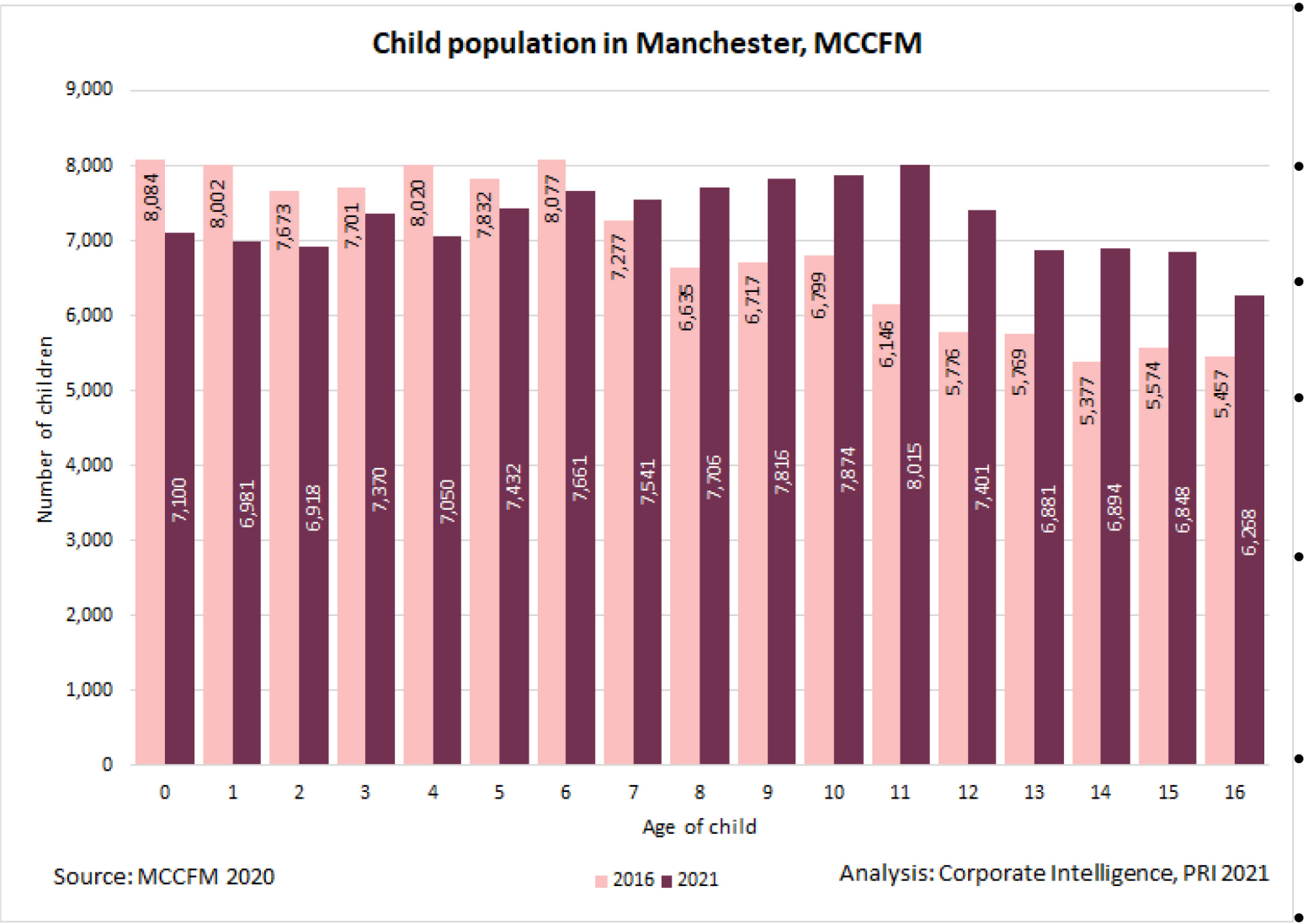


Source: Live births, MHCC, 2018/19

Analysis: Corporate Intelligence, PRI 2021

- **47%** of **non-UK** births, the **highest** proportion, were to mothers from the **Middle East & Asia**
- Births to mothers from the **Middle East & Asia** were most common in **Levenshulme, Longsight, Cheetham** and **Rusholme**
- **30%** of births to non-UK mothers were to **African** mothers
- Births to **African** mothers were most common in **Harpurhey** (Nigerian) **Moss Side** (Somali) and **Gorton & Abbey Hey**

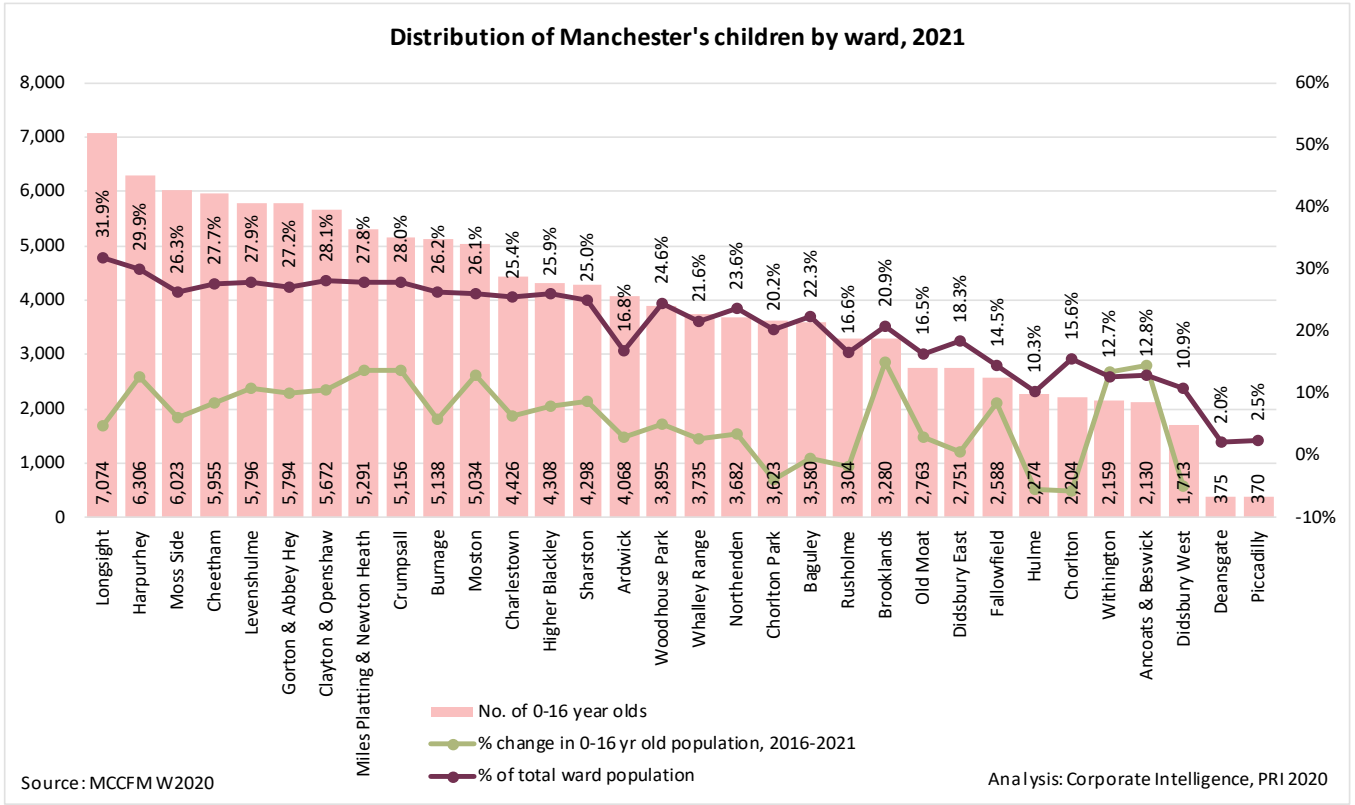
Population - individual ages



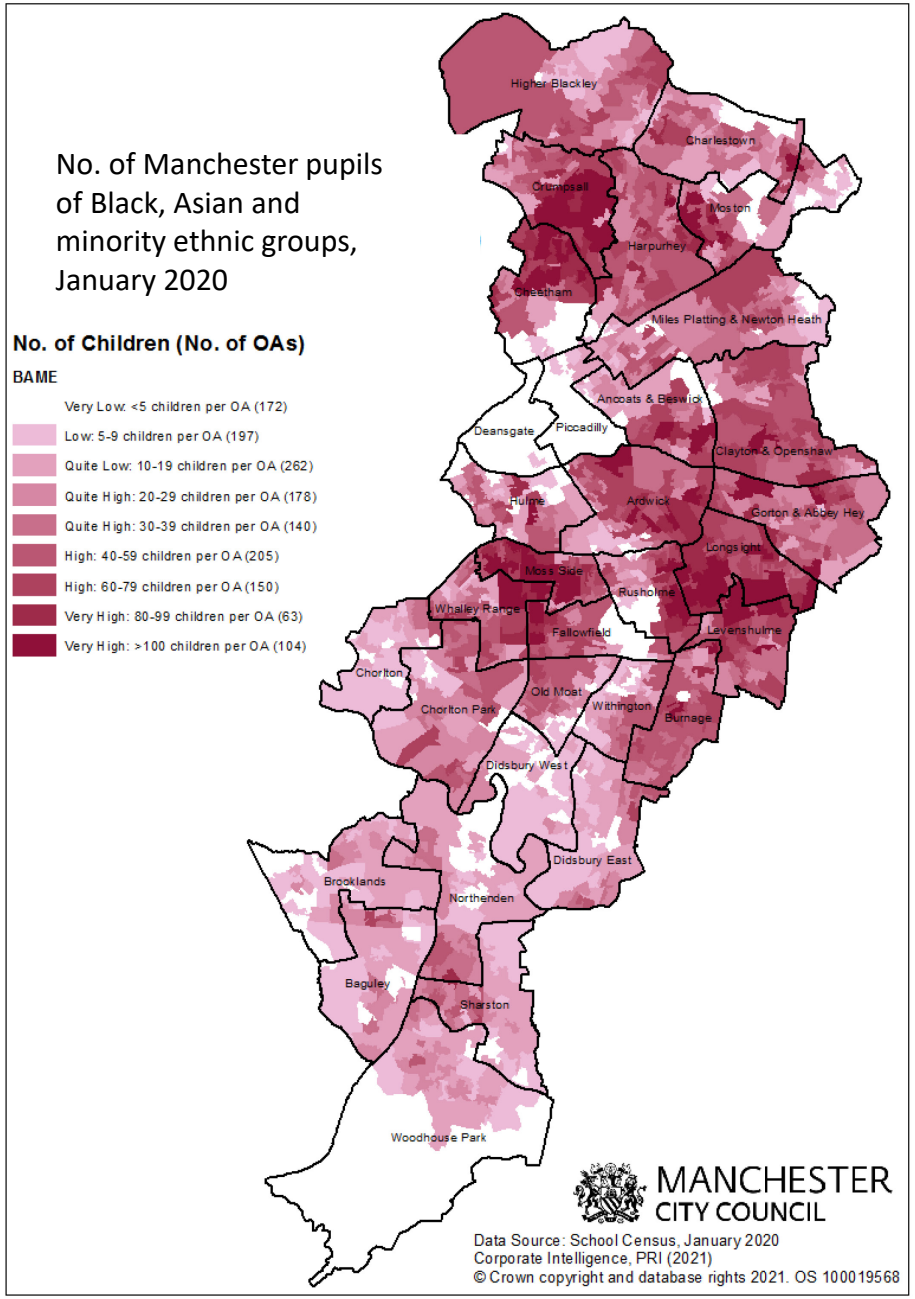
- Comparing MCCFM for 2016 and 2021, higher birth rates can be seen impacting 0-6 year olds in 2016 that are now 5-11s in 2021
- Conversely, falling birth numbers since 2016 are translating into a lower preschool population in 2021
- There is an **increase** of **2,000** children between **starting primary** and **finishing secondary** school
- We can expect a **continuing increase** in demand for **secondary school places** as larger cohorts move through the system
- The **pressure point** for secondary school places is set to be in **Autumn 2023**. However, a proportion of these children will attend schools in other local authorities
- **Pre-school** children's numbers are starting to **level off** so demand on primary school places should stabilise in the next five years
- COVID-19's impact on migration is not included here and may result in smaller, even decreasing, numbers of children starting school in the coming years.

