

Underperforming schools and deprivation: A statistical profile of schools below the floor standards in 2010

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Executive Summary

Each year, maintained mainstream schools are assessed against a set of floor standards at Key Stages 2 and 4. The standards are based on overall attainment at the end of the Key Stage, and pupil progress in maths and English over the course of KS1-2 for primary schools, and KS2-4 for secondary schools.

Population of Schools Below the Floor Standards

- A total of 573,000 pupils attended schools that performed below the floor standards in 2010.
- There were 962 schools below the floor at KS2, attended by 269,000 pupils; of these, 76,000 were eligible for free school meals.
- Within the 432 additional KS2 schools with test results below the floor standards in 2009 and who boycotted the tests in 2010, there were 125,000 pupils, 41,000 of which were eligible for free school meals.
- There were 216 schools below the floor at KS4, attended by 179,000 pupils; of these, 48,000 were eligible for free school meals.

Comparing the Below Floor Schools Pupil Population with Other Schools

- Deprived pupils (those eligible for free school meals and those living in areas of higher deprivation) were the most overrepresented groups in both primary and secondary below floor schools. Pupils in below floor schools live in more deprived areas than those in above floor schools both within the eligible for free school meals group and within those not eligible for FSM.
- Pupils eligible for free school meals made up 16% of those in above KS2 floor schools, but 28% of those in below floor schools and 33% of those in schools that were below floor standards in 2009 then boycotted the 2010 tests; in above KS4 floor schools, 14% of pupils were eligible for free school meals, compared with 27% of pupils in below floor schools.
- Separating the FSM and non-FSM populations in below and above floor schools, at both Key Stages, pupils with a special educational need are overrepresented amongst pupils with and without free school meals eligibility in below floor schools; this overrepresentation of SEN is stronger amongst *non-FSM* pupils.
- White British pupils are overrepresented in below floor schools *among the FSM eligible population*, but not among non-FSM pupils; this is the case at both Key Stages.
- Overall, pupils of Black or minority ethnicity were distributed proportionately between KS2 below floor schools, KS4 below floor schools, and their above floor counterparts (KS2: 27% compared with 25%, KS4: 21% compared with 22%); however, there were a higher proportion of BME pupils in schools below the KS2 floor standards in 2009 which then boycotted the 2010 tests (34% compared with 25%).
- Higher proportions of pupils in below floor schools at both Key Stages were identified with special educational needs, compared with those in above floor schools (KS2: 26-28% compared with 21%; KS4: 33% compared with 21%). The stronger overrepresentation at KS4 was driven by higher proportions of pupils with SEN at school action level, or at school action plus level.

- Looked After Children are overrepresented in below floor schools at both Key Stages, although their total numbers are small. In the KS2 cohort, 0.5% of children in below floor schools were Looked After Children, compared with 0.3% in above floor schools; in the KS4 cohort, 0.8% of children in below floor schools were Looked After Children, compared with 0.5% in above floor schools.
- Schools in the East of England and the South East were overrepresented among KS2 below floor schools; those in Yorkshire and the Humber, the North East and the West Midlands were overrepresented among schools that were below the KS2 floor standards in 2009 then boycotted the 2010 tests.
- Schools in the Yorkshire and the Humber, East Midlands and the South East were overrepresented among KS4 below floor schools.
- Schools in Inner and Outer London and the North West were underrepresented among KS2 below floor schools; those in the East of England and the South West were underrepresented among schools that were below the KS2 floor standards in 2009 then boycotted the 2010 tests.
- Schools in Inner and Outer London and the South West were underrepresented among KS4 below floor schools.

Mobility, Attendance and Behaviour in Below Floor Schools

- There is greater pupil mobility in below floor schools, with a markedly higher incidence of joining the school during the last two years of Key Stage 2 (primary schools) or Key Stage 4 (secondary schools), compared with above floor schools.
- Pupils in below floor schools (both primary and secondary) have consistently higher rates of absence than those in above floor schools, whether or not they are eligible for free school meals; this is reflected in overall absence, persistent absence and unauthorised absence measures.
- Fixed Period Exclusions (FPEs) are received by greater proportions of pupils in below floor schools at KS2 and KS4, than by their counterparts in above floor schools. The incidence of pupils with multiple exclusions within one academic year is also consistently higher in below floor schools, for pupils with and without free school meal eligibility.

School Spending in Below Floor Schools

- For primary schools with high rates of free school meals eligibility ($\geq 35\%$), below floor schools have slightly lower per pupil spending than above floor schools; the reverse is true for schools with lower proportions of pupils eligible for FSM.
- Considering the allocation of school spending between categories such as teaching staff, back office and learning resources, primary schools have similar spending patterns whether they are above or below the floor standards.
- Per pupil school spending is slightly higher for below floor secondary schools compared with above floor schools, at all levels of FSM eligibility. However, above floor schools spend more on teaching staff and less on education support staff and back office expenses, compared with below floor schools; this is true both proportionally and in absolute per pupil spending.

Attainment and Progress in Below Floor Schools

- On average, Key Stage 2 attainment in schools above the floor standards in 2010 has increased over the last five years; this is in contrast to below floor schools, which have seen decreasing rates of achievement of the expected levels in English and maths, on average since 2008. Below floor schools that boycotted the tests in 2010 had large decreases in attainment from 2008 to 2009 on average.
- A similar pattern of trends for above and below floor schools is seen for the KS1-2 expected progress measure in English, although with decreases in English progress being less marked than the decreases in achievement of the expected level of attainment in below floor schools, but still important for below floor schools that boycotted the tests in 2010.
- A more positive picture is seen for KS 1-2 expected progress in maths, with all groups of schools broadly improving since 2006, although the increase has not been as steady in below floor schools (including those that boycotted the tests in 2010) as in above floor schools.
- At Key Stage 4, attainment of five good GCSEs (or equivalents) including GCSE English and maths, in both above and below floor schools, has seen steady increases. However, there remains a large gap in attainment between pupils who were eligible for free school meals in above floor schools and those who were not eligible for FSM, plus all pupils in below floor schools.
- Progress in English between Key Stages 2 and 4 has increased for both FSM eligible and non-FSM pupils in both above and below floor schools. Pupils eligible for FSM in above floor schools have similar progress rates on average to those not eligible for FSM in below floor schools, with a large gap in progress between these groups and pupils who are both eligible for FSM and attended a below floor school.
- A similar pattern of gaps is seen for KS2-4 progress in maths, but with much smaller improvements in below floor schools regardless of FSM eligibility.

School-Level Attainment Trajectories

- School level attainment is volatile from year to year due to the characteristics and prior attainment of the successive cohorts reaching the end of the Key Stage, as well as any changes in school effectiveness.
- The majority of KS2 schools, both below and above floor standards, had no *statistically significant* year-on-year changes in attainment (expected level in English and maths) between 2006 and 2010 ($p < 0.05$). However, a *larger minority* of below floor schools had statistically significant year-on-year decreases in attainment than of above floor schools, and a *smaller minority* of below floor schools had statistically significant year-on-year improvements in attainment.
- The majority of KS4 schools which have been open for at least 4 years, both below and above floor standards, were split evenly between having had no *statistically significant* year-on-year changes in attainment between 2006 and 2010 ($p < 0.05$), and having had statistically significant year-on-year improvements. However, among below floor schools, a *larger minority* had volatile results (both improvements and declines in attainment that were statistically significant) than was the case for above floor schools.

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- Boys and Girls in Below KS2 Floor Schools by Region
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- Pupils with English as an Additional Language in Below KS2 Floor Schools by Region
- Pupils with Special Educational Needs in Below KS2 Floor Schools by Region
- Below Floor KS2 Schools by IDACI Area Deprivation Band by Region

- All Pupils in Below KS4 Schools by Region
- FSM Pupils in Below KS4 Floor Schools by Region
- Boys and Girls in Below KS4 Floor Schools by Region
- Underperforming Minority Ethnic Groups in Below KS4 Floor Schools by Region
- Pupils with English as an Additional Language in Below KS4 Floor Schools by Region
- Pupils with Special Educational Needs in Below KS4 Floor Schools by Region
- Below Floor KS4 Schools by IDACI Area Deprivation Band by Region

- Detailed Cross-tabulation of Below KS2 Floor Schools Population Characteristics
- Detailed Cross-tabulation of Below KS4 Floor Schools Population Characteristics

Annex B: Additional Attainment and Progress Analyses

- KS2 English Test Score Distribution for Above Floor Schools
- KS2 English Test Score Distribution for Below Floor Schools
- KS2 English Test Score Distribution for Below Floor 2009 (Boycott) Schools
- KS2 Maths Test Score Distribution for Above Floor Schools
- KS2 Maths Test Score Distribution for Below Floor Schools
- KS2 Maths Test Score Distribution for Below Floor 2009 (Boycott) Schools

- GCSE English Grade Distribution for Above Floor Schools
- GCSE English Grade Distribution for Below Floor Schools
- GCSE Maths Grade Distribution for Above Floor Schools
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- KS2 Attainment by Area Deprivation, School Group and FSM
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- KS2 Attainment by Special Educational Needs, School Group and FSM
- KS2 Attainment by Region, School Group and FSM

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- KS4 English Progress by Region, School Group and FSM

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- KS4 Maths Progress by Special Educational Needs, School Group and FSM
- KS4 Maths Progress by Region, School Group and FSM

Introduction

This report profiles the intake, characteristics and pupil outcomes of schools below the floor standards in 2010.

Changes from Version 1

This is a revised version of the *Underperforming Schools and Deprivation* topic note which was published on 8th July 2011.

The changes are as follows:

- A correction has been made to charts 5.5a and 5.2b on page 62 to the proportions of schools with each Ofsted inspection judgement for Overall Achievement.
- Consequently, the commentary about the chart on page 59 has been amended to reflect the correction.

Background

Each year, maintained mainstream schools are assessed against a set of floor standards at Key Stages 2 and 4. The standards are based on overall attainment at the end of the Key Stage, and pupil progress in maths and English over the course of KS1-2 for primary schools, and KS2-4 for secondary schools. The 2010 floor standards were as follows:

Key Stage 2

- At least 60% of pupils at the end of Key Stage 2 (KS2) achieving level 4 or above in English **and** maths; and
- National average or above for % of pupils at the end of KS2 making expected progress in English (national median = 87%); and
- National average or above for % of pupils at the end of KS2 making expected progress in maths (national median = 86%)

Primary schools failing to reach all three thresholds were designated as below the floor standards for 2010, with the exception of special schools, schools with fewer than 11 pupils in the cohort, schools which subsequently closed, and schools with missing data on one or more measures. Expected progress for KS1-2 is 2 national curriculum levels.

Schools that boycotted KS2 Tests in 2010

Schools with missing data due to having boycotted the 2010 KS2 tests were assessed against the same criteria using their 2009 test results. Those who fell below all three thresholds are examined separately in this report under the label "Below Floor 2009 (Boycott)".

Key Stage 4

- At least 35% of pupils at the end of Key Stage 4 achieving 5 or more GCSEs A*-C (or equivalents) **including** English and maths GCSE; and
- National average or above for % of pupils making expected progress in English (national median = 72%); and
- National average or above for % of pupils at the end of KS4 making expected progress in maths (national median = 65%)

Secondary schools failing to reach all three thresholds were designated as below the floor standards for 2010, with the exception of special schools, independent schools, schools with fewer than 11 pupils in the cohort, schools which subsequently closed, and schools with missing data on one or more measures. Expected progress for KS2-4 is 3 national curriculum levels.

Under these criteria, 962 primary schools were deemed to be below the KS2 floor standards in 2010; an additional 432 primary schools were below the floor standards in 2009 and had boycotted the 2010 tests. There were 216 secondary schools below the KS4 floor standards.

Aims

This report aims to provide a statistical resource for individuals and organisations working with underperforming schools in the maintained mainstream sector, making available detailed data analysis to promote an understanding of the pupils intakes, circumstances and pupil outcomes for below floor schools.

Chapter 1 outlines the size, characteristics and geographical spread of the pupil population attending schools below the floor standards. Additional population cross-tabulations can be found in annex A. **Chapter 2** then compares the characteristics of pupils in below floor schools with those in above floor schools, and focuses on the characteristics of pupils eligible for free school meals in particular. **Chapter 3** examines pupil mobility between schools within the course of the Key Stages, levels of school attendance, and the incidence of fixed period exclusions, again comparing schools below the floor standards with other schools. **Chapter 4** compares the spending patterns of schools below and above the floor standards, assessing whether underperforming schools tend to use their resources in a different way from other schools. **Chapter 5** reports the distributions of Ofsted overall effectiveness grades for below and above floor schools. **Chapter 6** provides a comprehensive set of analyses of attainment and progress for below floor schools, at school distribution level, and at group level. As with chapter 2, pupils eligible for free school meals and pupil deprivation form a key focus for the analyses. Pupil characteristics variants on the attainment and progress analyses can be found in annex B.

Data

The data analysed in this report are sourced from the National Pupil Database and other administrative datasets held by the Department for Education. Regular headline statistics for these data are published in Statistical First Releases on the Department's website (with the exception of Ofsted Inspection Judgements, available on Ofsted's website). This report exploits the underlying data to produce

detailed analyses on the topics described above, specific to below floor schools and above floor schools.

Wherever available, 2010 data are used in this report. However, where indicated, 2009 data have been used to provide information that is not available for 2010. For example, all Key Stage 2 attainment analyses use 2009 data in order to provide a complete picture for schools which boycotted the 2010 tests. Some data collection cycles mean that 2010 data were not available in time to be included in this publication; for example, data on fixed period exclusions are collected retrospectively and are not yet available for academic year 2009/10.

1. Population Profile

This chapter outlines the size, characteristics and geographical location of the pupil population attending schools below the floor standards. Analyses for Key Stage 2 schools are found in section 1.1, followed by those for Key Stage 4 schools in section 1.2.

Key Findings

- A total of 573,000 pupils attended schools that performed below the floor standards in 2010.
- There were 962 schools below the floor at KS2, attended by 269,000 pupils; of these, 76,000 were eligible for free school meals, 80,000 were of Black or minority ethnic background, 46,000 had a first language other than English, and 74,000 were identified with some level of special educational need.
- Within the 432 additional KS2 schools with test results below the floor standards in 2009 and who boycotted the tests in 2010, there were 125,000 pupils, 41,000 of which were eligible for free school meals; 47,000 were of Black or minority ethnic background, 30,000 had a first language other than English, and 33,000 were identified with a special educational need.
- There were 216 schools below the floor at KS4, attended by 179,000 pupils; of these, 48,000 were eligible for free school meals, 41,000 were of Black or minority ethnic background, 23,000 had a first language other than English, and 61,000 had a special educational need.

1.1 Schools Below the Floor at Key Stage 2

Detailed cross-tabulations of KS2 pupil numbers by pupil characteristics in each region appear at annex A. Charts 1.1a and 1.1b give the geographic spread of below floor schools, and of pupils within those schools, respectively. Charts 1.1c - 1.1i depict the numbers of pupils with various characteristics in below floor schools. Chapter 2 gives proportionate comparisons of the incidence of key pupil characteristics in below floor schools compared with above floor schools, and of their geographical incidence.

The largest populations of pupils attending below floor KS2 schools were in the South East, West Midlands and Yorkshire & the Humber. Medium sized populations were located in the North West, East Midlands and East of England. The smallest populations were found in London, the South West and the North East.

Chart 1.1a

KS2 Below Floor Schools: Region

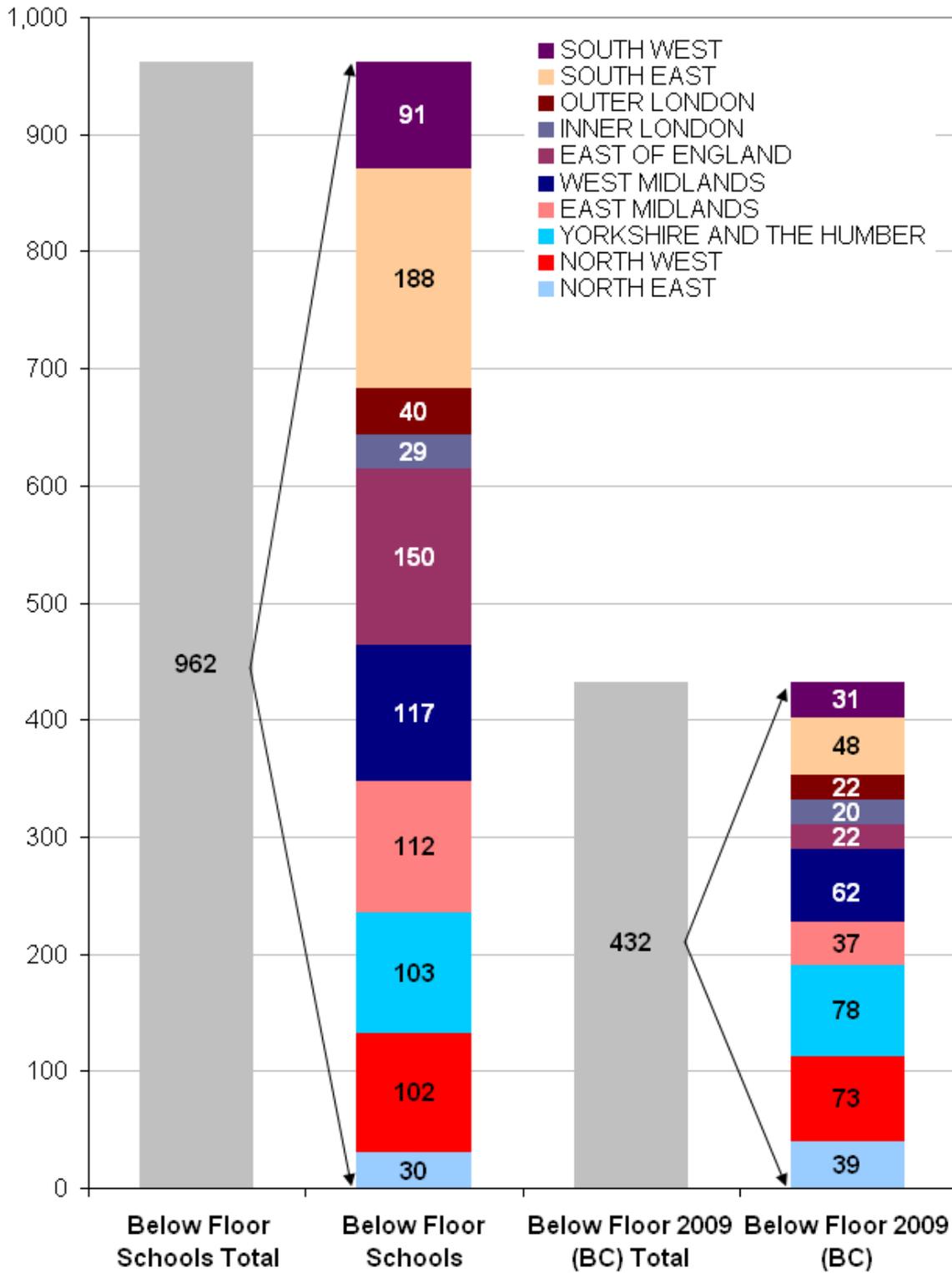


Chart 1.1b

KS2 Below Floor Schools Population: Region

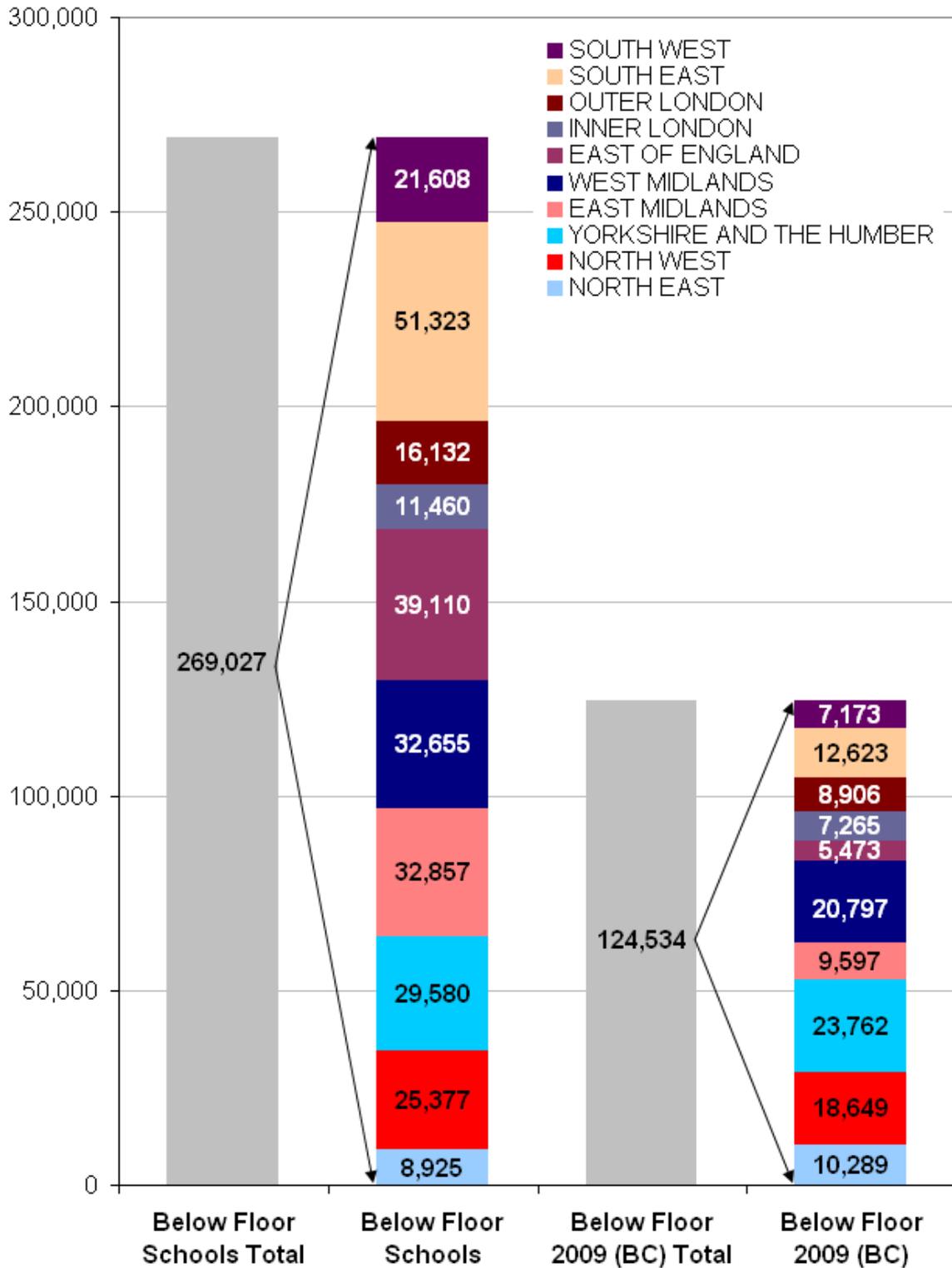


Chart 1.1c

KS2 Below Floor Schools Population: Boys and Girls

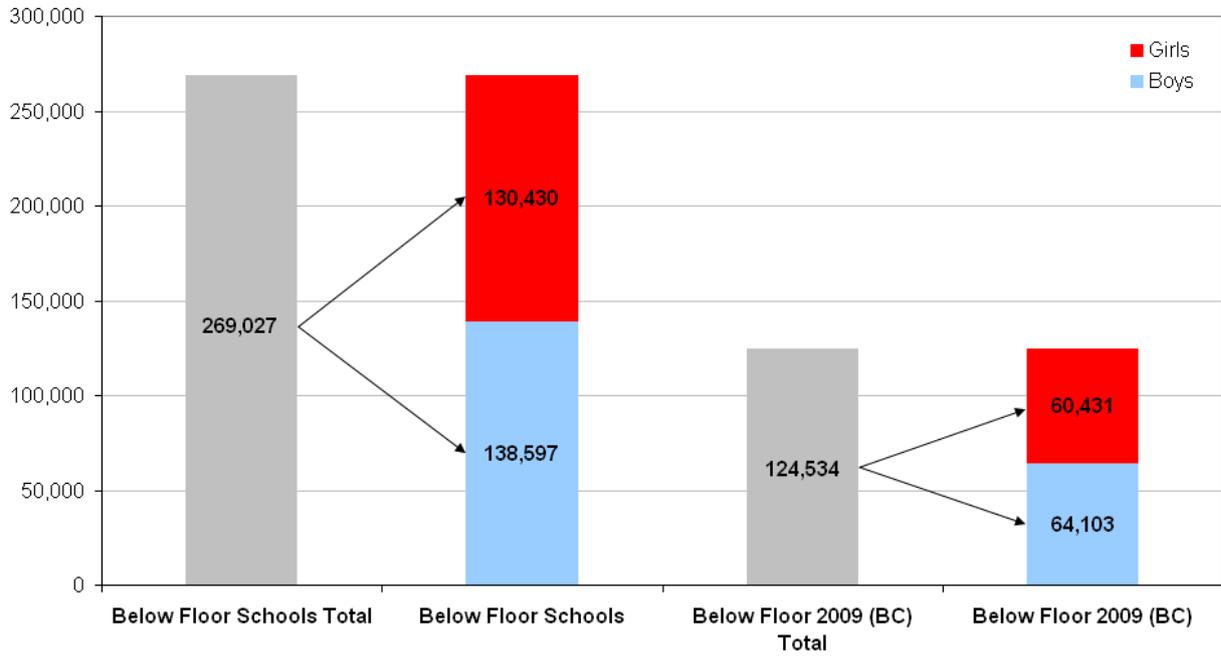


Chart 1.1d

KS2 Below Floor Schools Population: Free School Meals Eligibility

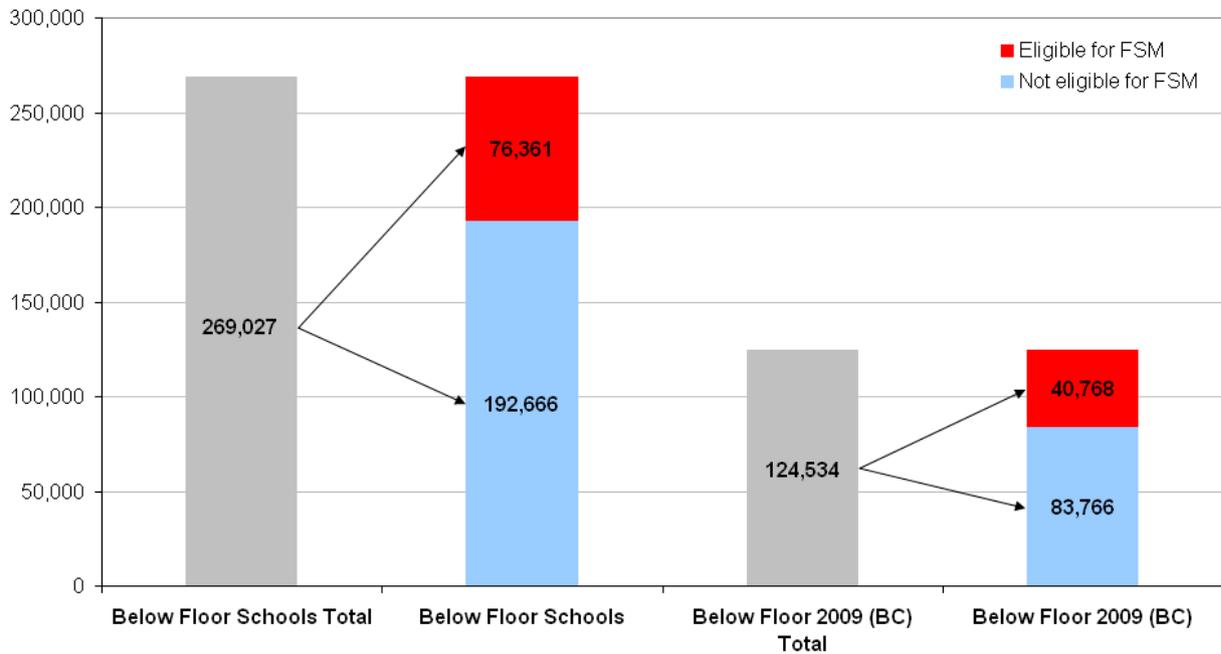


Chart 1.1e

KS2 Below Floor Schools: School Level Average Area Deprivation (IDACI)

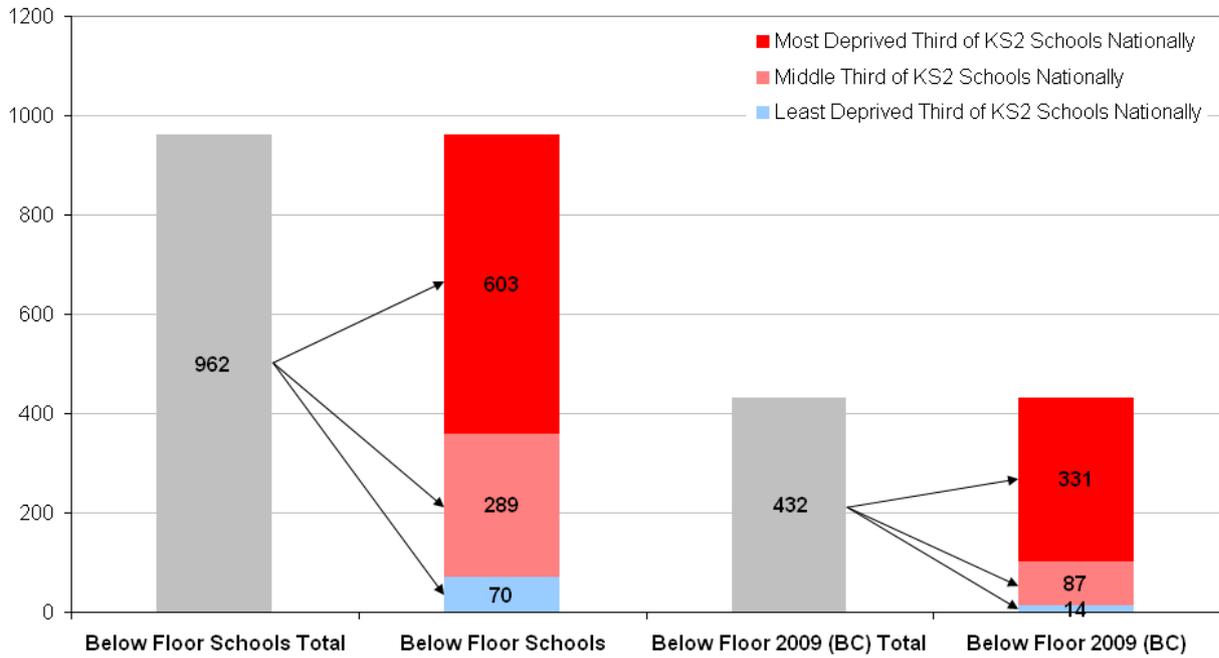


Chart 1.1f

KS2 Below Floor Schools Population: Ethnicity

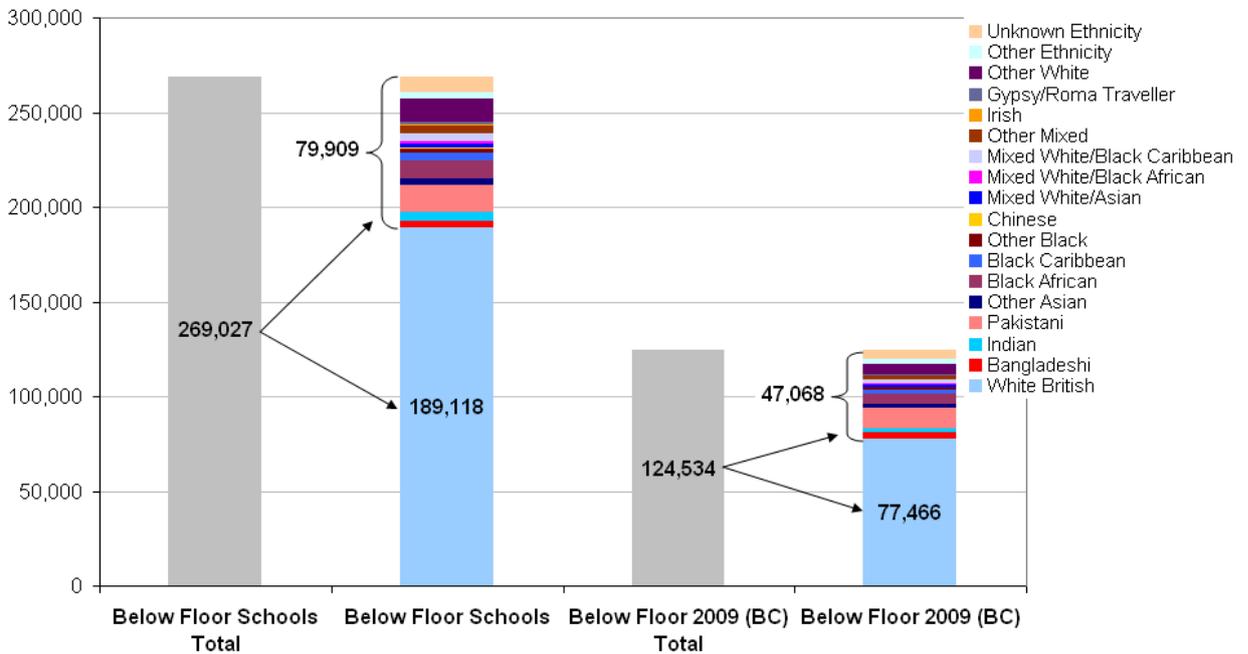


Chart 1.1g

KS2 Below Floor Schools Population: First language

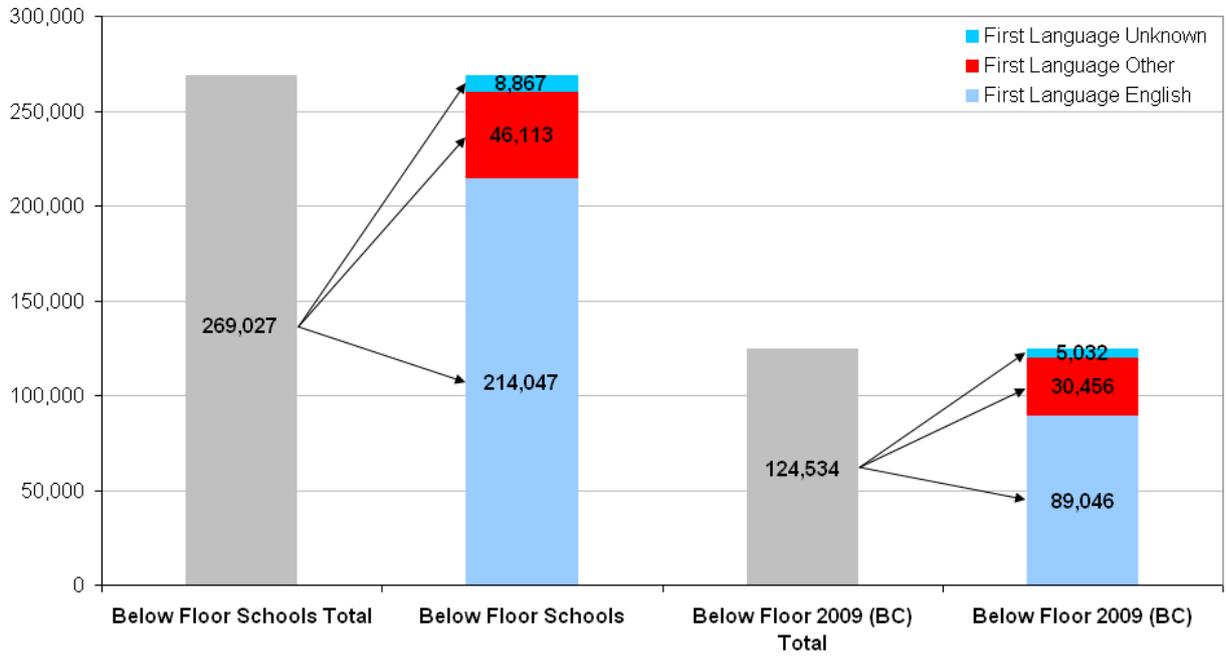


Chart 1.1h

KS2 Below Floor Schools Population: Special Educational Needs

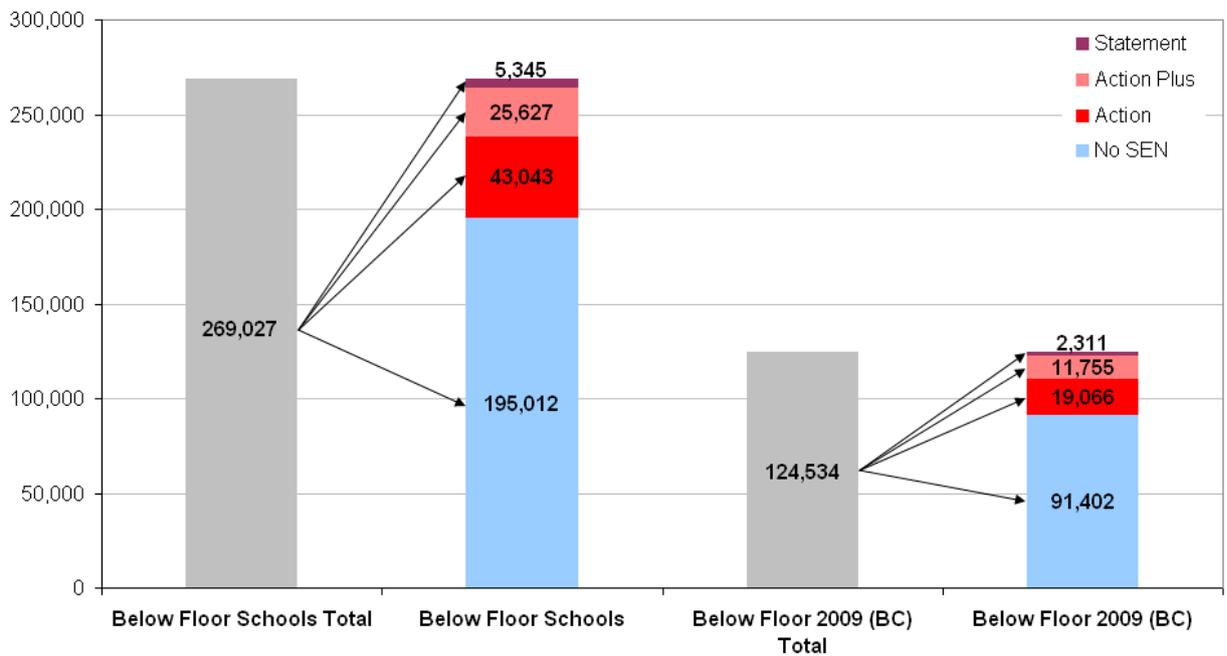
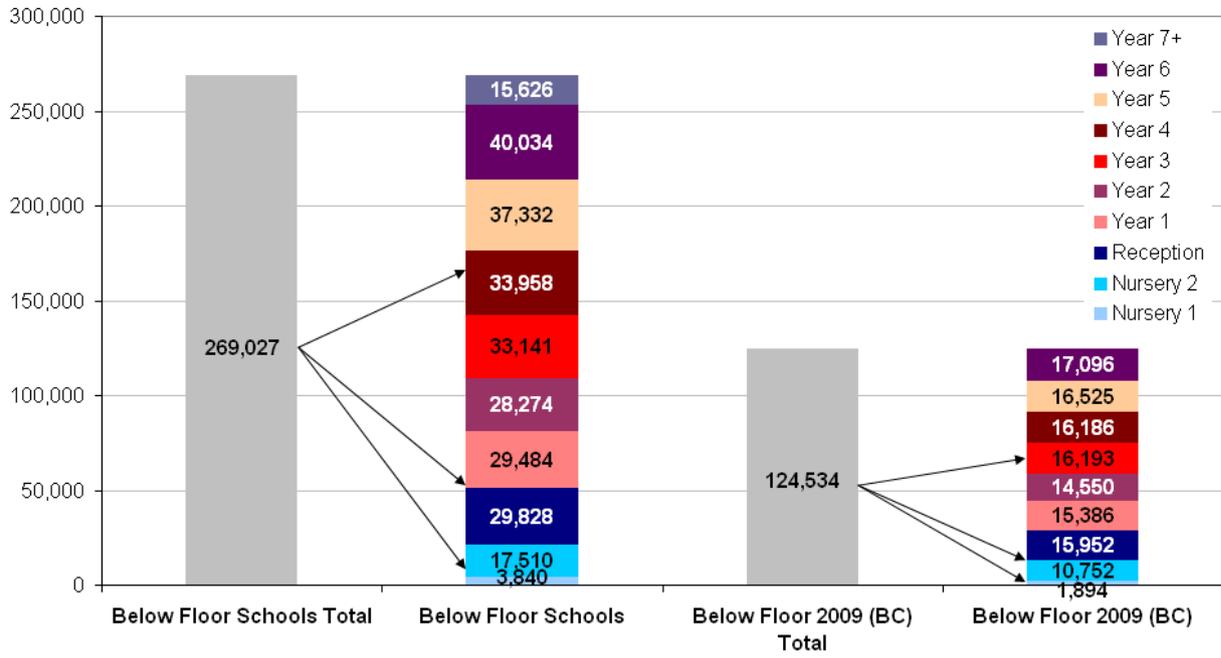


Chart 1.1i

KS2 Below Floor Schools: National Curriculum Year Group



1.2 Schools Below the Floor at Key Stage 4

A detailed cross-tabulation of KS4 pupil numbers by pupil characteristics appears at annex A. Charts 1.2a and 1.2b give the geographic spread of below floor schools, and of pupils within those schools, respectively. Charts 1.2c - 1.2i depict the numbers of pupils with various characteristics in below floor schools. Chapter 2 gives proportionate comparisons of the incidence of key pupil characteristics in below floor schools compared with above floor schools, and of their geographical incidence.

The largest populations of pupils attending below floor KS4 schools were in the South East and Yorkshire & the Humber. Medium sized populations were located in the North West, East Midlands, West Midlands and East of England. The smallest populations were found in London, the South West and the North East.

Chart 1.2a

KS4 Below Floor Schools: Region

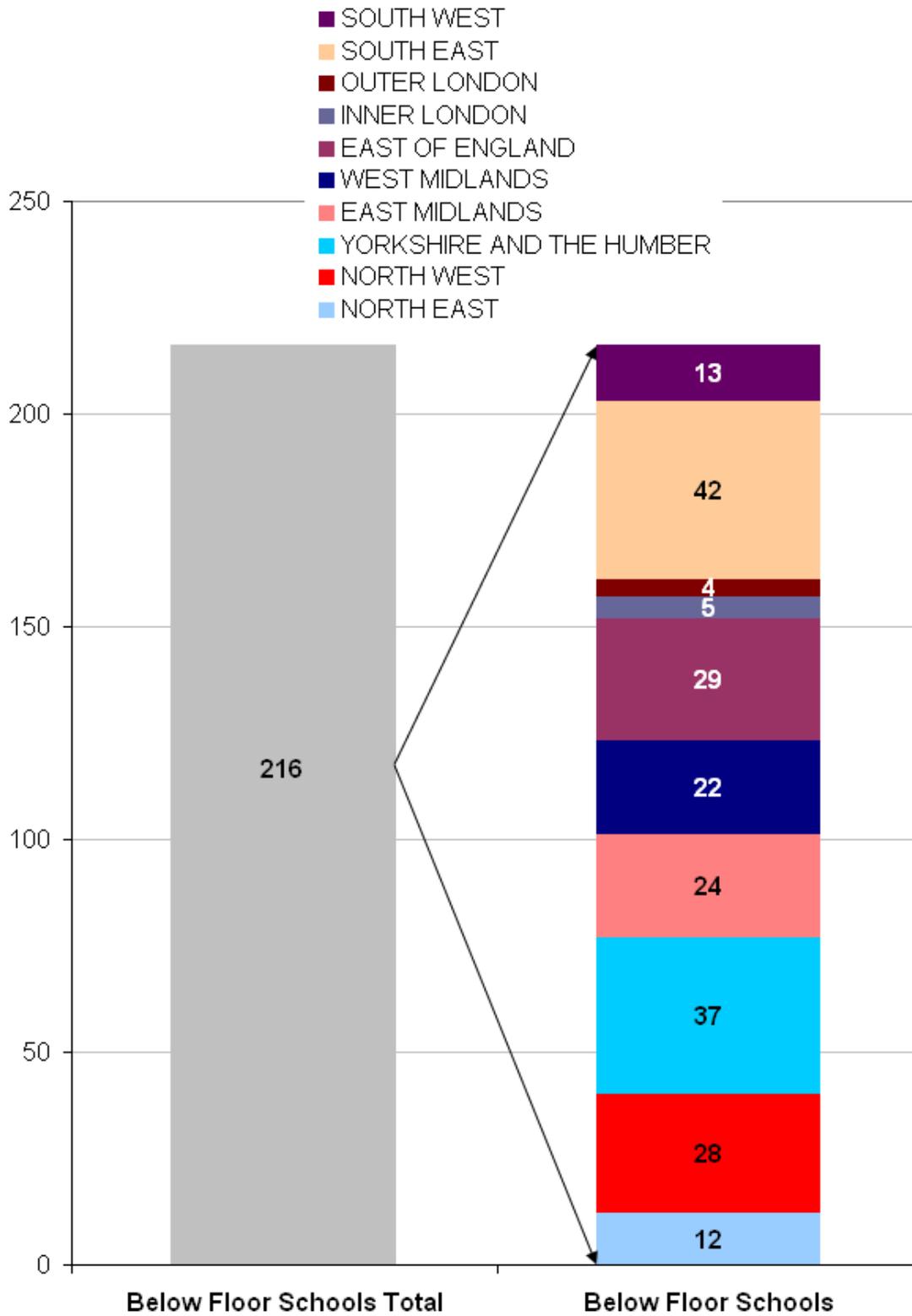


Chart 1.2b

KS4 Below Floor Schools Population: Region

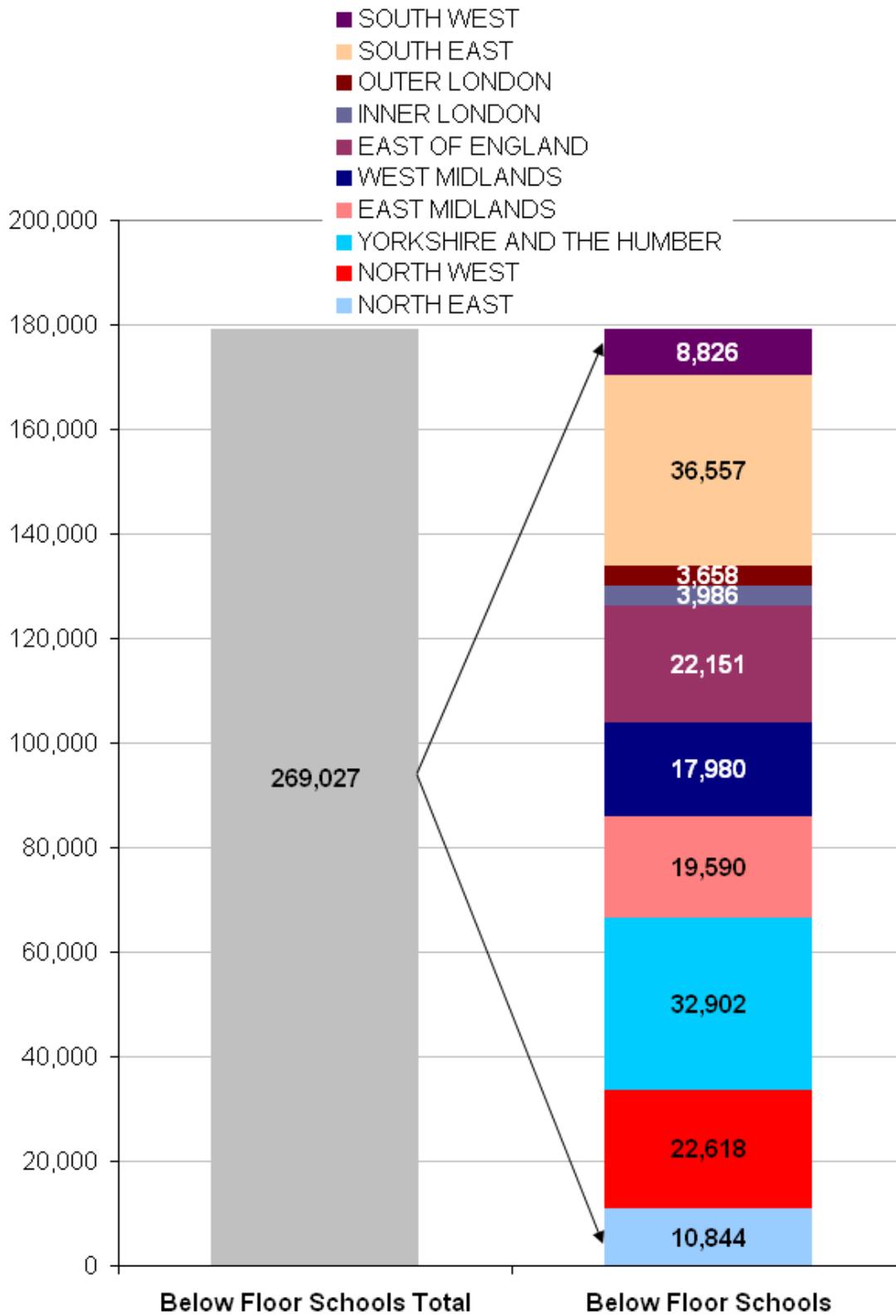


Chart 1.2c

KS4 Below Floor Schools Population: Boys and Girls

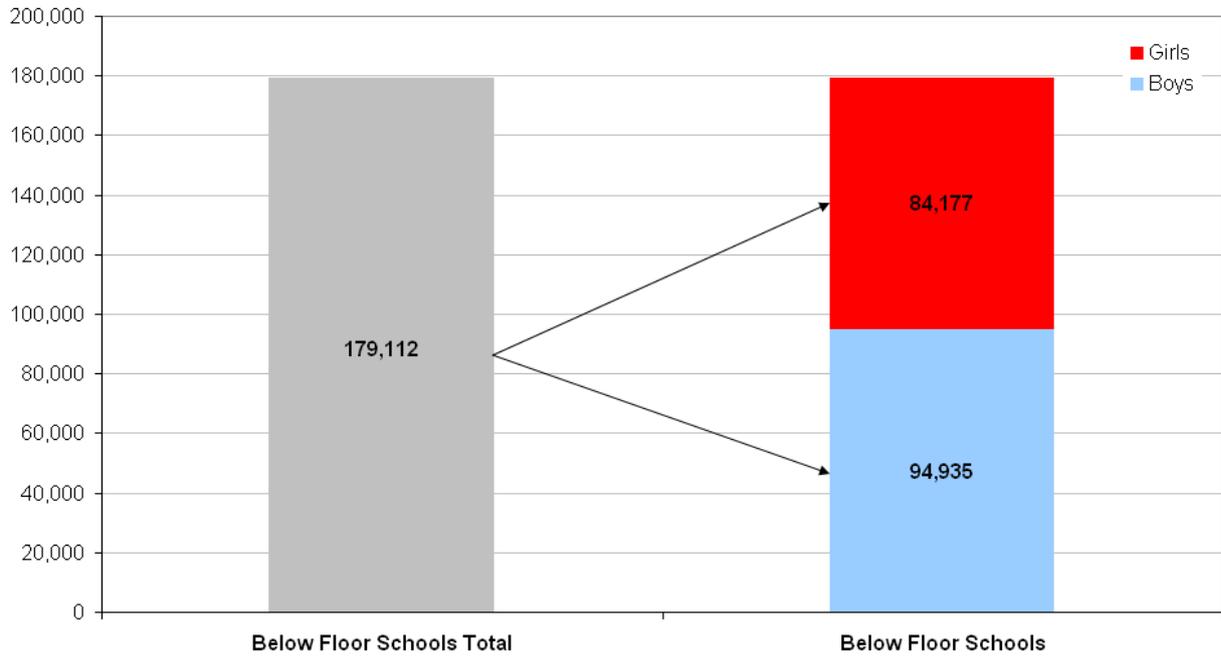


Chart 1.2d

KS4 Below Floor Schools Population: Free School Meals Eligibility

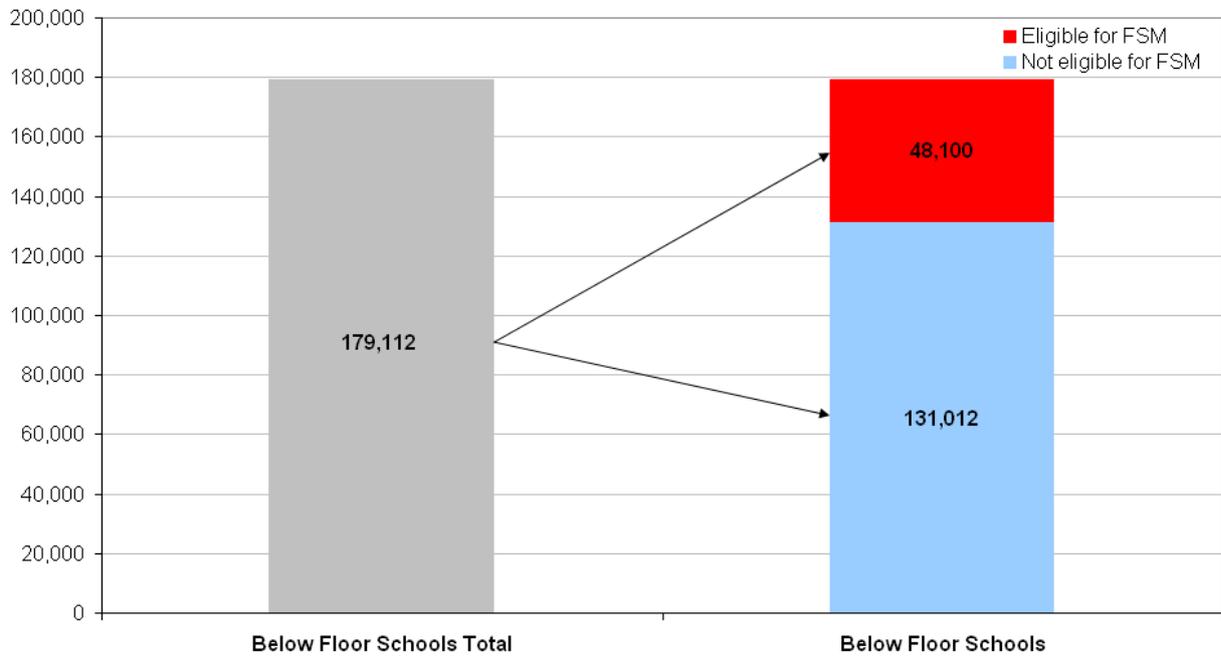


Chart 1.2e

KS4 Below Floor Schools: School Level Average Area Deprivation (IDACI)

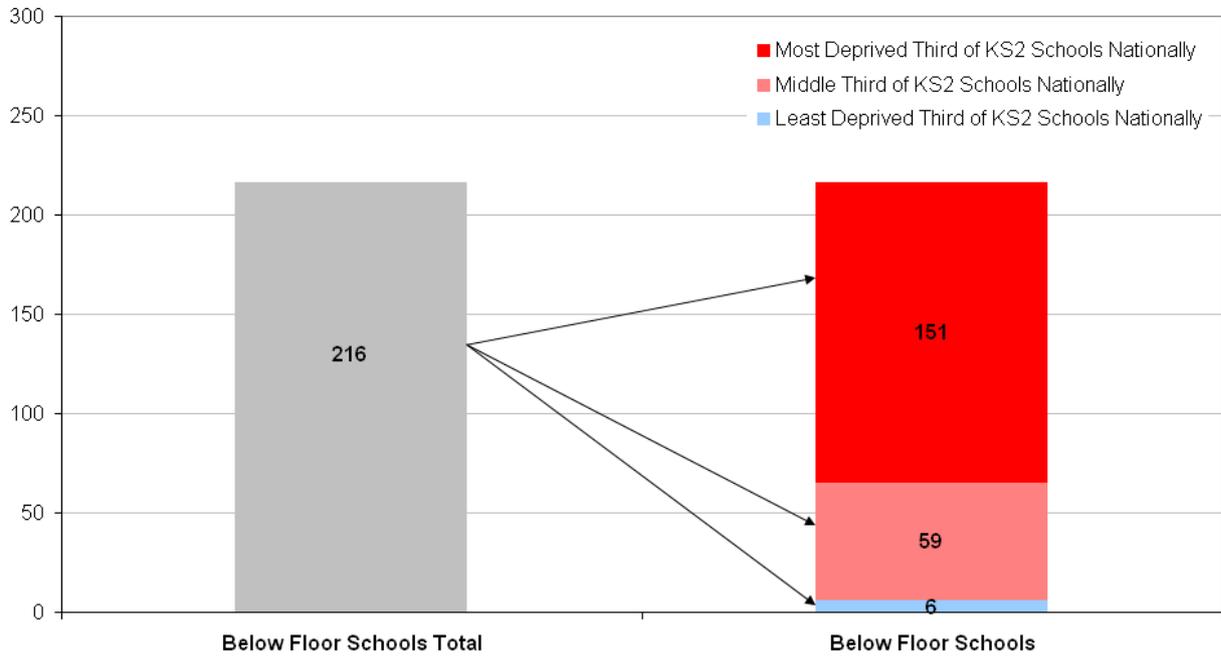


Chart 1.2f

KS4 Below Floor Schools Population: Ethnicity

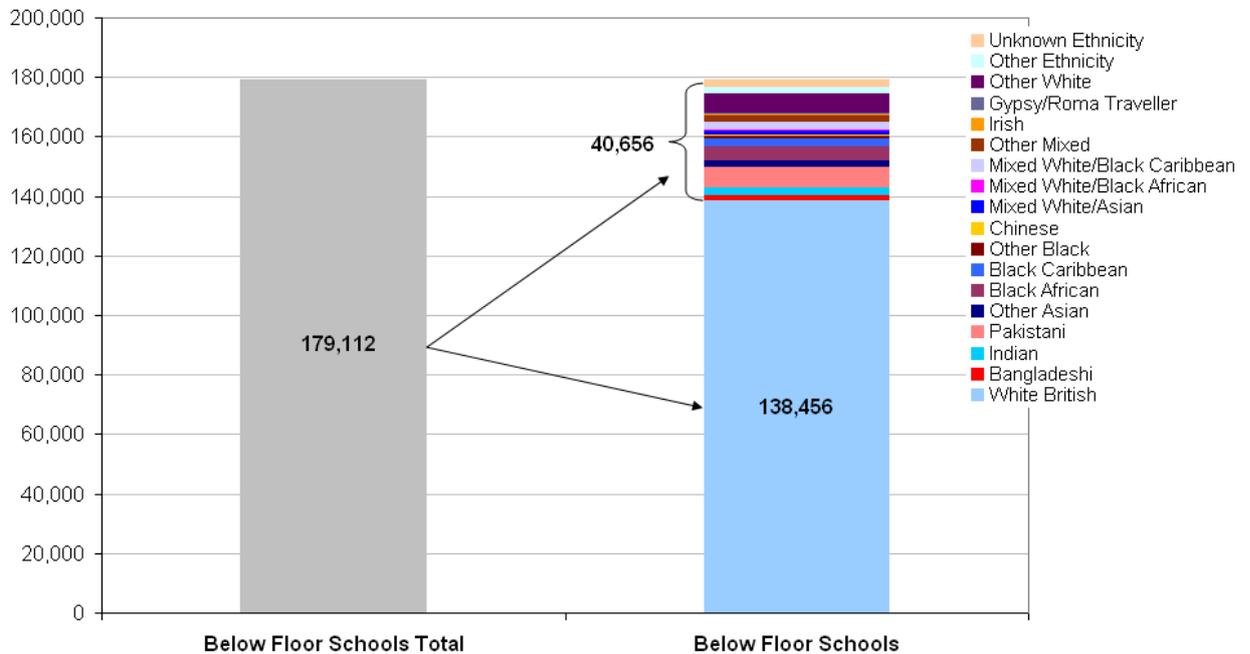


Chart 1.2g

KS4 Below Floor Schools Population: First language

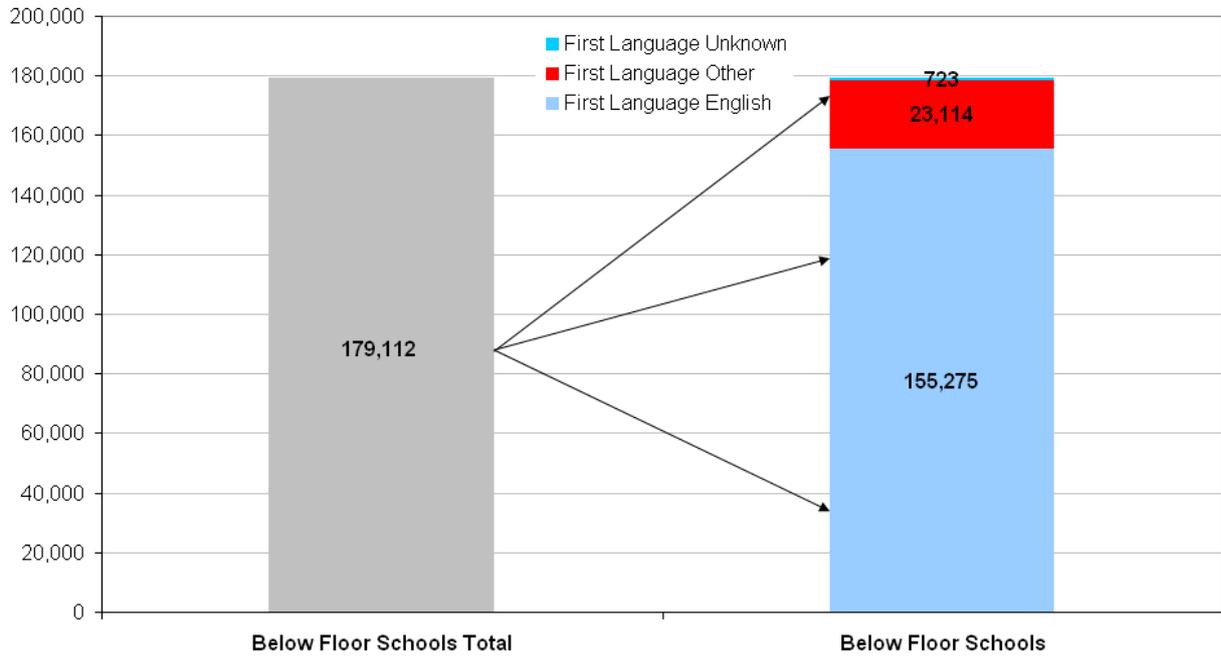


Chart 1.2h

KS4 Below Floor Schools Population: Special Educational Needs

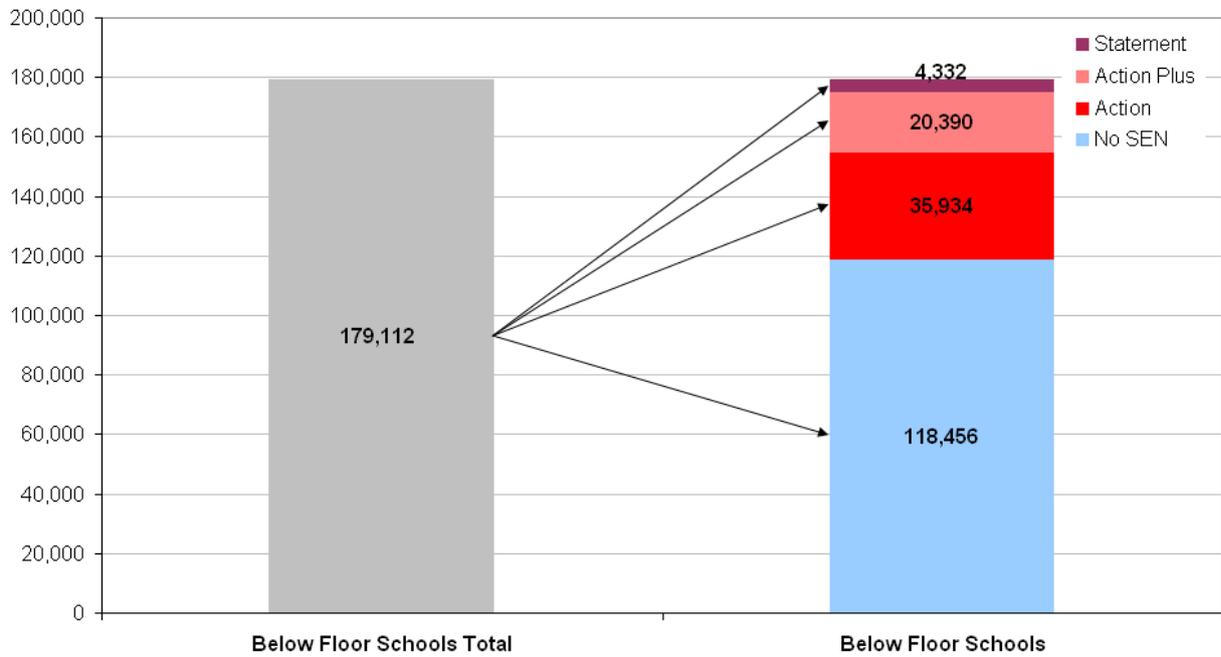
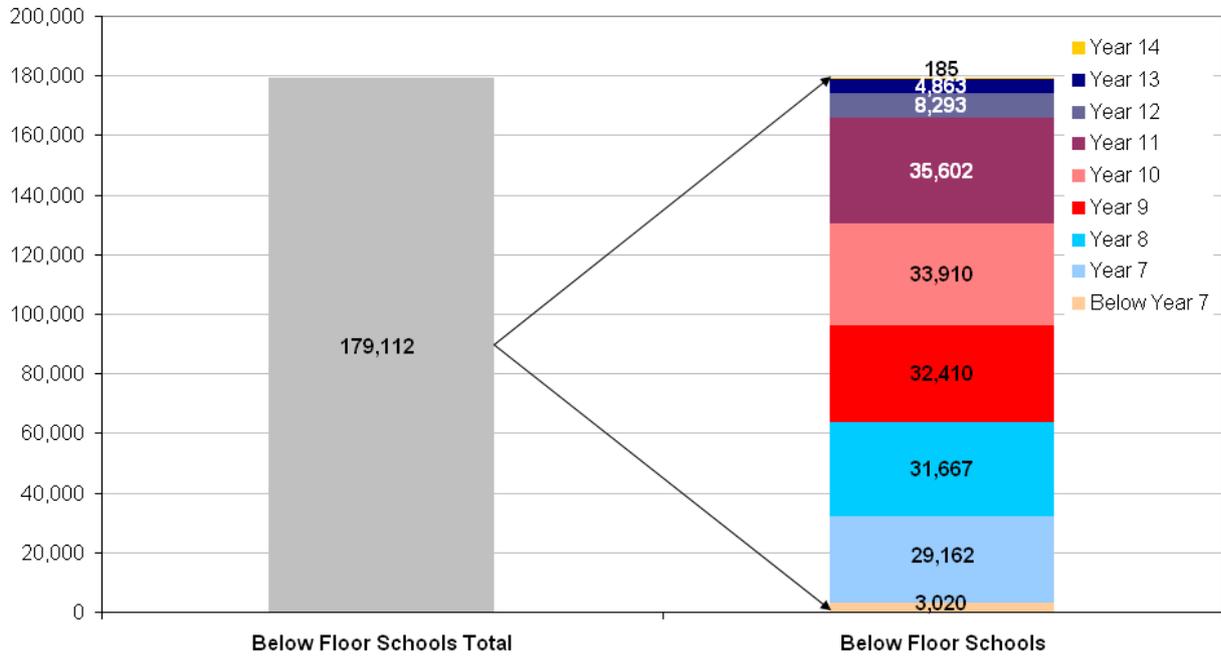


Chart 1.2i

KS4 Below Floor Schools: National Curriculum Year Group



2. Intake in Below Floor Schools Compared With Other Schools

This chapter compares the characteristics of pupils in below floor schools with those of pupils in above floor schools to establish which groups of pupils are overrepresented in underperforming schools. Sections 2.1 and 2.2 contain analyses of KS2 and KS4 schools respectively, section 2.3 covers Looked After Children in below floor schools, and sections 2.4 and 2.5 focus on pupils eligible for free school meals within KS2 and KS4 schools.

Key Findings

- Deprived pupils (those eligible for free school meals and those living in areas of higher deprivation) were the most overrepresented groups in both primary and secondary below floor schools. Pupils in below floor schools live in more deprived areas than those in above floor schools both within the eligible for free school meals group and within those not eligible for FSM.
- Pupils eligible for free school meals made up 16% of those in above KS2 floor schools, but 28% of those in below floor schools and 33% of those in schools that were below floor standards in 2009 then boycotted the 2010 tests; in above KS4 floor schools, 14% of pupils were eligible for free school meals, compared with 27% of pupils in below floor schools.
- Overall, pupils of Black or minority ethnicity were distributed proportionately between KS2 below floor schools, KS4 below floor schools, and their above floor counterparts (KS2: 27% compared with 25%, KS4: 21% compared with 22%); however, there were a higher proportion of BME pupils in schools below the KS2 floor standards in 2009 which then boycotted the 2010 tests (34% compared with 25%).
- Within the total BME population, there were individual ethnic groups with disproportionate representation in the below floor schools, with a tendency for overrepresentation of groups with low attainment, and underrepresentation of groups with above average attainment.
- Gypsy / Roma Traveller pupils and Pakistani pupils were substantially overrepresented in both primary and secondary below floor schools; to a lesser degree, Black African and Bangladeshi pupils were overrepresented in schools that were below the KS2 floor standards in 2009 then boycotted the 2010 tests.
- Irish pupils and Indian pupils were substantially underrepresented in both groups of below KS2 floor standard schools, and in below KS4 floor standard schools. Chinese pupils were also underrepresented in below KS4 floor standard schools.
- Higher proportions of pupils in below floor schools at both Key Stages were identified with special educational needs, compared with those in above floor schools (KS2: 26-28% compared with 21%; KS4: 33% compared with 21%). The stronger overrepresentation at KS4 was driven by higher proportions of pupils with SEN at school action level, or at school action plus level.
- Pupils whose first language is not English were overrepresented in schools that were below the KS2 floor standards in 2009 then boycotted the 2010 tests (24% compared with 16%), but were not overrepresented in schools below the 2010 KS2 and KS4 floor standards.

- Looked After Children are overrepresented in below floor schools at both Key Stages, although their total numbers are small. In the KS2 cohort, 0.5% of children in below floor schools were Looked After Children, compared with 0.3% in above floor schools; in the KS4 cohort, 0.8% of children in below floor schools were Looked After Children, compared with 0.5% in above floor schools.
- Schools in the East of England and the South East were overrepresented among KS2 below floor schools; those in Yorkshire and the Humber, the North East and the West Midlands were overrepresented among schools that were below the KS2 floor standards in 2009 then boycotted the 2010 tests.
- Schools in the Yorkshire and the Humber, East Midlands and the South East were overrepresented among KS4 below floor schools.
- Schools in Inner and Outer London and the North West were underrepresented among KS2 below floor schools; those in the East of England and the South West were underrepresented among schools that were below the KS2 floor standards in 2009 then boycotted the 2010 tests.
- Schools in Inner and Outer London and the South West were underrepresented among KS4 below floor schools.
- Separating the FSM and non-FSM populations in below and above floor schools, at both Key Stages, pupils with a special educational need are overrepresented amongst pupils with and without free school meals eligibility in below floor schools; this overrepresentation of SEN is stronger amongst *non-FSM* pupils.
- White British pupils are overrepresented in below floor schools *among the FSM eligible population*, but not among non-FSM pupils; this is the case at both Key Stages.
- At both Key Stages, pupils of Black and minority ethnicity, and those with a first language that is not English are both overrepresented in the *non-FSM* population within below floor schools, but *underrepresented* within the population of pupils eligible for free school meals in below floor schools.

2.1 Key Stage 2 Schools

Charts 2.1a-2.1h illustrate the incidence of deprivation, Black and minority ethnic groups, pupils with a first language other than English, and special educational needs in KS2 schools, grouped into those above and below the floor standards. Charts 2.1i and 2.1j then show the share of schools above and below the floor in each geographic region, and according to their urban / rural classification.

The odds ratios in the tables beneath each chart give a standardised measure of how disproportional each characteristic is within the below floor schools groups, which can be compared across different characteristics. Odds ratios with values greater than 1 mean that the characteristic in question is more prevalent in below floor schools than in above floor schools; odds ratios of less than 1 mean that the characteristics is less prevalent in below floor schools than above floor schools.

For example, in chart 2.1a, the odds ratio for free school meals is 2.0; the odds of a pupil in a below floor school being eligible for free school meals are two times as high as the odds for a pupil in an above floor school. The corresponding odds ratio for schools that were below the floor standards in 2009 then boycotted the tests in 2010 is even higher at 2.5, meaning that pupils eligible for FSM are even more overrepresented in these schools compared with above floor schools than was the case for schools below the floor in 2010. Because the odds ratios are a standardised measure, it is possible to compare across different characteristics; in chart 2.1b, the odds ratio on Black or minority ethnic status for schools that were below the floor standards in 2009 then boycotted the tests in 2010 is 1.5 – this group is overrepresented in these schools compared with above floor schools, but not to as great an extent as pupils eligible for free school meals are.

Chart 2.1a

School and Area Deprivation in Below / Above KS2 Floor Schools

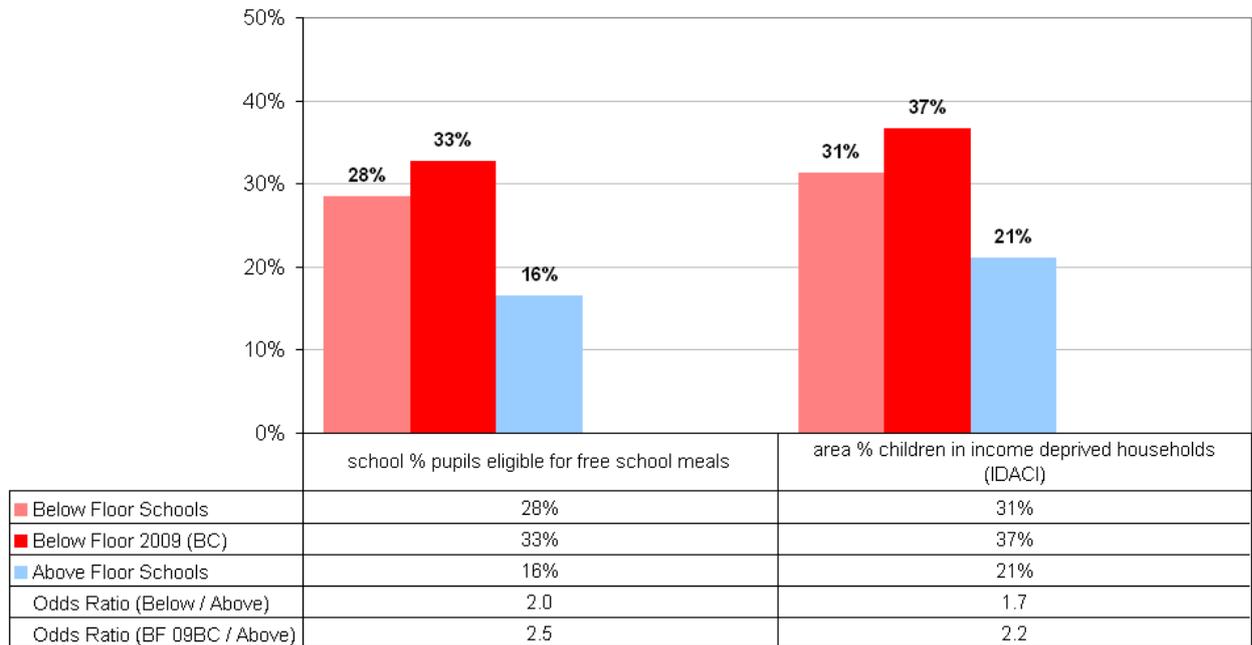


Chart 2.1b

Black and Minority Ethnic Pupils in Below / Above KS2 Floor Schools

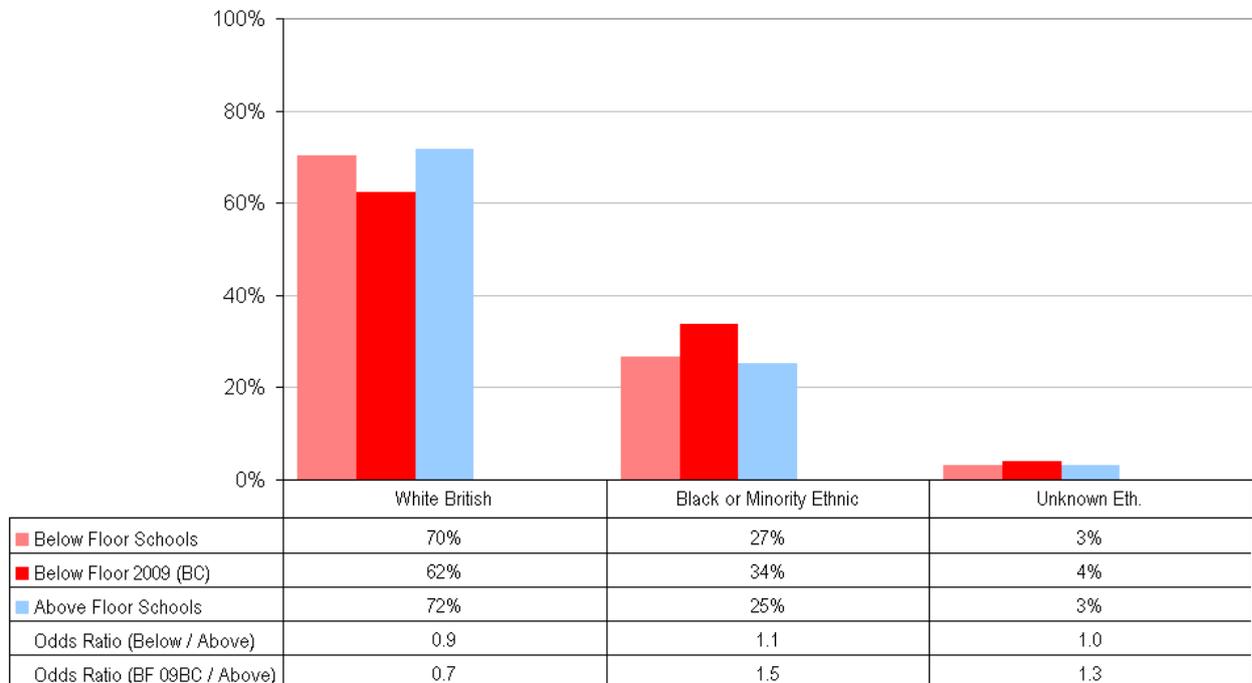


Chart 2.1c

Pupil Ethnicity in Below / Above KS2 Floor Schools (I)

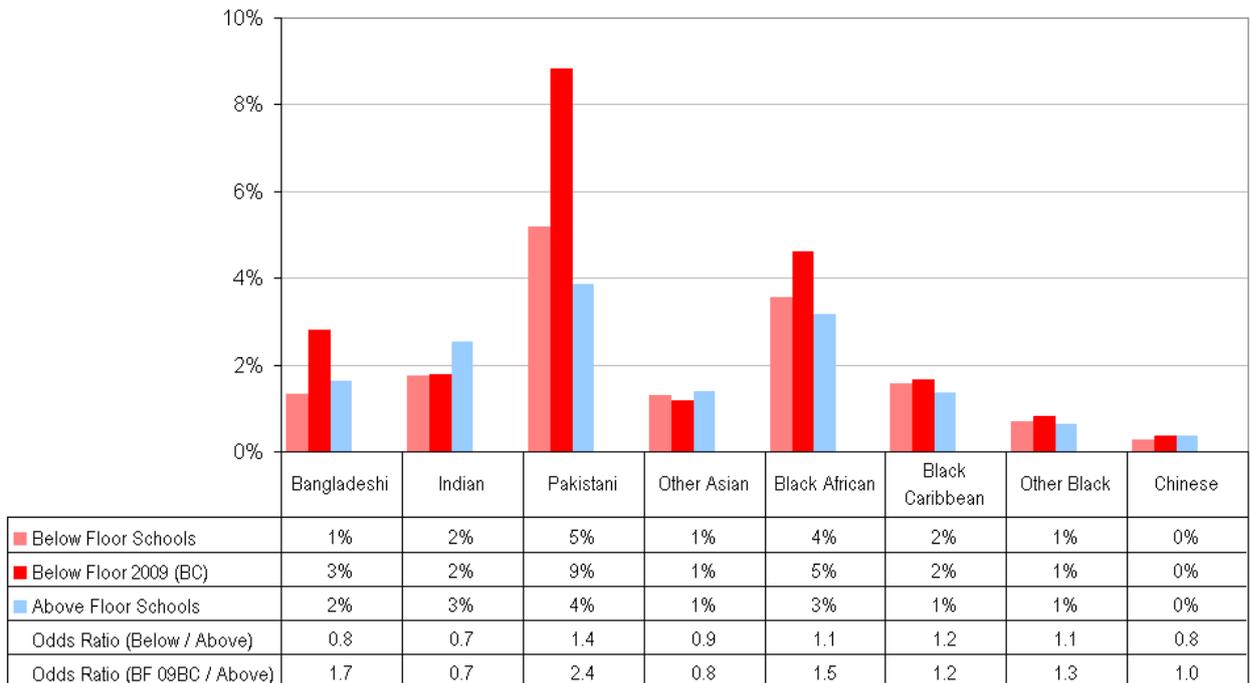


Chart 2.1d

Pupil Ethnicity in Below / Above KS2 Floor Schools (II)