Ward populations

- **21.2%** of the **Manchester population** are estimated to be **children**
- 14 wards (44%) have **more than ¼** of the population made up of **children,** mostly in **North** and **East** wards of the city
- **ONS** estimates that the most densely child-populated output **areas** in 2019 are within **Crumpsall** and **Moss Side** wards (see map); these are also **very ethnically diverse** areas
- **MCCFM** shows **Longsight** is the ward with the **highest** number and largest proportion of **0-16** year olds in 2021
- **Harpurhey's** child population has **grown most** since 2016, with an estimated additional **700** children (up 12.6%) and the **second highest** number of 0-16 year olds
- Brooklands has had biggest percentage change, increasing by **15%** by gaining **425** children
- **Piccadilly** and **Deansgate's** child residents make up just **2-3%** of their population with **fewer than 1,000** children estimated across the entire city centre.

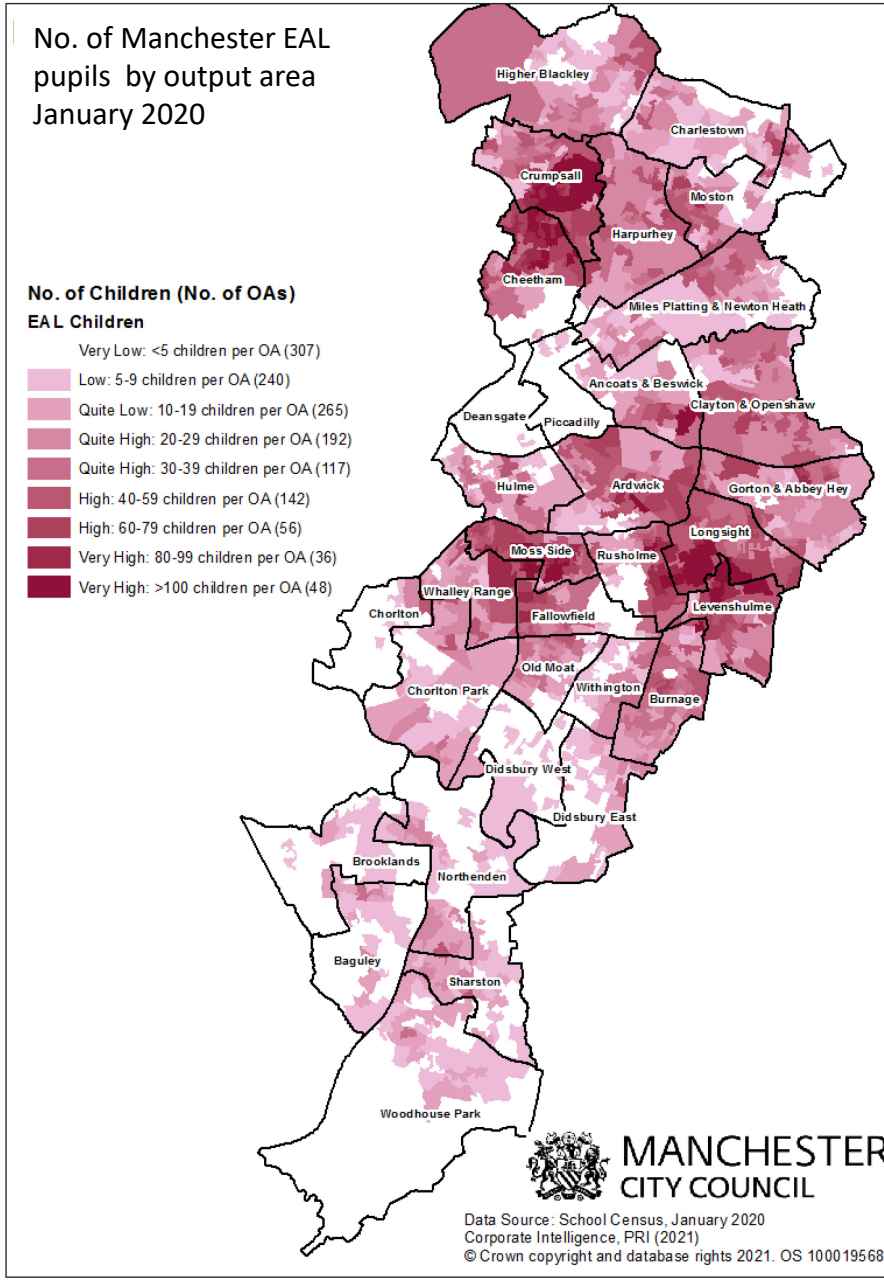


Characteristics - ethnicity



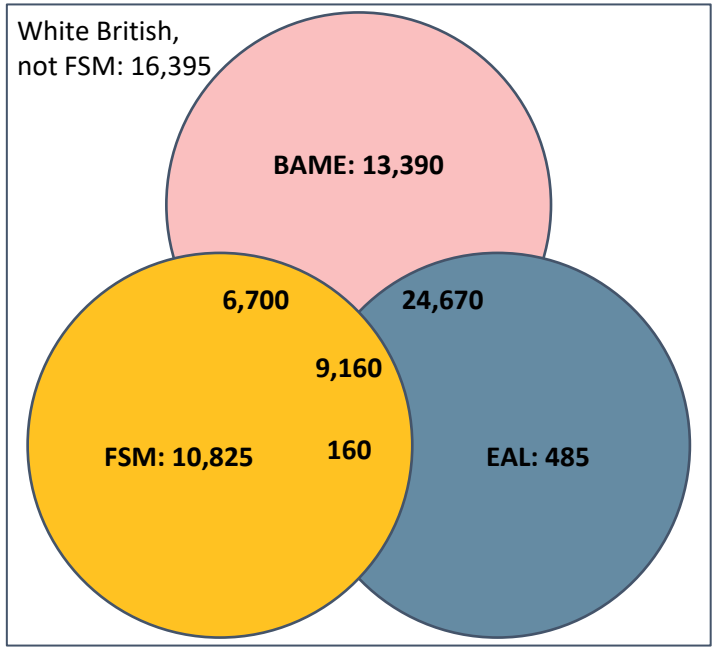
- In general, children from **BAME** backgrounds live in the **North, East** and **Central** parts of the city, excluding the city centre (see map)
- Children from an **Asian** ethnic background are concentrated in **Crumpsall, Cheetham, Longsight** & **Levenshulme**
- Children from a **Black** ethnic background are spread around **North** and **East** Manchester and in a high **concentration** in **Moss Side**
- **Highest** concentrations of **EAL** pupils are in areas (OAs) in **Longsight, Levenshulme, Crumpsall and Moss Side** (see map)

* English as an additional language



Characteristics - ethnicity

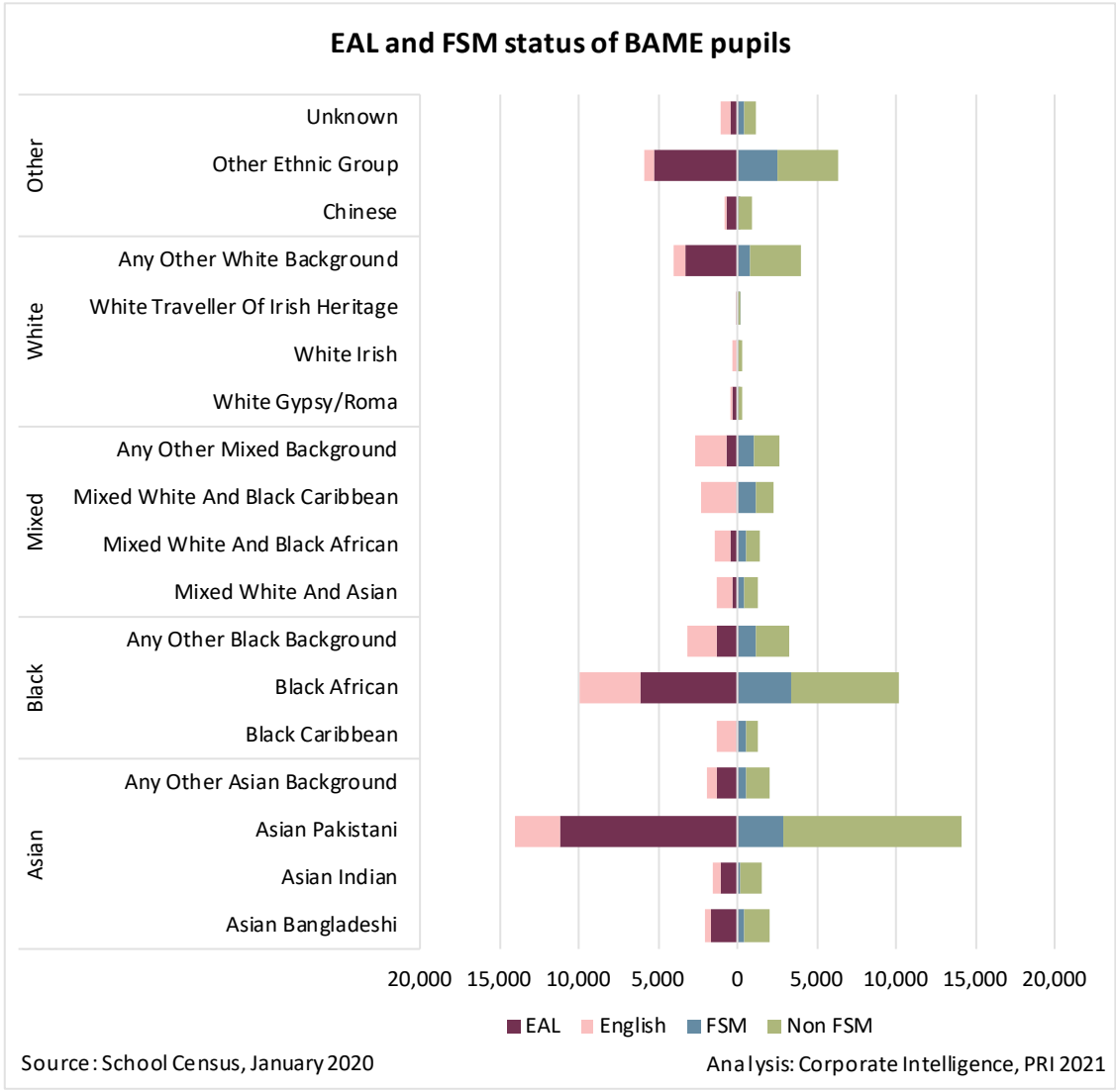
- **65%** are BAME*, an increase of 4 percentage points from 2016
- There has been a **decrease** of **860 White British** children from 2016 to 2020
- **42%** do not speak English at home (EAL) as their main language
- **Biggest** ethnic groups are **Pakistani, Black African & Arab,** with **more than 60%** of each of these groups being **EAL**
- Main languages spoken, after English are **Urdu** (11%), **Arabic** (5.1%) and **Somali** (2.5%)
- **1/3** of all pupils are eligible for **FSM**
- **40%** of **White British** pupils are eligible for **FSM**, **30%** of **BAME** and **37%** are **EAL**



Source: School Census, January 2020

Note: Data relate to the January 2020 school census, which records all children attending Manchester LA maintained schools and academies.
It excludes children who live in Manchester but attend a school in another authority or children attending private or independent schools.
It also does not include any pre-school children.
Any children attending a Manchester school but living in another authority have been removed from the analysis.