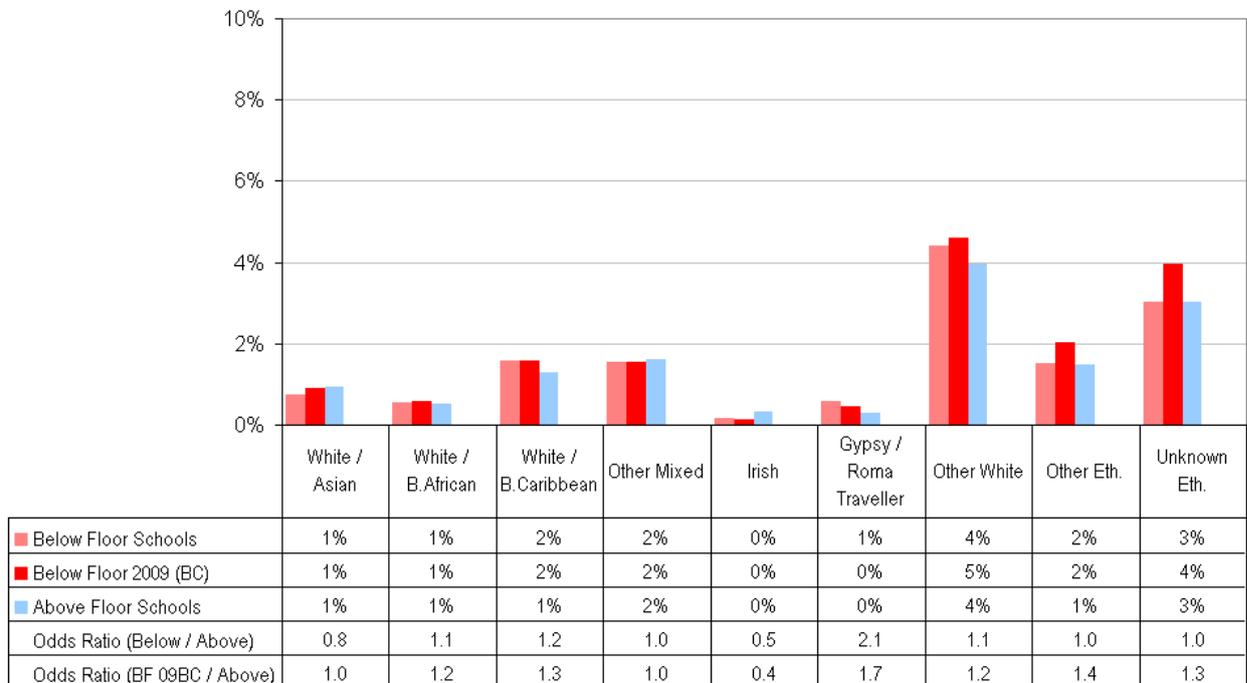


Chart 2.1e

Pupil First Language in Below / Above KS2 Floor Schools

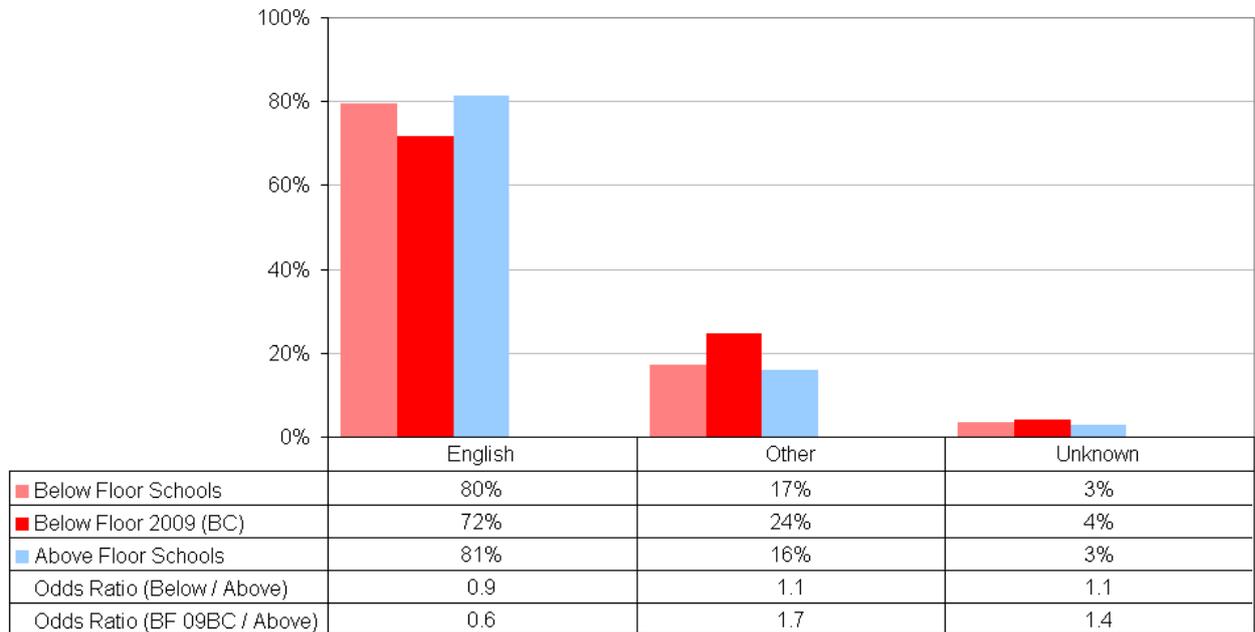


Chart 2.1f

Special Educational Needs in Below / Above KS2 Floor Schools

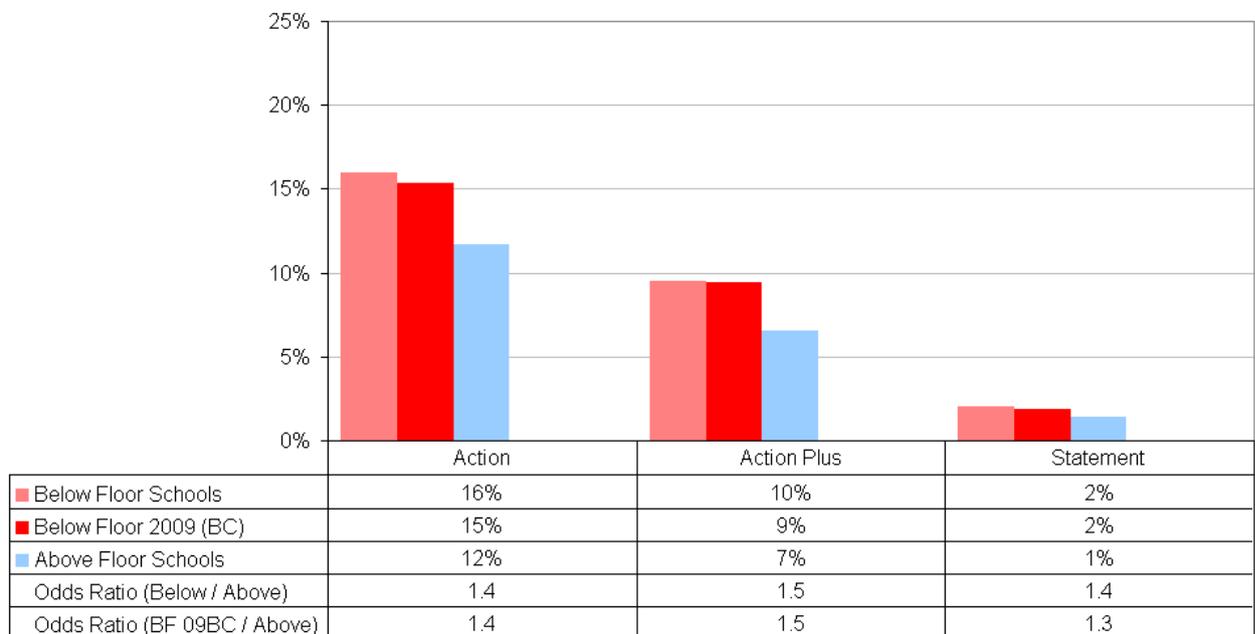


Chart 2.1g

Primary SEN Type (Action Plus and Statement) in Below / Above KS2 Floor Schools

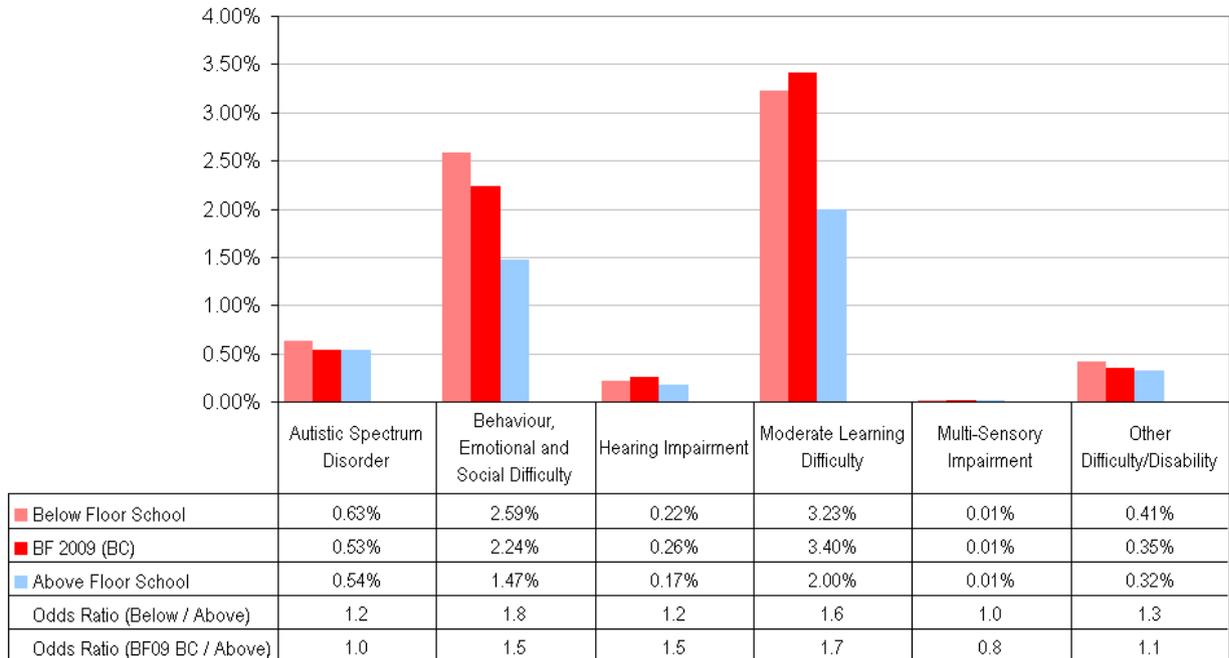


Chart 2.1h

Primary SEN Type (Action Plus and Statement) in Below / Above KS2 Floor Schools

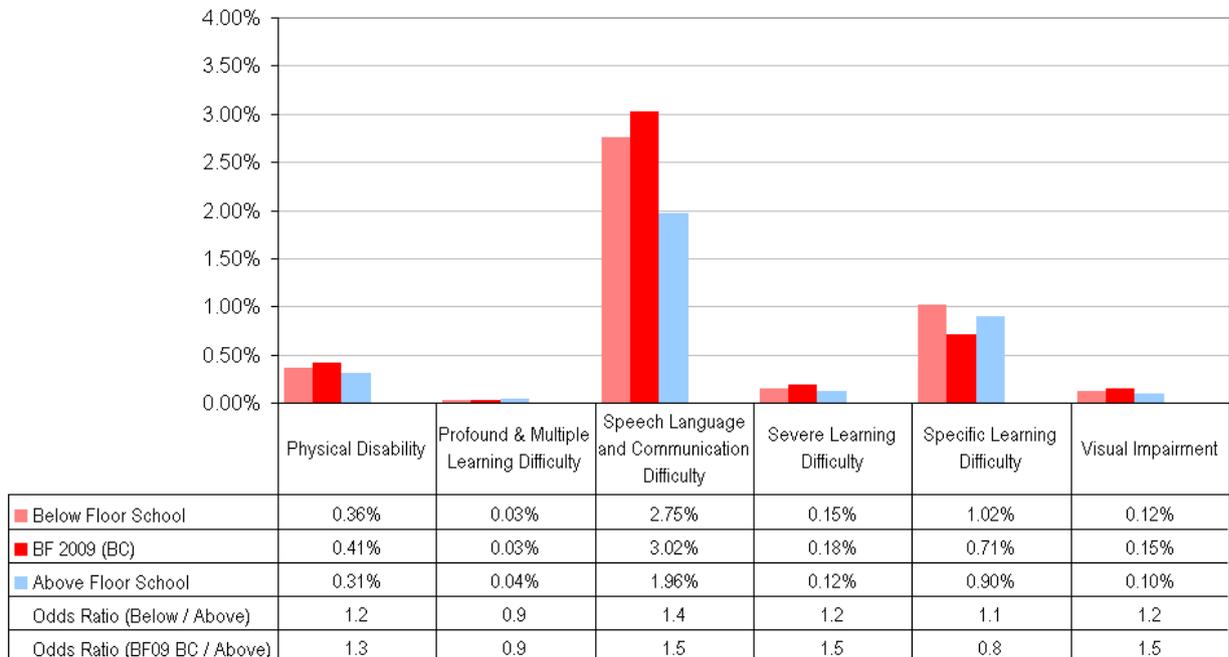


Chart 2.1i

Regional Share of Below / Above KS2 Floor Schools

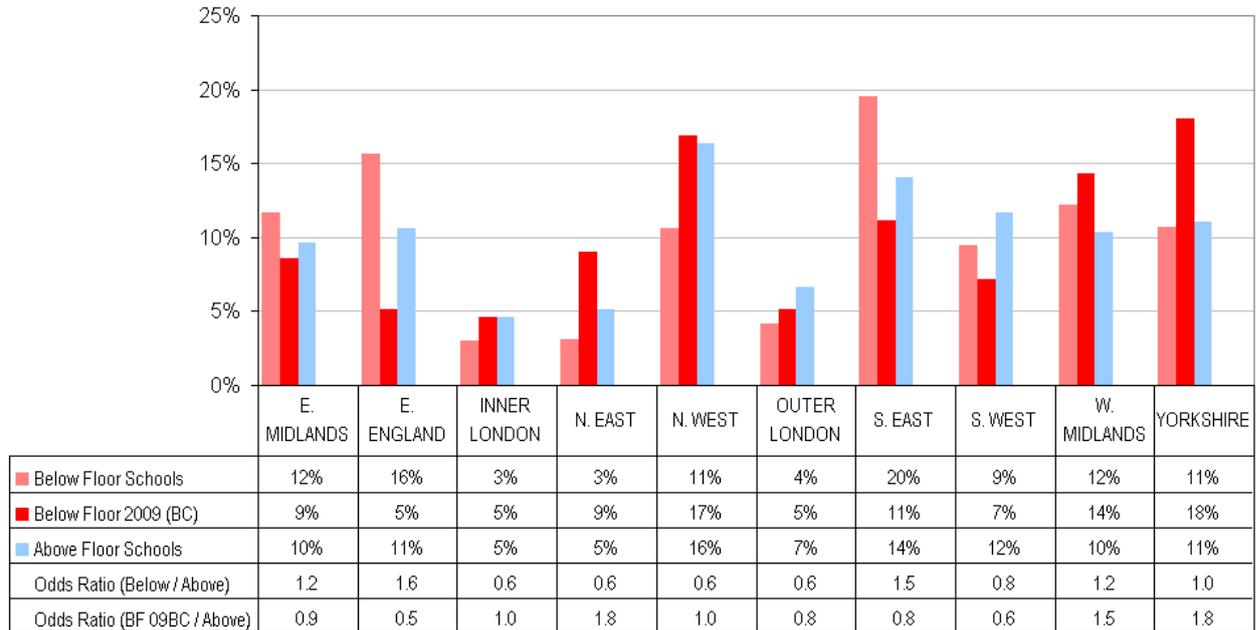
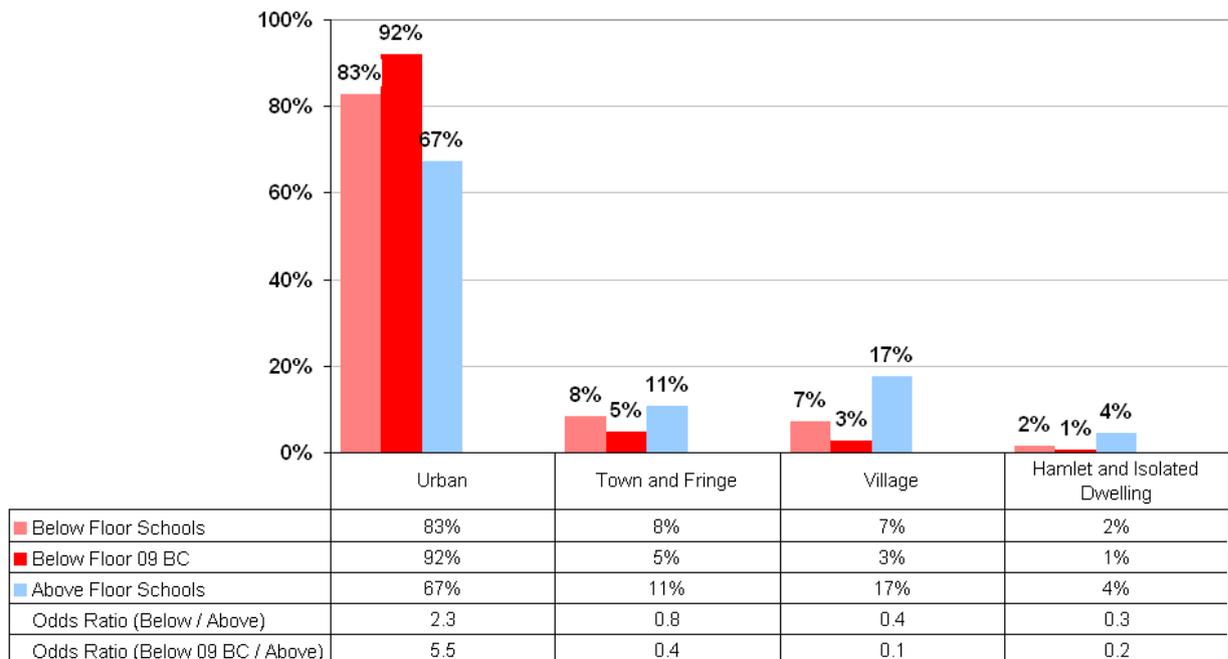


Chart 2.1j

Urban / Rural Classification of Below / Above KS2 Floor Schools



2.2 Key Stage 4 Schools

Charts 2.2a-2.2h chart the incidence of deprivation, Black and minority ethnic groups, pupils with a first language other than English, and special educational needs in KS4 schools, grouped into those above and below the floor standards. Charts 2.2i and 2.2j then show the share of schools above and below the floor in each geographic region, and according to their urban / rural classification.

Chart 2.2a

School and Area Deprivation in Below / Above KS4 Floor Schools

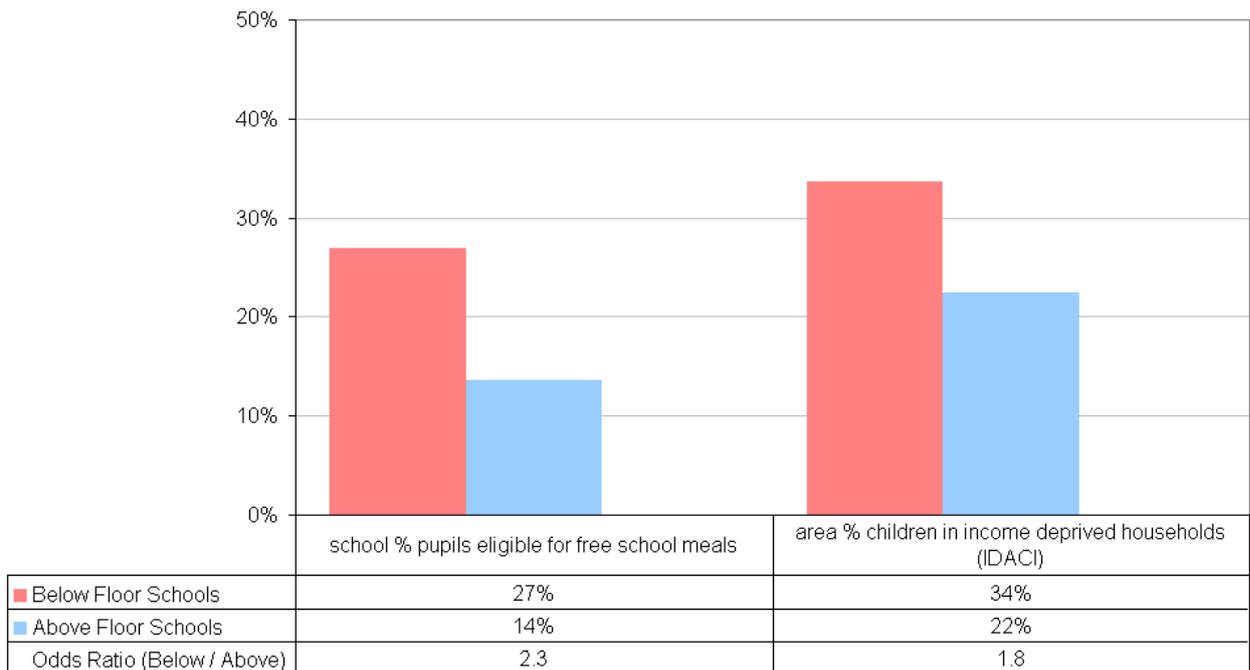


Chart 2.2b

Black and Minority Ethnic Pupils in Below / Above KS4 Floor Schools

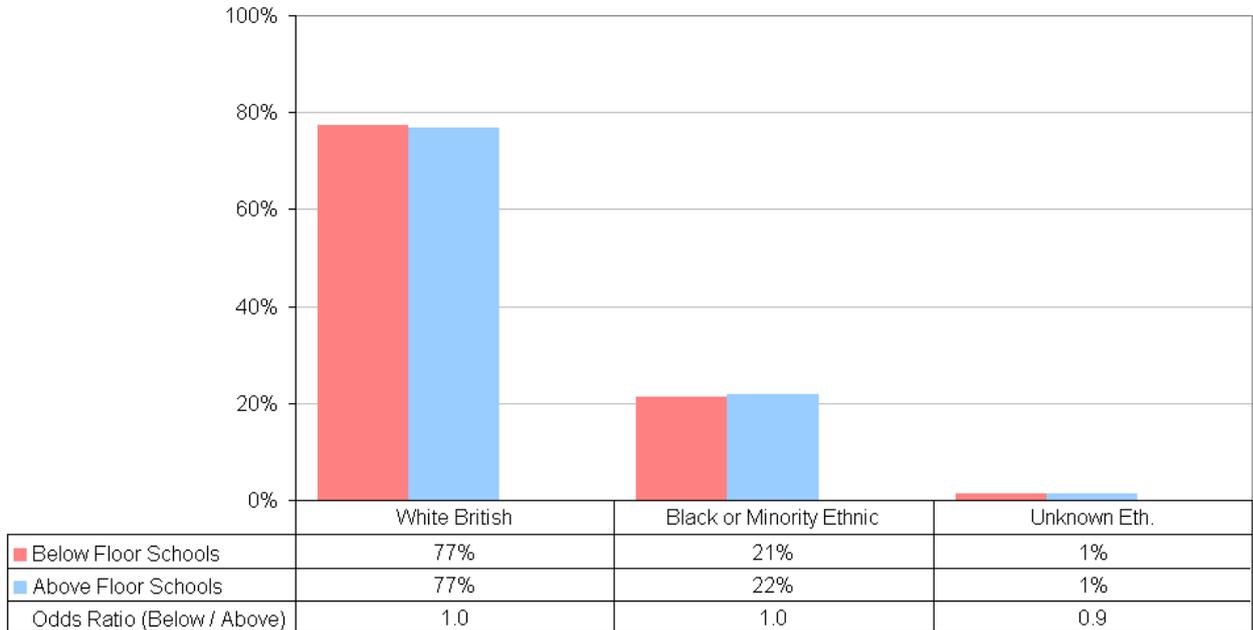


Chart 2.2c

Pupil Ethnicity in Below / Above KS4 Floor Schools (I)

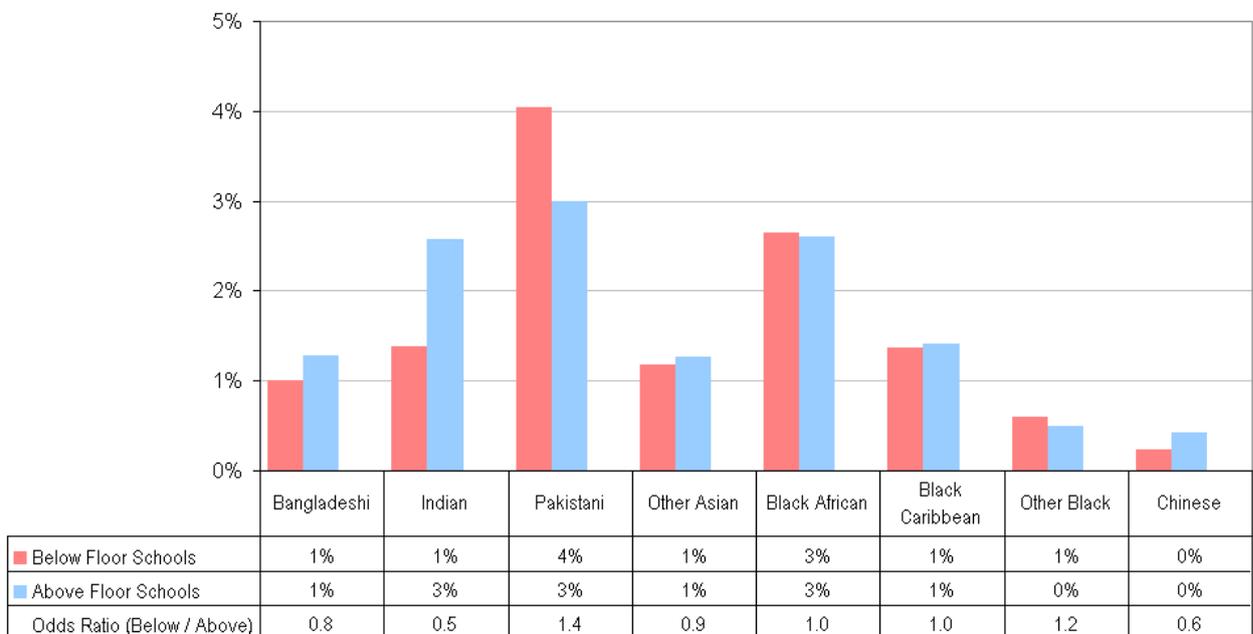


Chart 2.2d

Pupil Ethnicity in Below / Above KS4 Floor Schools (II)

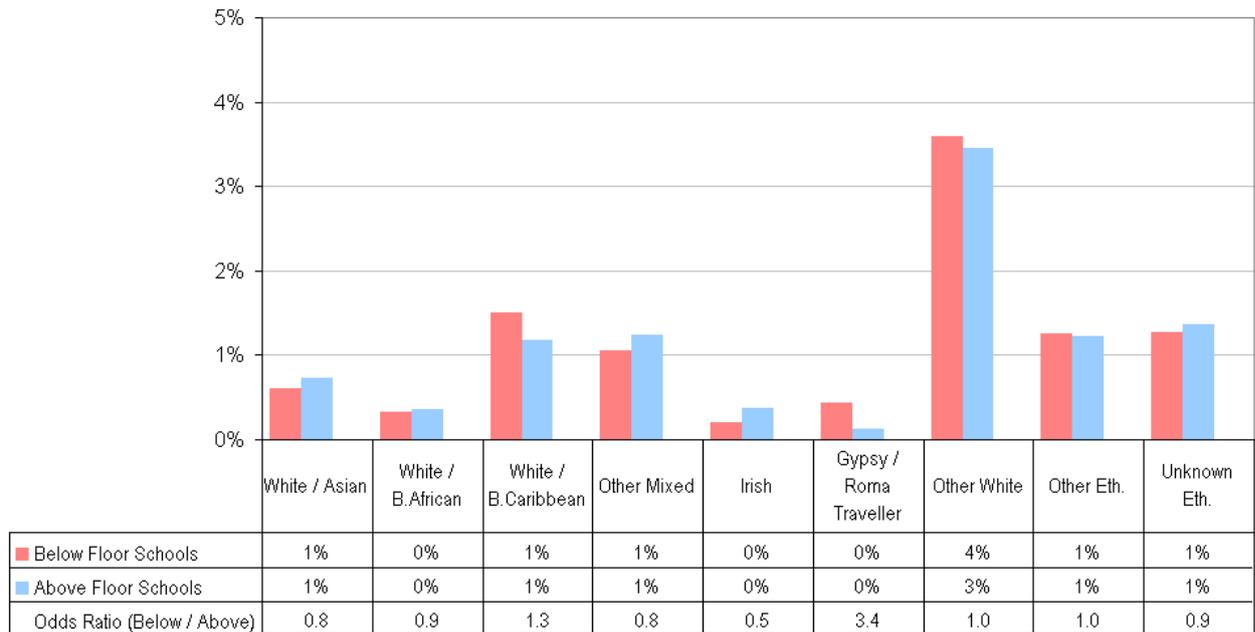


Chart 2.2e

Pupil First Language in Below / Above KS4 Floor Schools

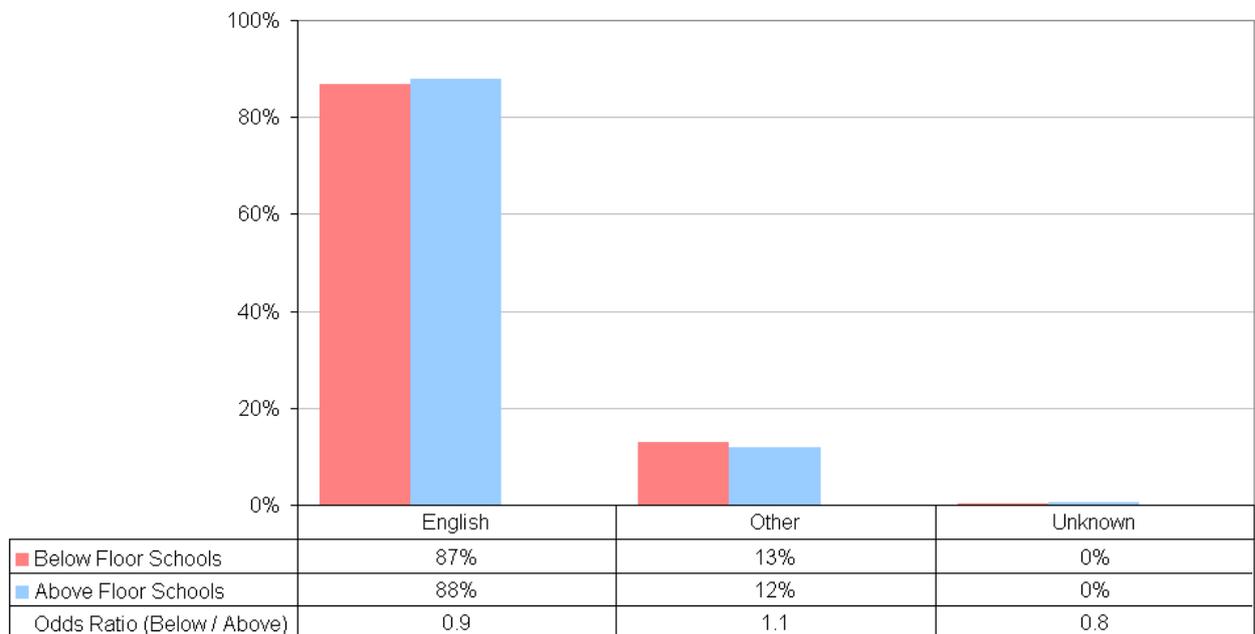


Chart 2.2f

Special Educational Needs in Below / Above KS4 Floor Schools

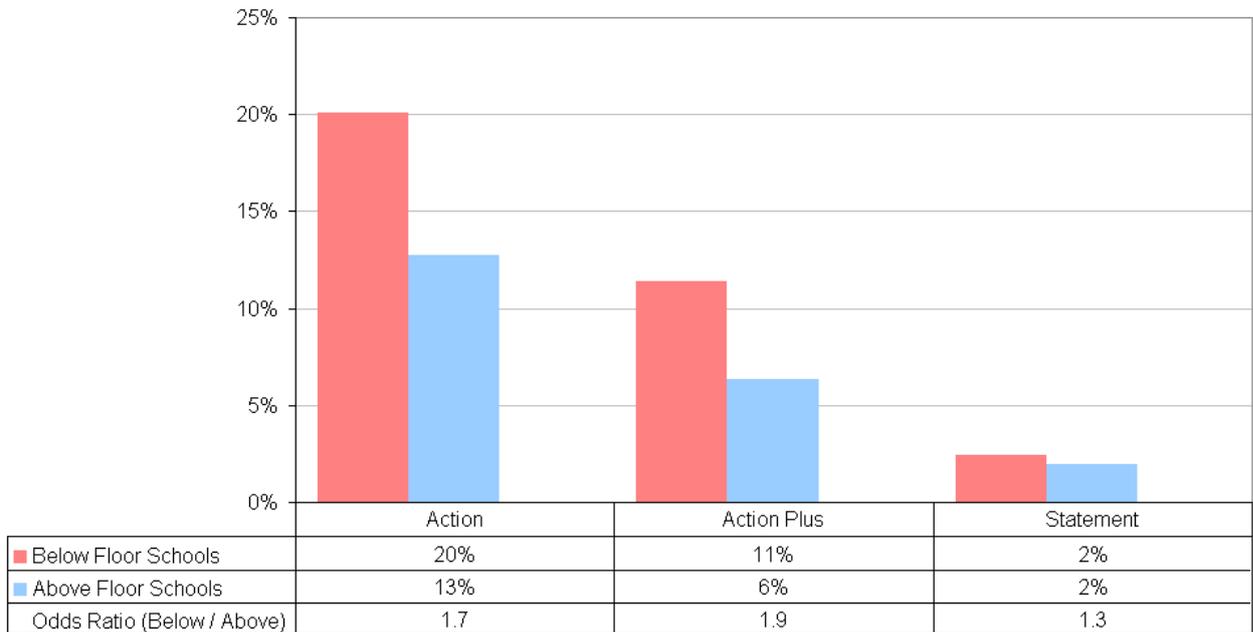


Chart 2.2g

Primary SEN Type (Action Plus and Statement) in Below / Above KS4 Floor Schools

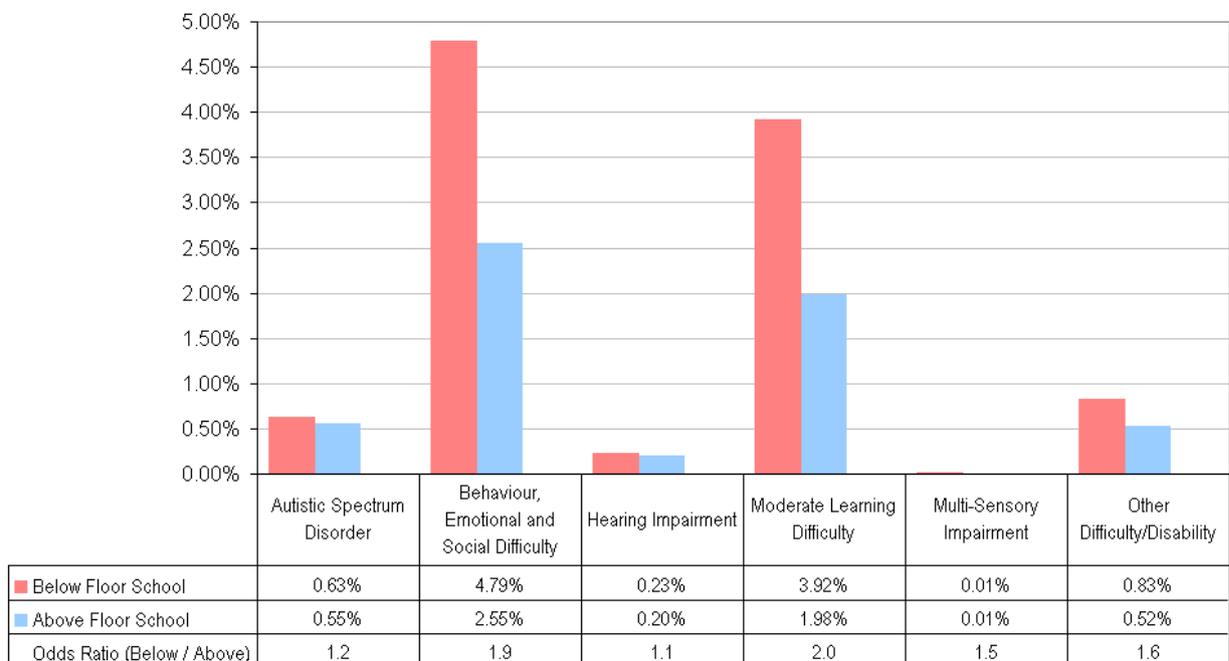


Chart 2.2h

Primary SEN Type (Action Plus and Statement) in Below / Above KS4 Floor Schools

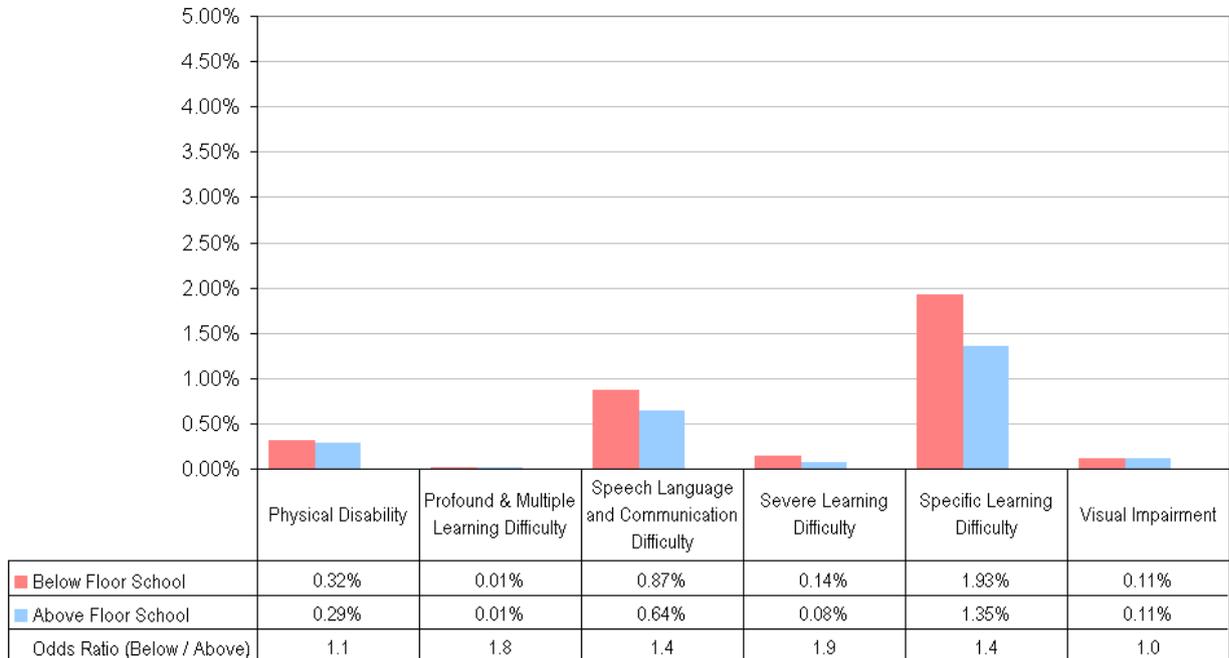


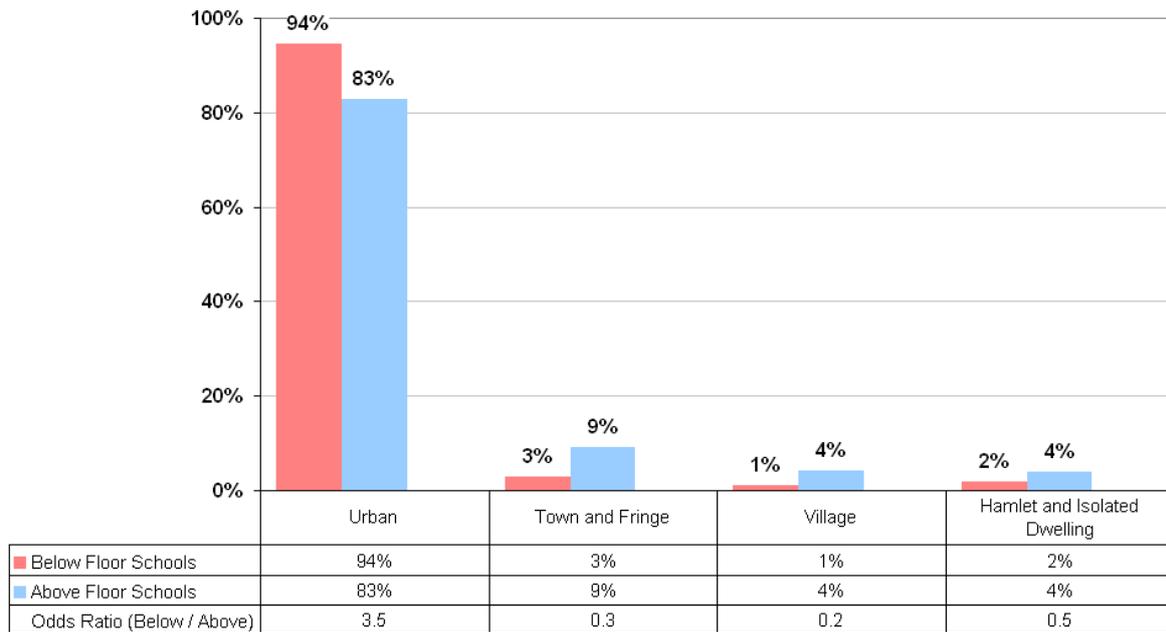
Chart 2.2i

Regional Share of Below / Above KS4 Floor Schools



Chart 2.2j

Urban / Rural Classification of Below / Above KS4 Floor Schools



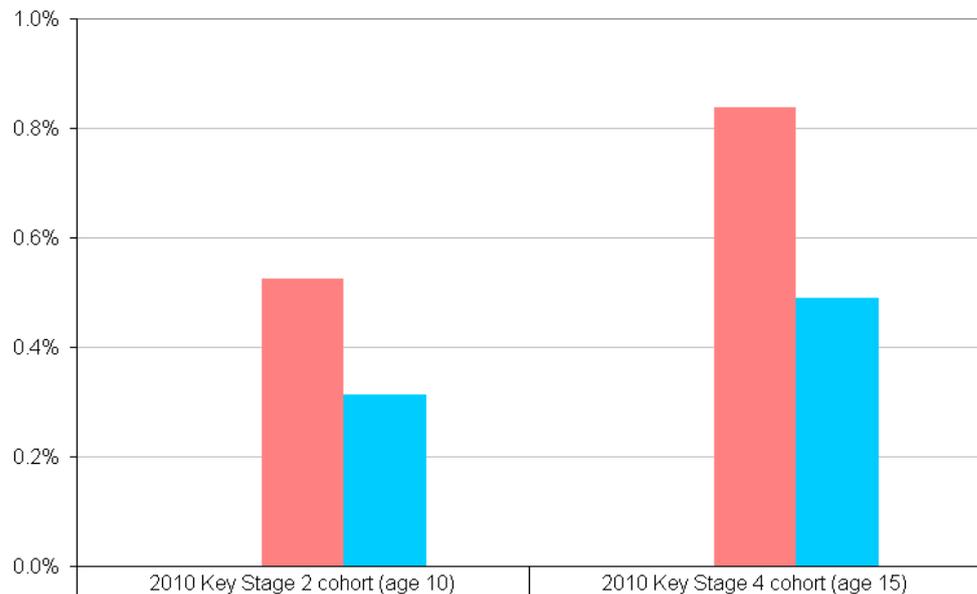
2.3 Looked After Children in Below Floor Schools at KS2 and 4

The following analysis gives the incidence of Looked After Children (LAC) in below and above floor schools. The populations shown here are the maintained mainstream schools cohorts at the end of Key Stages 2 and 4 in 2010; this differs from the previous analyses in sections 2.1 and 2.2 which included whole-school populations. For the purposes of this analysis, Looked After Children (LAC) are those children who had been continuously in care for 12 months or longer at 31st March 2010; this excludes LAC who have been in care for a short period of time or those that are moving in and out of care or those who are looked after under an agreed series of short term placements. This analysis is sourced from DfE's matched CLA-NPD dataset.

Chart 2.3a

Looked After Children in Below / Above Floor Schools at Key Stages 2 and 4

[KS2 schools which boycotted the tests in 2010 are excluded from this analysis]



Below Floor LAC population	210	300
Above Floor LAC population	1,130	2,610
% LAC in Below Floor Schools	0.5%	0.8%
% LAC in Above Floor Schools	0.3%	0.5%
Odds Ratio (Below / Above)	1.7	1.7

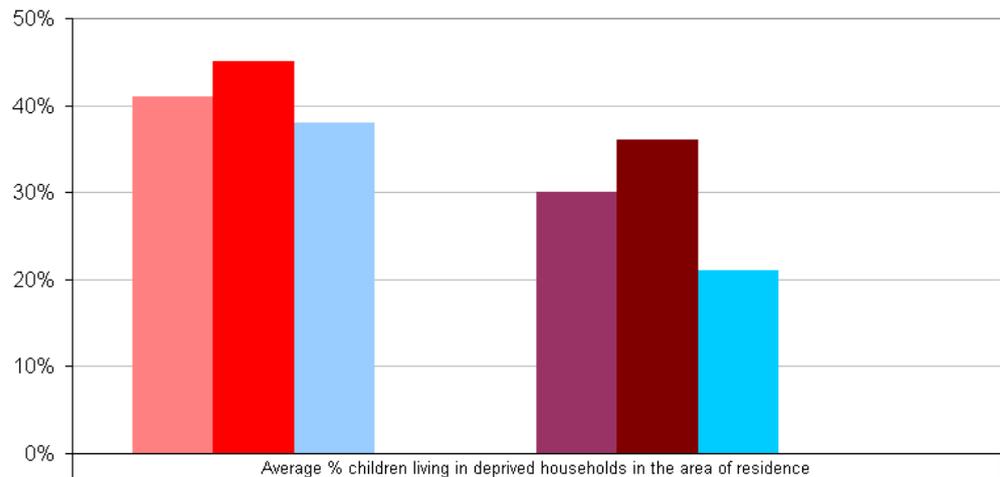
2.4 FSM Eligible Pupils in Key Stage 2 Schools

This section revisits the pupil characteristics presented in section 2.1, examining differences between pupils with and without free school meal eligibility, in below and above KS2 floor standard schools. Charts 2.4a-2.4g present the average IDACI scores (% of children living in deprived households in the area), and the percentages of pupils with Black or minority ethnicity, with a first language other than English, and with special educational needs, for the six combinations of FSM status and school performance group at Key Stage 2.

The odds ratios in the tables appearing beneath each chart represent the difference between pupils in below floor schools from those in above floor schools (as previously), but within each FSM category. For example, in chart 2.4f, the odds ratio on having a statement of SEN, for below floor schools compared with above floor schools, is 1.1 within pupils eligible for free school meals, but 1.4 within non-FSM pupils; thus special educational needs at stated level are more overrepresented in below floor school amongst pupils *without* FSM, than among pupils eligible for FSM.

Chart 2.4a

Area Deprivation (IDACI) of FSM / non FSM Pupils in Below / Above KS2 Floor Schools



FSM in Below Floor Schools	41%
FSM in BF 2009 (BC)	45%
FSM in Above Floor Schools	38%
Odds Ratio (FSM: BF / AF)	1.1
Odds Ratio (FSM: BF09 BC / AF)	1.3
no FSM in Below Floor Schools	30%
no FSM in BF 2009 (BC)	36%
no FSM in Above Floor Schools	21%
Odds Ratio (no FSM: BF / AF)	1.6
Odds Ratio (no FSM: BF09 BC / AF)	2.1

Chart 2.4b

Ethnicity of FSM / non FSM Pupils in Below / Above KS2 Floor Schools

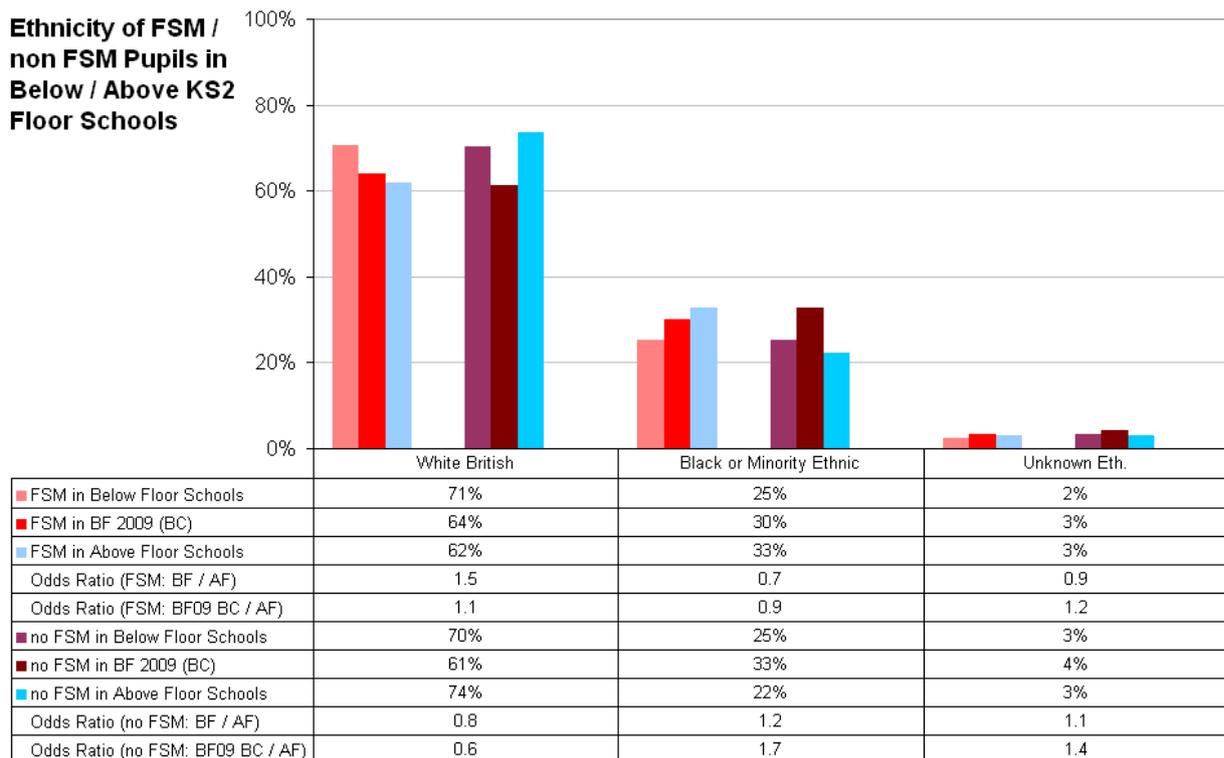


Chart 2.4c

Ethnicity of FSM / non FSM Pupils in Below / Above KS2 Floor Schools

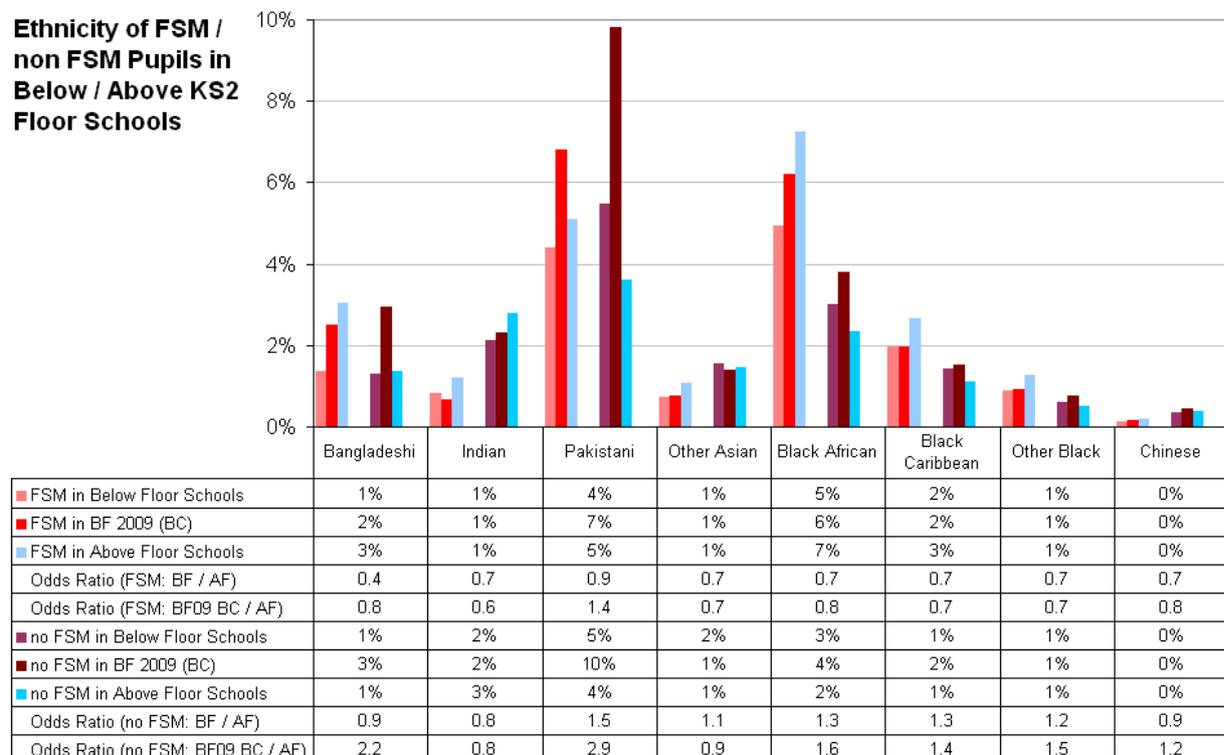


Chart 2.4d

Ethnicity of FSM / non FSM Pupils in Below / Above KS2 Floor Schools

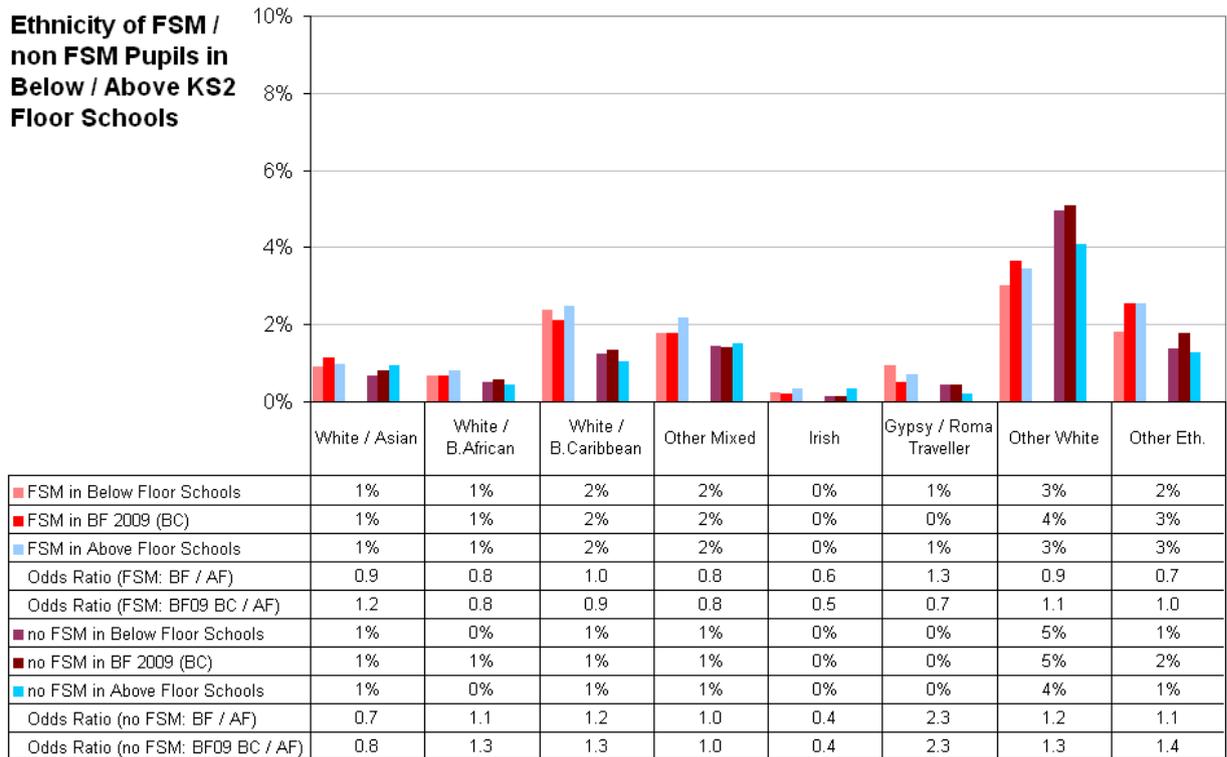


Chart 2.4e

**First Language of
FSM / non FSM
Pupils in Below /
Above KS2 Floor
Schools**

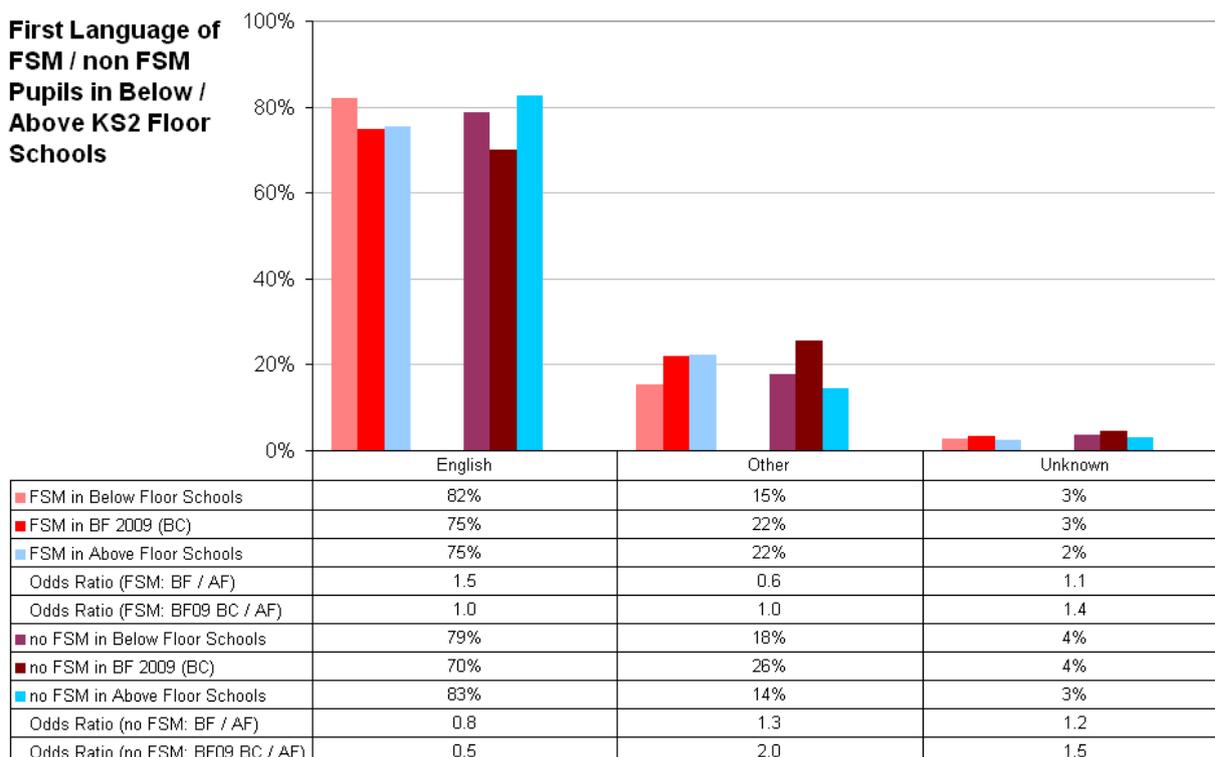


Chart 2.4f

**Special
Educational Needs
among FSM / non
FSM Pupils in
Below / Above KS2
Floor Schools**

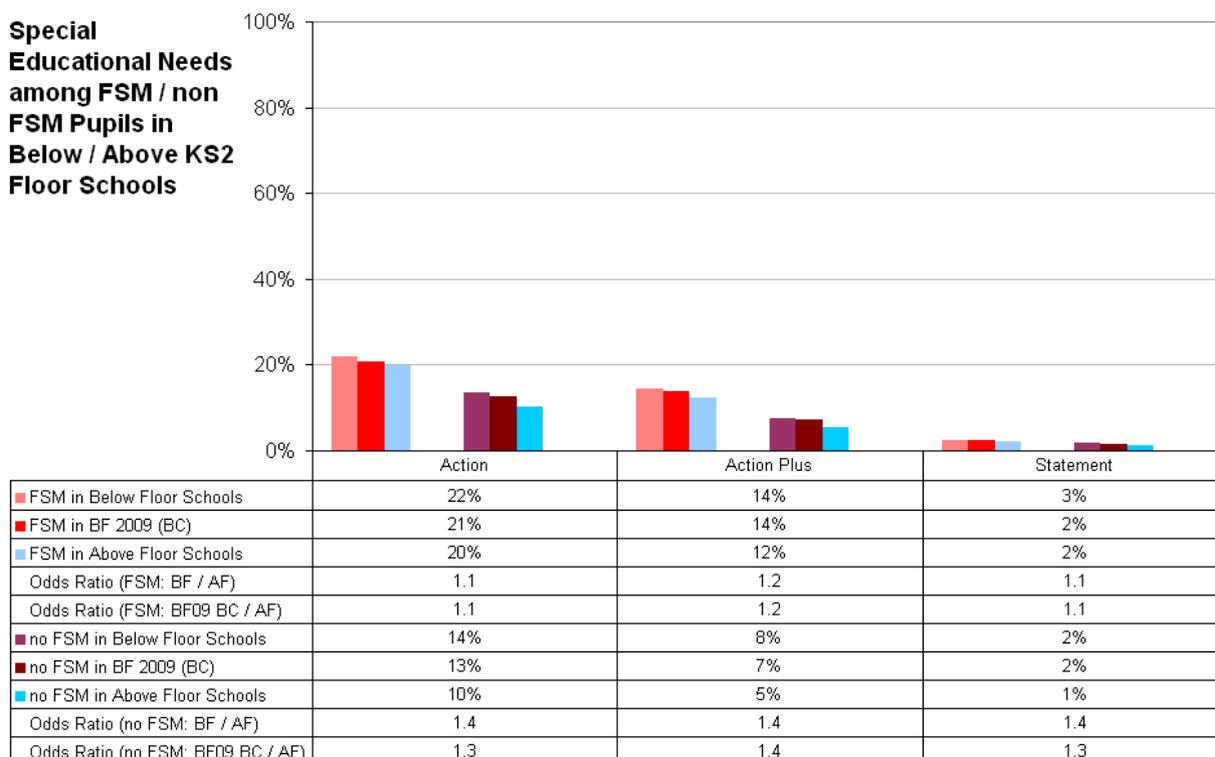
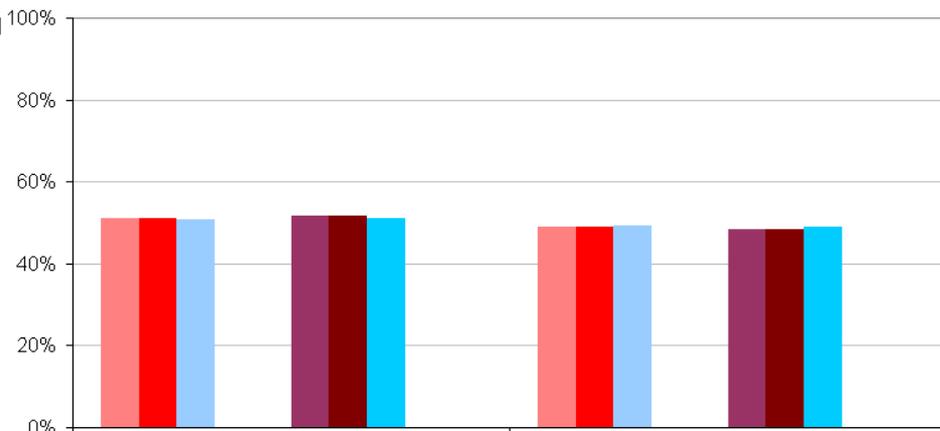


Chart 2.4g

Gender Mix of FSM / non FSM Pupils in Below / Above KS2 Floor Schools



	Boys	Girls
FSM in Below Floor Schools	51%	49%
FSM in BF 2009 (BC)	51%	49%
FSM in Above Floor Schools	51%	49%
Odds Ratio (FSM: BF / AF)	1.0	1.0
Odds Ratio (FSM: BF09 BC / AF)	1.0	1.0
no FSM in Below Floor Schools	52%	48%
no FSM in BF 2009 (BC)	52%	48%
no FSM in Above Floor Schools	51%	49%
Odds Ratio (no FSM: BF / AF)	1.0	1.0
Odds Ratio (no FSM: BF09 BC / AF)	1.0	1.0

2.5 FSM Eligible Pupils in Key Stage 4 Schools

This section revisits the pupil characteristics presented in section 2.2, examining differences between pupils with and without free school meal eligibility, in below and above KS4 floor standard schools. Charts 2.5a-2.5g present the average IDACI scores (% of children living in deprived households in the area), and the percentages of pupils with Black or minority ethnicity, with a first language other than English, and with special educational needs, for the four combinations of FSM status and school performance group at Key Stage 4.

Chart 2.5a

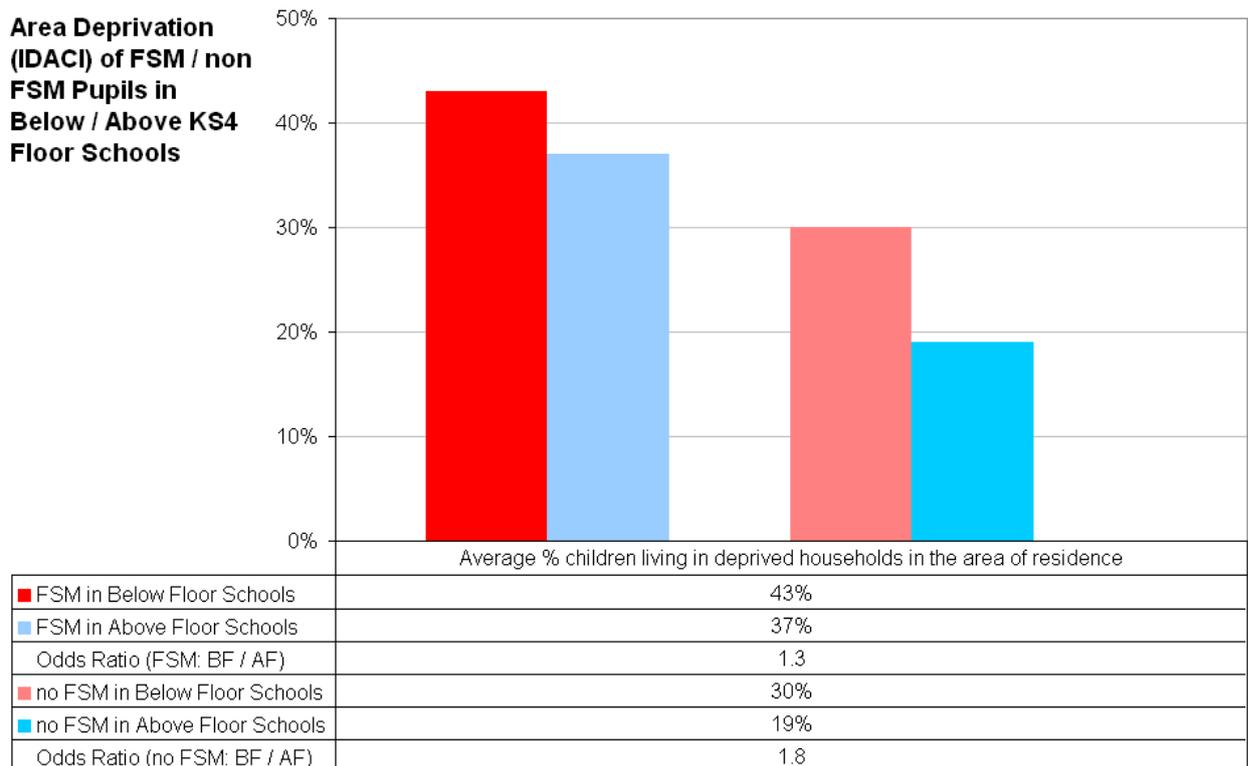


Chart 2.5b

Ethnicity of FSM / non FSM Pupils in Below / Above KS4 Floor Schools

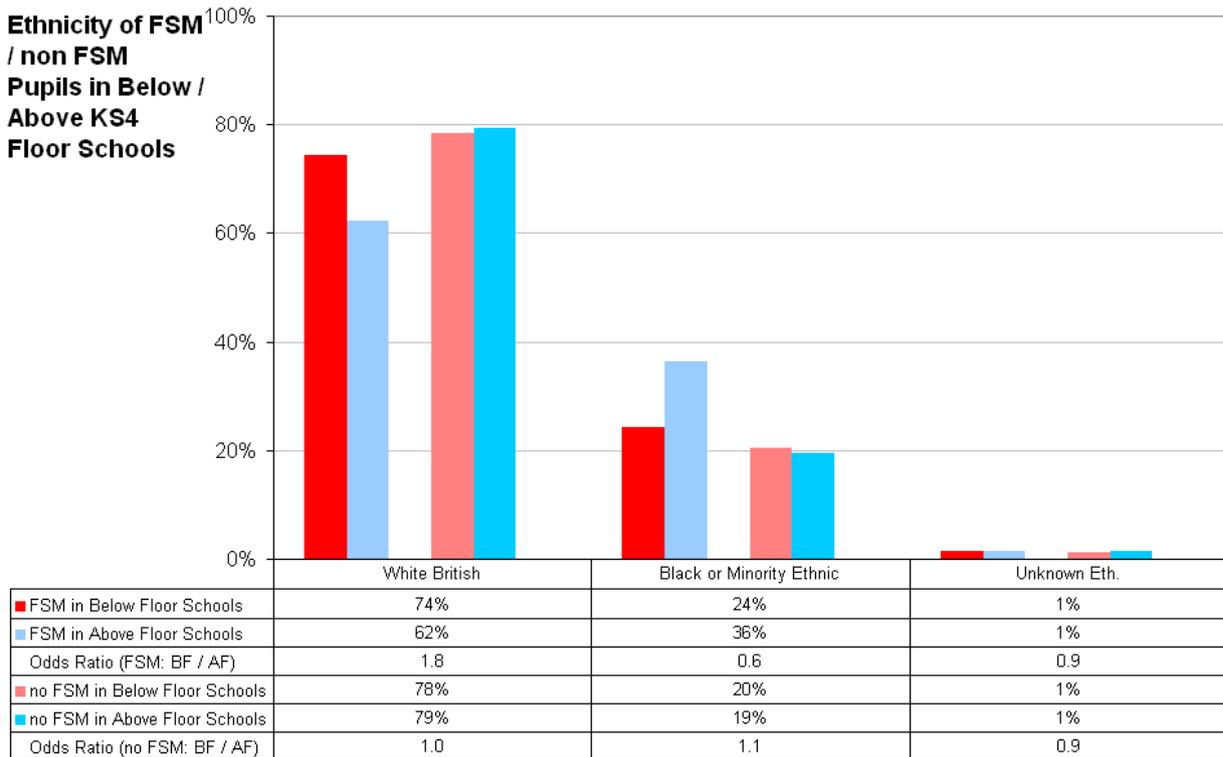


Chart 2.5c

Ethnicity of FSM / non FSM Pupils in Below / Above KS4 Floor Schools

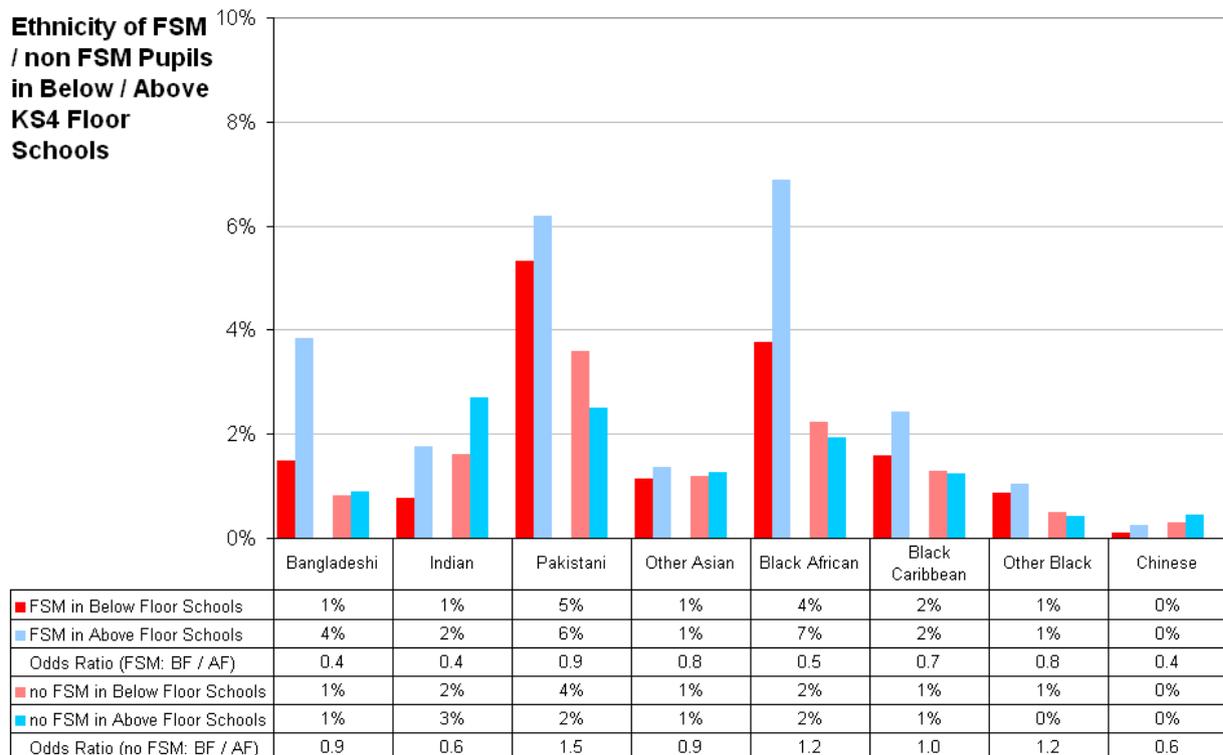


Chart 2.5d

Ethnicity of FSM / non FSM Pupils in Below / Above KS4 Floor Schools

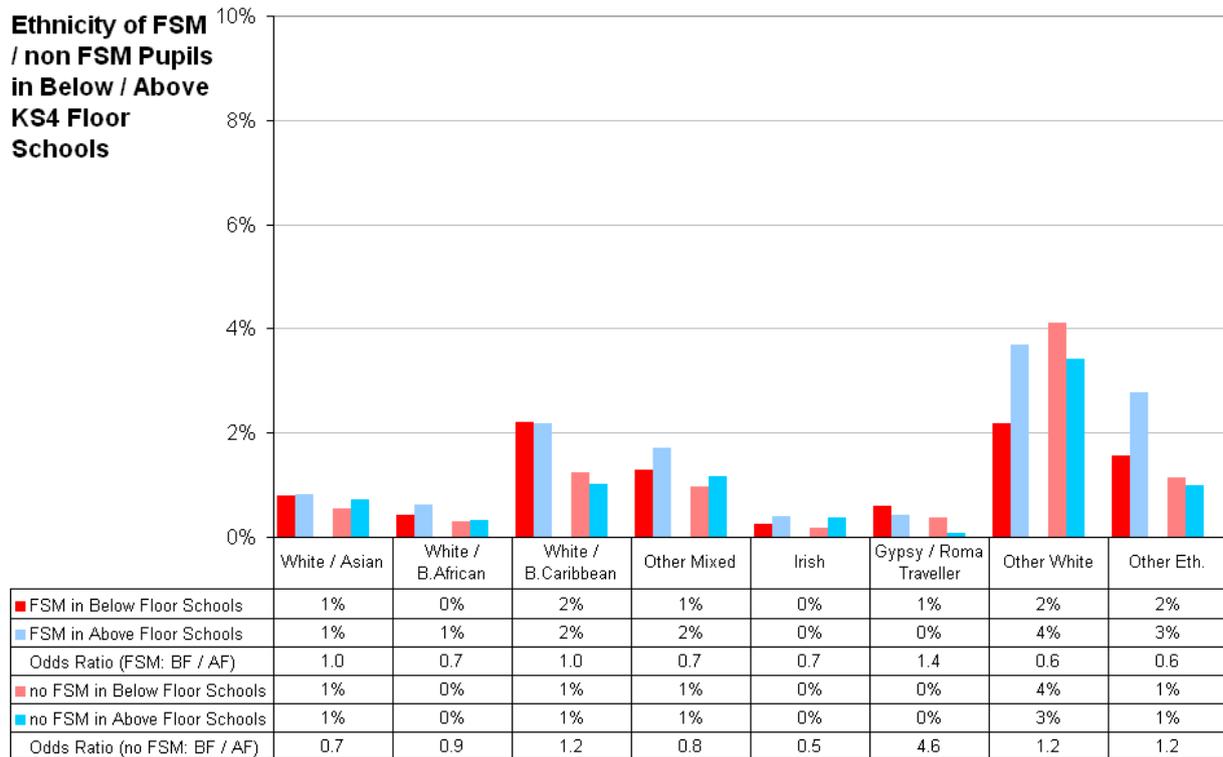


Chart 2.5e

First Language of FSM / non FSM Pupils in Below / Above KS4 Floor Schools

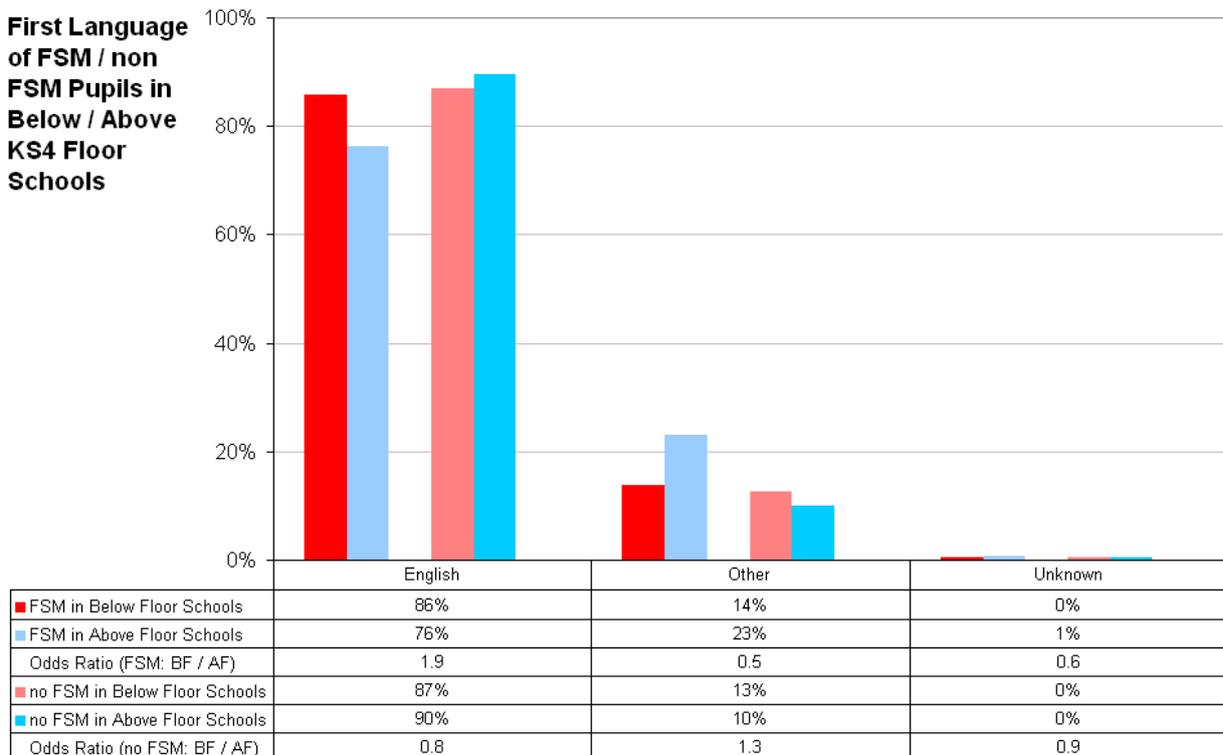


Chart 2.5f

Special Educational Needs among FSM / non FSM Pupils in Below / Above KS4 Floor Schools

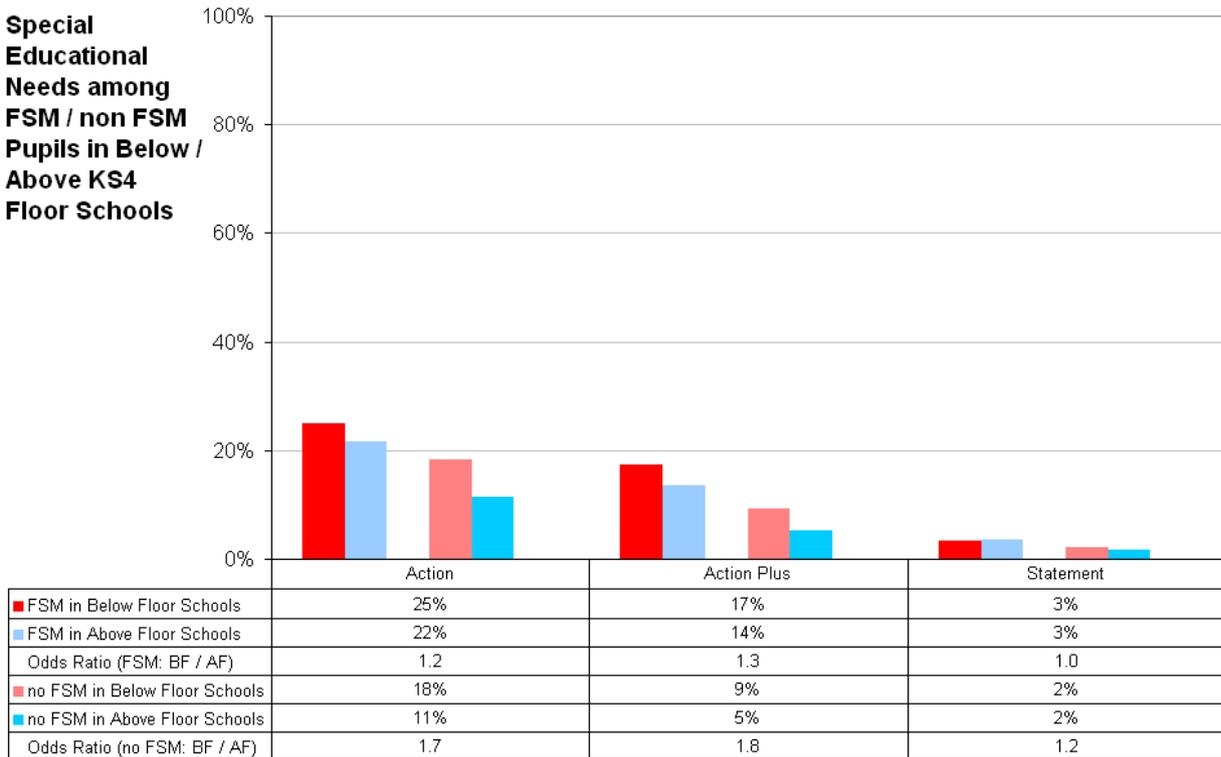
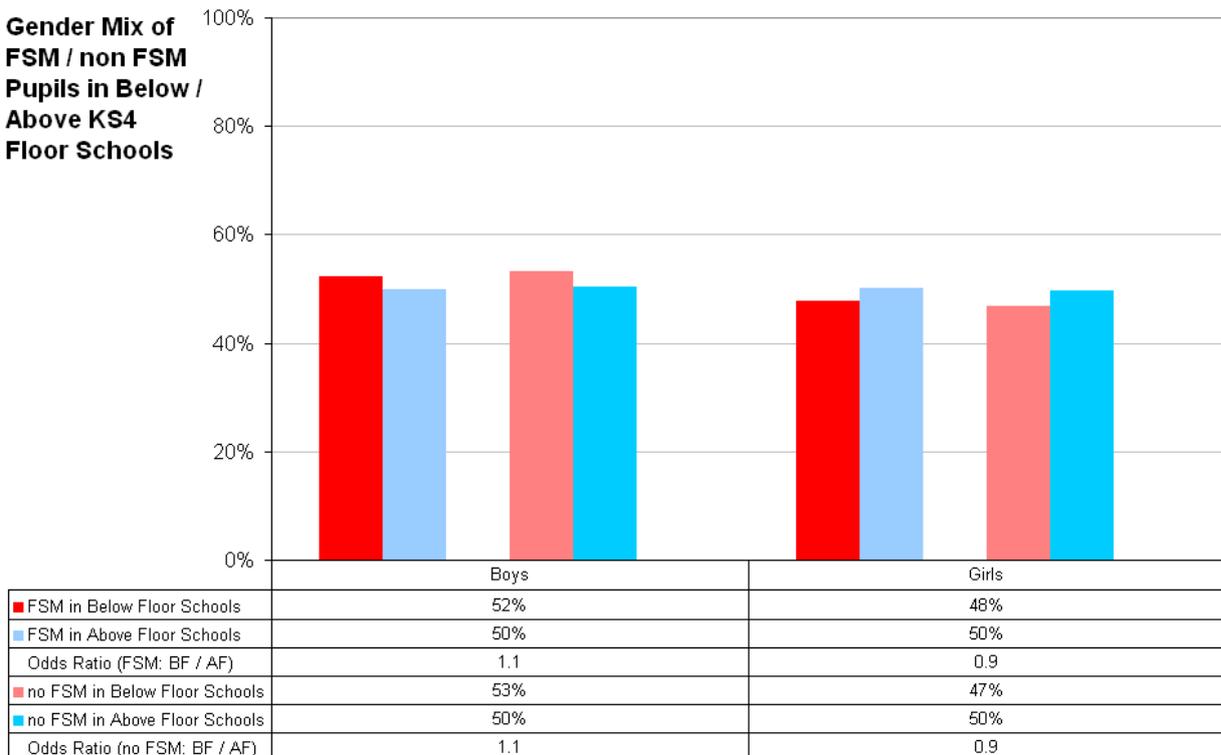


Chart 2.5g

Gender Mix of FSM / non FSM Pupils in Below / Above KS4 Floor Schools



3. Mobility, Attendance and Behaviour in Below Floor Schools

This chapter examines pupil mobility between schools within the course of the Key Stages, levels of school attendance, and the incidence of fixed period exclusions, again comparing schools below the floor standards with other schools. Section 3.1 contains analyses for KS2 schools, with equivalents for KS4 schools appearing in section 3.2.