*of Black, Asian and minority ethnic background

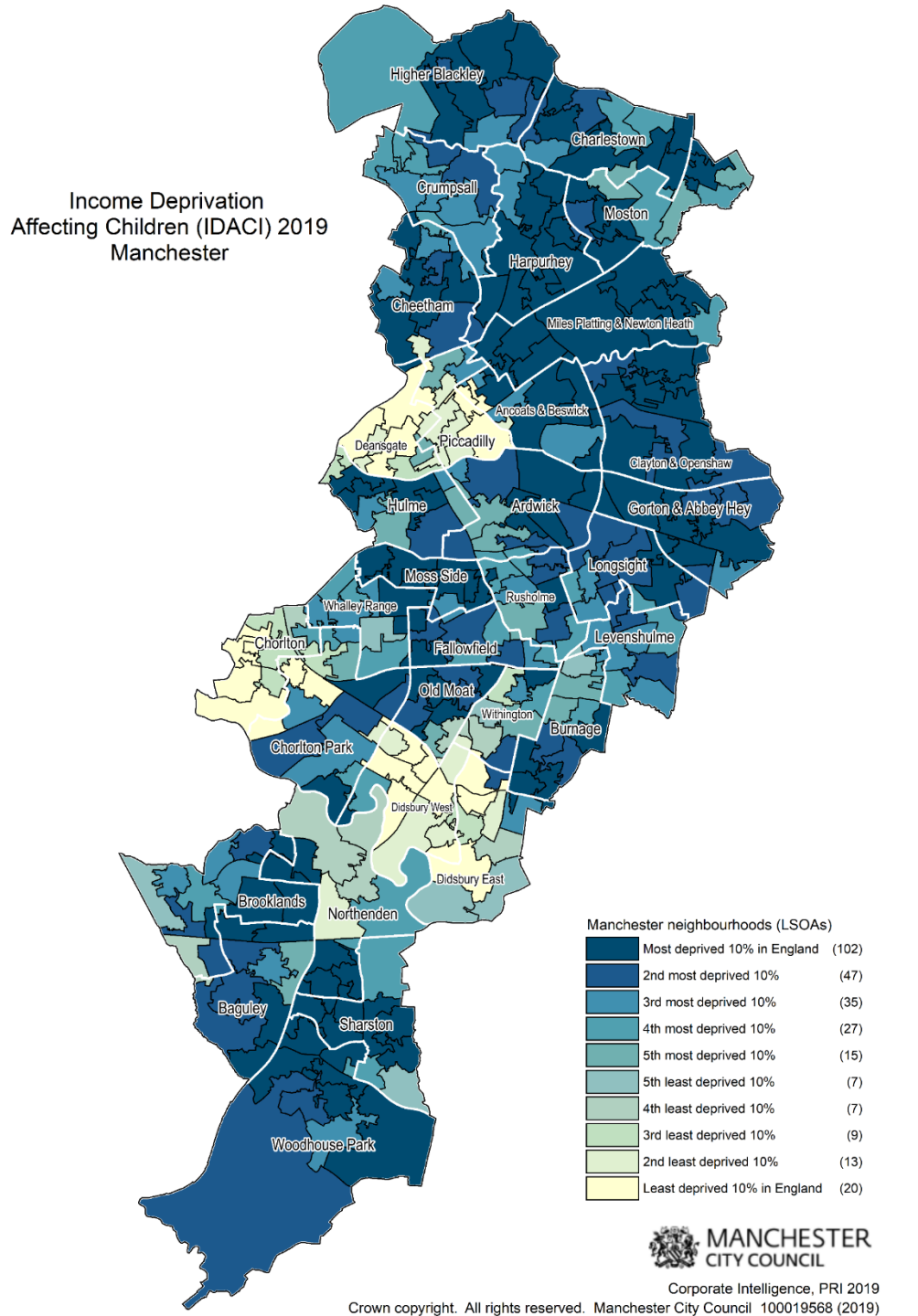


Source: School Census, January 2020

Analysis: Corporate Intelligence, PRI 2021

Deprivation - income

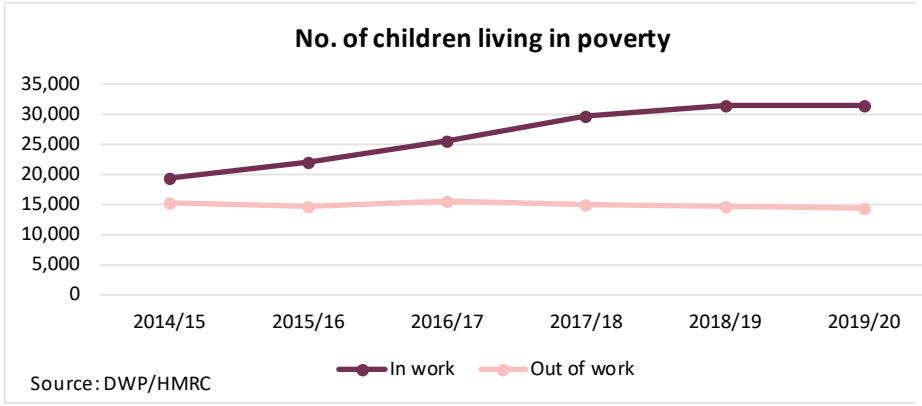
- Using the 2019 Index of Deprivation's metrics for Income Deprivation Affecting Children (IDACI), **36.2%** of Manchester's LSOAs are in **most deprived 10%** areas in England, with a further **16.7%** in the **second most deprived 10%**
- Matching this to the 2019 ONS MYE shows this equates to **50,760 children** (**43%** of 0-16s) living in the **most deprived 10%** and **74,000** children (**63%**) in the **most deprived 20%**
- **High** levels of **deprivation** are **spread widely** across the city, while areas with **low** levels of **deprivation** are generally concentrated in the **city centre, Chorlton, Didsbury East** and **Didsbury West** (see map)
- IDACI high deprivation areas closely match areas (LSOAs) where there are higher numbers of children, indicating the high volume of children likely to be experiencing income deprivation.



Deprivation – income

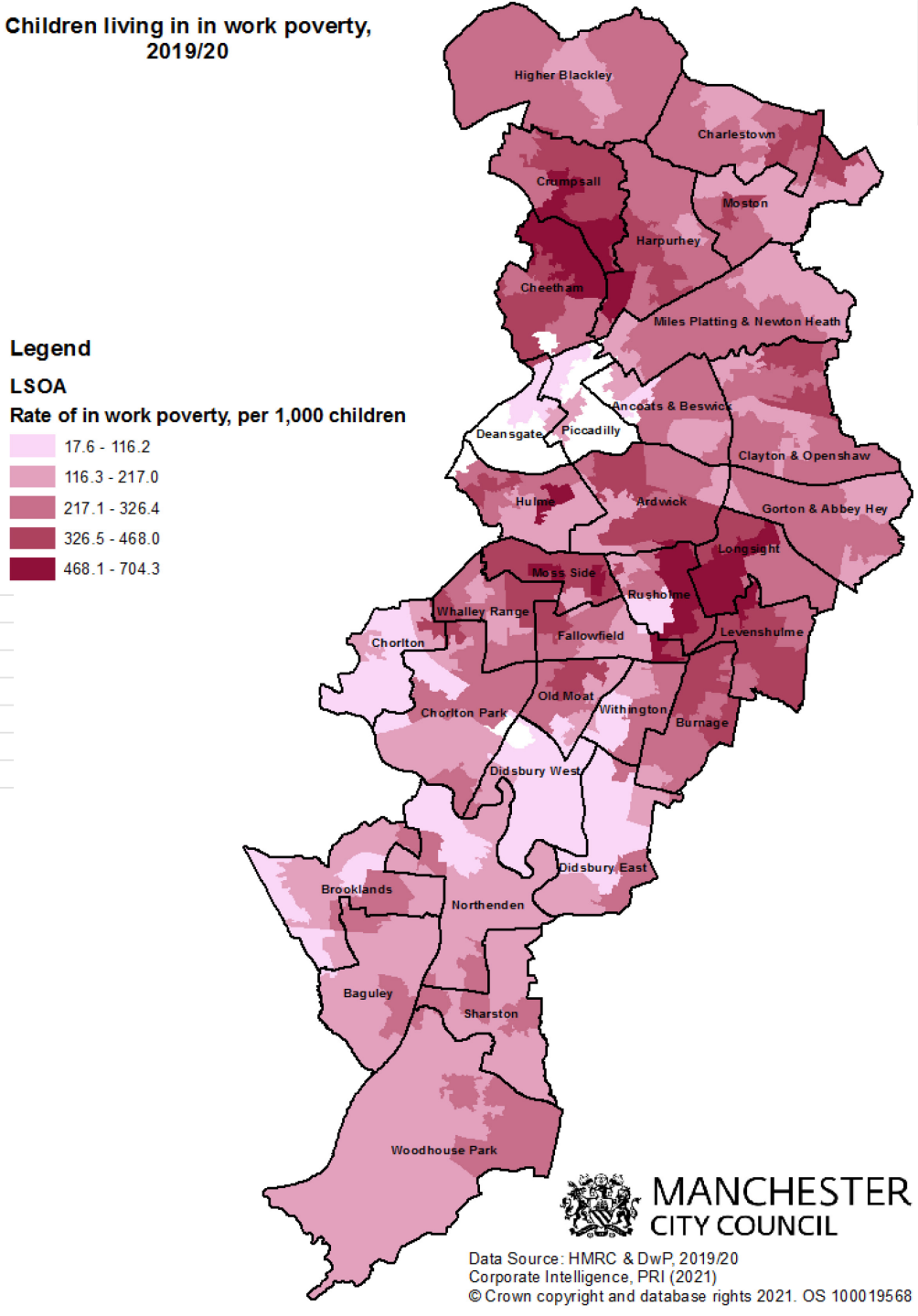
- **41.8%** of **children are living in poverty** (ECP, 2019/20) based on households below average income (HBAI) data from DWP & HMRC, after accounting for housing costs. (NB this pre-dates COVID19)
- In 2019/20, this amounts to **31,500** children living in households experiencing **in-work** poverty before accounting for housing costs (DWP/HMRC)
- Rates of child poverty in in-work households have risen from 2014/15 to 2019/20 by by **12,000 children**, a **62% increase**, far greater than the 8% growth in the child population over the same period.
- However, there were 14,400 children living in households experiencing **out-of-work** poverty in 2019/20, a **decrease** of **900** since 2014/15

- **All wards** have seen an **increase** in **in-work** poverty since 2014/15.
- Only **10** wards have seen an **increase** in **out-of-work** poverty
- Wards with high rates of in-work poverty are different from those with high rates of out-of-work poverty. Rates are shown per 1,000 children in the table below
- There are **high** rates of **in-work poverty** in areas with a **high** proportion of **Black, Asian & Minority Ethnic** children, specifically **Pakistani** children



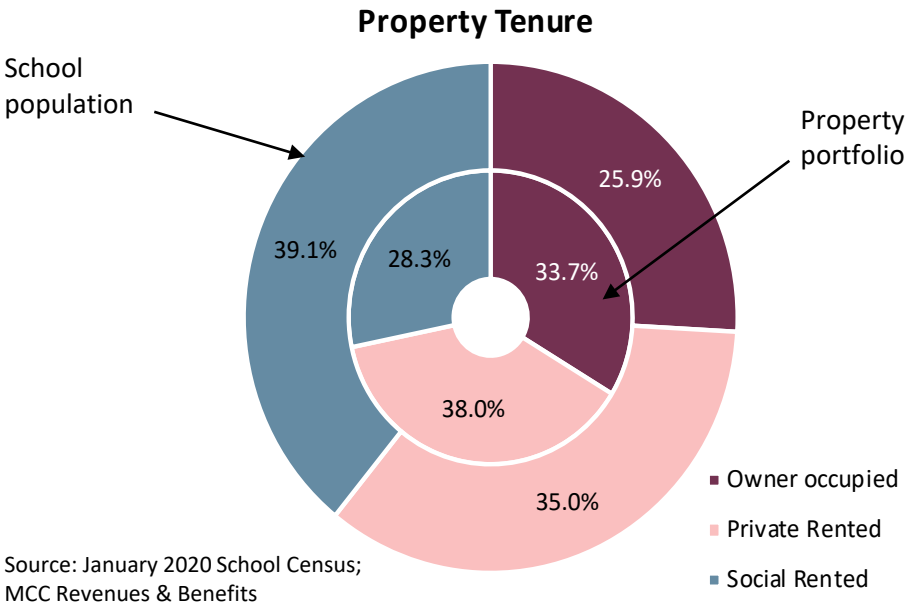
Top 5 wards - in work poverty	Rate (In)	Rate (Out)	Top 5 wards - out of work poverty	Rate (In)	Rate (Out)
Cheetham	425.1	134.9	Moss Side	331.9	160.5
Rusholme	404.8	126.7	Harpurhey	244.7	159.2
Levenshulme	403.4	89.6	Clayton & Openshaw	234.4	144.0
Longsight	398.2	110.5	Sharston	174.0	140.7
Crumpsall	392.7	117.2	Miles Platting & Newton Heath	201.1	139.9

Being in-work is defined as a family household who, combined, have had employment or self-employment income for more than 26 weeks of the tax year. Only families who claimed child benefit and at least one other household benefit are included.