Key Findings

- There is greater pupil mobility in below floor schools, with a markedly higher incidence of joining the school during the last two years of Key Stage 2 (primary schools) or Key Stage 4 (secondary schools), compared with above floor schools.
- Pupils in below floor schools (both primary and secondary) have consistently higher rates of absence than those in above floor schools, whether or not they are eligible for free school meals; this is reflected in overall absence, persistent absence and unauthorised absence measures.
- Fixed Period Exclusions (FPEs) are received by greater proportions of pupils in below floor schools at KS2 and KS4, than by their counterparts in above floor schools. The incidence of pupils with multiple exclusions within one academic year is also consistently higher in below floor schools, for pupils with and without free school meal eligibility.

3.1 Key Stage 2 Schools

Chart 3.1a

Mobility of Pupils in KS2 Schools - Pupils Joining During Year 6

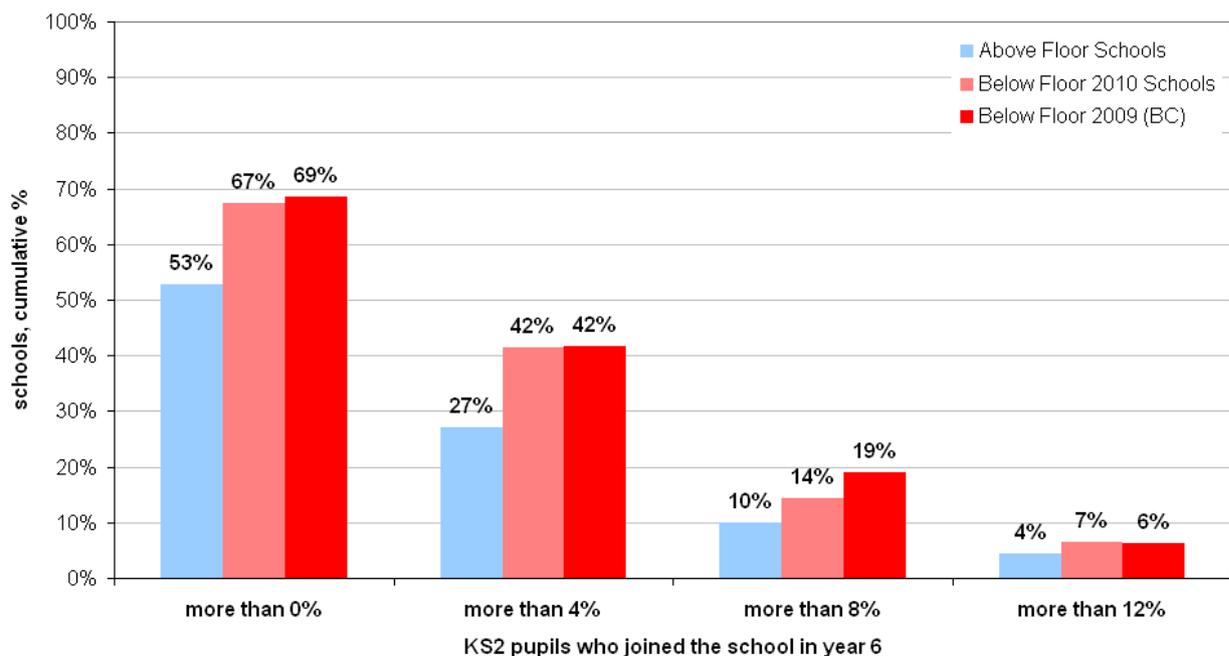


Chart 3.1b

Mobility of Pupils in KS2 Schools - Pupils Joining During Year 5

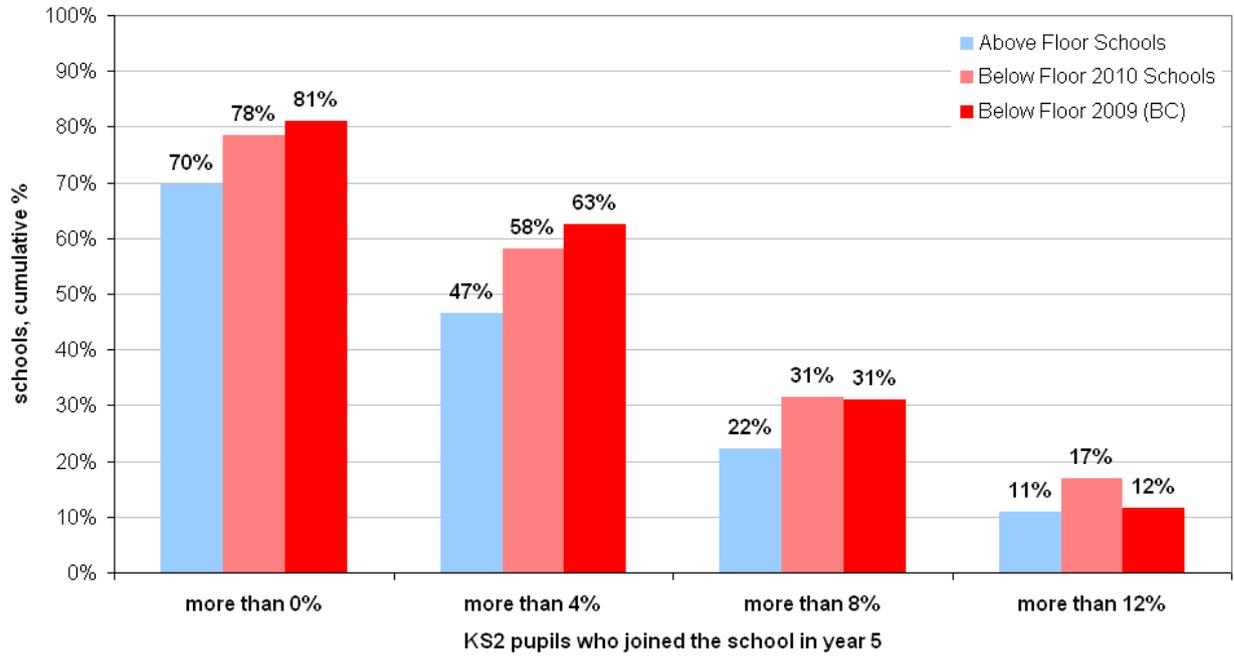


Chart 3.1c

Mobility of pupils in KS2 Schools - Pupils Joining During Years 3 or 4

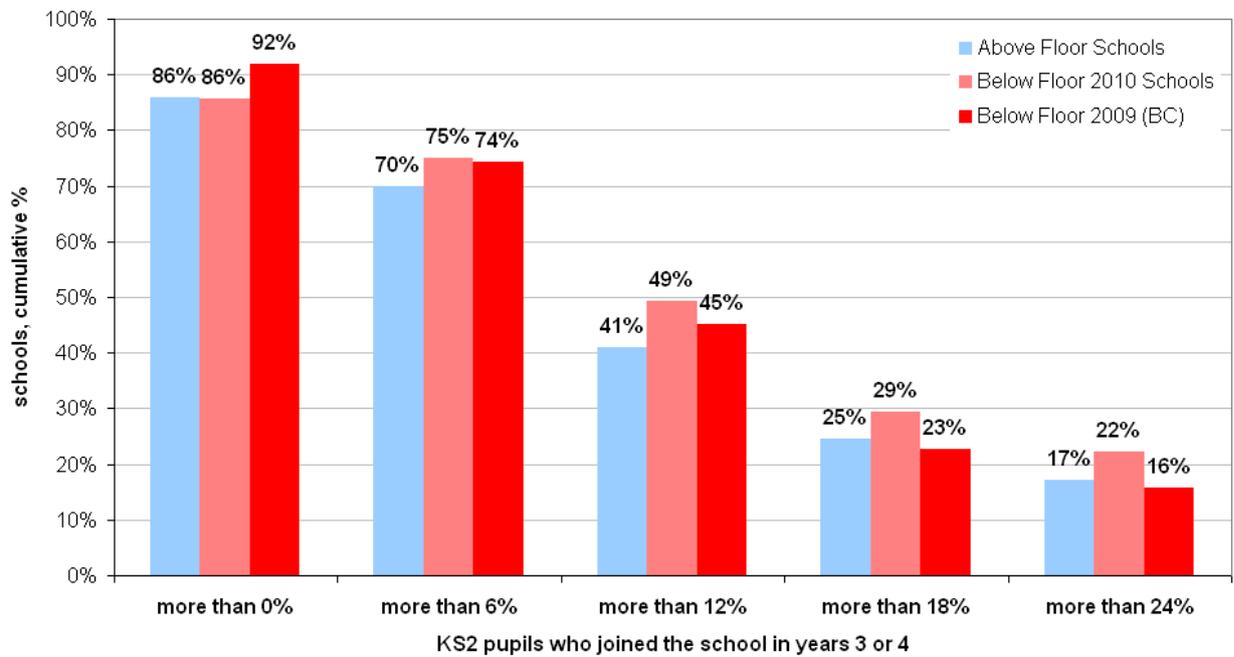


Chart 3.1d

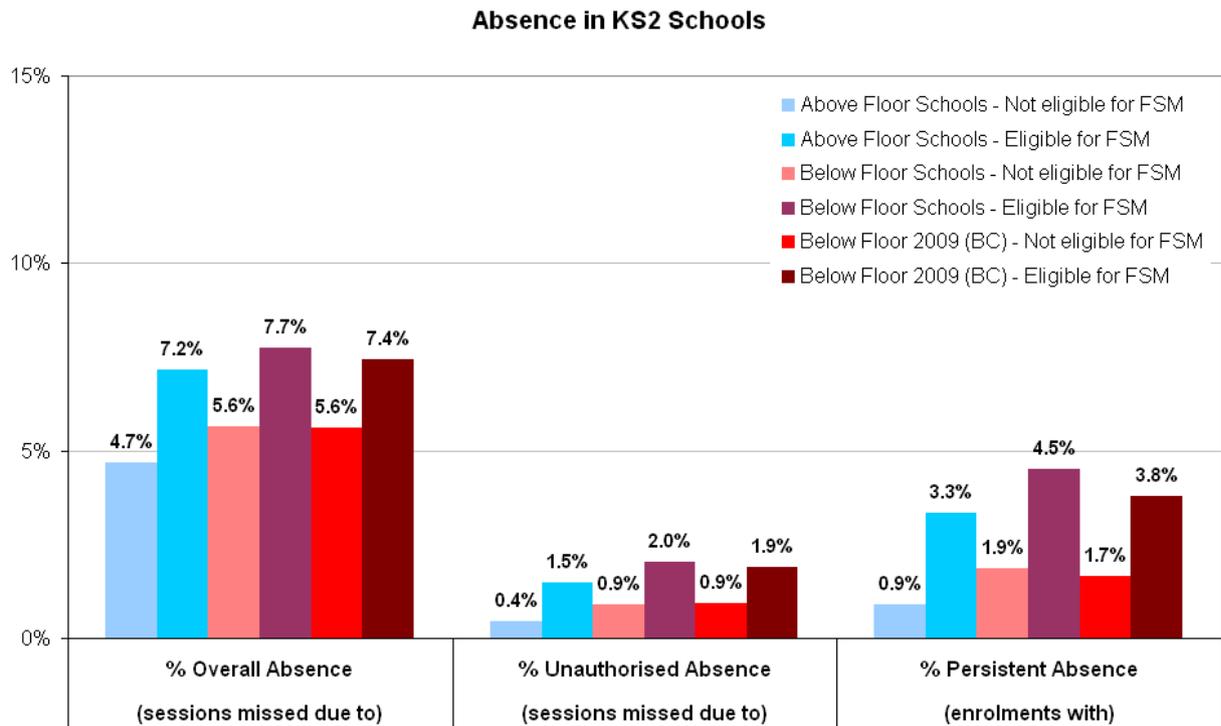
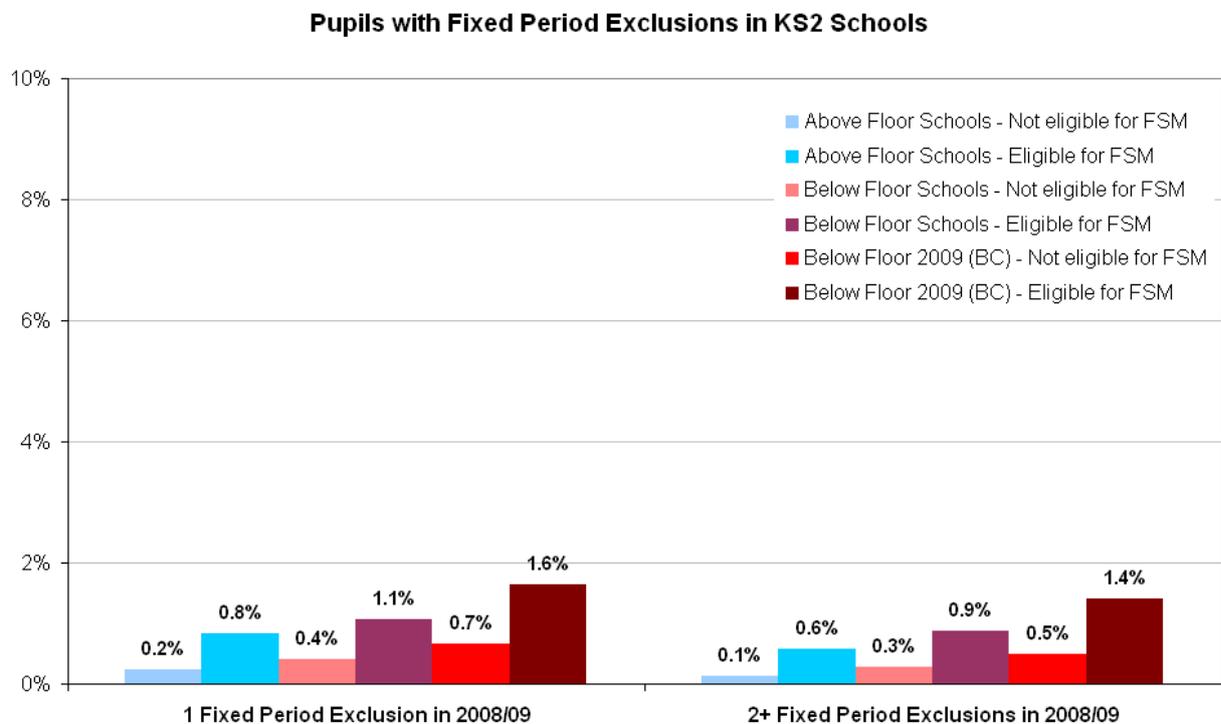


Chart 3.1e



3.2 Key Stage 4 Schools

Chart 3.2a

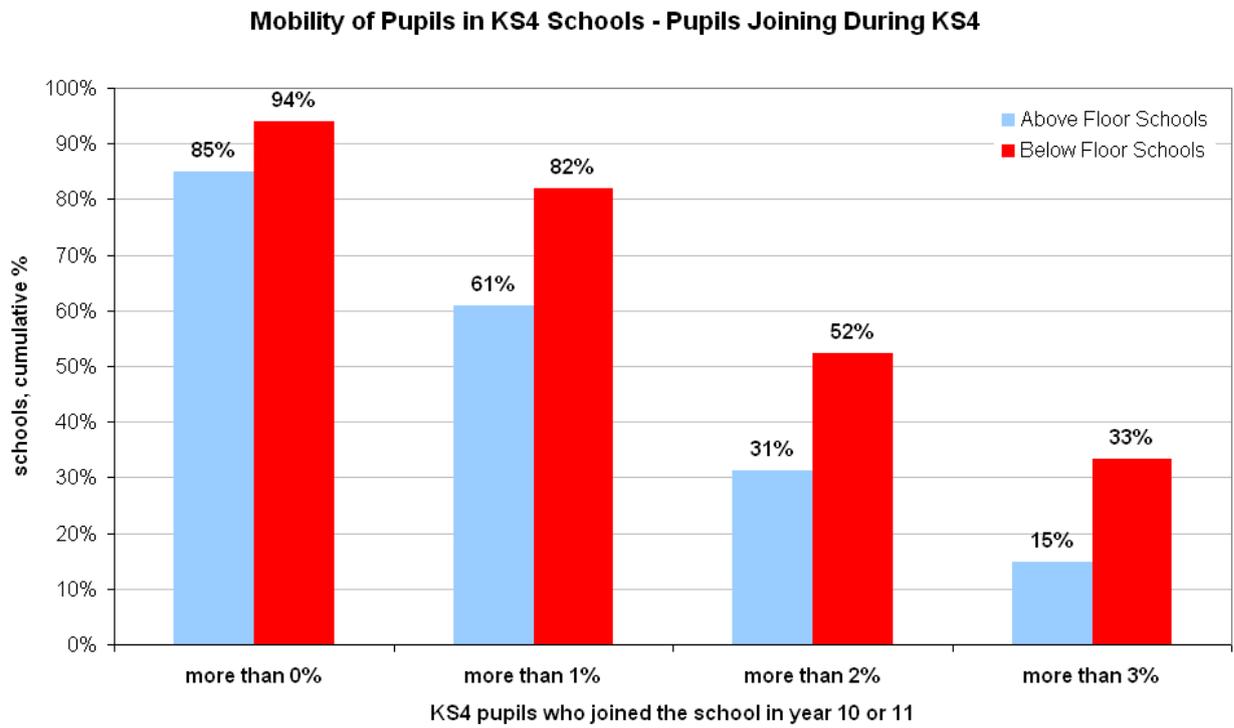


Chart 3.2b

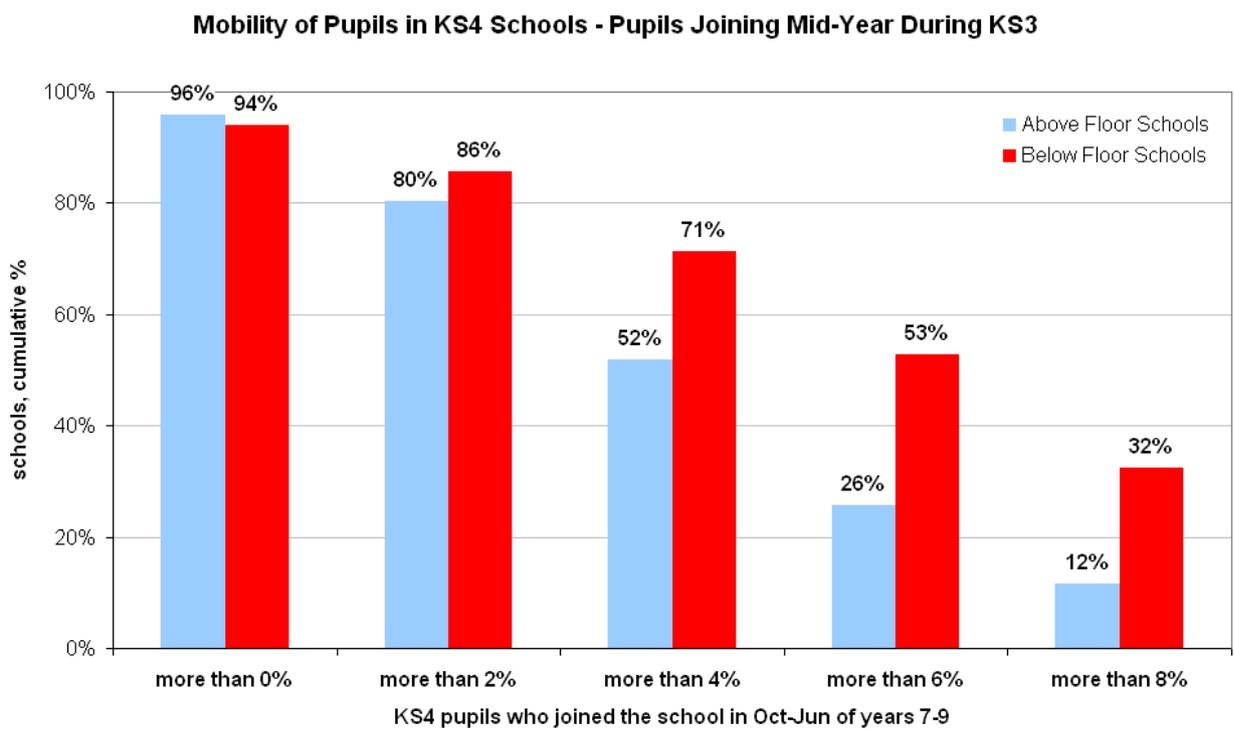


Chart 3.2c

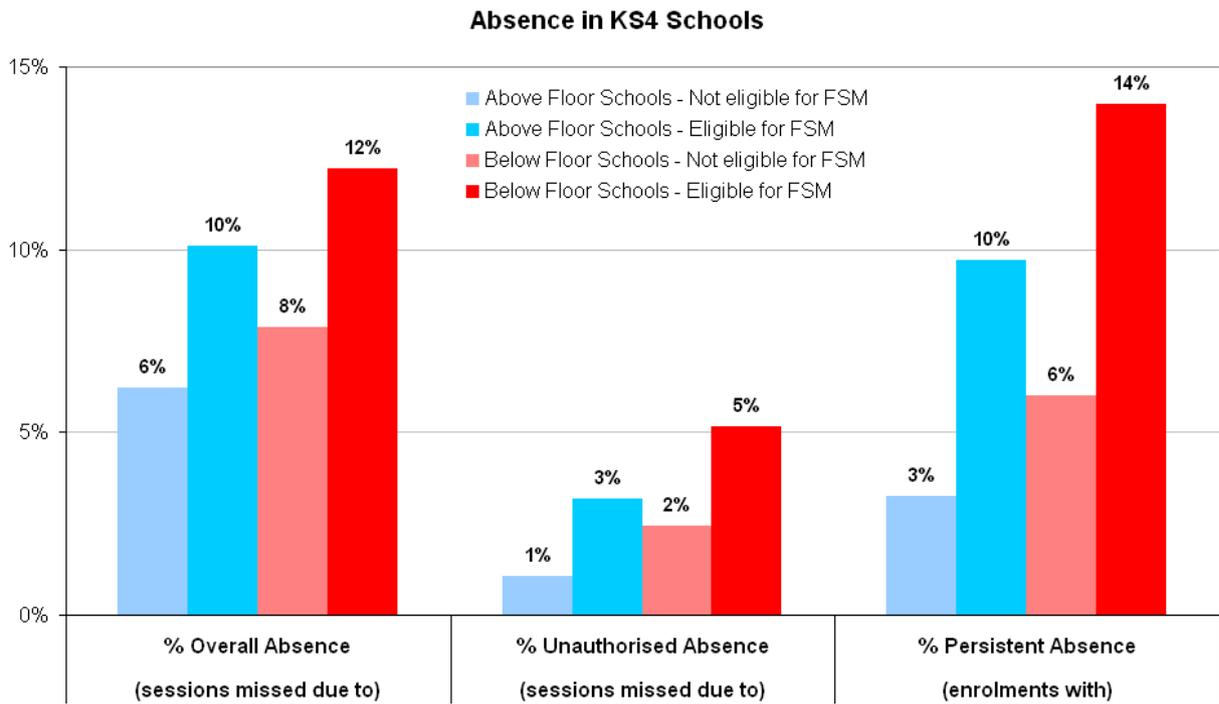
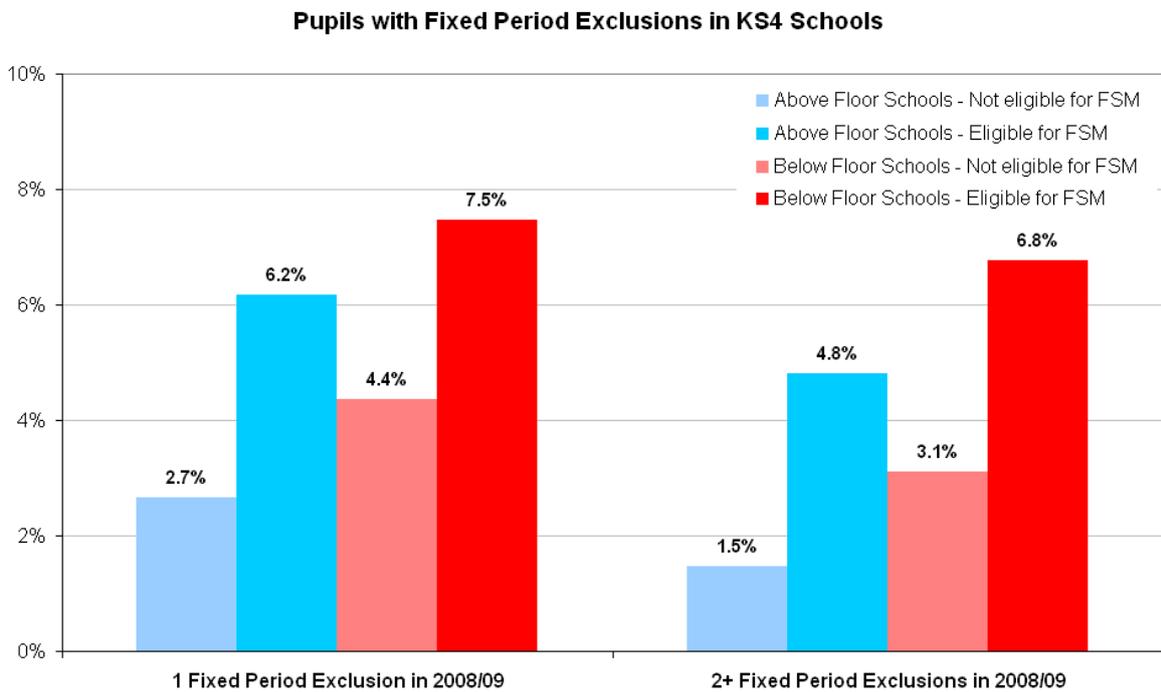


Chart 3.2d



4. Expenditure in Below Floor Schools

This chapter compares the spending patterns of schools below and above the floor standards, assessing whether underperforming schools tend to use their resources in a different way from other schools.

Key Findings

- For primary schools with high rates of free school meals eligibility ($\geq 35\%$), below floor schools have slightly lower per pupil spending than above floor schools; the reverse is true for schools with lower proportions of pupils eligible for FSM.
- Considering the allocation of school spending between categories such as teaching staff, back office and learning resources, primary schools have similar spending patterns whether they are above or below the floor standards.
- Per pupil school spending is slightly higher for below floor secondary schools compared with above floor schools, at all levels of FSM eligibility. However, above floor schools spend more on teaching staff and less on education support staff and back office expenses, compared with below floor schools; this is true both proportionally and in absolute per pupil spending.

4.1 KS2 Schools

Chart 4.1a

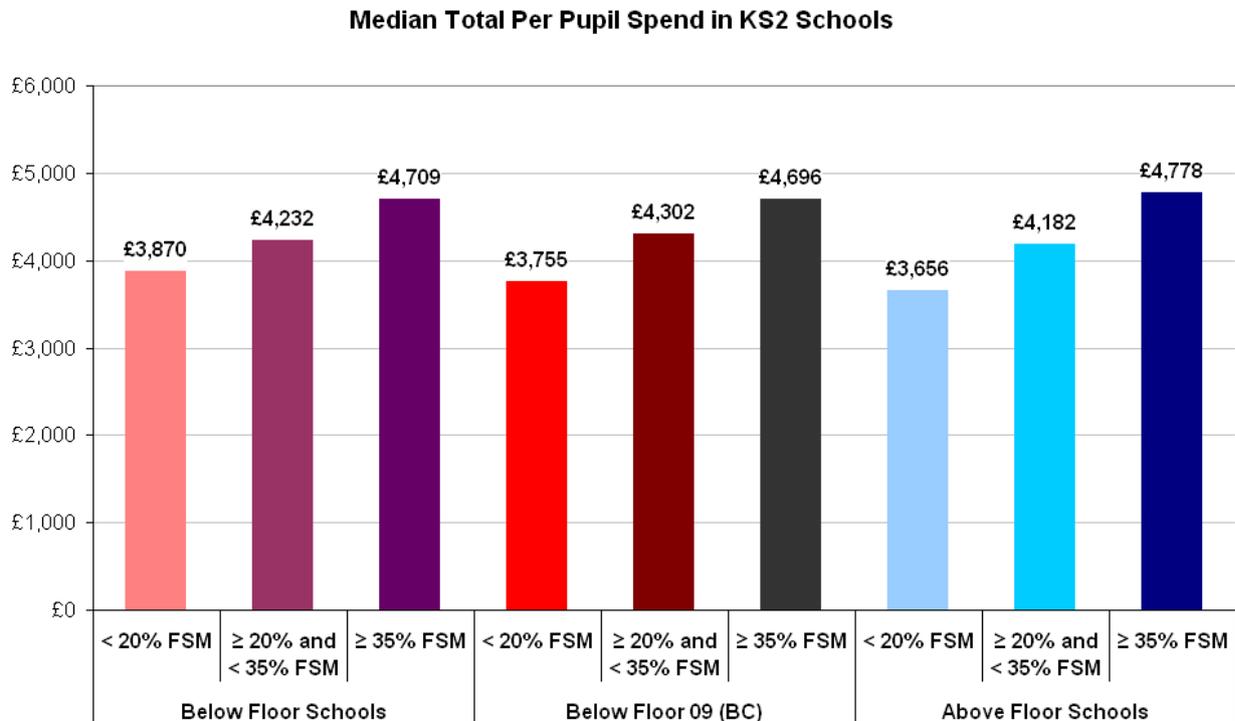


Chart 4.1b

KS2 School Spending Patterns (Proportion of Total Spend)

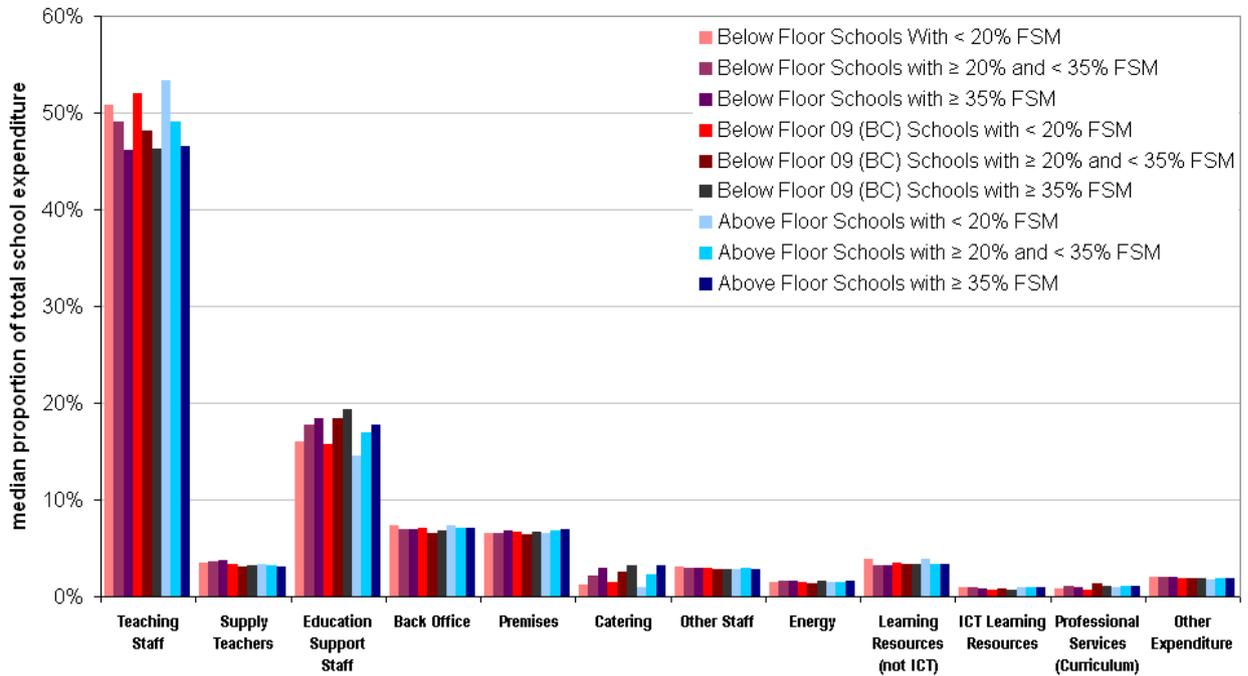
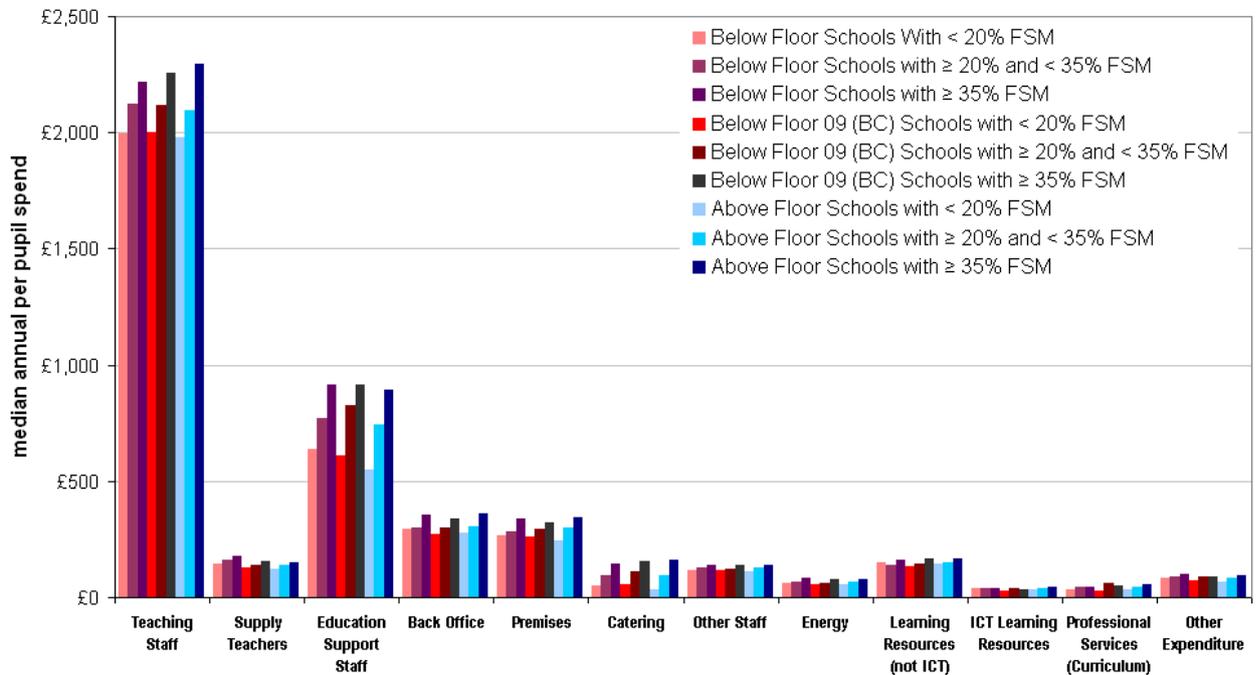


Chart 4.1c

KS2 School Spending Patterns (Per Pupil Spend)



4.2 KS4 Schools

Chart 4.2a

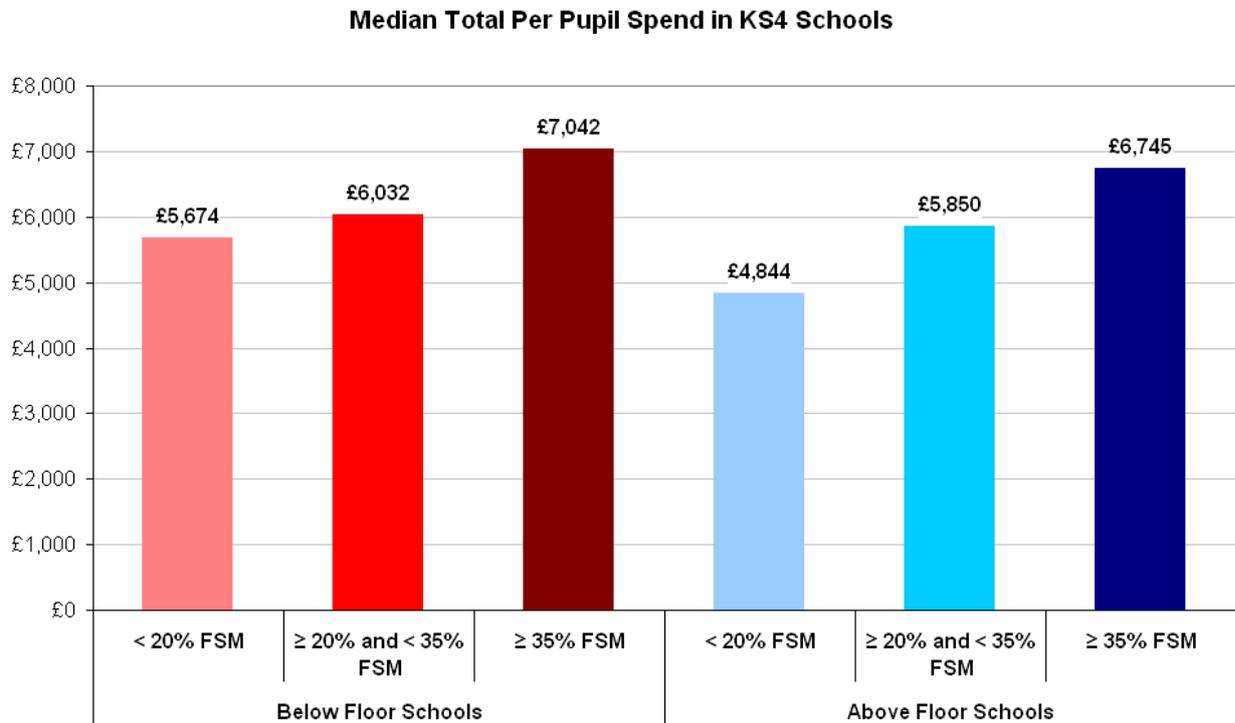


Chart 4.2b

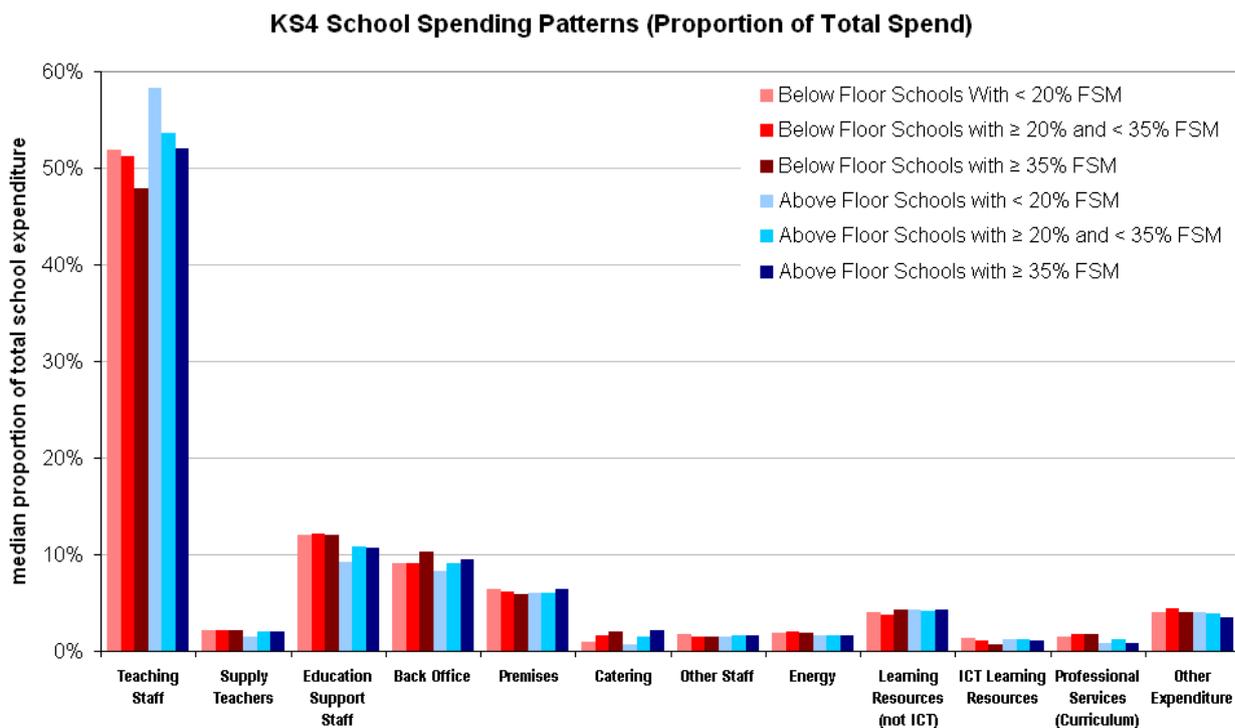
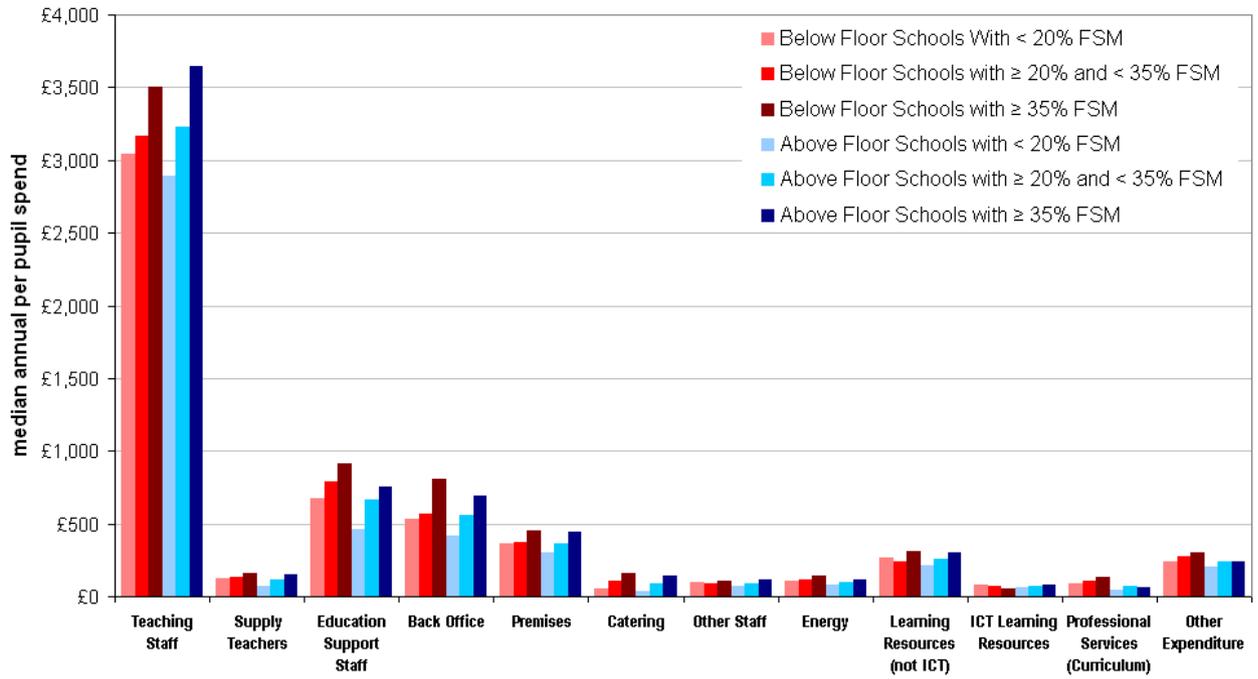


Chart 4.2c

KS4 School Spending Patterns (Per Pupil Spend)



5. Ofsted Judgements for Below Floor Schools

This chapter reports the distributions of Ofsted overall effectiveness grades for below and above floor schools. The most recent inspection for each school as at the end of the 2009/10 academic year is used in the analysis – it's important to be aware that some of these inspection judgements will have been 2-3 years old at that time due to the inspection cycle, meaning that some will relate to an earlier inspection framework, and the schools' attainment and progress measures used to determine floor standards performance may have changed in the interim.

The overall effectiveness grade is based on a wide range of assessments about different aspects of a school, made according to the professional judgement of the lead inspector; these include assessments such as the quality of leadership and management, safeguarding, and how the school supports pupil health, the quality of provision, including the care, guidance and support for pupils, as well as the attainment and pupil progress assessments, of which the floor standards form one part. For this reason, overall effectiveness judgements may not correspond to individual attainment measures. However, the Ofsted inspection framework is expected to be revised with effect in January 2012 to reflect changes first proposed in the Schools White Paper which are now being taken forward as part of the Education Bill; the broad effect of the changes is expected to lead to a greater focus on teaching and its impact on pupil progress, which is likely to result in greater alignment with the floor standards.

Key Findings

- Below floor schools at both Key Stages typically have lower overall effectiveness judgements from Ofsted than above floor schools, with a greater proportion receiving satisfactory or inadequate grades, and a correspondingly smaller proportion receiving good or outstanding grades.

5.1 KS2 Schools

Chart 5.1a

**Latest Overall Effectiveness
Schools Below KS2 Floor 2010**

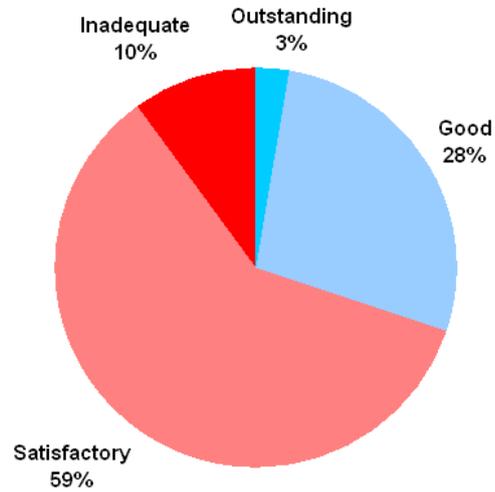


Chart 5.1b

**Latest Overall Effectiveness
Below KS2 Floor 2009 (Boycott)**

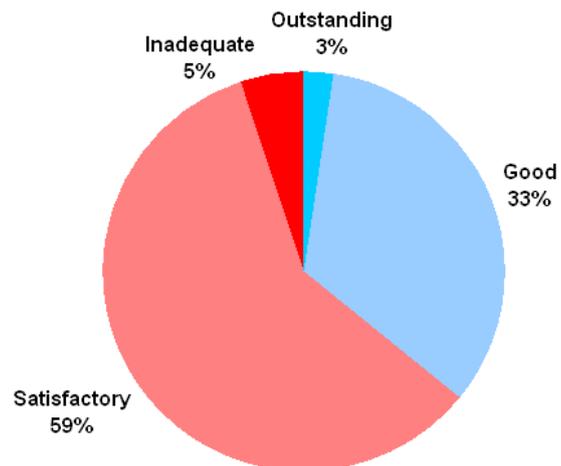
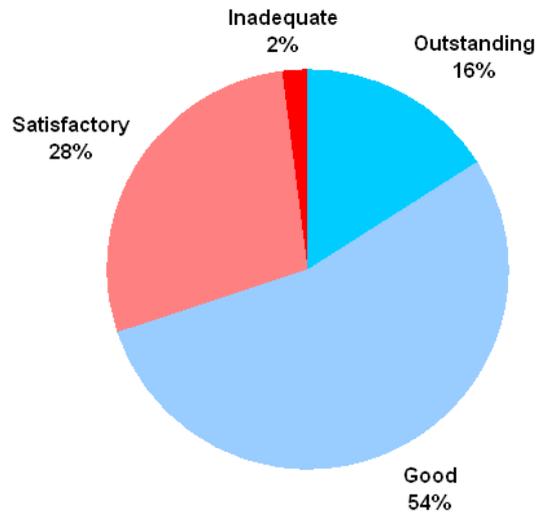


Chart 5.1c

**Latest Overall Effectiveness
Schools Above KS2 Floor**



5.2 KS4 Schools

Chart 5.2a

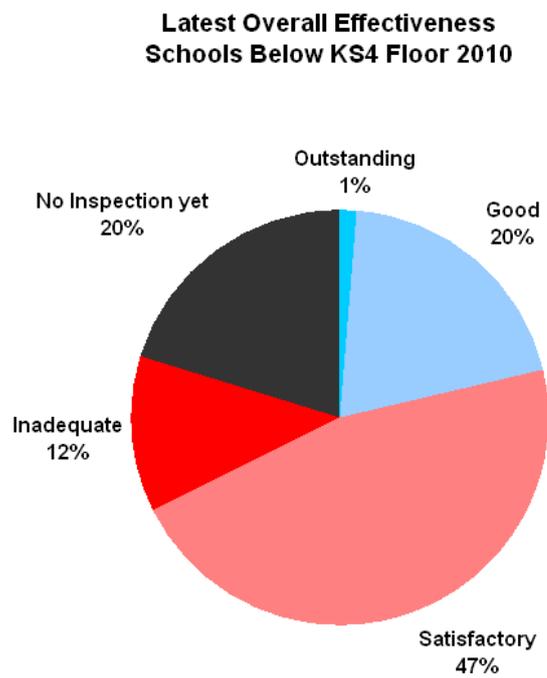
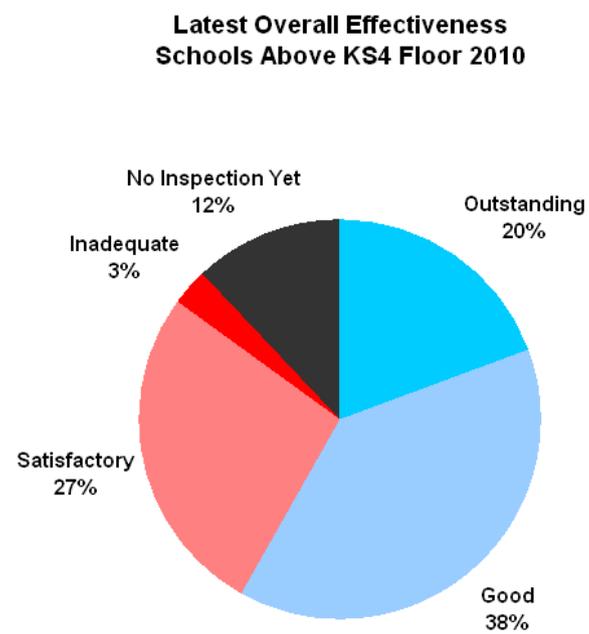


Chart 5.2b



6. Attainment and Progress in Below Floor Schools

This chapter provides a comprehensive set of analyses of attainment and progress for below floor schools, at school group (below/above floor) level in sections 6.1 and 6.2, and at school distribution level in sections 6.3 and 6.4. As with chapter 2, pupils eligible for free school meals and pupil deprivation form a key focus for the analyses. Additional analyses of attainment and progress at both Key Stages by pupil characteristics within below and above floor schools appear in annex B.

Key Findings

- On average, schools above the floor standards in 2010 have increased their attainment at KS2 over the last five years; this is in contrast to below floor schools, which have seen decreasing rates of achievement of the expected levels in English and maths, on average since 2008. Below floor schools that boycotted the tests in 2010 had large decreases in attainment from 2008 to 2009 on average.
- A similar pattern of trends for above and below floor schools is seen for the KS1-2 expected progress measure in English, although with decreases in English progress being less marked than the decreases in achievement of the expected level of attainment in below floor schools, but still important for below floor schools that boycotted the tests in 2010.
- A more positive picture is seen for KS 1-2 expected progress in maths, with all groups of schools broadly improving since 2006, although the increase has not been as steady in below floor schools (including those that boycotted the tests in 2010) as in above floor schools.
- At Key Stage 4, both above and below floor schools have seen steady increases in attainment of five good GCSEs (or equivalents) including GCSE English and maths. However, there remains a large gap in attainment between pupils who were eligible for free school meals in above floor schools and those who were not eligible for FSM, plus all pupils in below floor schools.
- Progress in English between Key Stages 2 and 4 has increased for both FSM eligible and non-FSM pupils in both above and below floor schools. Pupils eligible for FSM in above floor schools have similar progress rates on average to those not eligible for FSM in below floor schools, with a large gap in progress between these groups and pupils who are both eligible for FSM and attended a below floor school.
- A similar pattern of gaps is seen for KS2-4 progress in maths, but with much smaller improvements in below floor schools regardless of FSM eligibility.

6.1 KS2 Overview & Trend

Chart 6.1a

Attainment in KS2 Schools, 2006-2010

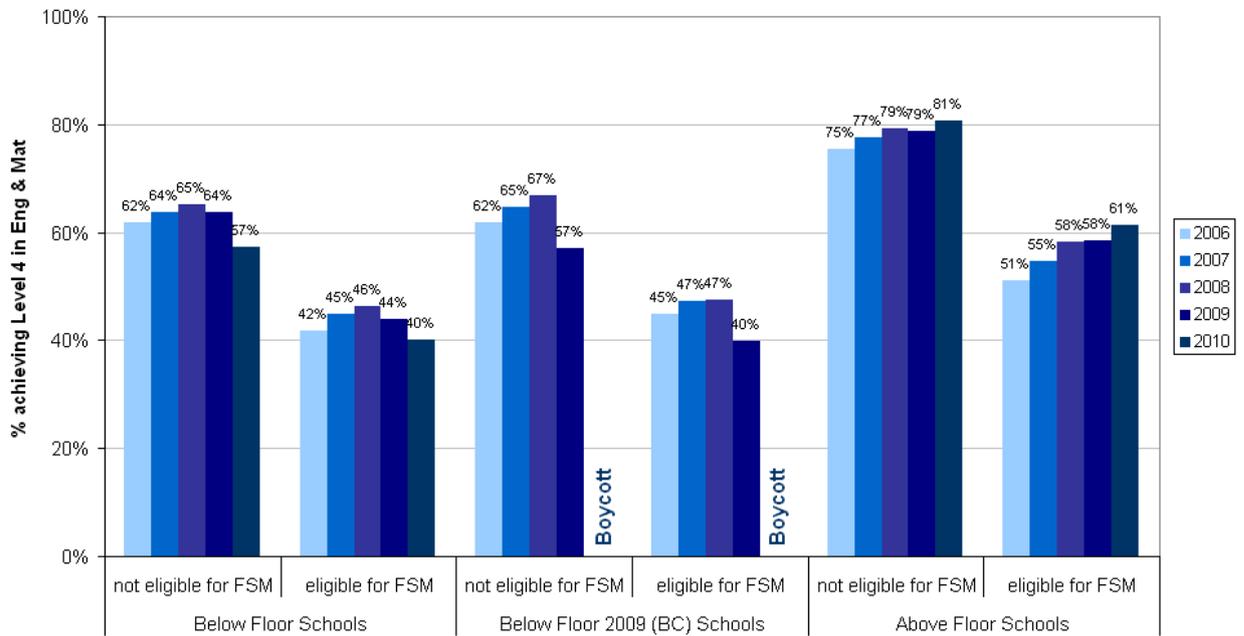


Chart 6.1b

English Progress in KS2 Schools, 2006-2010

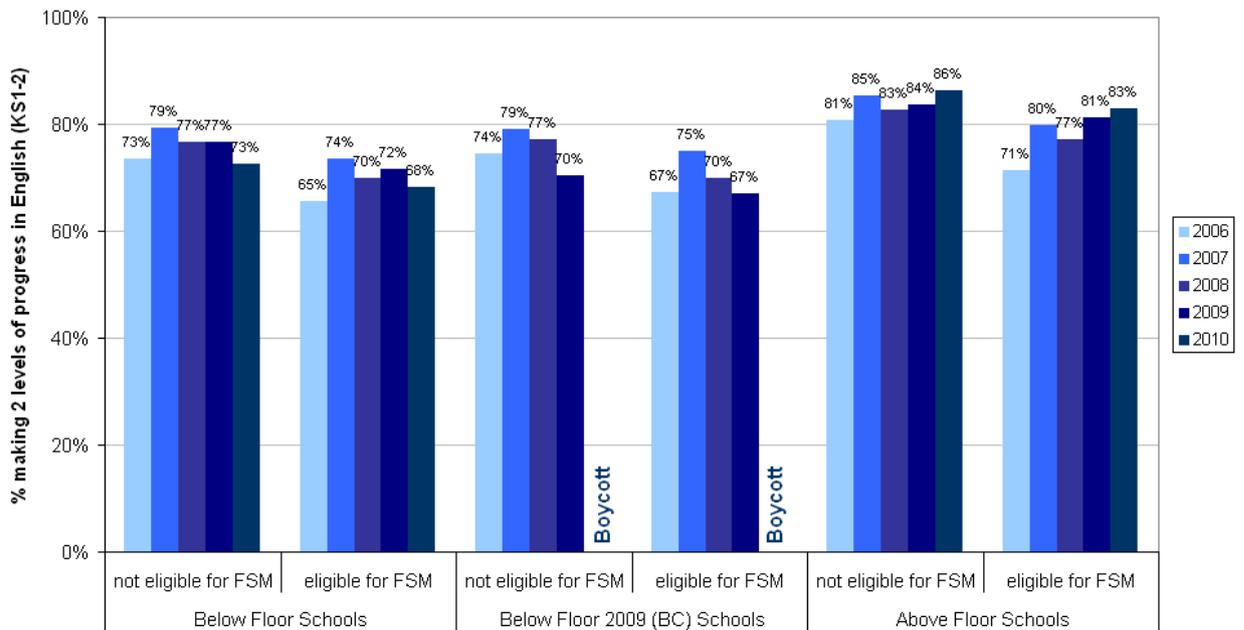
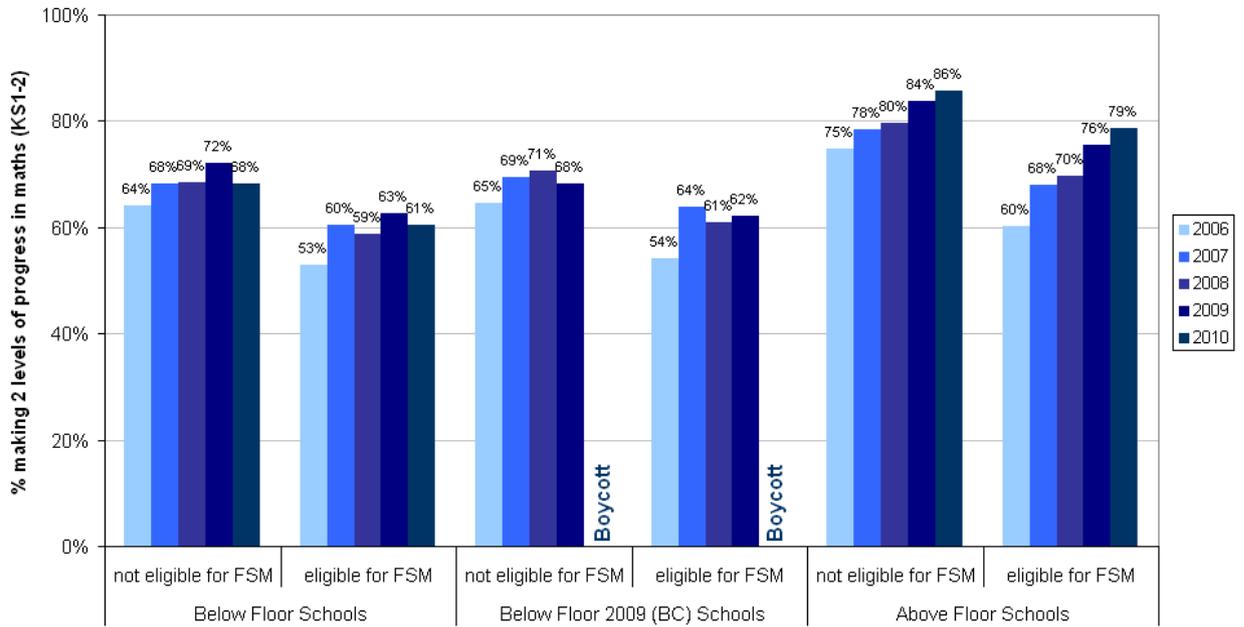


Chart 6.1c

Maths Progress in KS2 Schools, 2006-2010



6.2 KS4 Overview and Trend

Chart 6.2a

Attainment in KS4 Schools, 2006-2010

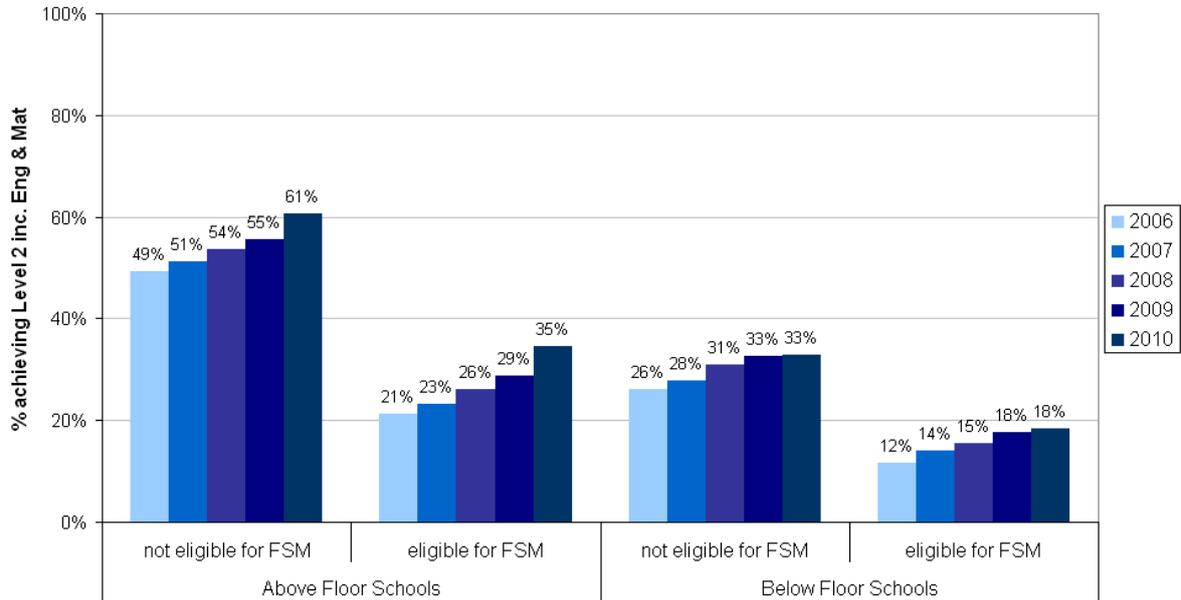


Chart 6.2b

English Progress in KS4 Schools, 2008-2010

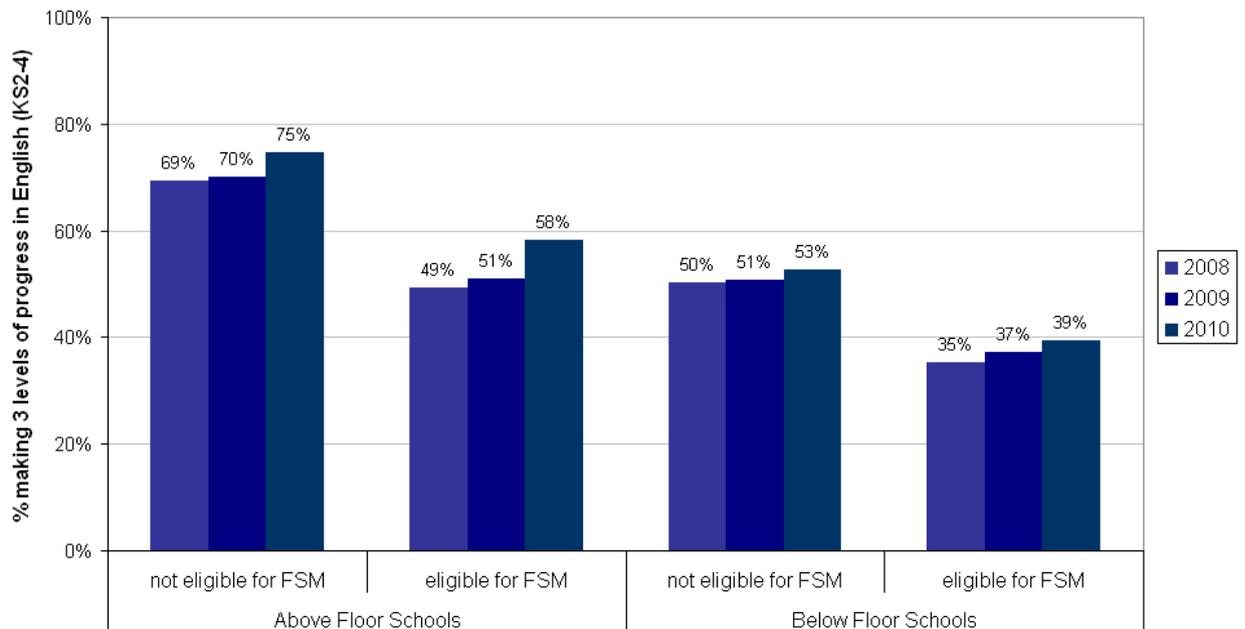
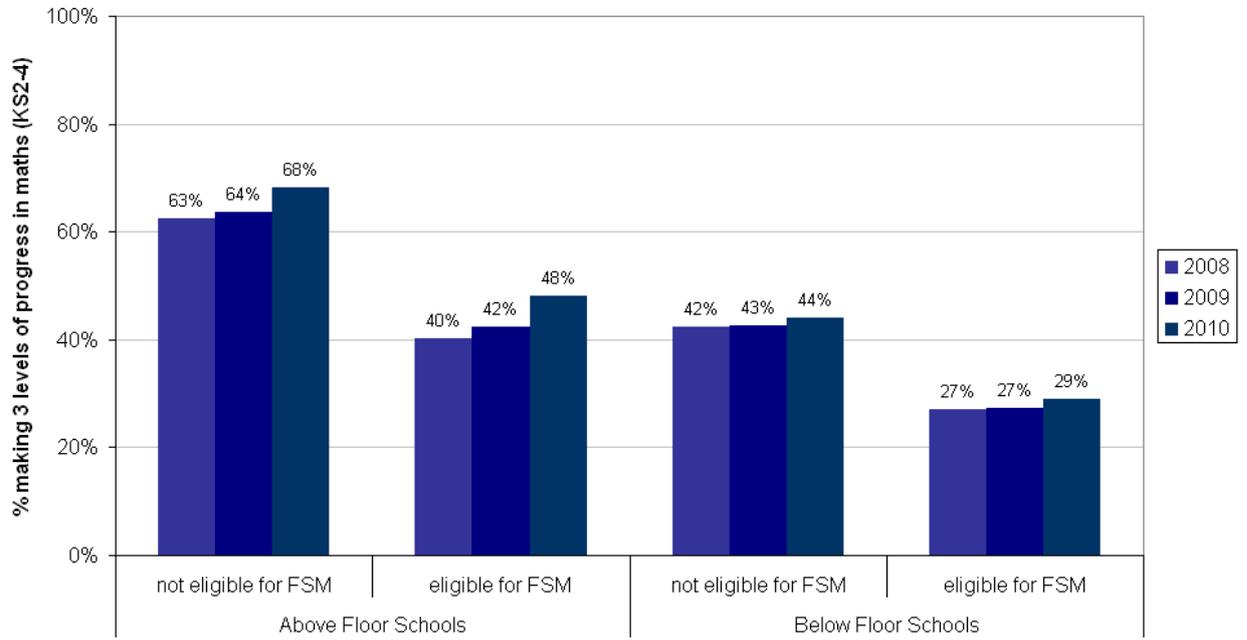


Chart 6.2c

Maths Progress in KS4 Schools, 2008-2010



6.3 KS2 Below Floor School Level Attainment Trajectories

This section examines KS2 attainment at school level, comparing latest performance with the average change in performance over five years to reveal changes over time, or the trajectories followed by below floor schools and their above floor counterparts. For schools which boycotted the 2010 KS2 tests, 2009 attainment is used as a proxy for 2010 performance.

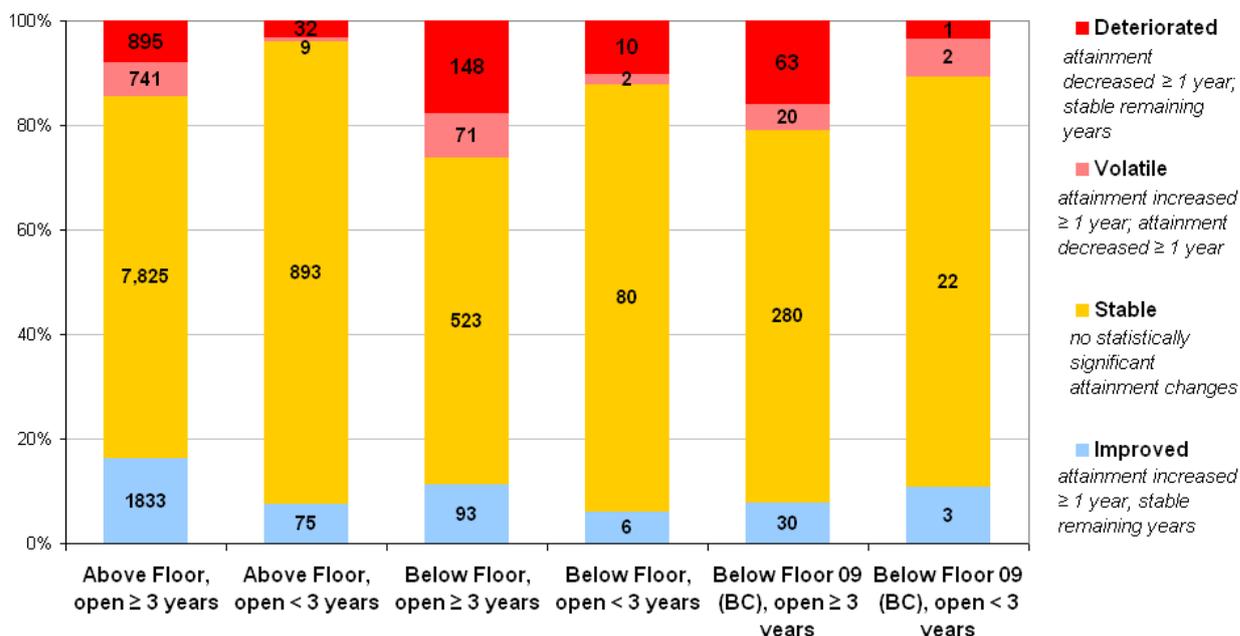
Key Findings

- School level attainment is volatile from year to year due to the characteristics and prior attainment of the successive cohorts reaching the end of the Key Stage, as well as any changes in school effectiveness. Statistical significance testing of year-on-year changes and attainment changes averaged over several years can help to identify true underlying trends in performance.
- The majority of KS2 schools, both below and above floor standards, had no statistically significant year-on-year changes in attainment (expected level in English and maths) between 2006 and 2010 ($p < 0.05$). However, a *larger* minority of below floor schools had statistically significant year-on-year decreases in attainment than of above floor schools, and a *smaller* minority of below floor schools had statistically significant year-on-year improvements in attainment.
- The majority of schools below the floor standards at Key Stage 2, including those below the floor in 2009 which then boycotted the tests in 2010, have seen negative *5 year average changes* (deteriorations) in attainment between 2006 and 2010. This contrasts with above floor schools, which were more evenly split between improving attainment on average, and deteriorating attainment.

Chart 6.3a categorises schools below and above the floor standards into attainment trajectories based on the direction, consistency, and statistical significance of year-on-year changes to each school's percentage of pupils achieving the expected level in English and maths.

Chart 6.3a

KS2 School Trajectories for % Achieving Level 4+ in Eng & Mat
Based on Statistical Significance of Year-on-Year Changes for 2006-2010 ($p < 0.05$)



The scatter points in charts 6.3a and 6.3b show the spread of schools within each geographic region, according to their percentage of children achieving the expected level in English and maths (vertical axis), and the average number of percentage points by which this measure has improved or deteriorated over five years (horizontal axis). Hence, schools in the top right of the chart have higher attainment that has improved on average; those in the bottom left have lower attainment that has deteriorated on average. Schools in the top left have higher attainment, but this has fallen on average; schools in the bottom right have lower attainment, but this has improved on average in the last 5 years.

Schools with fewer than two pairs of consecutive years with valid data over 2006-2010 are excluded, as are schools which have closed; this affects smaller schools disproportionately because their results are excluded in years where fewer than 11 pupils sat the KS2 tests. Average improvement over five years is used to smooth out the inherent volatility in school performance measures year-on-year, which are affected by the characteristics and prior attainment of the successive cohorts reaching the end of the Key Stage, as well as by school effectiveness.

Chart 6.3a

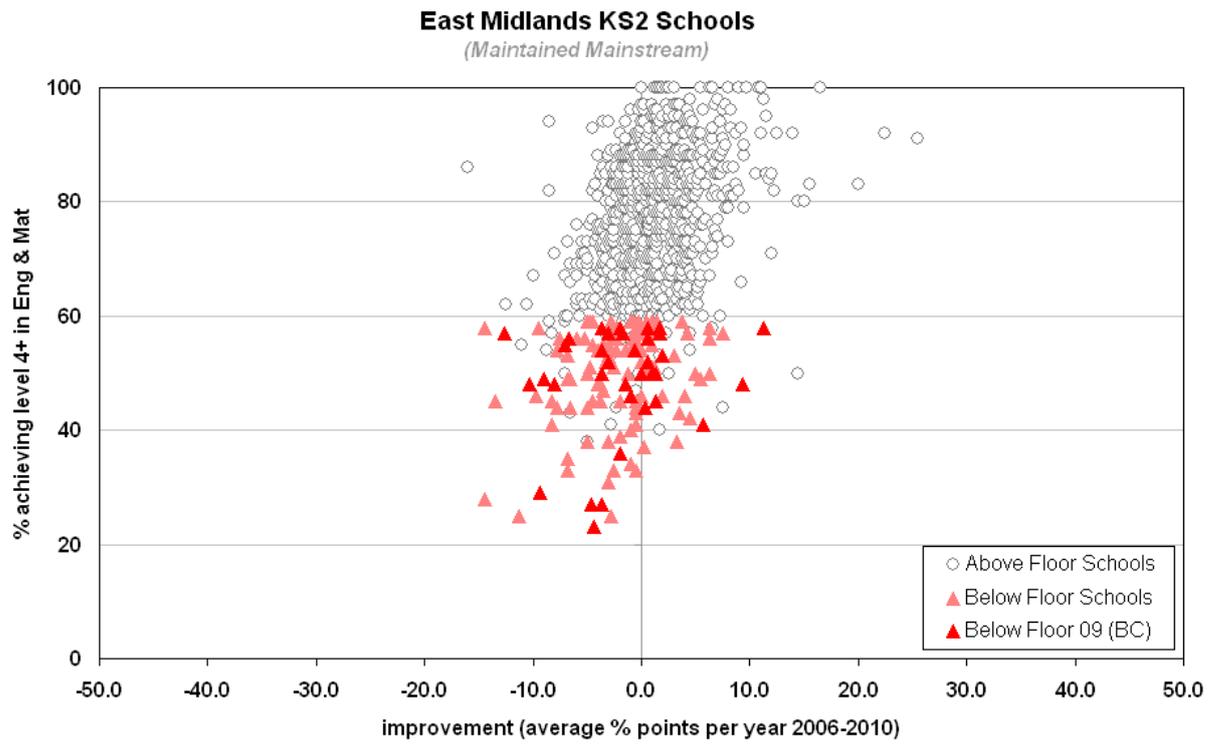
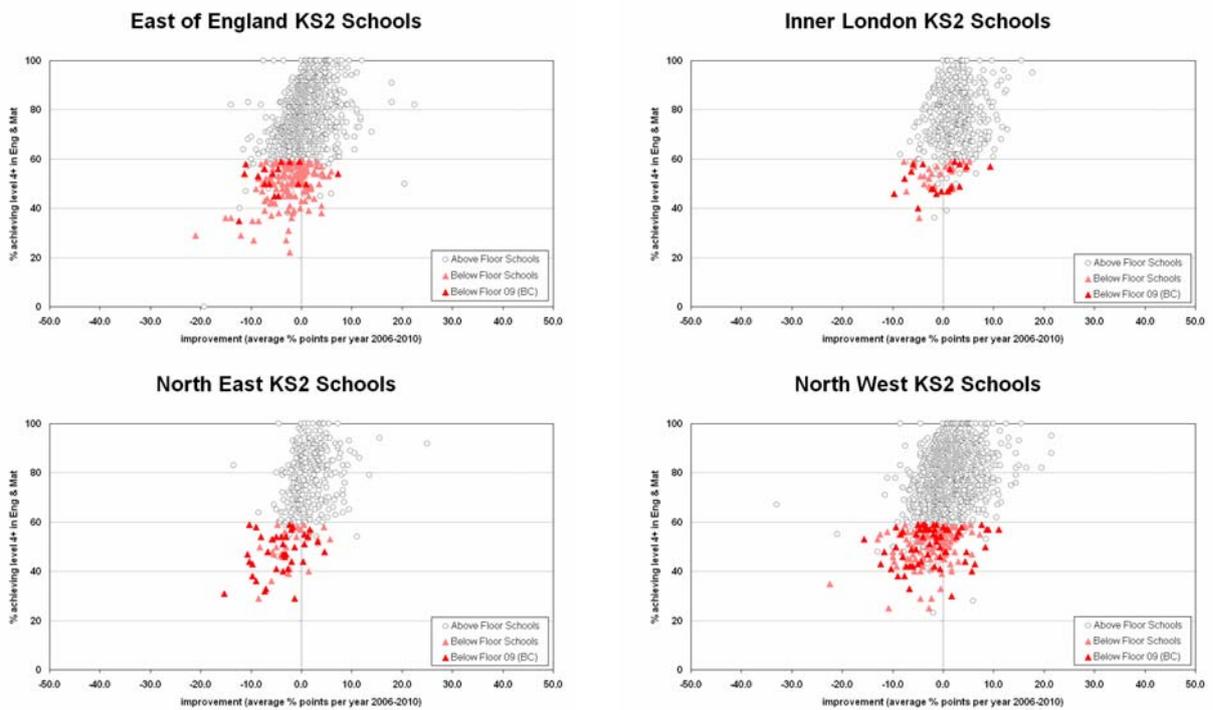
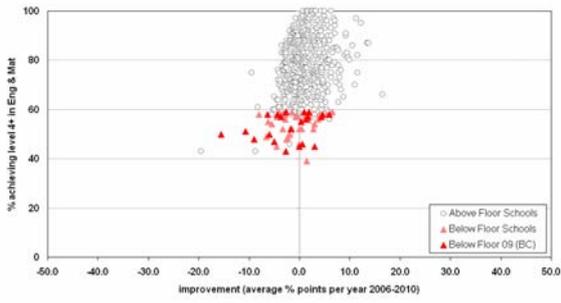


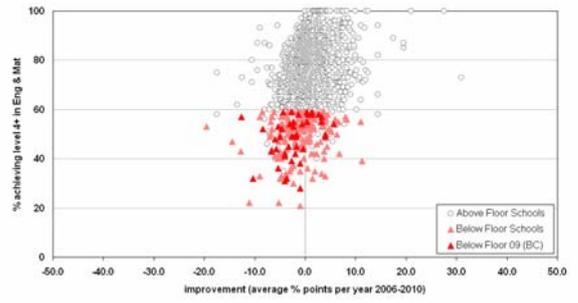
Chart 6.3b



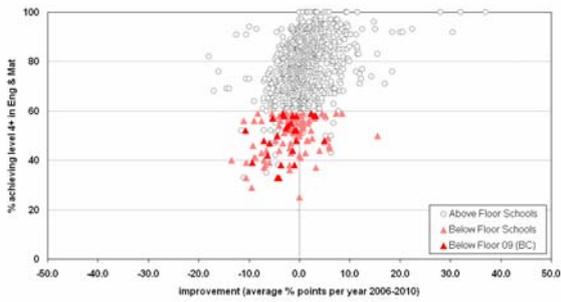
Outer London KS2 Schools



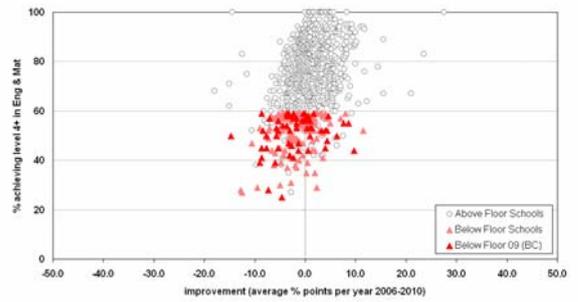
South East KS2 Schools



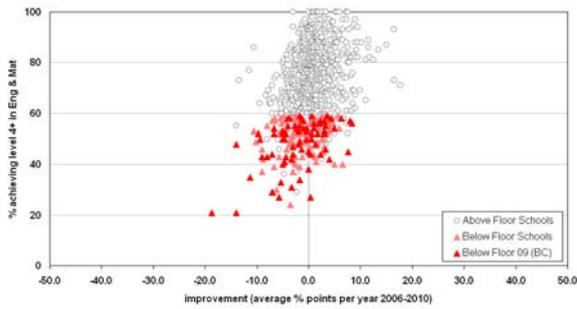
South West KS2 Schools



West Midlands KS2 Schools



Yorkshire and the Humber KS2 Schools



6.4 KS4 Below Floor School Level Attainment Trajectories

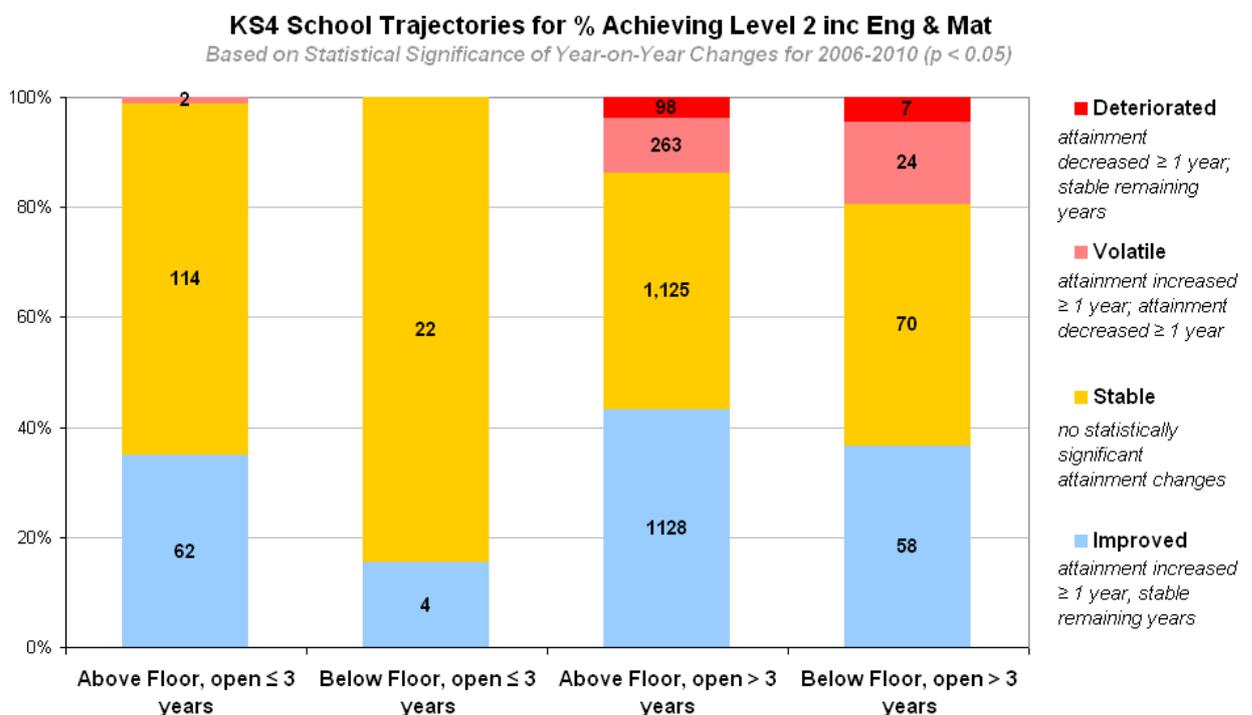
This section turns to KS4 attainment at school level, comparing latest performance with the average change in performance over five years to reveal changes over time, or the trajectories followed by below floor schools and their above floor counterparts.