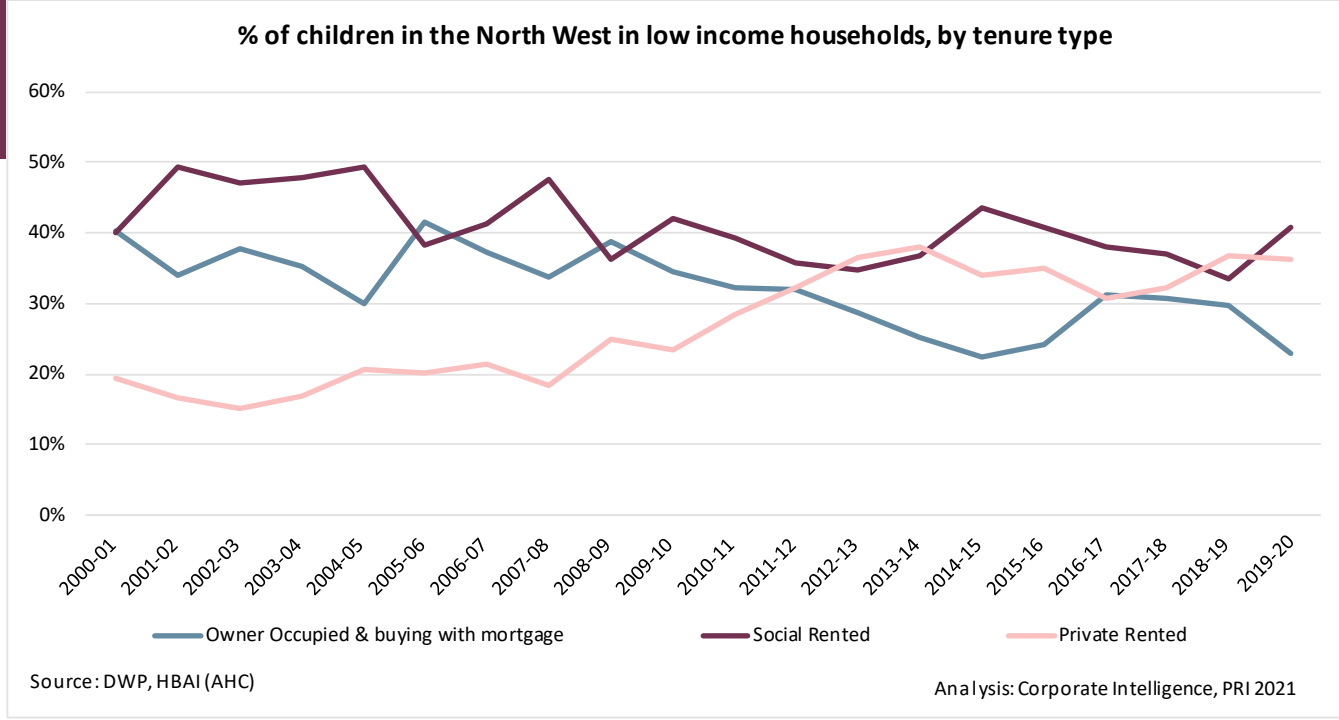


Deprivation - housing

- Using the HBAI, the Joseph Rowntree Foundation found that living in **private rented housing** is a reason that people are more **likely** to be in **poverty** and that **low income** households are **more likely** to live in **private rented** properties
- As well as having the **highest housing costs** for low income households, private rented accommodation offers **less security**. Tenants are **more susceptible to rent increases** and **being served notice** (Joseph Rowntree Foundation)



Source: January 2020 School Census; MCC Revenues & Benefits



Source: DWP, HBAI (AHC)

Analysis: Corporate Intelligence, PRI 2021

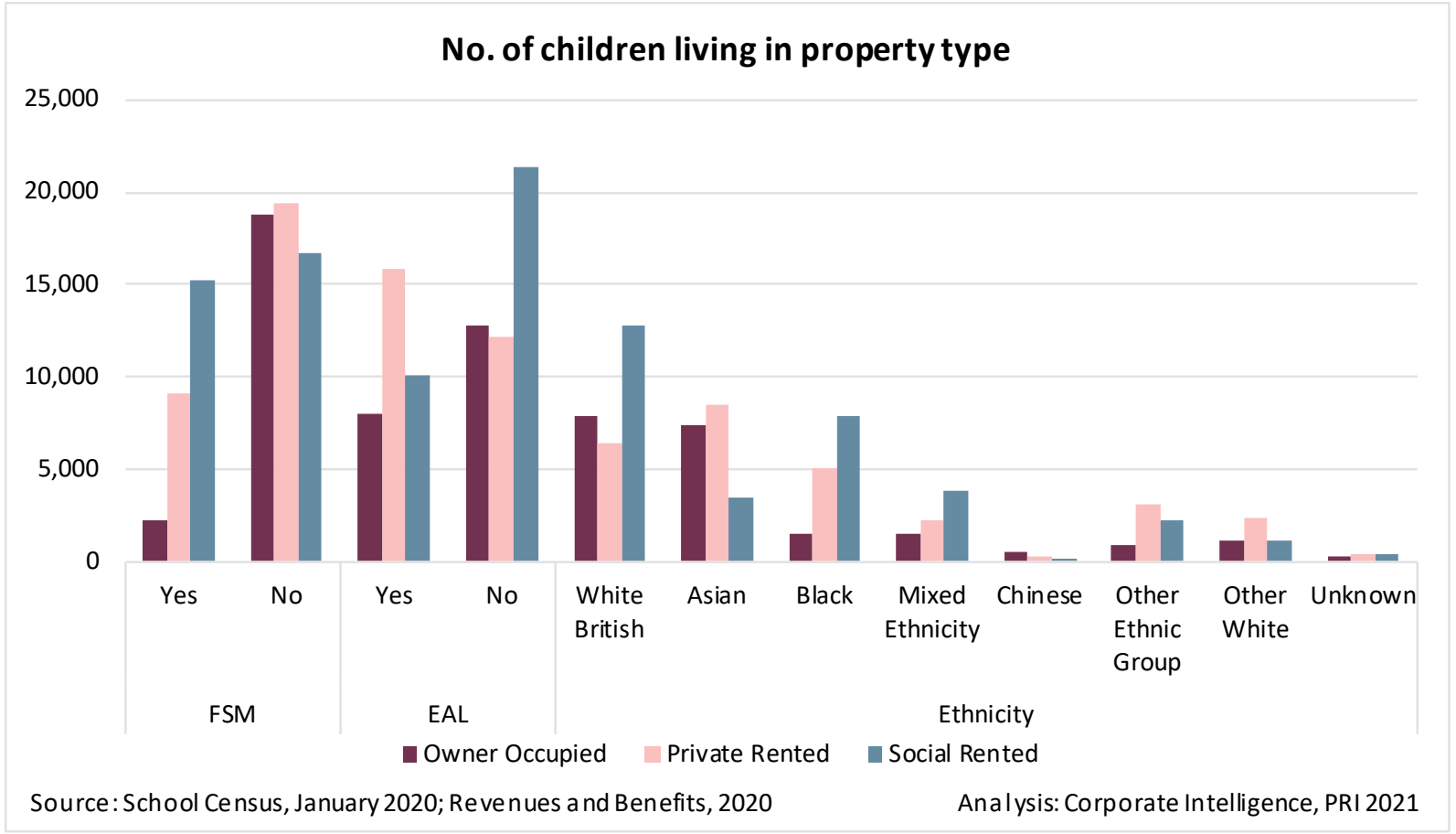
- In the North West, there has been a steady **increase** in the % of children in **low income households** living in **private rented** properties over the past 20 years, with declining numbers living in owner occupied properties
- January 2020 school census and tenure data from MCC Revenues and Benefits indicates that the greatest share of Manchester's **school population** live in **social rented accommodation,** which is a **higher** percentage than the overall **citywide** property share of social rented accommodation
- **Private rented accommodation** is the **second** highest lived in property type by the Manchester school population

Deprivation - housing

All properties

Children from **ethnic minority** backgrounds are **more** likely to be **adversely affected** by their **home environment**

- Children from a **Black** background are **3 times more likely** to live in **social rented** than **White British** children in Manchester, and **4 times more likely** to live in **private rented**
- Children from an **Asian background** are **1.5 times more** likely to live in **private rented** than **White British**
- In Manchester, **FSM** children are almost **4 times more** likely to live in **private rented** than owner occupied accommodation and **6 times more** likely to live in **social rented**
- **EAL** children are **twice** as likely to live in **private rented** accommodation than owner occupied properties



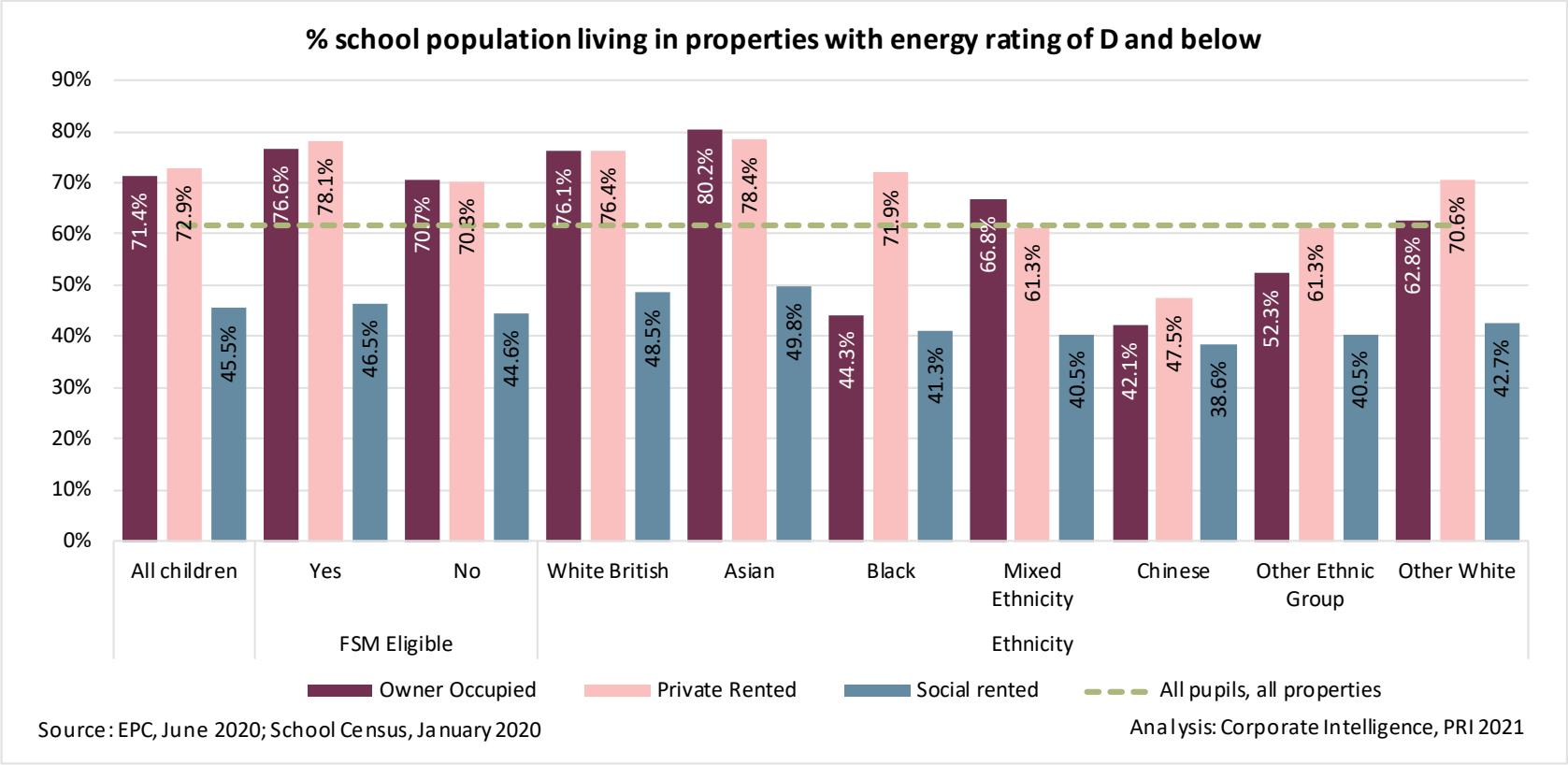
Source: School Census, January 2020; Revenues and Benefits, 2020

Analysis: Corporate Intelligence, PRI 2021

Deprivation - Housing

61.7% of the matched school population live in a property with an energy rating of **D or below***

- This varies by tenure - **~10ppt higher** in **owner occupied** and **private rented** properties and much lower for social rented properties
- There is **little difference** in the % of children living in properties with a **D or below** energy rating for **owner occupied** and **private rented** accommodation
- An exception is that **71.9%** of **Black** children living in **private rented** properties are experiencing **poor energy efficiency**, compared with 44.3% of Black children living in owner occupied properties
- Of those children eligible for **FSM** living in **private rented** accommodation, **78.1%** live in properties with a **D or below** energy rating, compared with 70.3% of non-FSM pupils



Source: EPC, June 2020; School Census, January 2020

Analysis: Corporate Intelligence, PRI 2021

*The energy rating of the properties lived in by the Manchester school population can be identified by using the Energy Performance Certificate data. It should be noted however that there was only about a 75% match across the two data sources. This will give an indication of the proportion of children experiencing one element of poor quality housing.

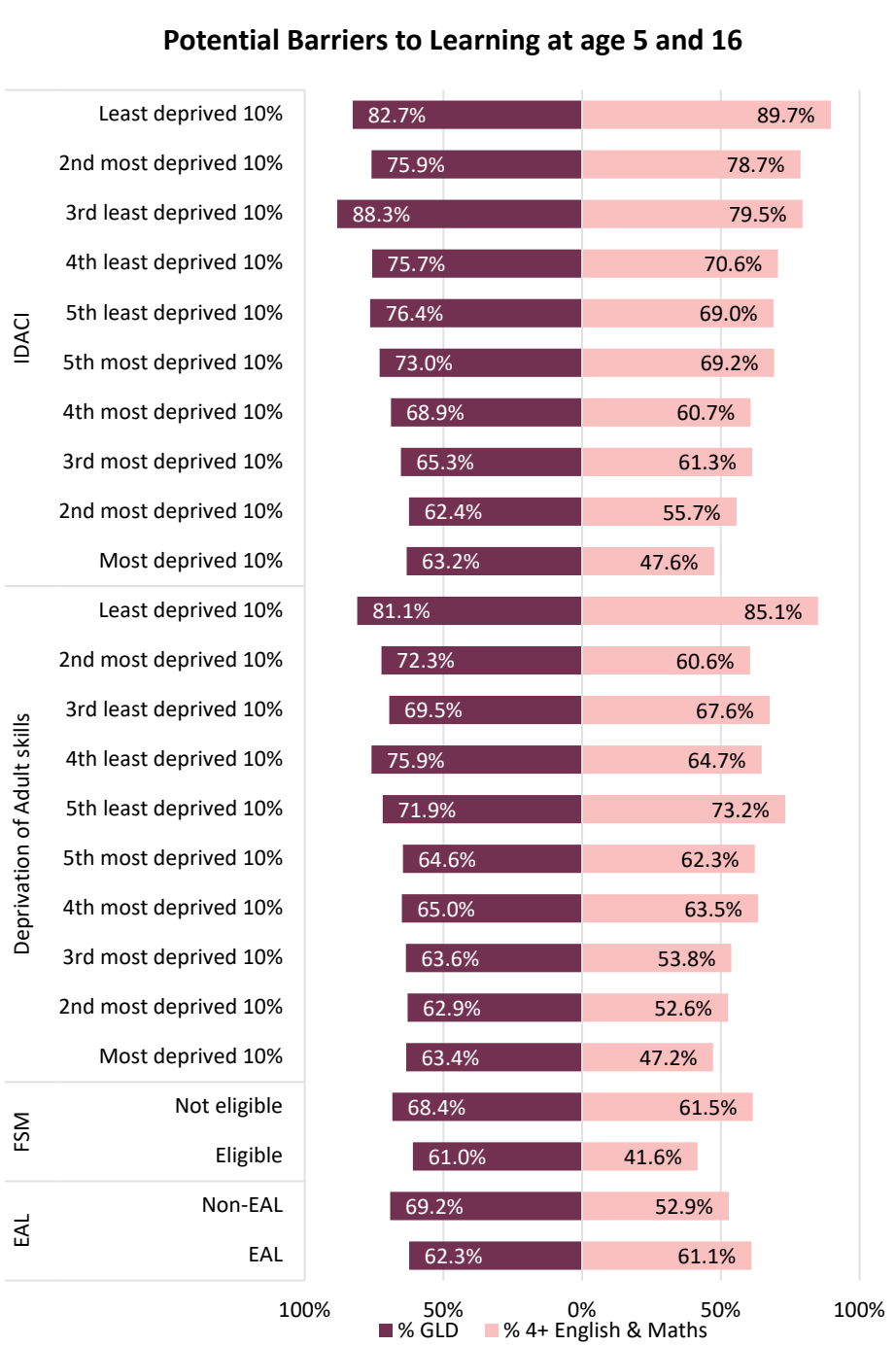
Deprivation – Barrier to Learning

Starting school:

- **41%** of reception children starting school **do not speak English** at home (School Census, January 2019)
- The **three most common** languages spoken at home for this cohort, after English, are **Urdu, Bengali** and **Panjabi**
- In 2019, only **62.3%** of **EAL** pupils were **school ready**, compared with 69.2% of non-EAL pupils
- The area of assessment with **biggest** gap between EAL & non-EAL pupils was **Speaking**, with a gap of **11.7%**, followed by **Understanding**
- Children from a low income background are less likely to be school ready with **61%** of **FSM** children being **school ready** compared with 68.4% of non-eligible children
- Children living in areas with the **highest level of deprivation** in terms of income are also **less** likely to **be school ready** than those in the least deprived areas, with a gap of **20 percentage points**
- There is a similar gap between children living in areas of high and low deprivation of Adult Skills

Leaving School:

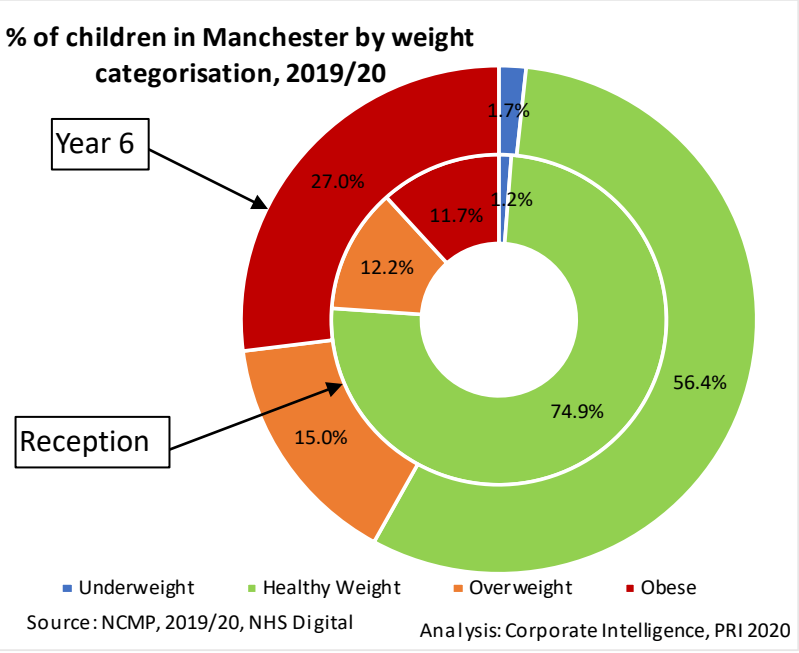
- **FSM** pupils are **less likely** to leave school with a **grade 4** or above in **GCSE English & maths**, based on assessments in 2019, compared with non-FSM pupils, with a **gap** of **20ppt,** as are those who live in the highest level of deprivation for income and adult skills, compared with those in the least deprived.
- Those in the **highest areas of deprivation** are **around half as likely** to **achieve** a 4 or above in GSCE English & maths
- The **difference in outcomes** for those living in the most and least deprived areas, and those who are and are not eligible for FSM, are **greater** when **leaving school** than for those starting school. This supports research by the Education Policy Institute evidencing the **widening** of the **attainment gap** as children move through school. However, this is not comparing the same cohort of children.



Source: IMD 2019, MHCLG, DfE, 2019

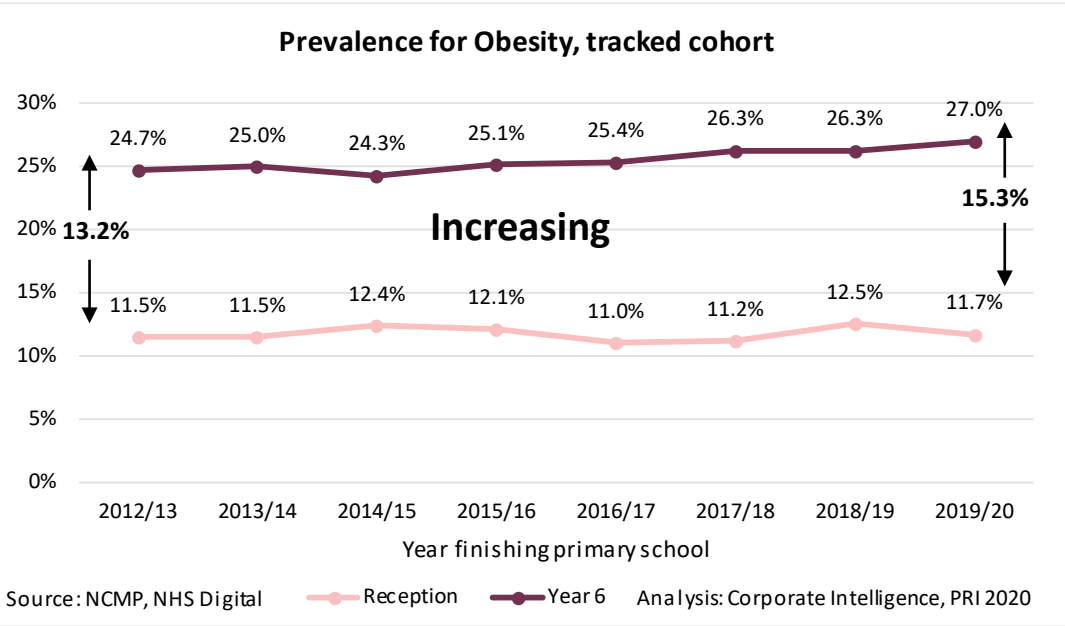
Analysis: Corporate Intelligence, PRI 2021

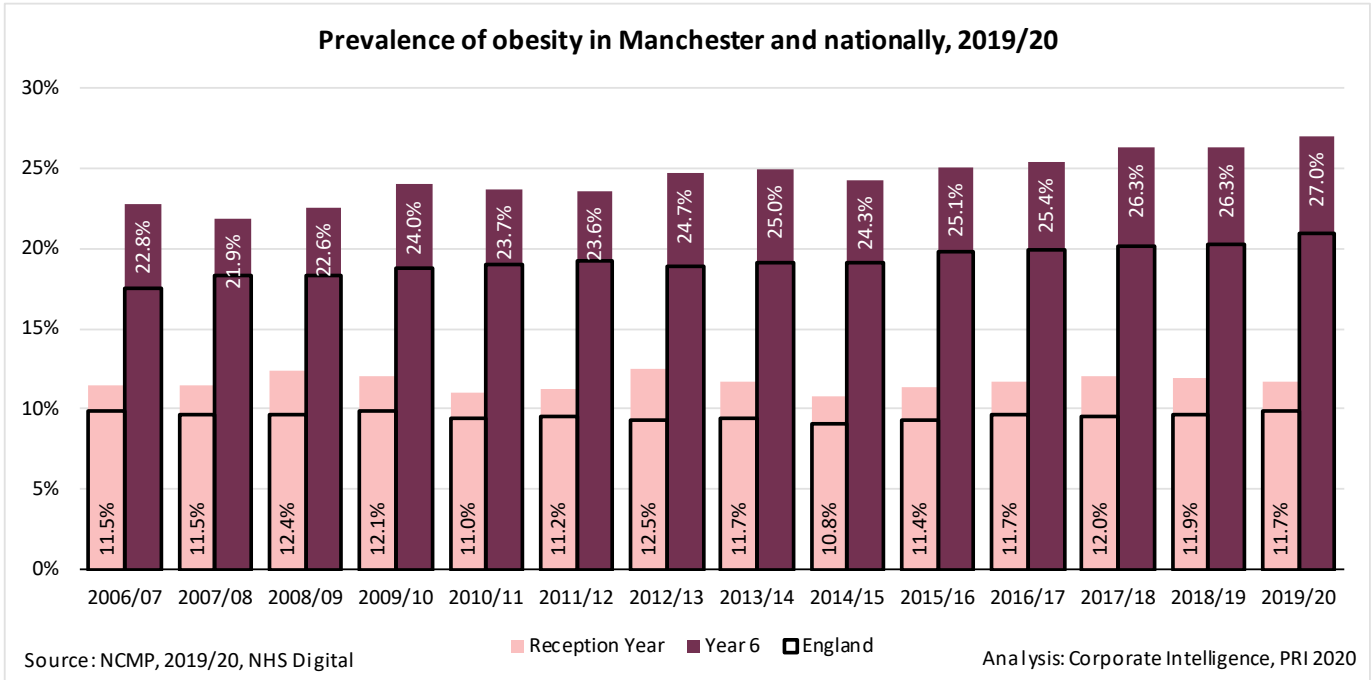
Health - childhood obesity



Children are weighed and measured during their first year (Reception) and last year (Year 6) at primary school to give an indication of whether a child is of a healthy weight