Key Findings

- The majority of KS4 schools which have been open for at least 4 years, both below and above floor standards, were split evenly between having had no *statistically significant* year-on-year changes in attainment between 2006 and 2010 ($p < 0.05$), and having had statistically significant year-on-year improvements. However, among below floor schools, a larger minority had volatile results (both improvements and declines in attainment that were statistically significant) than was the case for above floor schools.
- In all regions, at least half of schools below the KS4 floor standards have seen positive *5 year average changes* (improvements) in attainment between 2006 and 2010. All below floor schools in Inner and Outer London have improved KS4 attainment on average; as do the vast majority of above floor schools in each region.

Chart 6.4a categorises schools below and above the floor standards into attainment trajectories based on the direction, consistency, and statistical significance of year-on-year changes to each school's percentage achieving level 2 including GCSE English and maths.

Chart 6.4a



The scatter points in charts 6.4b and 6.4c show the spread of schools within each

geographic region, according to their percentage of children achieving level 2 including GCSE English and maths (vertical axis), and the average number of percentage points by which this measure has improved or deteriorated over five years (horizontal axis). Hence, schools in the top right of the chart have higher attainment that has improved on average; those in the bottom left have lower attainment that has deteriorated on average. Schools in the top left have higher attainment, but this has fallen on average; schools in the bottom right have lower attainment, but this has improved on average in the last 5 years.

Schools with fewer than two pairs of consecutive years with valid data over 2006-2010 are excluded, as are schools which have closed. Average improvement over five years is used to smooth out the inherent volatility in school performance measures year-on-year, which are affected by the characteristics and prior attainment of the successive cohorts reaching the end of the Key Stage, as well as by school effectiveness.

Chart 6.4b

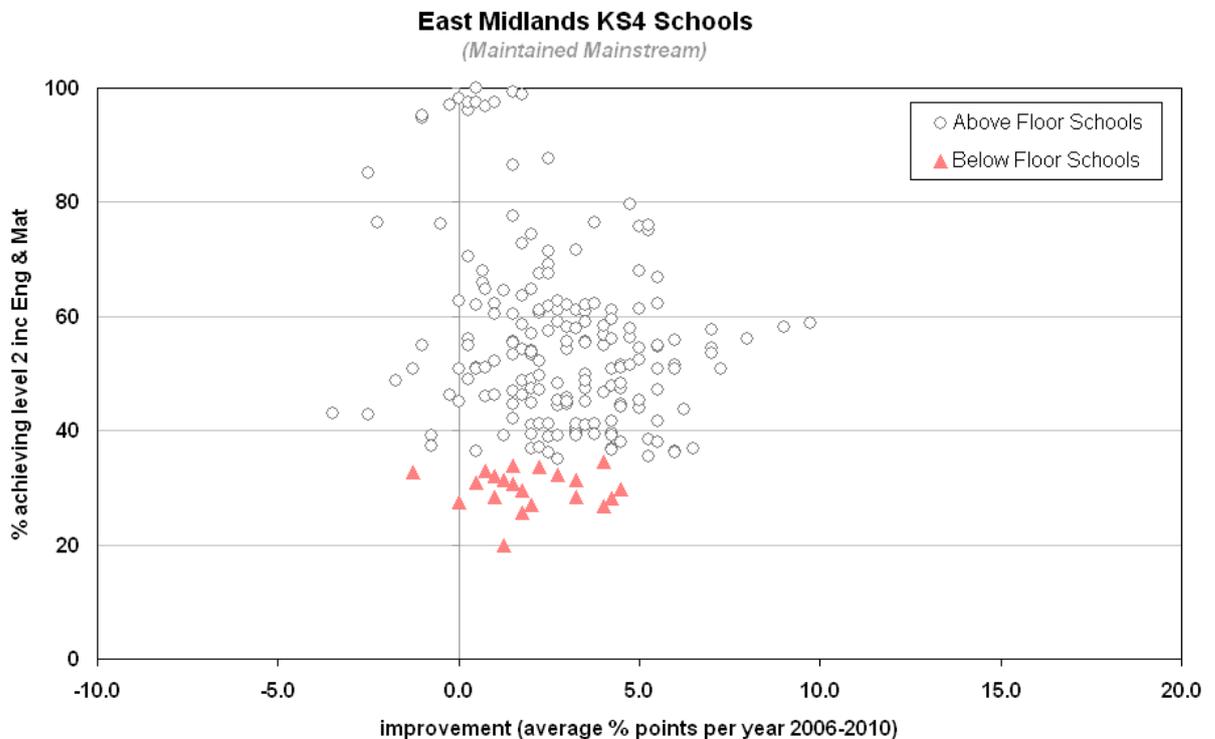
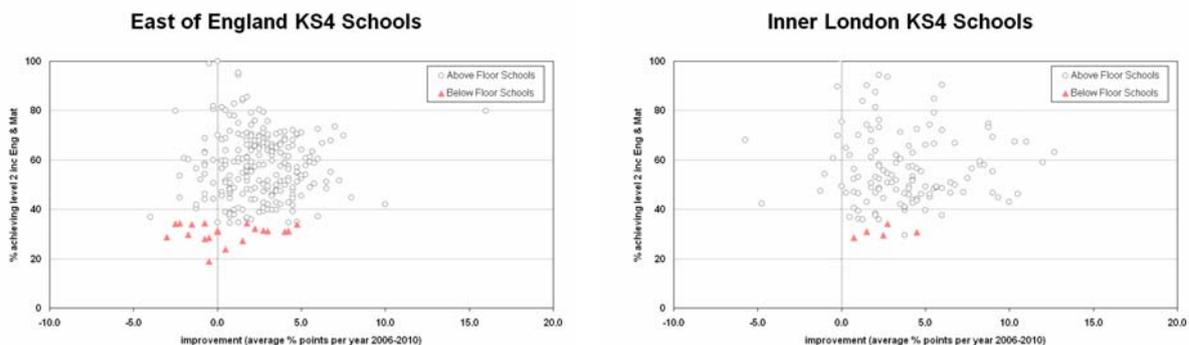
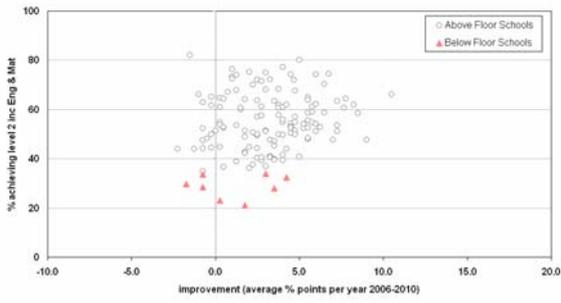


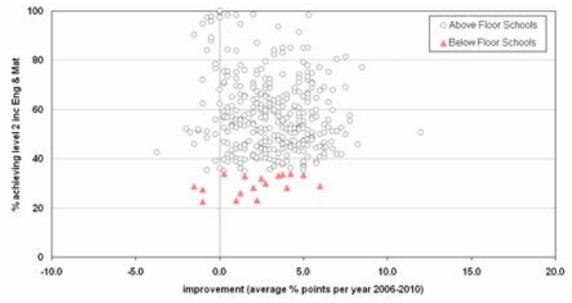
Chart 6.4c



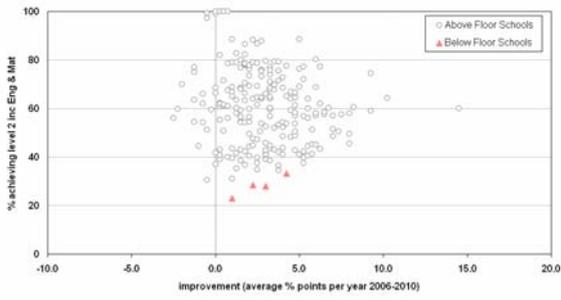
North East KS4 Schools



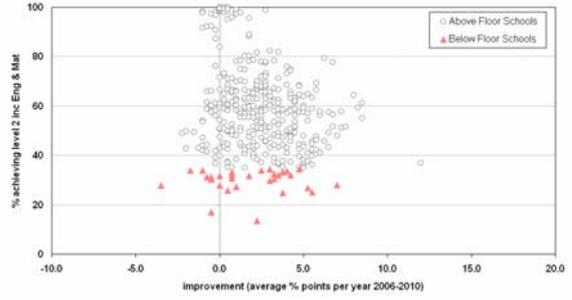
North West KS4 Schools



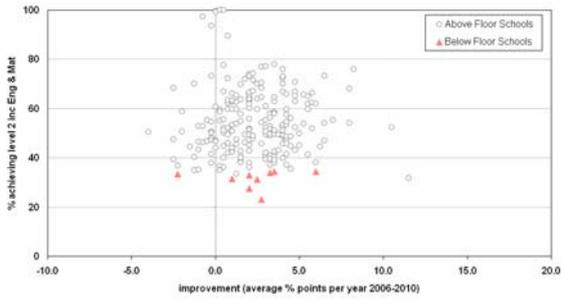
Outer London KS4 Schools



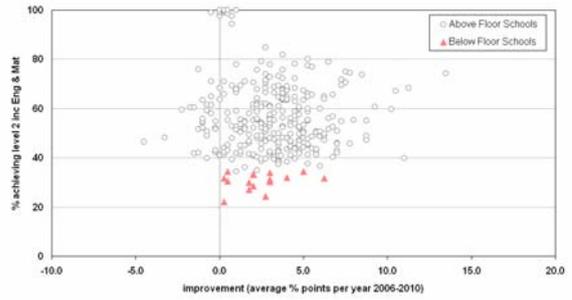
South East KS4 Schools



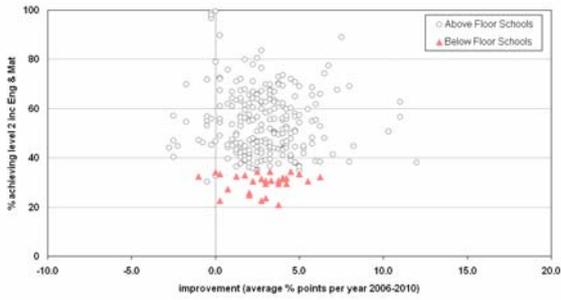
South West KS4 Schools



West Midlands KS4 Schools

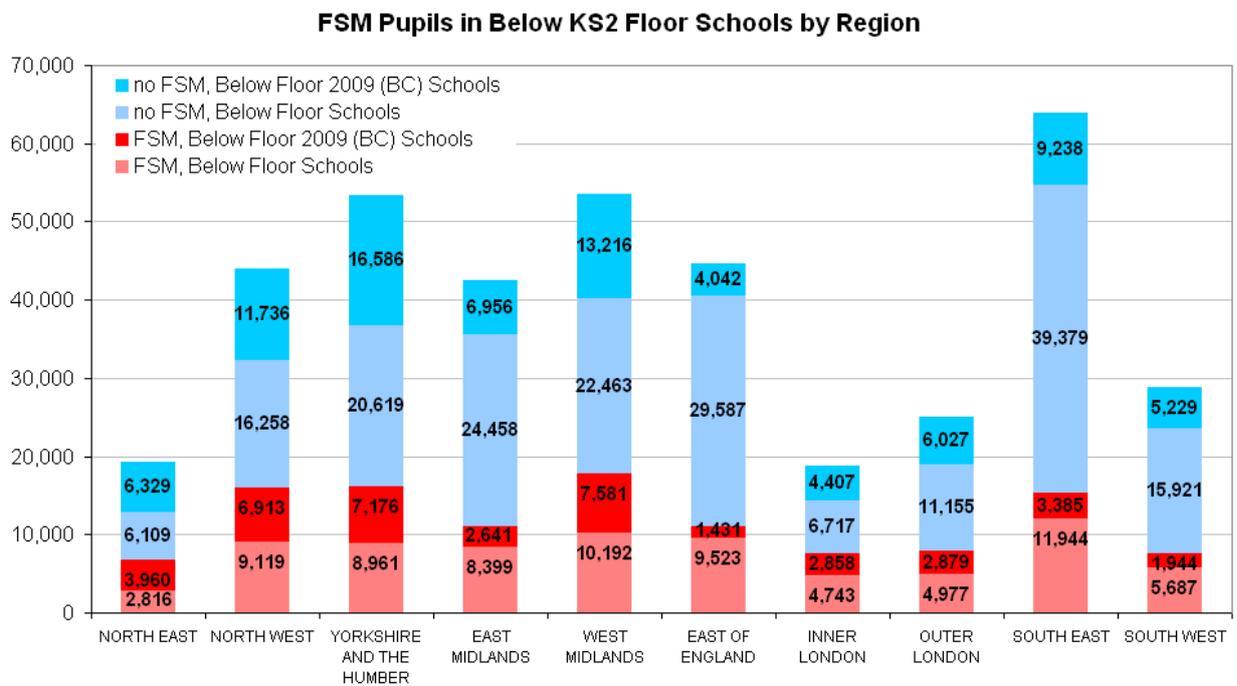
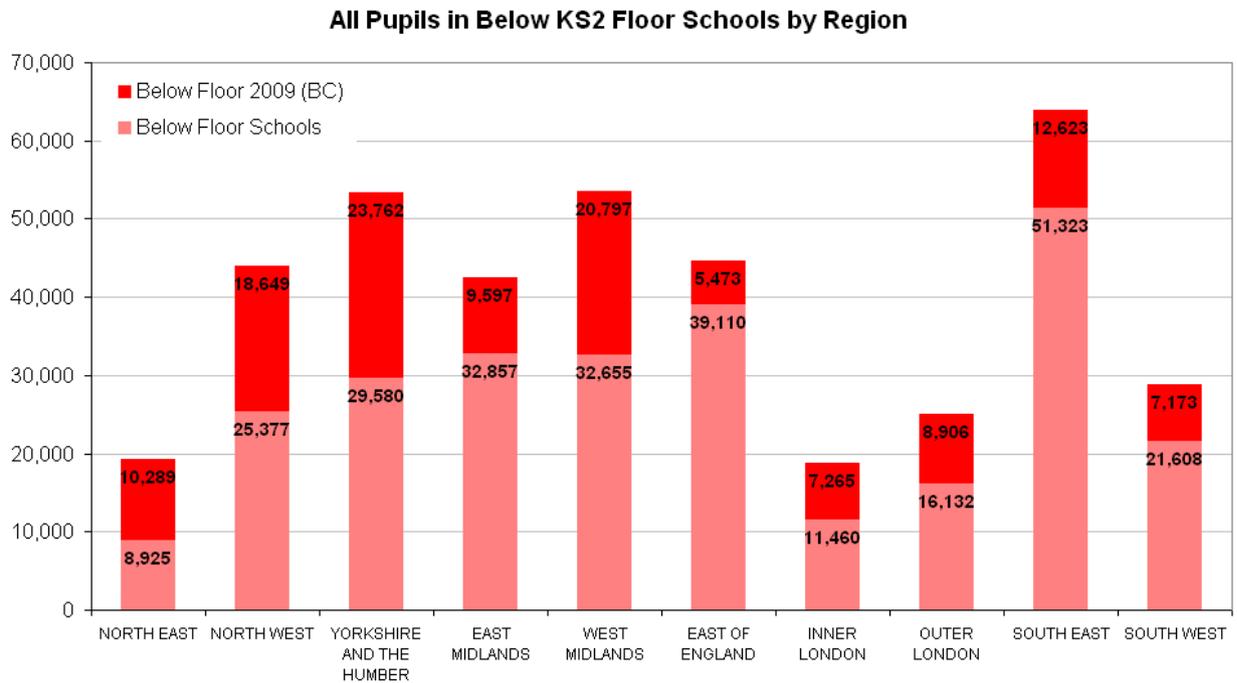


Yorkshire and the Humber KS4 Schools

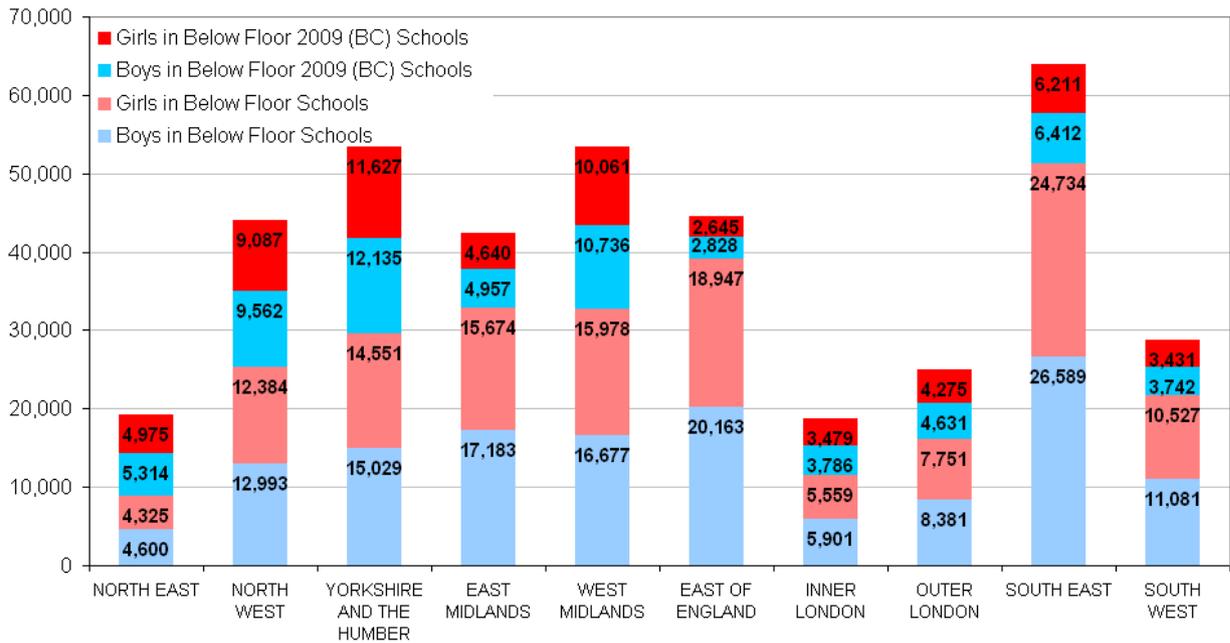


Annex A: Additional Population Profile Information

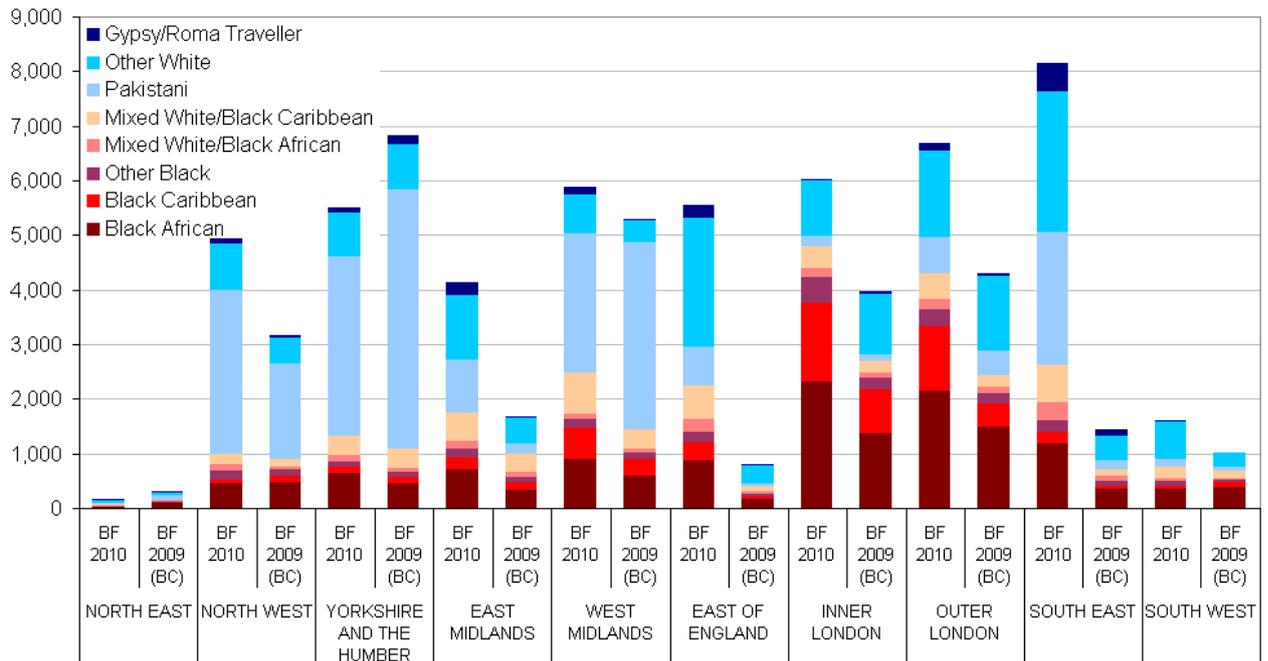
Regional Pupil Characteristics Profile in Below KS2 Floor Schools



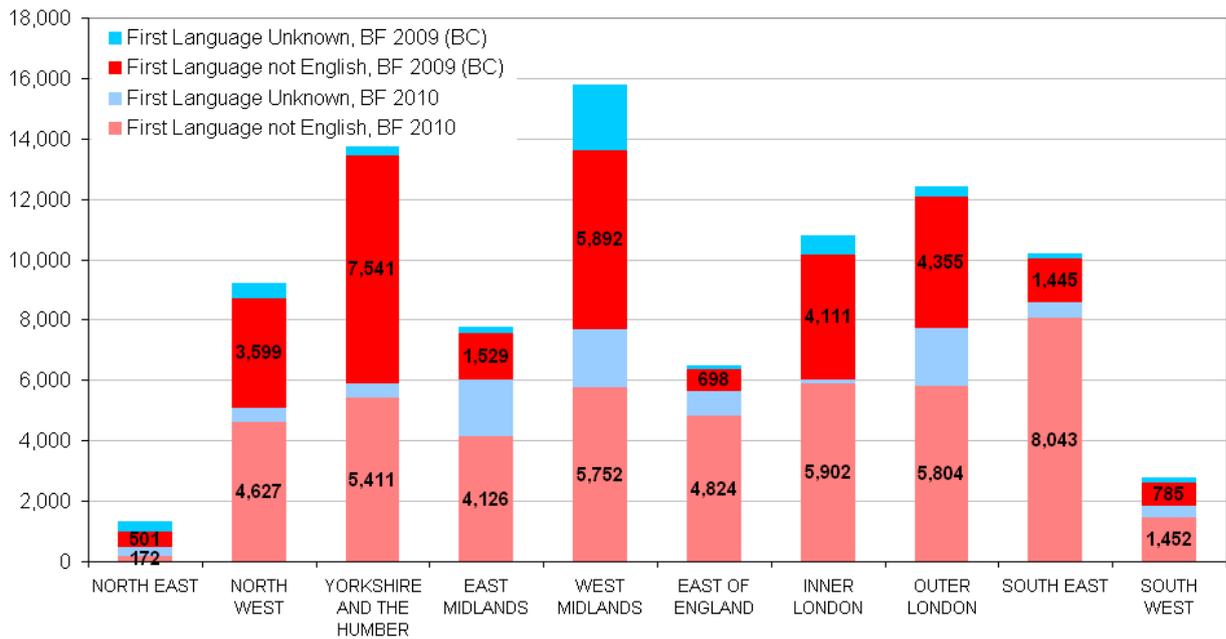
Boys and Girls in Below KS2 Floor Schools by Region



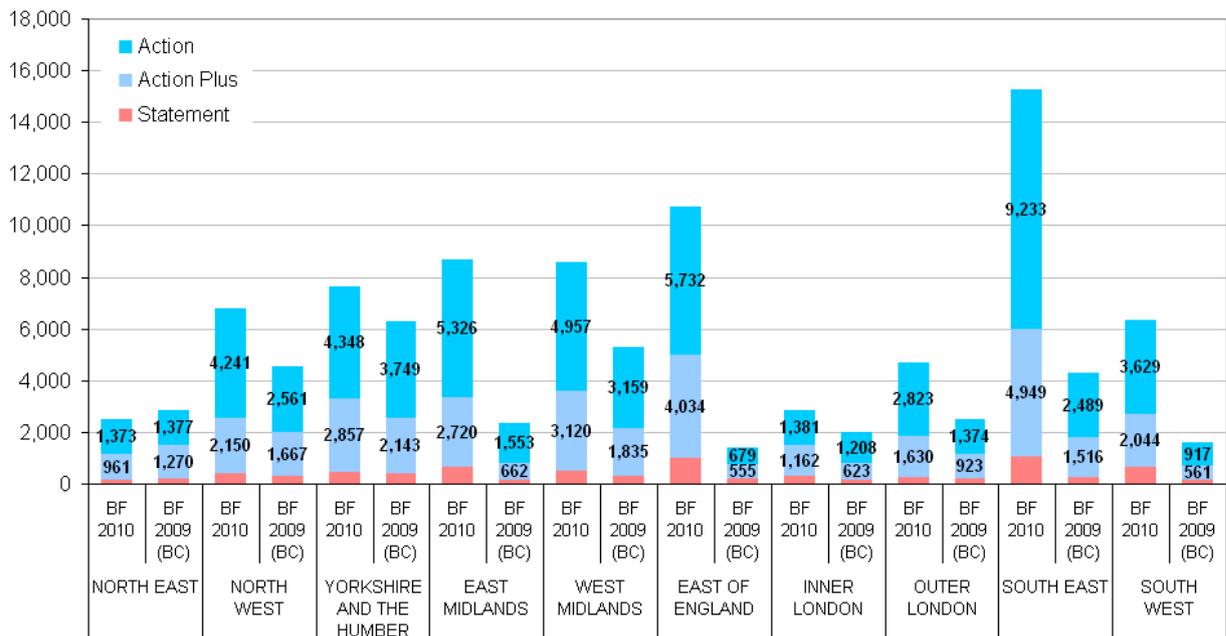
Underperforming Ethnic Minority Groups in Below KS2 Floor Schools



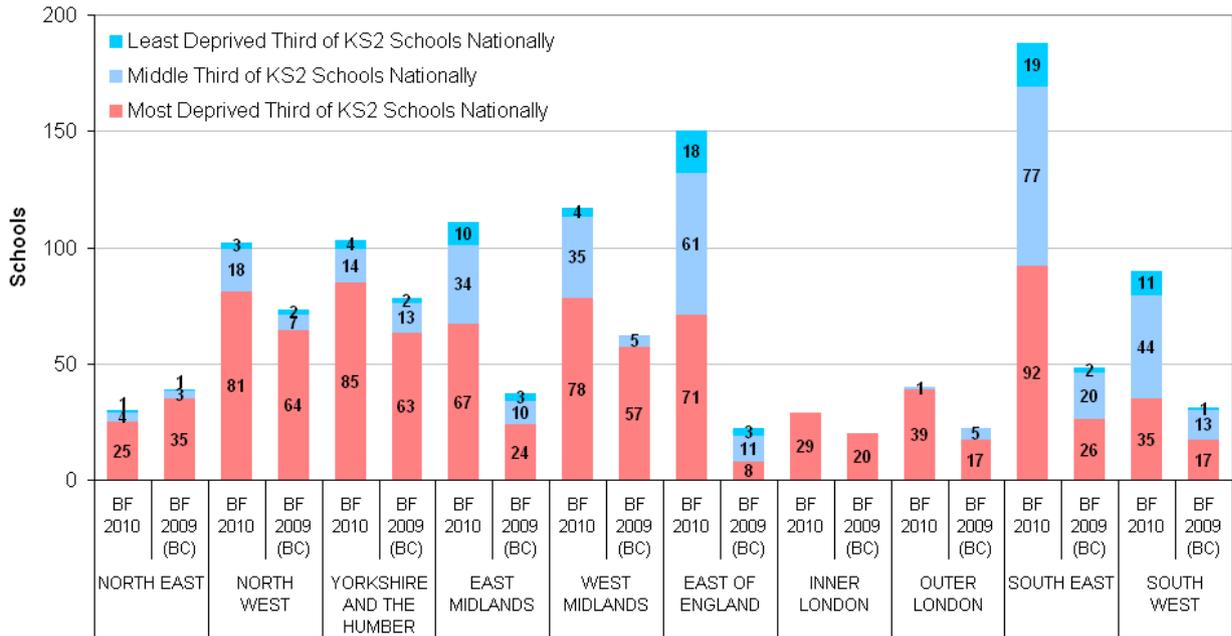
Pupils with English as an Additional language in Below KS2 Floor Schools



Pupils with Special Educational Needs in Below KS2 Floor Schools

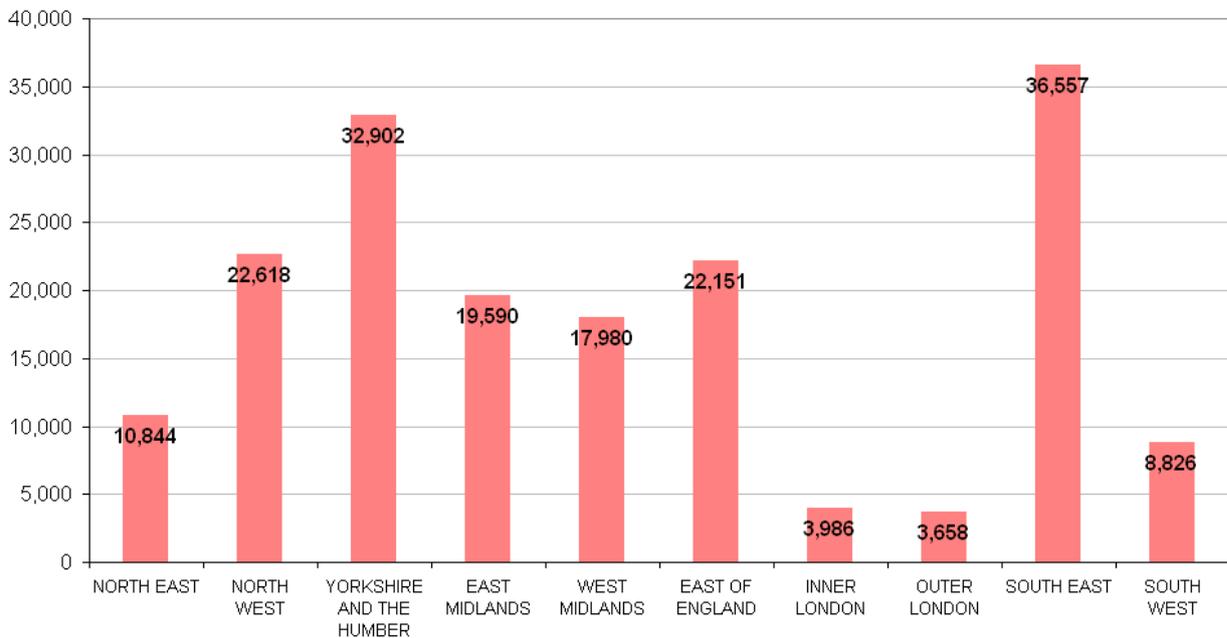


Below Floor KS2 Schools By IDACI Area Deprivation Band

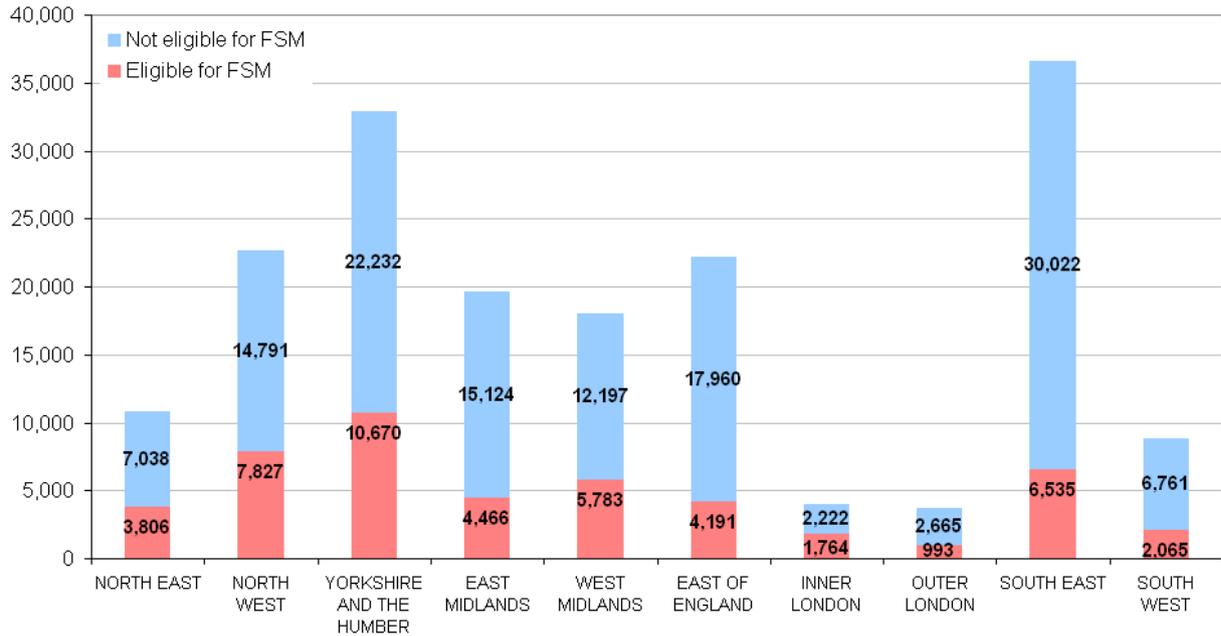


Regional Pupil Characteristics Profile in Below KS4 Floor Schools

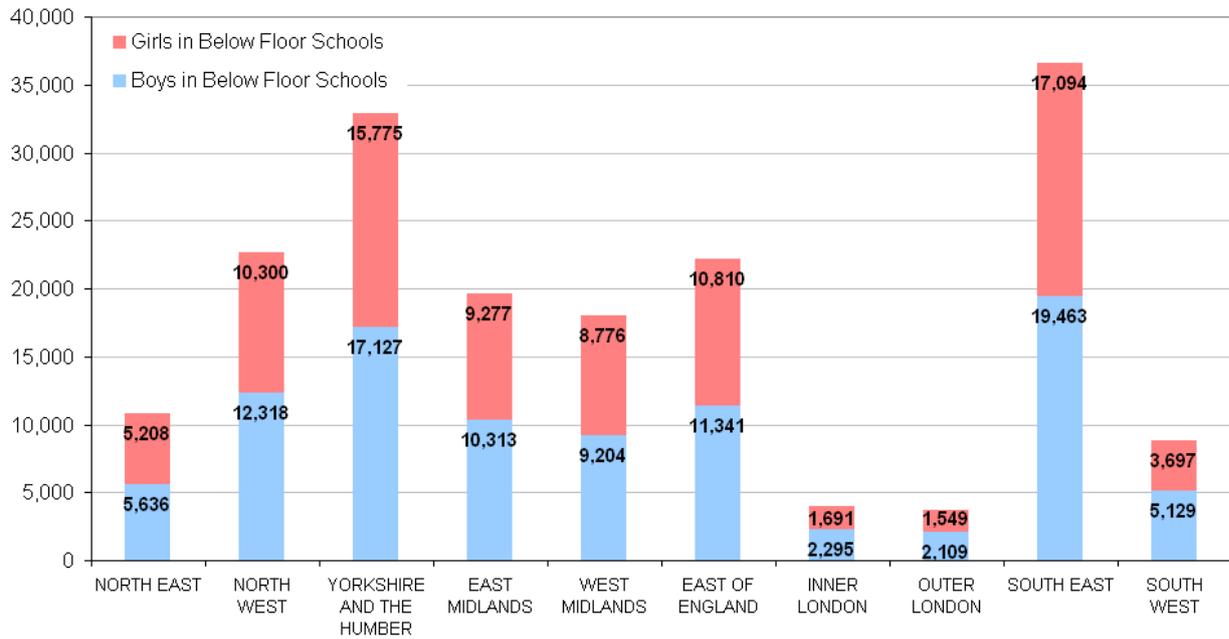
All Pupils in Below KS4 Floor Schools by Region



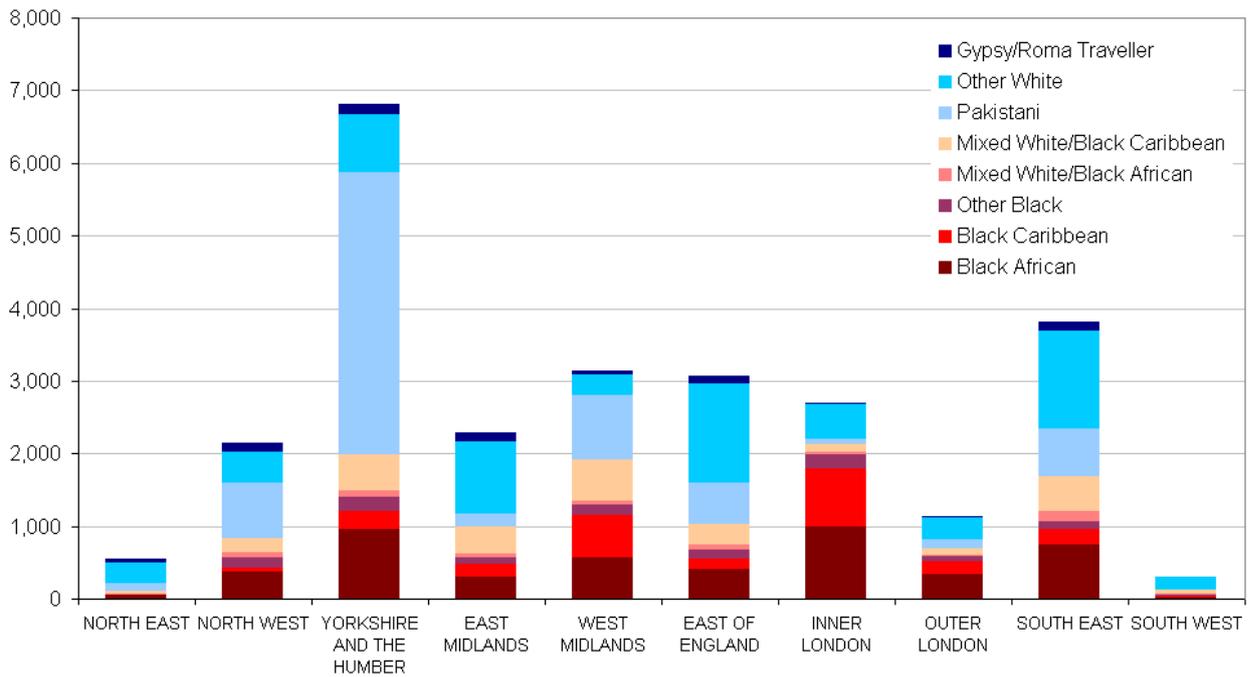
FSM Pupils in Below KS4 Floor Schools by Region