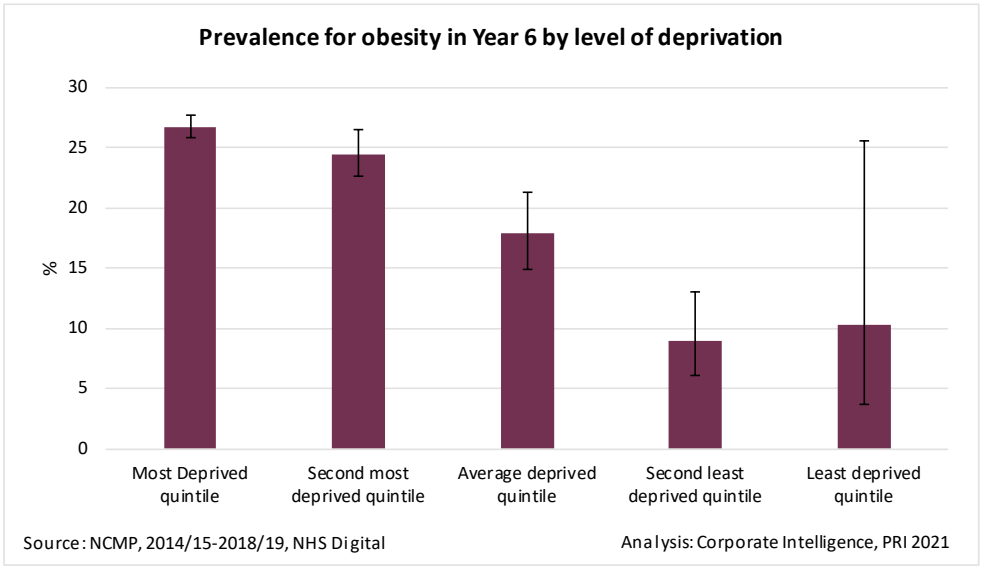
- Almost ¼ of children **starting** school are at least overweight, similar to the national picture
- More than **4 in 10** children **leaving** school overweight or obese, **7ppt higher** than national
- Since 2006/07, prevalence of **obesity** has been **consistent** for **Reception** children but **increased** by **4.2ppt** for **Year 6** children (obesity = BMI in top 5% of reference cohort).
- **Obesity** prevalence in **Reception** and **Year 6** is **consistently higher** in the city than nationally
- Tracking cohorts through Reception to Year 6 shows **increasingly more** children with a prevalence for **obesity** when **leaving school** than starting, **2.1ppt higher** (2.5ppt nationally)

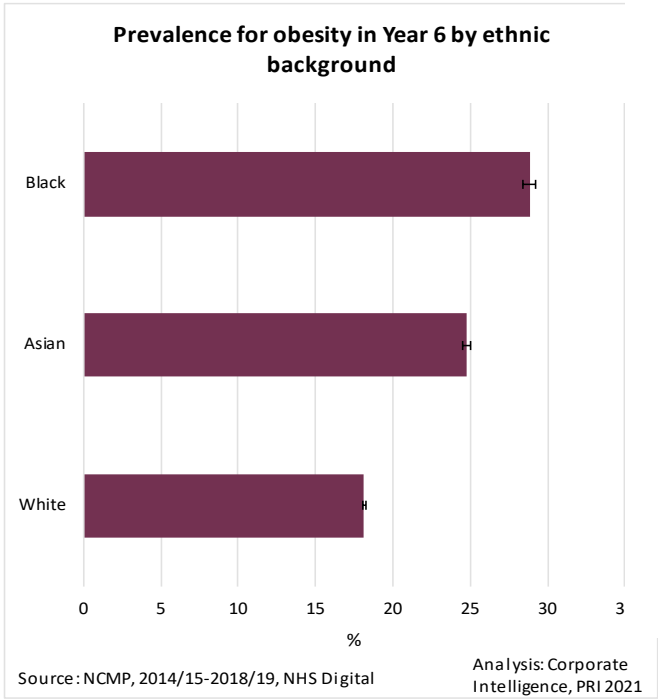




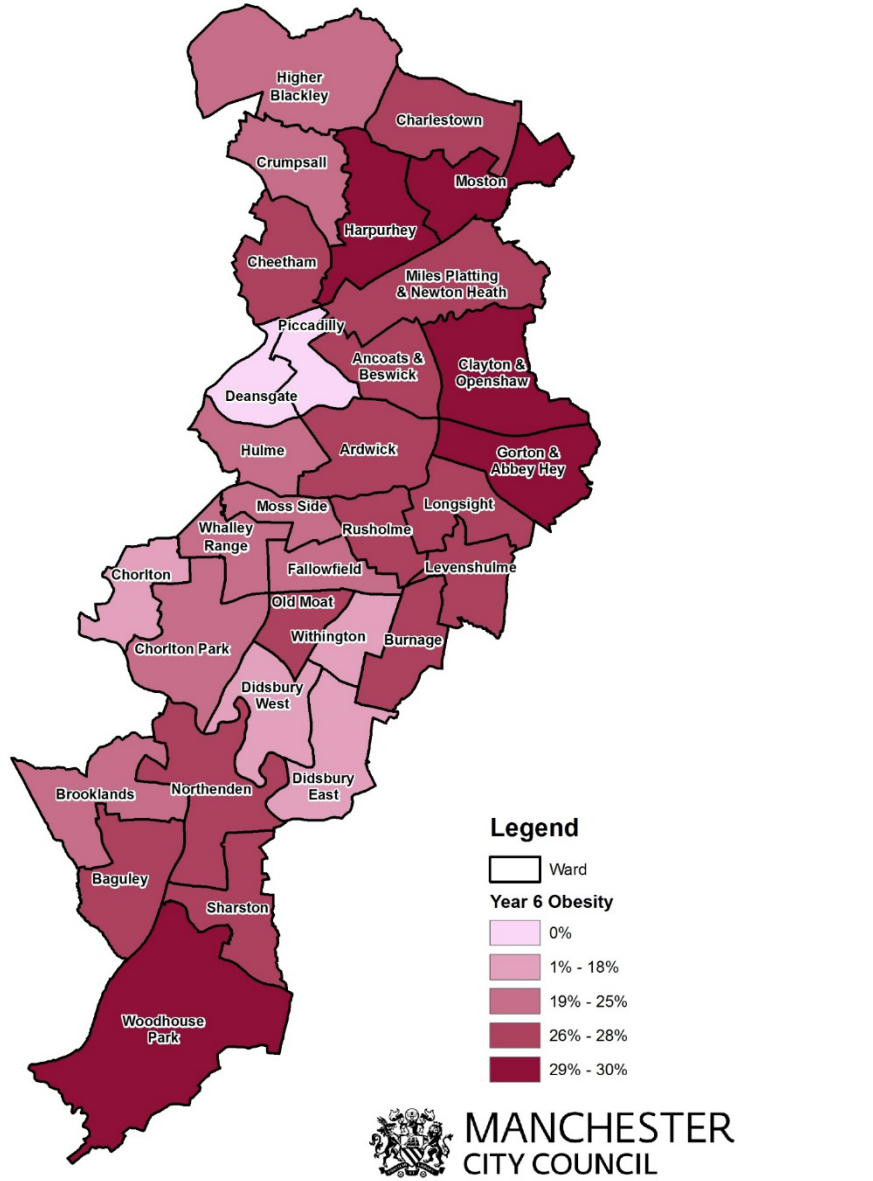
Health - childhood obesity

- Year 6 pupils from the **most deprived** quintile are **more likely** to be **obese** than those from the least deprived quintile, using 2019 IMD's aggregated data 2014/15-2018/19
- Research from Public Health England and the Food Standards Agency shows a **strong correlation** between high number of **fast food outlets** and **higher levels of deprivation**. In 2017, Manchester had one of the highest number of outlets nationally
- Areas of high FSM eligibility and high rates of obesity are strongly correlated
- Year 6 pupils of **Black ethnicity** are **more likely** to be **obese** than White or Asian pupils
- Childhood obesity is **linked to health issues** such as asthma, early on-set diabetes and depression, as well as low self-esteem and long term **health issues in adulthood**
- Poor adult health is found to lead to **lower pay, employment conditions and stability**





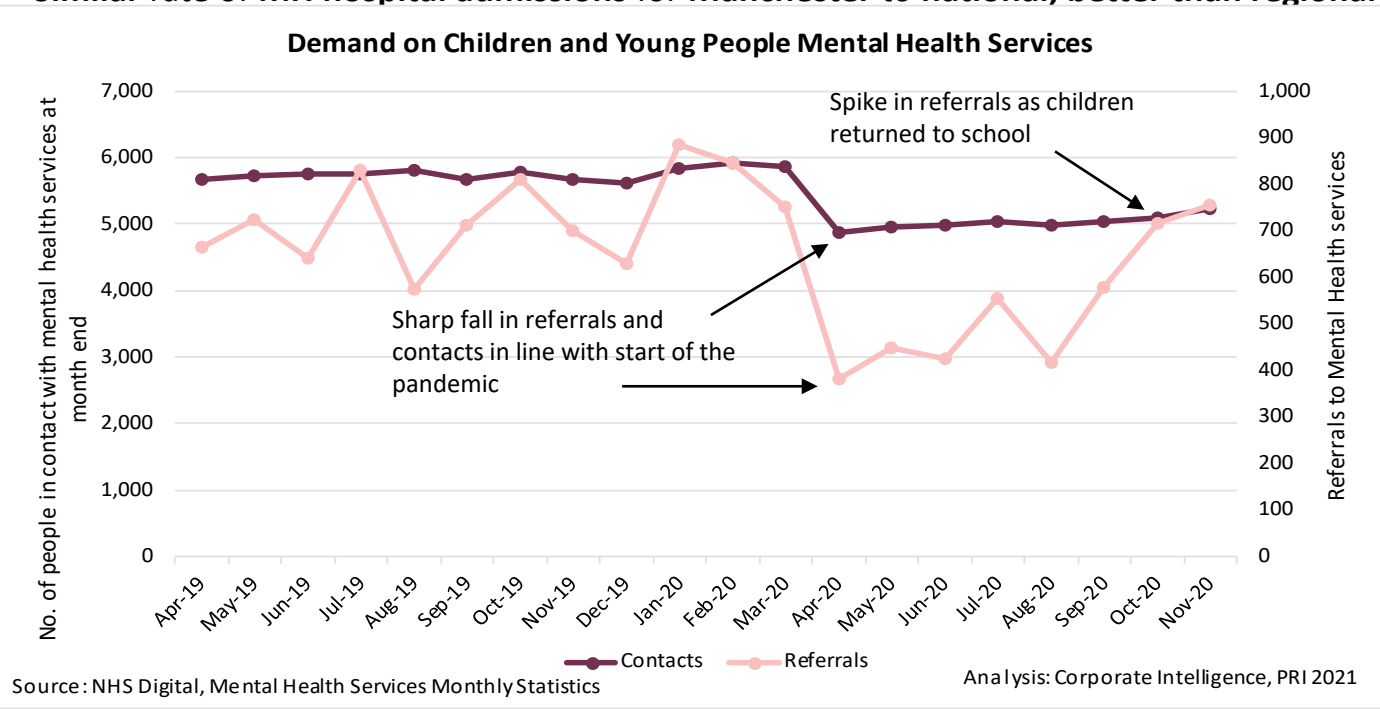
% of children in Year 6 with a prevalence of obesity, 2017/18 - 2019/20



Source: National Child Measurement Programme, NHS Digital
Corporate Intelligence, PRI 2021

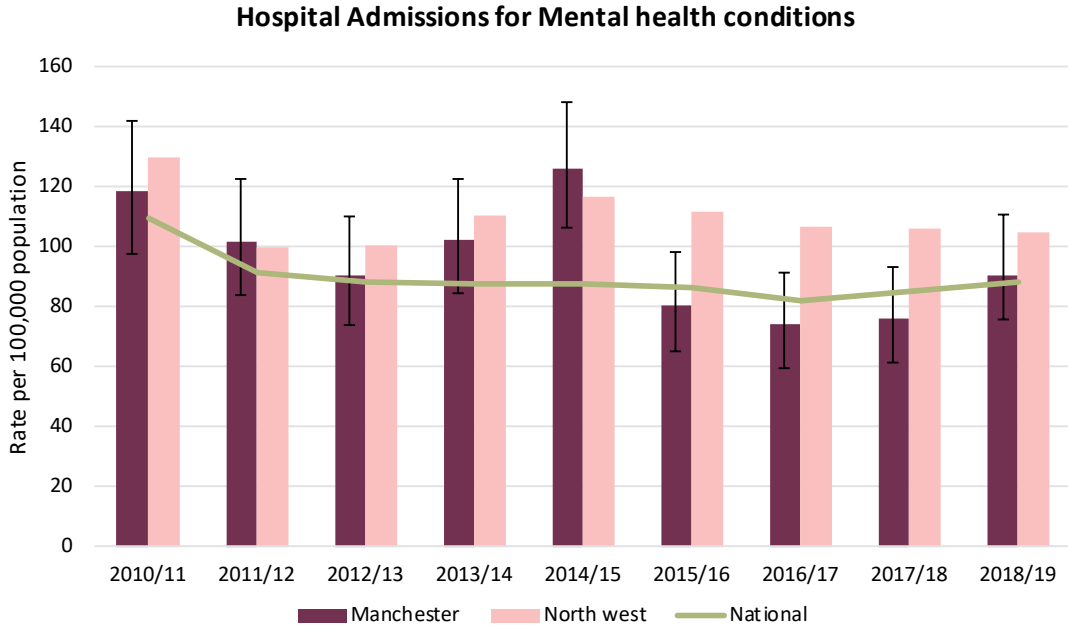
Health - mental health & wellbeing

- **9,920 5-17 year olds** in Manchester were estimated to have **mental disorders** in **2017/18**
- There was sharp drop in the number of referrals and contacts at the start of Lockdown 1 in Spring 2020, numbers have been increasing since then
- **5,230** young people were in **contact** with **Mental Health Services** in Manchester at end of **November 2020**
- **755 referrals** received in **November 2020,** compared with **700** in **November 2019**
- Referrals now **presenting** with a **higher level of acuity** so likely to **need services** for **longer**
- Children's Commissioner ranked **Manchester CCG's Mental Health Services 7th best** in England in **2019/20**
- **Similar** rate of **MH hospital admissions** for **Manchester** to **national, better than regional**



Source: NHS Digital, Mental Health Services Monthly Statistics

Analysis: Corporate Intelligence, PRI 2021



Source: PHE Fingertips, NHS Digital

Analysis: Corporate Intelligence, PRI 2021

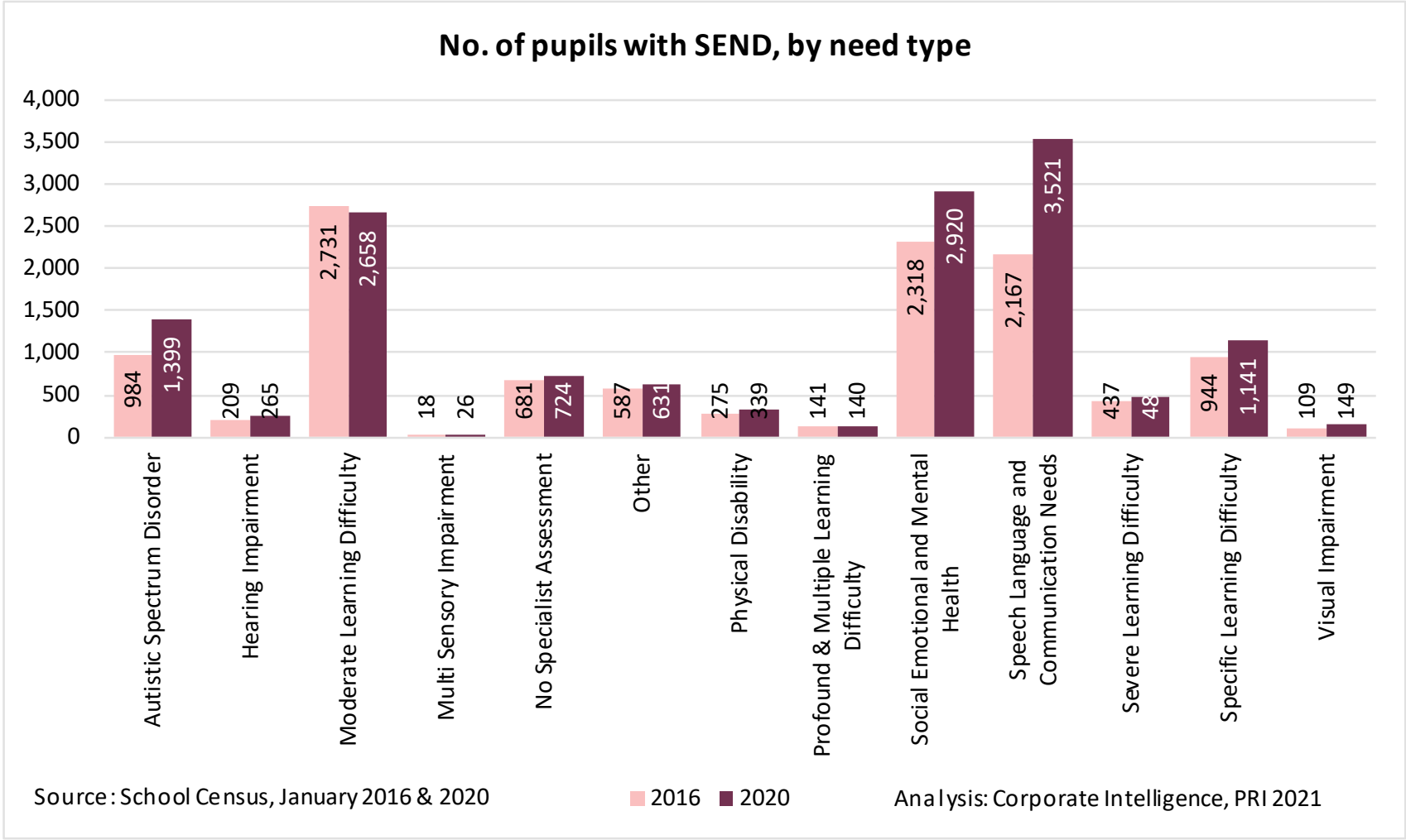
National analysis

- Levels of mental health and well-being **decline** as children move through **adolescence,** affecting **girls** more adversely
- At least **half** of **adult mental health** conditions are established by **adolescence**
- Mental health and well-being is **lower** for young people from **lower income families,** compared with those from **highest income families**
- Young people with **poor mental health** are **2.7 times more likely not** to **achieve GCSE benchmarks** than those with **no mental health issues**

Special Educational Needs & disabilities

There has been an **increase** of around **2,900 SEND pupils** between **2016 and 2020**

- **17.5%** of Manchester's school population in January 2020 were recorded as **SEND.**
- This is split into **13.5%** receiving **SEN support** & **3.8%** on an **Education Health & Care Plan (EHCP)**
- **Social, Emotional & Mental Health (SEMH)** needs account for **1/5th** of **SEND pupils**
- **20%** of the **increase** in pupils with SEND, since 2016, is related to young people with **SEMH** needs
- Young people with **SEND twice** as likely to be **eligible for FSM**
- Young people with **SEMH** needs are **three times** more likely to be **eligible for FSM** than young people without SEND



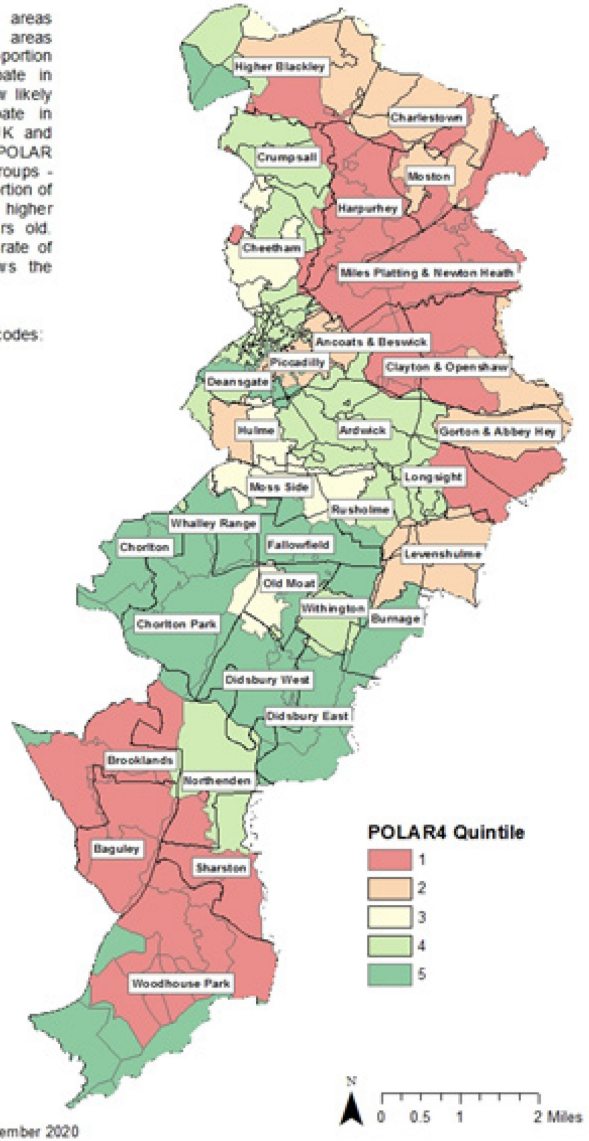
Progression to Higher Education

Higher Education Participation (POLAR)

The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of young people who participate in higher education. It looks at how likely young people are to participate in higher education across the UK and shows how this varies by area. POLAR classifies local areas into five groups - or quintiles - based on the proportion of young people who enter higher education aged 18 or 19 years old. Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.

Breakdown of Manchester postcodes:

Quintile 1: 4743 - 30%
Quintile 2: 2853 - 18%
Quintile 3: 2168 - 14%
Quintile 4: 3558 - 23%
Quintile 5: 2488 - 16%



Data source: Office for Students September 2020
PRI, Corporate Intelligence, 2021

Data from the Office for Students show the likelihood of young people participating in Higher Education by area (POLAR) and whether there is an underrepresentation of young people from state funded schools progressing to higher education (TUNDRA)

The areas that fall into the **top quintile** for HE participation and representation from state funded schools are similar and consistent with the **more affluent** areas of the city.

Similarly, **more deprived areas**, such as Harpurhey, Miles Platting & Newton Heath, Baguley and Sharston are in the **bottom quintile**

There are insufficient data to understand the reasons for this but the maps indicate that household income is a key factor.

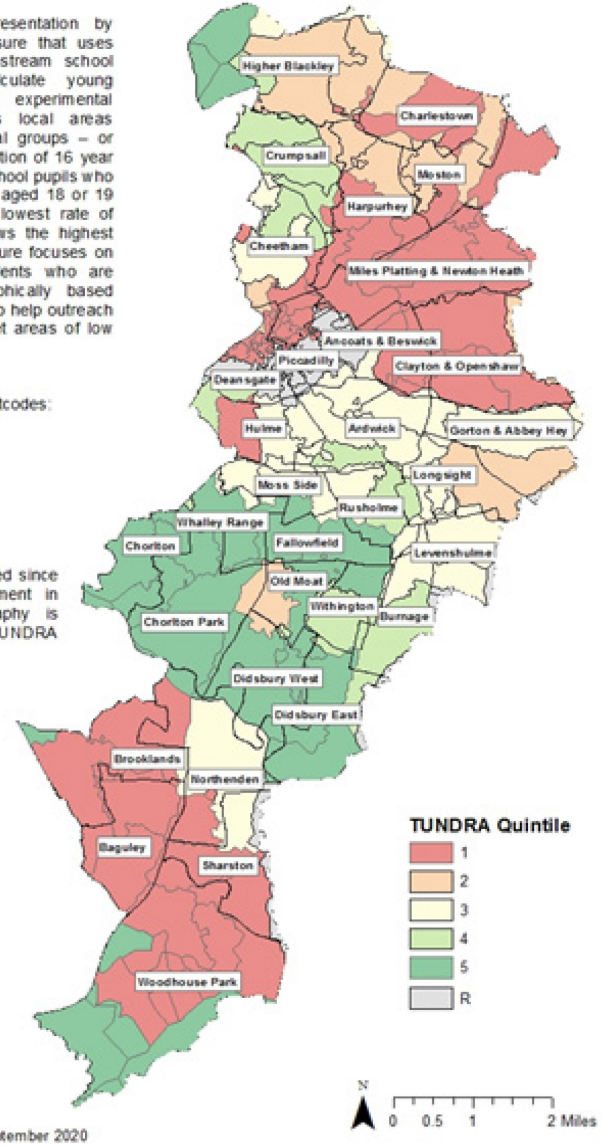
Higher Education Participation (TUNDRA)

TUNDRA (tracking underrepresentation by area) is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation. It is a new, experimental measure. TUNDRA classifies local areas across England into five equal groups – or quintiles - based on the proportion of 16 year old state-funded mainstream school pupils who participate in higher education aged 18 or 19 years. uintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation. The measure focuses on state-funded mainstream students who are typically included in geographically based outreach. Its main objective is to help outreach programmes identify and target areas of low participation more effectively.

Breakdown of Manchester postcodes:

Quintile 1: 5660 - 36%
Quintile 2: 1980 - 13%
Quintile 3: 3193 - 20%
Quintile 4: 2128 - 13%
Quintile 5: 1665 - 11%
R* - 1185 - 7%

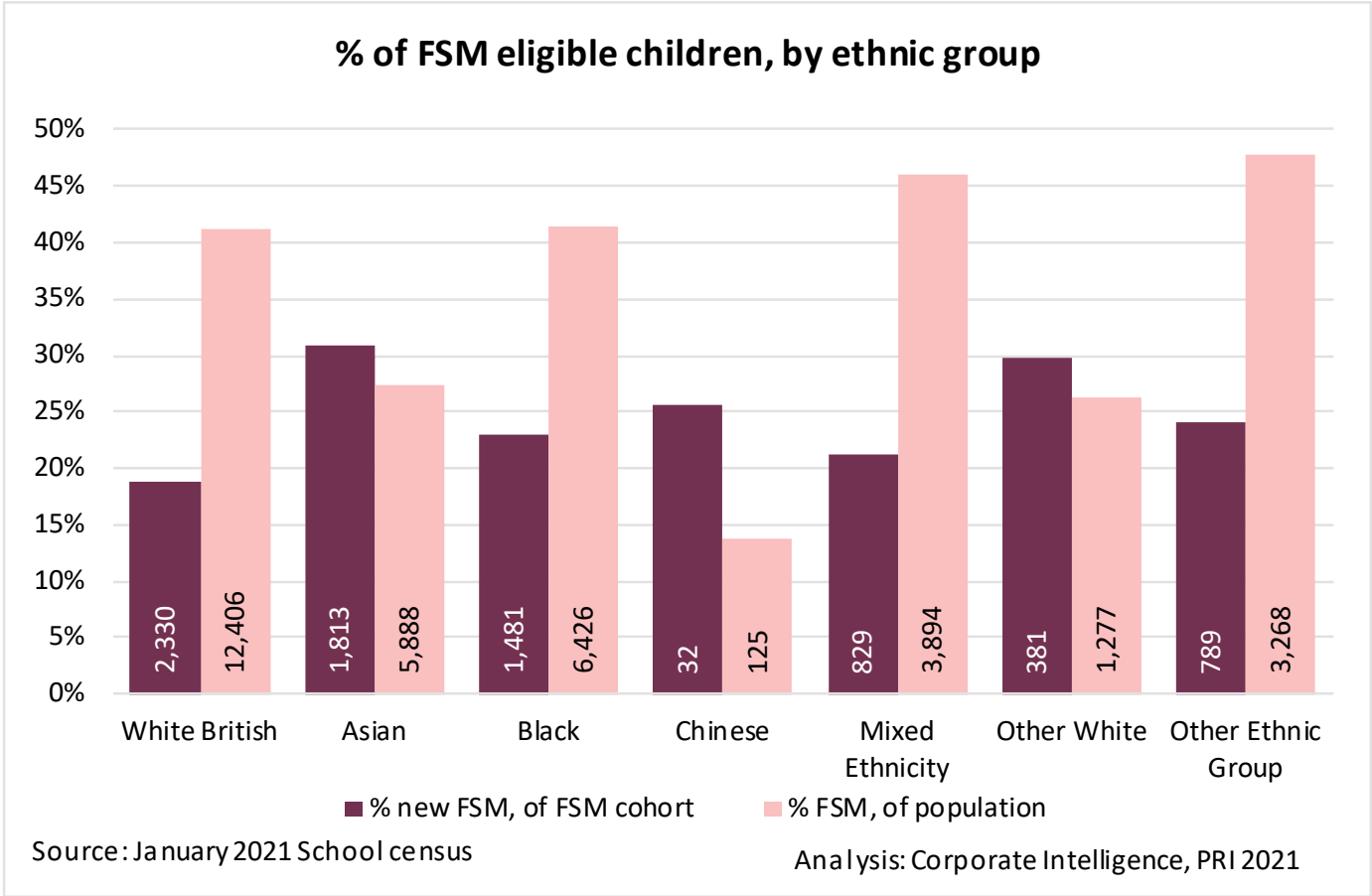
(*R: postcode has been reused since its initial geography assignment in 2019 and its new geography is associated with a different TUNDRA MSOA quintile)



Data source: Office for Students September 2020
PRI, Corporate Intelligence, 2021

COVID Impact - increased levels of poverty

- There were **7,830** new FSM claimants between **March 2020 and January 2021**
- **37.8%** of school population were eligible for **FSM** (School Census, Jan-21), **35.8%** in October 2020 and **31.6%** in January 2020
- **Nationally, just 20.8%** were FSM eligible in January 2021, compared with 19.7% in October 2020 and 17.3% in January 2020
- Of the total FSM population of **BAME** pupils, **25%** were new claimants since March 2020, compared with just under **20%** of **White British** children
- Gorton & Abbey Hey, Longsight, Harpurhey, Clayton & Openshaw and Moss Side each had **more than 450** new FSM claimants
- There were **2,225** new FSM claimants since 1st October 2020. These **will not** be included in **pupil premium** figures due to **DfE change in policy**
- Since the start of the pandemic to February 2021, there has been an **increase** of around **8,300** households with children claiming Universal Credit, **60%** of these are **single parent** households.
- In November 2020, **2,350** 16-19 year olds were claiming Universal Credit, an **increase** of almost **90%** since November 2019.



COVID Impact - remote learning

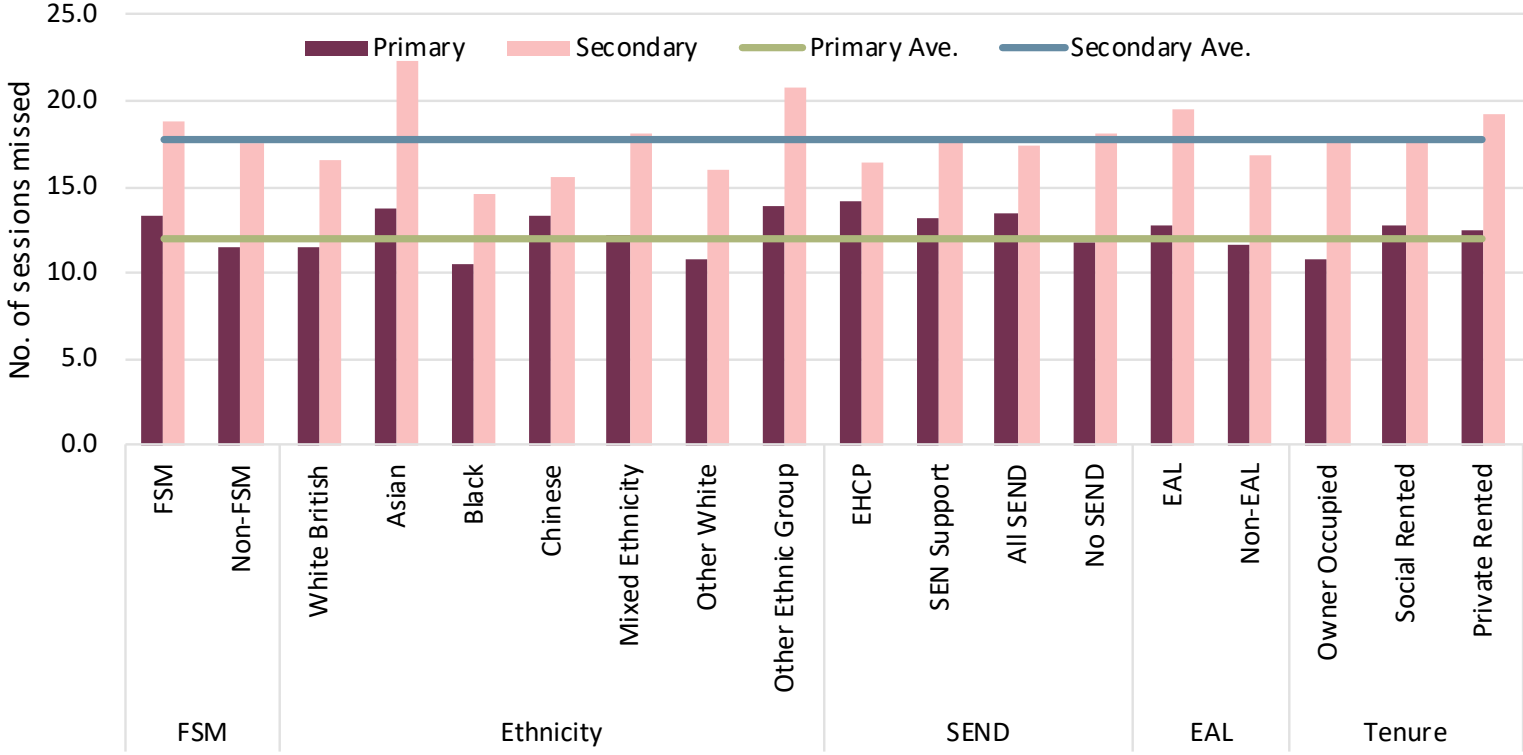
- A key insight from Covid-19 regarding children and young people has been the **digital divide**, highlighting the volume of children and families **lacking digital access** in Manchester and the associated disadvantage accessing services and participating in education
- Nationally, teachers in the most deprived schools say **32%** of the classes have more than **1 in 5 pupils** who do not have access to a device (The Sutton Trust)
- **75%** of Manchester's school pupils live in **top 20% most deprived** areas using IMD (Jan-20)
- A national survey, by the Institute of Fiscal Studies undertaken during Lockdown 1, found that children from **better off** households spent **30% more time** each day on **educational** activities than children from **poorest fifth** of households
- At the start of **Lockdown 3** in Jan 2021, devices were provided to **only 3 in 10** of pupils in need, attending LA maintained schools. Data for academies are provided separately (see table)
- Criteria for provision of devices changed between Lockdown 1 and Autumn 2020:
  - *Lockdown 1:* Disadvantaged Year 10 pupils, care leavers, children & young people under 19 with a social worker
  - *From Autumn 2020:* Disadvantaged pupils in Year 3 upwards where face-to-face learning disrupted, and any shielding disadvantaged pupil, so long as no device in household, or only device is a smartphone. Could only request once isolation commenced
- The numbers of devices provided will have been **significantly lower** during previous lockdowns

Manchester pupils	**20/12/20**	**12/1/21**	**22/1/21**	**26/1/21**	**2/2/21**	**9/2/21**	**14/2/21**	**16/3/21**
Devices provided	3,026	3,801	7,798	8,215	8,489	8,634	9,425	10,591
% of Jan 20 Eligible Cohort (based on 2nd criteria)	21.8%	27.4%	56.3%	59.3%	61.3%	62.3%	68%	76.5%

Note: Data above are based on DfE provision of devices. It does not account for any devices supplied by MCC and other organisations outside of the DfE scheme

COVID Impact - missed learning

- During Autumn term, 2020/21, **14.4 sessions were missed**, on average, for **Manchester** school pupils due to COVID - **12** for **primary** aged children, **17.7** for **secondary** aged children
- **Nationally***, an average **7 sessions** of learning were **lost** to **primary** school children and **12.6** sessions to **secondary**
- **23,315** pupils in Manchester missed **more** than **a fortnight** of school during the autumn term
- **More** sessions **missed** on average by pupils who are:
  - **FSM** – 1.7 sessions
  - **Asian** – 3.7 sessions relative to White British
  - **SEND** – 0.8 sessions
  - **EAL** – 1.7 sessions
  - **Living in private rented accommodation** – 1.6 sessions relative to owner occupied
- Using **half term 4** 2020/21 attendance data**, average **missed sessions** have fallen to **5.8** sessions; **3.6** for **primary** aged children and **8.7** for **secondary** aged children since the beginning of the academic year.



Source: ONE system, January 2021, School Census January 2020

Analysis: Corporate Intelligence, PRI 2021

(1 session = half a day)

When schools reopened in September 2020, the DfE introduced a new attendance code for recording an absence from school due to COVID reasons

*Using COVID attendance data submitted to the DfE and the absence rates for 2019, the Children's Commissioner's office

**deducting 20 sessions for each pupil who recorded at least 20 isolation sessions, to account for the 2 weeks of Lockdown 3 in HT4

Further Considerations

- **Healthy Living & Access to green space**
    - What proportion of children live close to a green space where they benefit from fresh air and the opportunity to play? Particularly those who live in flats.
- **What other ways has COVID impacted on the lives of children and young people?**
    - Have levels of persistent absence increased following the return to school? Is this more prevalent with specific pupil groups?
    - How have pupils adjusted to the return to school following Lockdowns 1 and 3? Has there been an increase in exclusions due to poor behaviour? Is this more prevalent to specific pupil groups?
    - Using the EPC data, what can we further understand about the home environment where different demographics of children spent lockdown, e.g. type of property, size of property, number of rooms
- **Putting Children at the centre of future planning:**
    - Consider the UNICEF Child Friendly City Initiative. Are there elements of this that could be rolled out in Manchester?