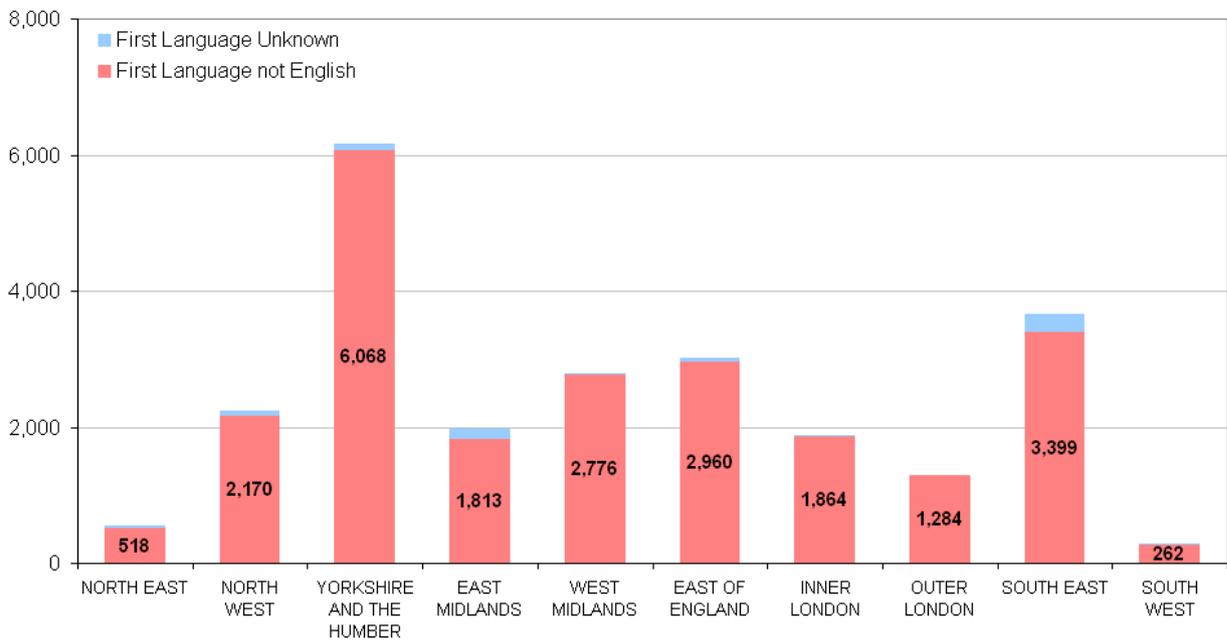
Boys and Girls in Below KS4 Floor Schools by Region



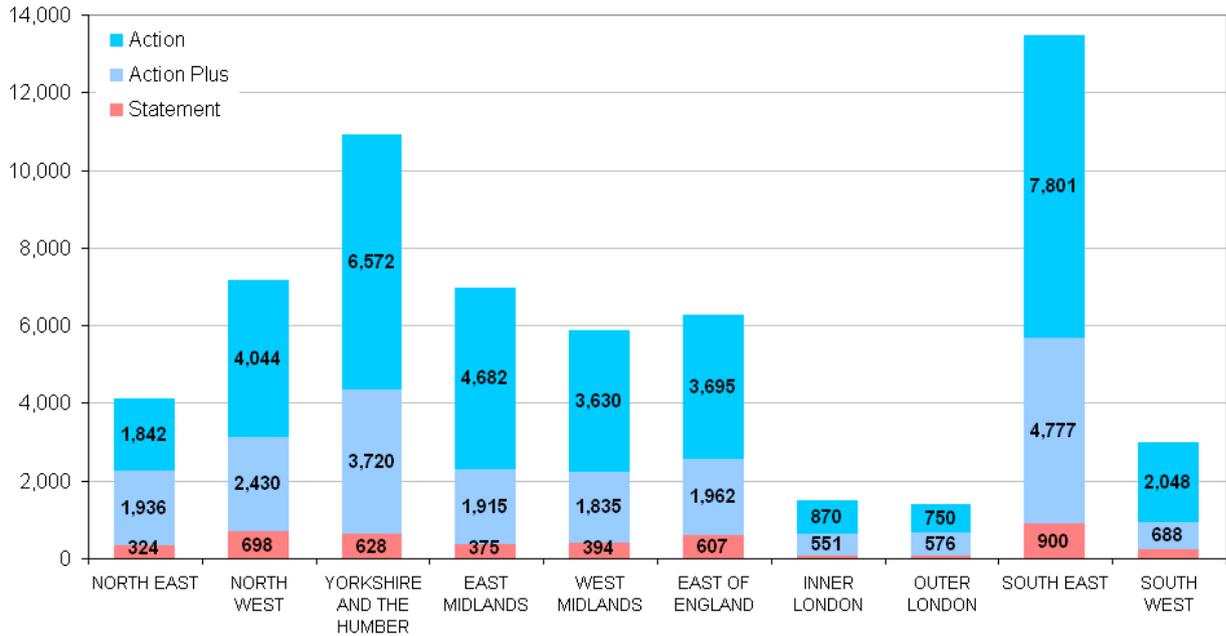
Underperforming Ethnic Minority Groups in Below KS4 Floor Schools



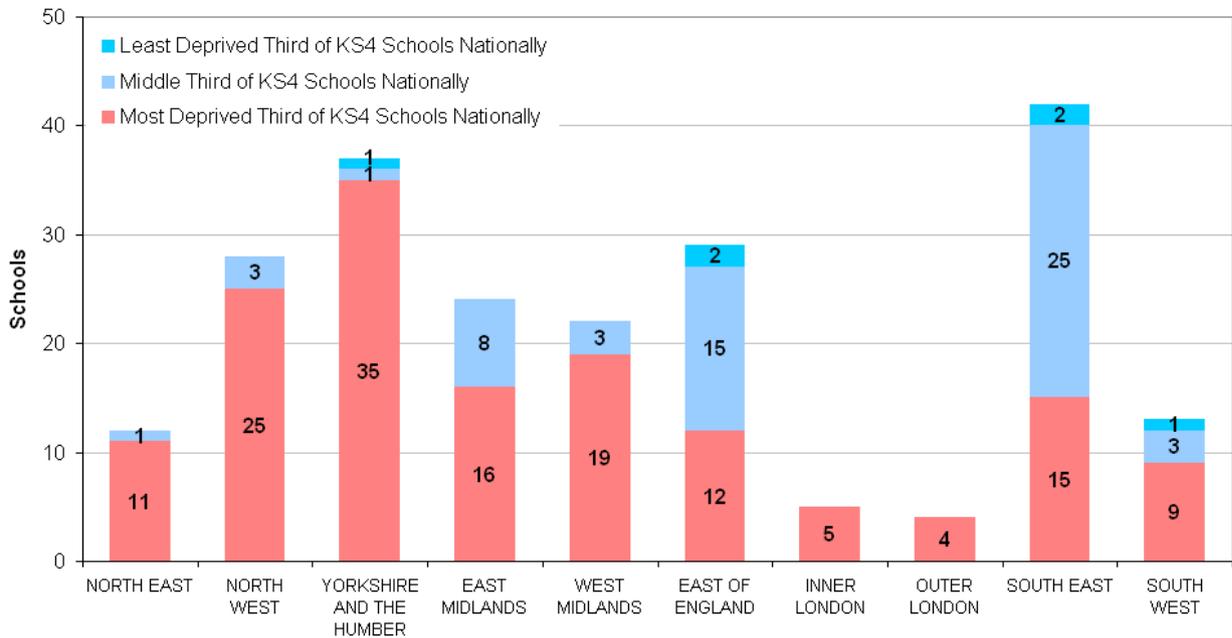
Pupils with English as an Additional language in Below KS4 Floor Schools



Pupils with Special Educational Needs in Below KS4 Floor Schools



Below Floor KS4 Schools By IDACI Area Deprivation Band



Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards

				Below Floor 2010																			
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER	
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Bangladeshi	English or Unclassified	No SEN	Not FSM	-	-	15	x	x	x	x	x	x	x	x	x	15	x	x	x	x	x	x	
			FSM	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	x	x	-	x
		SEN at Action / Plus	Not FSM	x	-	-	x	-	x	-	x	x	-	x	x	x	x	-	x	-	-	x	x
			FSM	-	x	-	x	-	x	-	-	-	-	-	-	-	-	-	-	-	-	x	-
	Other than English	Statemented SEN	Not FSM	x	-	-	x	x	-	-	-	-	x	-	x	-	-	-	x	-	-	-	-
			FSM	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		No SEN	Not FSM	56	48	162	151	234	207	x	x	77	75	53	67	163	138	52	x	90	55	79	82
			FSM	35	18	64	37	146	150	x	-	25	15	16	18	35	29	x	x	55	42	26	21
		SEN at Action / Plus	Not FSM	15	19	29	47	31	64	-	x	12	22	18	21	30	44	x	x	16	25	15	16
			FSM	x	x	12	19	45	56	-	-	10	11	13	x	x	12	-	x	10	14	x	x
Indian	English or Unclassified	Statemented SEN	Not FSM	x	x	x	x	x	x	-	x	-	-	-	x	x	-	x	-	-	x	x	
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		No SEN	Not FSM	32	45	33	23	x	10	x	x	10	17	25	37	55	50	x	10	88	91	19	15
			FSM	x	x	x	x	x	x	-	x	x	x	x	x	x	-	x	15	10	x	x	
	Other than English	SEN at Action / Plus	Not FSM	x	x	x	x	-	x	-	x	-	x	x	x	x	-	x	11	13	-	x	
			FSM	x	x	x	x	-	x	-	x	-	x	x	x	x	-	-	x	x	x	x	
		Statemented SEN	Not FSM	-	x	x	-	-	x	-	-	-	-	-	x	-	x	-	-	-	-	x	x
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		No SEN	Not FSM	217	261	175	147	37	41	x	x	75	81	199	188	244	308	51	41	367	381	49	52
			FSM	35	28	14	16	17	27	x	x	x	x	23	19	28	24	-	x	44	53	x	x
Pakistani	English or Unclassified	SEN at Action / Plus	Not FSM	34	55	x	23	x	x	x	x	17	33	44	33	60	x	x	43	87	x	11	
			FSM	13	15	x	x	x	11	-	x	x	x	11	x	x	-	x	14	17	x	x	
		Statemented SEN	Not FSM	x	x	x	-	-	-	-	-	-	-	x	x	x	x	-	x	x	x	x	x
			FSM	-	x	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	x	-	-
	Other than English	No SEN	Not FSM	17	25	21	18	x	x	x	x	90	99	24	26	60	55	x	x	74	55	105	79
			FSM	11	x	x	x	-	x	-	-	25	26	x	x	x	x	-	-	21	23	22	17
		SEN at Action / Plus	Not FSM	x	x	x	x	-	x	-	x	x	23	x	13	x	12	x	x	16	13	18	18
			FSM	x	x	x	x	-	x	-	-	x	x	x	x	x	-	-	x	11	x	x	x
		Statemented SEN	Not FSM	x	x	x	x	x	x	-	-	x	x	-	x	x	-	-	-	x	x	x	x
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Asian	English or Unclassified	No SEN	Not FSM	219	242	178	169	56	37	x	x	771	723	179	160	796	696	25	40	616	542	943	850
			FSM	85	85	66	53	19	20	x	-	228	186	41	30	121	100	11	12	313	225	231	191
		SEN at Action / Plus	Not FSM	57	101	41	71	x	x	x	-	225	308	47	61	139	235	x	x	127	237	212	331
			FSM	30	48	25	35	13	10	-	x	86	122	16	34	33	78	x	x	112	154	97	116
	Other than English	Statemented SEN	Not FSM	x	x	x	x	x	x	-	x	23	-	x	18	28	-	x	x	13	x	21	x
			FSM	-	x	x	x	-	x	-	-	x	x	x	x	-	-	-	-	x	x	x	x
		No SEN	Not FSM	17	15	20	27	11	10	x	x	13	12	35	38	30	28	x	x	21	18	17	17
			FSM	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	x	x	x	x	x
		SEN at Action / Plus	Not FSM	x	x	x	x	x	x	x	-	x	x	x	10	x	x	-	x	x	x	x	x
			FSM	x	x	-	x	x	-	-	-	x	x	-	x	x	-	-	-	x	x	-	x
Other Asian	English or Unclassified	Statemented SEN	Not FSM	-	-	-	-	-	x	-	x	-	-	-	-	-	-	-	-	-	-	x	
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		No SEN	Not FSM	80	71	113	103	43	56	15	x	40	43	201	201	425	350	40	35	108	105	74	72
			FSM	x	13	x	15	25	20	x	x	14	11	34	39	29	28	-	x	32	27	25	21
	Other than English	SEN at Action / Plus	Not FSM	x	16	x	22	x	14	x	x	x	x	38	58	24	70	x	15	x	19	x	16
			FSM	-	x	x	x	x	x	-	-	x	x	17	26	x	x	-	-	x	x	x	x
		Statemented SEN	Not FSM	x	x	x	-	-	-	-	x	-	-	x	-	-	x	-	-	-	-	x	x
			FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		No SEN	Not FSM	17	15	20	27	11	10	x	x	13	12	35	38	30	28	x	x	21	18	17	17
			FSM	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	x	x	x	x	x

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 2010																				
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER		
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Black African	English or Unclassified	No SEN	Not FSM	60	52	146	137	186	144	x	-	34	35	282	195	160	123	17	11	79	47	49	45	
			FSM	32	15	21	18	79	61	-	x	25	13	61	63	21	23	x	x	28	20	17	18	
			SEN at Action / Plus	Not FSM	x	17	17	34	29	35	-	-	x	x	35	86	21	33	x	x	x	13	x	12
			FSM	x	10	x	x	12	30	x	x	x	x	17	32	x	x	x	x	x	x	11	x	x
			Statemented SEN	Not FSM	x	-	x	x	x	10	-	-	-	-	x	x	x	x	-	x	x	-	x	x
			FSM	-	x	-	x	-	13	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x
		Other than English	No SEN	Not FSM	128	123	152	156	360	320	x	x	60	43	253	233	241	205	57	56	142	124	120	89
			FSM	74	67	48	34	311	319	x	x	79	72	275	205	89	73	68	66	164	137	82	56	
			SEN at Action / Plus	Not FSM	19	33	20	45	53	106	x	-	12	19	58	91	32	71	x	x	14	29	14	34
			FSM	18	36	11	14	83	121	-	-	12	23	81	147	24	34	15	20	21	42	28	35	
			Statemented SEN	Not FSM	-	x	-	x	x	12	-	-	x	-	x	x	x	x	x	x	-	x	-	x
			FSM	x	x	-	x	x	18	-	-	-	-	x	10	x	x	-	x	-	x	-	x	x
Black Caribbean	English or Unclassified	No SEN	Not FSM	53	51	103	68	340	252	x	x	13	12	274	250	47	47	17	x	141	124	38	19	
			FSM	24	12	30	33	165	146	x	x	x	11	120	105	23	21	x	x	65	68	16	x	
			SEN at Action / Plus	Not FSM	13	30	14	31	79	123	-	x	x	x	86	164	21	31	x	x	21	56	x	x
			FSM	x	16	17	16	71	112	-	x	x	x	60	106	x	15	x	x	32	42	x	x	
			Statemented SEN	Not FSM	-	x	x	x	x	18	-	-	-	-	x	x	x	x	x	x	x	x	-	x
			FSM	-	x	-	x	x	19	-	-	-	-	x	x	-	-	-	x	x	x	x	-	x
		Other than English	No SEN	Not FSM	x	x	x	x	20	25	-	-	x	x	x	x	x	-	x	x	x	x	-	x
			FSM	-	x	x	-	12	12	-	-	-	x	x	x	x	-	-	-	x	x	x	x	
			SEN at Action / Plus	Not FSM	x	x	-	x	x	17	-	-	x	-	x	-	x	x	-	-	x	x	-	x
			FSM	x	-	-	-	x	x	-	-	x	-	x	x	x	-	-	-	-	-	x	-	-
			Statemented SEN	Not FSM	-	-	-	x	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	x
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Black	English or Unclassified	No SEN	Not FSM	22	15	36	35	85	66	x	x	28	33	54	54	32	30	12	11	21	20	13	11	
			FSM	12	18	10	x	40	34	x	-	23	13	26	25	10	x	x	x	16	27	x	x	
			SEN at Action / Plus	Not FSM	x	11	x	17	14	24	-	x	x	14	10	16	x	10	x	x	x	17	x	x
			FSM	x	13	x	x	x	24	-	x	x	x	x	23	x	x	x	x	x	x	12	-	x
			Statemented SEN	Not FSM	-	-	x	-	x	x	-	-	x	x	x	-	-	-	-	x	-	x	-	x
			FSM	x	-	-	-	x	x	-	-	-	-	-	-	x	-	-	-	x	-	-	-	-
		Other than English	No SEN	Not FSM	15	19	22	19	41	34	-	-	10	13	17	11	35	44	x	x	15	x	11	11
			FSM	x	x	x	x	25	31	-	-	x	x	21	12	x	x	-	x	x	x	x	x	
			SEN at Action / Plus	Not FSM	x	x	x	x	x	12	x	-	x	x	10	x	12	x	-	x	x	x	x	
			FSM	-	x	-	x	x	13	-	-	x	x	x	10	x	x	x	x	x	x	x	x	
			Statemented SEN	Not FSM	-	-	-	x	x	x	-	-	-	-	-	-	x	-	-	-	-	-	-	
			FSM	-	-	-	x	-	x	-	-	-	-	-	-	-	-	x	-	-	-	-	-	
Chinese	English or Unclassified	No SEN	Not FSM	x	x	x	x	x	x	-	x	x	-	x	x	x	x	x	x	x	x	x		
			FSM	-	-	x	-	-	-	-	-	x	-	x	-	x	-	x	-	x	x	x		
			SEN at Action / Plus	Not FSM	-	-	-	x	-	x	-	-	-	x	-	x	-	-	-	-	x	-		
			FSM	-	x	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			Statemented SEN	Not FSM	-	-	x	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Other than English	No SEN	Not FSM	19	20	31	34	39	36	x	x	40	30	x	17	56	41	12	x	21	24	31	16
			FSM	x	-	x	x	19	18	-	-	x	x	x	x	x	x	x	x	x	x	x		
			SEN at Action / Plus	Not FSM	x	x	x	x	x	x	x	x	x	-	x	x	x	-	x	x	x	x		
			FSM	-	-	x	-	x	x	-	-	-	-	-	x	x	x	-	-	-	-	-		
			Statemented SEN	Not FSM	-	-	-	x	-	-	-	-	-	-	-	-	x	-	-	-	x	-		
			FSM	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 2010																				
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER		
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
White & Asian	English or Unclassified	No SEN	Not FSM	42	58	65	72	13	14	x	x	38	28	25	30	113	102	19	25	53	54	48	53	
			FSM	20	18	24	15	x	x	x	x	29	20	15	x	27	24	x	11	50	39	33	40	
			SEN at Action / Plus	Not FSM	x	x	x	11	x	x	x	-	x	11	x	x	12	28	x	x	x	18	x	14
			FSM	x	13	x	15	x	x	-	-	x	x	17	x	x	x	13	x	x	17	27	x	25
			Statemented SEN	Not FSM	x	x	x	-	-	x	-	-	x	x	x	-	x	10	-	x	-	x	-	x
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	x	-	x
		Other than English	No SEN	Not FSM	10	12	22	16	10	x	x	-	x	x	20	13	31	21	x	x	x	x	12	12
			FSM	x	x	x	x	x	x	-	-	x	x	10	x	x	12	x	-	x	x	x	x	x
			SEN at Action / Plus	Not FSM	x	-	x	x	x	x	-	-	-	x	x	x	x	x	x	x	x	x	x	x
			FSM	-	x	x	x	x	x	-	-	-	-	x	x	-	x	-	-	-	x	x	x	x
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	x	-	-	-	-
			FSM	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White & Black African	English or Unclassified	No SEN	Not FSM	33	33	59	42	25	17	x	x	28	23	34	29	81	67	x	13	25	16	27	22	
			FSM	x	x	23	27	15	x	x	x	16	x	17	12	28	30	x	10	13	x	19	x	
			SEN at Action / Plus	Not FSM	x	16	x	11	x	12	x	-	x	x	x	12	11	21	x	x	x	x	x	x
			FSM	x	x	11	20	x	x	-	-	-	x	x	x	x	11	12	x	x	x	x	x	x
			Statemented SEN	Not FSM	-	x	-	-	-	x	-	x	-	-	-	-	-	x	-	-	-	x	-	-
			FSM	x	x	-	-	-	-	-	-	-	x	x	-	x	-	x	-	-	-	-	-	-
		Other than English	No SEN	Not FSM	10	x	11	13	13	17	-	-	x	x	20	x	18	23	-	x	x	x	x	x
			FSM	x	x	x	x	x	x	x	-	x	x	10	x	x	x	x	x	x	x	x	x	
			SEN at Action / Plus	Not FSM	x	x	x	x	x	x	-	-	-	-	x	x	x	x	-	-	x	x	x	
			FSM	x	-	x	x	x	x	-	-	-	-	x	x	x	x	-	-	-	-	-	-	
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	
			FSM	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	
White & Black Caribbean	English or Unclassified	No SEN	Not FSM	127	122	150	125	95	51	x	x	46	32	102	109	170	141	54	37	157	124	95	55	
			FSM	78	61	95	65	69	64	x	x	30	17	64	42	93	73	49	22	138	97	60	48	
			SEN at Action / Plus	Not FSM	30	41	25	50	19	31	-	-	x	12	23	45	23	71	10	12	26	56	14	28
			FSM	19	35	35	46	20	32	-	-	-	11	17	31	46	37	60	x	20	41	86	11	36
			Statemented SEN	Not FSM	x	-	x	x	-	x	-	-	x	x	x	x	x	x	x	-	x	x	-	x
			FSM	x	x	x	x	x	x	-	x	-	x	x	x	x	x	-	x	-	x	-	-	
		Other than English	No SEN	Not FSM	x	x	x	x	x	x	-	-	x	x	x	x	-	x	-	x	x	-	x	
			FSM	x	-	x	x	x	-	-	-	-	x	-	-	-	-	-	-	-	-	-		
			SEN at Action / Plus	Not FSM	-	x	-	x	x	-	-	-	-	-	-	x	-	x	-	-	x	-	-	
			FSM	-	-	x	-	x	x	-	-	-	-	-	-	x	-	-	-	-	-	-		
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Other Mixed	English or Unclassified	No SEN	Not FSM	86	76	121	108	63	73	10	x	66	59	93	91	160	170	42	34	103	89	63	67	
			FSM	46	34	48	35	40	34	x	x	42	32	41	36	53	33	27	24	61	49	45	44	
			SEN at Action / Plus	Not FSM	11	22	21	40	16	25	x	x	x	21	16	43	35	56	x	12	x	32	10	14
			FSM	13	19	23	19	16	16	x	-	-	15	32	22	32	24	40	x	x	11	42	11	22
			Statemented SEN	Not FSM	x	x	x	x	x	x	-	-	-	x	x	x	x	10	x	x	x	x	-	
			FSM	x	x	x	x	x	x	-	-	-	-	x	x	-	-	-	-	-	x	-		
		Other than English	No SEN	Not FSM	16	16	56	60	29	43	x	x	32	29	43	34	78	89	17	18	13	15	20	28
			FSM	x	x	10	x	24	23	-	x	x	12	15	13	x	19	-	-	10	x	x		
			SEN at Action / Plus	Not FSM	x	10	x	x	x	13	-	-	x	x	x	10	13	24	x	x	x	x		
			FSM	x	x	x	x	x	x	-	-	-	x	x	x	x	x	-	-	-	-			
			Statemented SEN	Not FSM	-	-	-	-	x	x	-	-	-	-	x	-	-	-	-	-	-			
			FSM	-	-	-	-	x	x	-	-	-	-	-	-	-	x	-	-	-				

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Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 2010																			
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER	
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
White British	English or Unclassified	No SEN	Not FSM	7037	6499	8934	7953	466	429	2327	2051	4784	4275	1449	1221	11141	9823	5506	4744	6259	5471	6221	5515
			FSM	2065	1634	2451	1803	268	188	872	658	2374	1909	469	365	2875	2118	1659	1196	2181	1708	2401	1885
		SEN at Action / Plus	Not FSM	1315	2576	1718	3279	82	149	397	772	744	1436	350	636	2478	4686	1109	2087	1097	2192	1017	1930
			FSM	976	1533	1119	1743	96	157	397	682	992	1627	317	410	1720	2486	730	1179	992	1505	972	1603
		Statemented SEN	Not FSM	81	255	123	419	x	40	32	72	30	124	17	49	131	462	88	292	63	170	48	114
			FSM	59	148	79	220	x	26	18	34	38	98	11	24	54	160	56	145	47	105	40	93
	Other than English	No SEN	Not FSM	16	21	23	23	12	18	x	x	13	11	11	16	51	46	12	x	x	13	x	10
			FSM	x	x	x	x	11	11	-	-	x	x	x	x	10	x	x	x	x	x	x	x
		SEN at Action / Plus	Not FSM	x	x	x	x	x	x	x	-	x	x	x	x	11	14	x	-	x	x	x	x
			FSM	x	x	x	x	x	-	-	-	-	x	x	x	12	x	x	x	x	x	-	x
		Statemented SEN	Not FSM	x	x	-	-	x	-	-	-	-	-	-	-	x	x	-	-	-	x	x	10
			FSM	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x
Irish	English or Unclassified	No SEN	Not FSM	11	x	19	x	12	x	x	x	10	x	x	12	25	16	x	x	x	12	x	x
			FSM	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
		SEN at Action / Plus	Not FSM	x	x	x	10	-	x	-	-	x	x	x	x	x	10	x	x	x	x	-	x
			FSM	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-	x	-	x	x	x
		Statemented SEN	Not FSM	-	-	-	x	-	-	-	-	-	-	-	x	x	-	x	-	-	-	x	-
			FSM	-	-	x	x	x	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-
	Other than English	No SEN	Not FSM	-	-	-	-	-	x	-	-	x	-	x	-	-	-	x	-	-	-	-	x
			FSM	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-
		SEN at Action / Plus	Not FSM	-	x	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gypsy / Roma Traveller	English or Unclassified	No SEN	Not FSM	11	15	29	18	x	x	x	-	19	23	17	23	51	50	x	x	16	10	x	11
			FSM	x	x	23	25	x	-	x	x	13	x	14	13	50	40	x	x	17	20	x	x
		SEN at Action / Plus	Not FSM	13	15	13	14	-	-	x	x	x	x	x	10	25	61	x	x	x	x	-	x
			FSM	x	10	30	23	x	x	-	x	12	x	18	17	42	81	x	x	18	28	x	x
		Statemented SEN	Not FSM	-	-	-	x	-	-	-	-	-	-	-	x	x	x	x	-	x	-	-	-
			FSM	-	x	x	x	-	-	-	-	x	x	x	x	x	x	-	x	x	-	-	-
	Other than English	No SEN	Not FSM	52	65	10	x	-	x	-	-	x	x	x	25	36	x	x	x	x	x	13	13
			FSM	x	x	x	-	x	x	-	-	x	-	-	x	10	x	-	-	x	x	-	-
		SEN at Action / Plus	Not FSM	x	11	13	x	-	-	-	-	x	x	x	x	x	17	-	-	-	x	x	10
			FSM	x	x	x	x	-	x	-	x	x	x	x	-	x	x	-	-	13	10	x	-
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	x	x
			FSM	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other White	English or Unclassified	No SEN	Not FSM	91	92	199	198	32	33	x	x	137	111	87	108	332	273	75	60	49	39	79	93
			FSM	44	32	47	49	16	18	-	x	77	58	40	24	73	72	25	15	16	16	14	15
		SEN at Action / Plus	Not FSM	15	23	38	60	x	x	-	x	10	32	26	26	46	100	11	18	x	16	x	x
			FSM	19	17	29	37	x	x	x	x	17	53	x	14	26	64	x	10	11	12	x	x
		Statemented SEN	Not FSM	x	x	x	x	x	x	-	-	x	x	-	x	x	14	-	x	-	x	-	x
			FSM	-	x	x	x	-	x	-	-	x	x	-	x	x	x	-	x	-	-	-	-
	Other than English	No SEN	Not FSM	360	285	607	588	226	227	x	13	135	109	356	343	561	547	173	152	190	180	197	195
			FSM	25	22	62	53	143	114	x	x	16	12	134	115	62	46	x	11	20	23	21	16
		SEN at Action / Plus	Not FSM	66	82	114	194	34	57	x	x	22	31	61	141	98	189	32	62	41	50	61	77
			FSM	x	10	23	23	35	55	-	x	12	x	37	48	17	27	x	x	13	x	x	x
		Statemented SEN	Not FSM	x	x	x	x	x	x	-	-	x	x	x	x	x	11	x	x	x	x	-	-
			FSM	-	-	x	-	x	x	-	-	-	-	-	-	x	-	x	-	-	-	-	-

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 2010																				
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER		
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Other Ethnicity	English or Unclassified	No SEN	Not FSM	x	17	12	x	25	25	x	x	21	19	32	49	38	29	x	x	x	x	20	14	
			FSM	x	x	x	x	15	21	-	-	x	x	11	11	x	x	x	-	x	x	10	x	
		SEN at Action / Plus	Not FSM	-	x	x	x	-	x	-	-	x	x	x	22	x	x	-	x	x	x	x	x	x
			FSM	x	x	x	x	x	x	x	-	x	x	x	11	x	x	x	-	x	-	x	-	x
		Statemented SEN	Not FSM	-	x	-	x	x	x	-	-	-	-	-	-	x	x	-	x	-	-	x	-	x
			FSM	-	x	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other than English	No SEN	Not FSM	43	34	69	96	187	186	x	x	98	76	198	204	133	125	27	27	63	63	109	91	
			FSM	18	17	14	13	186	160	-	x	48	47	88	85	14	15	x	x	35	40	38	35	
		SEN at Action / Plus	Not FSM	x	12	10	24	28	48	x	x	x	20	34	76	12	31	x	x	10	17	13	25	
			FSM	x	x	x	x	48	70	-	-	12	22	30	61	x	x	-	-	10	10	10	17	
		Statemented SEN	Not FSM	-	-	-	-	x	x	-	-	-	x	-	x	-	x	-	x	-	x	x	-	
			FSM	-	-	-	-	x	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unknown Ethnicity	English or Unclassified	No SEN	Not FSM	846	807	294	317	48	61	99	99	60	58	247	253	178	172	121	98	585	546	129	112	
			FSM	125	128	113	107	32	25	28	31	24	20	90	66	28	37	15	13	244	220	18	20	
		SEN at Action / Plus	Not FSM	47	110	23	43	x	x	x	x	x	x	20	49	27	51	16	31	45	85	x	12	
			FSM	35	54	16	28	x	x	x	x	x	x	17	26	21	22	x	12	30	67	x	x	
		Statemented SEN	Not FSM	x	x	x	x	-	x	-	x	-	x	x	x	-	x	-	x	-	-	-	-	
			FSM	-	x	-	x	-	x	-	-	-	x	-	-	-	x	x	x	x	x	x	-	
	Other than English	No SEN	Not FSM	78	103	16	21	50	48	-	-	11	x	10	16	23	22	x	x	x	x	10	x	
			FSM	11	18	-	x	35	24	-	-	x	-	x	x	x	-	-	x	x	x	-	x	
		SEN at Action / Plus	Not FSM	x	10	-	x	x	x	-	-	-	-	-	-	x	x	x	-	x	x	x	x	
			FSM	-	x	x	-	x	x	-	-	x	-	-	x	x	-	-	-	-	x	x	-	
		Statemented SEN	Not FSM	-	x	-	x	-	x	-	-	-	-	-	-	-	x	-	-	-	x	-	-	
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

Ethnicity	First Language	SEN Status	FSM Status	Below Floor 09 (BC)																				
				EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER		
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Bangladeshi	English or Unclassified	No SEN	Not FSM	x	x	x	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	14	17	
		FSM	-	-	-	-	x	x	-	x	x	x	-	x	-	-	x	-	x	x	x	x	x	
		SEN at Action / Plus	Not FSM	x	x	-	-	x	x	x	-	x	-	-	-	-	-	x	-	x	x	x	x	x
		FSM	x	-	-	-	-	x	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other than English	No SEN	Not FSM	35	28	16	19	160	148	23	24	200	162	79	59	46	45	18	11	127	133	294	251	
		FSM	12	x	x	x	90	75	x	x	72	54	31	22	x	x	x	x	74	55	82	69		
		SEN at Action / Plus	Not FSM	x	x	x	x	30	39	x	16	32	61	12	22	14	19	-	x	28	39	44	79	
		FSM	x	x	x	x	32	29	12	x	23	29	x	x	x	10	x	x	23	33	15	39		
Statemented SEN	Not FSM	x	x	-	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x	-	-	x		
	FSM	x	-	-	-	x	x	-	-	x	x	-	x	-	-	-	-	-	-	-	-	x		
Indian	English or Unclassified	No SEN	Not FSM	37	40	x	11	x	x	x	x	14	15	11	10	x	x	x	x	34	46	13	x	
		FSM	x	x	x	x	-	-	x	-	x	x	x	x	-	-	-	-	x	x	x	-	-	
		SEN at Action / Plus	Not FSM	x	x	-	x	-	x	-	-	x	x	x	x	-	-	-	x	x	x	-	-	
		FSM	x	-	-	-	-	-	-	x	x	x	-	x	-	-	-	-	x	x	x	-	-	
	Other than English	No SEN	Not FSM	116	128	29	17	23	24	x	x	104	92	69	77	25	26	14	13	171	148	182	146	
		FSM	15	15	-	-	x	x	-	-	21	13	x	x	x	x	x	x	26	19	14	16		
		SEN at Action / Plus	Not FSM	x	27	-	x	x	x	x	x	x	x	17	15	x	x	-	15	27	11	34		
		FSM	x	x	-	-	x	x	-	x	x	x	x	x	-	-	-	-	x	10	x	x		
Statemented SEN	Not FSM	-	x	-	x	-	x	-	x	-	x	x	x	-	-	x	-	-	x	-	-	x		
	FSM	-	x	-	x	-	x	-	x	-	x	-	x	-	-	-	-	-	-	-	-	x		
Pakistani	English or Unclassified	No SEN	Not FSM	11	12	x	-	x	x	x	x	75	70	15	x	x	x	x	56	46	85	78		
		FSM	x	x	-	-	-	-	x	x	x	16	-	x	x	x	x	x	33	28	15	19		
		SEN at Action / Plus	Not FSM	-	x	x	x	-	x	-	-	x	12	x	x	x	x	x	x	21	x	25		
		FSM	-	-	-	-	-	-	-	x	x	x	x	x	-	-	-	-	x	19	x	10		
	Other than English	No SEN	Not FSM	41	42	12	21	29	30	23	15	486	461	107	113	43	36	15	17	904	780	1413	1193	
		FSM	12	21	x	x	x	x	x	x	141	125	25	25	x	x	x	x	321	293	393	320		
		SEN at Action / Plus	Not FSM	x	12	x	x	10	11	x	x	80	126	28	67	10	32	-	x	165	376	293	463	
		FSM	x	12	x	x	x	x	x	x	42	56	16	19	x	10	-	x	125	182	128	196		
Statemented SEN	Not FSM	-	x	x	-	-	x	x	x	x	11	x	x	-	x	-	-	13	28	26	27			
	FSM	-	-	x	-	-	x	-	-	x	x	-	x	-	-	-	-	x	x	15	15			
Other Asian	English or Unclassified	No SEN	Not FSM	10	x	x	x	x	x	x	x	18	12	12	x	10	x	-	x	11	x	11	x	
		FSM	x	x	x	x	x	x	x	-	x	x	x	-	x	-	-	x	x	x	x	x	x	
		SEN at Action / Plus	Not FSM	-	x	x	x	-	x	-	x	x	x	-	x	x	x	-	x	-	x	-	x	
		FSM	x	x	-	-	x	x	-	x	x	x	-	x	x	-	-	-	-	x	x	x	x	
	Other than English	No SEN	Not FSM	28	30	14	16	46	40	27	17	46	38	62	67	50	62	12	16	50	53	74	74	
		FSM	x	x	-	x	11	11	x	x	11	x	19	11	x	x	x	x	24	19	17	16		
		SEN at Action / Plus	Not FSM	x	x	-	x	x	14	x	x	x	x	16	16	11	x	x	x	11	11	x	11	
		FSM	x	x	-	-	-	x	x	x	x	x	x	x	x	x	-	x	x	10	x	x	x	
Statemented SEN	Not FSM	x	-	-	-	x	x	-	-	-	-	x	x	x	-	-	-	-	-	-	-	-		
	FSM	-	-	-	-	x	-	-	-	-	x	-	-	-	-	-	-	-	x	x	-	-		

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 09 (BC)																				
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER		
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Black African	English or Unclassified	No SEN	Not FSM	43	31	33	25	54	56	12	x	27	22	103	77	41	27	18	20	45	38	40	50	
			FSM	x	x	x	x	21	13	x	x	14	15	23	14	11	x	11	x	12	12	x	11	
			SEN at Action / Plus	Not FSM	x	11	x	x	12	33	x	x	x	x	15	32	x	x	x	x	x	x	x	x
			FSM	x	x	-	x	x	16	-	-	-	x	11	x	15	x	x	-	x	x	-	x	-
		Statemented SEN	Not FSM	-	x	-	x	-	x	-	-	x	x	x	x	-	x	-	-	-	-	-	-	
		FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Other than English	No SEN	Not FSM	60	61	25	26	232	199	17	x	50	45	263	244	68	63	53	64	78	73	85	80
			FSM	26	29	x	x	203	193	x	15	102	91	205	187	34	28	66	51	124	95	54	39	
			SEN at Action / Plus	Not FSM	11	21	-	10	42	72	-	x	14	41	77	11	23	10	x	17	15	14	24	
			FSM	x	16	-	x	72	105	x	x	23	34	62	110	11	13	16	30	28	38	18	23	
		Statemented SEN	Not FSM	-	x	x	-	x	15	-	-	-	x	-	x	-	x	-	x	x	-	x		
		FSM	-	x	-	x	x	14	-	-	x	x	x	x	-	-	x	x	x	-	x	-		
Black Caribbean	English or Unclassified	No SEN	Not FSM	35	38	13	x	147	142	-	-	22	13	107	83	x	10	14	30	66	49	24	18	
			FSM	11	12	x	x	130	77	-	-	11	11	37	28	x	x	11	14	47	35	16	12	
			SEN at Action / Plus	Not FSM	x	10	x	x	49	95	-	-	x	17	32	48	-	x	x	14	12	28	x	12
			FSM	x	10	x	x	63	67	-	-	x	12	16	27	x	x	x	x	15	17	x	x	
		Statemented SEN	Not FSM	-	-	x	x	-	13	-	-	-	x	x	x	-	-	-	-	-	x	-	x	
			FSM	-	-	-	-	x	11	-	-	-	x	x	x	-	-	-	-	x	x	-	x	
		Other than English	No SEN	Not FSM	-	-	-	-	x	x	-	-	-	x	x	x	x	-	x	x	x	x	x	
			FSM	x	x	-	-	x	x	-	-	x	x	x	x	-	-	-	-	-	x	-	-	
			SEN at Action / Plus	Not FSM	-	-	-	-	x	x	-	-	-	x	x	x	-	-	-	-	x	-	x	
			FSM	-	-	-	-	x	-	-	-	-	-	x	x	x	-	-	-	-	-	-	x	
		Statemented SEN	Not FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-		
		FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Black	English or Unclassified	No SEN	Not FSM	19	23	x	x	41	20	-	x	19	10	29	31	x	13	11	x	19	35	10	x	
			FSM	12	x	x	x	18	15	x	-	13	12	12	x	x	x	x	x	19	10	x	x	
			SEN at Action / Plus	Not FSM	-	x	-	x	x	12	-	-	-	x	x	10	x	x	-	x	x	x	x	
			FSM	x	x	-	-	12	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	
		Statemented SEN	Not FSM	-	x	-	-	-	x	-	-	-	x	-	x	-	x	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-		
		Other than English	No SEN	Not FSM	x	x	x	x	28	17	x	x	x	x	15	19	12	13	x	x	10	x	x	11
			FSM	x	x	x	x	13	x	x	-	x	x	11	10	x	x	-	x	x	x	x		
			SEN at Action / Plus	Not FSM	-	x	-	x	x	-	x	x	x	x	x	x	-	-	-	x	x	x		
			FSM	-	-	-	-	x	x	x	-	x	x	x	x	x	-	-	-	x	x			
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		FSM	-	-	-	-	-	x	-	-	-	-	x	-	-	-	-	-	-	-				
Chinese	English or Unclassified	No SEN	Not FSM	x	x	x	x	x	x	x	x	x	-	-	x	x	x	x	x	-	x	x		
			FSM	-	-	-	-	x	x	-	-	-	x	x	-	-	-	-	-	x	x	-		
			SEN at Action / Plus	Not FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x	-	-		
			FSM	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-			
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Other than English	No SEN	Not FSM	14	x	x	x	26	20	13	15	23	34	11	10	11	x	x	10	x	x	25	22
			FSM	-	x	x	-	12	x	-	-	-	x	x	x	x	-	x	-	x	x			
			SEN at Action / Plus	Not FSM	x	x	x	x	x	x	x	x	x	x	x	x	-	x	-	x	x			
			FSM	-	-	-	-	x	x	-	x	x	-	-	-	-	-	-	-	-				
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
		FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					

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Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 09 (BC)																				
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER		
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
White & Asian	English or Unclassified	No SEN	Not FSM	22	34	x	x	13	11	13	x	32	15	25	13	38	20	14	12	38	43	31	56	
			FSM	12	x	x	x	x	x	x	x	28	26	x	x	x	x	x	x	35	40	47	40	
			SEN at Action / Plus	Not FSM	x	x	x	-	x	x	-	x	x	x	x	x	x	-	x	x	14	x	x	
			FSM	x	x	x	x	x	x	x	x	16	-	x	x	x	x	x	x	x	23	12	22	
			Statemented SEN	Not FSM	-	-	-	x	-	-	-	x	-	-	x	x	-	x	-	x	-	-	-	x
			FSM	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	x
		Other than English	No SEN	Not FSM	x	x	x	x	x	x	x	x	x	x	14	x	x	x	x	x	x	x	x	x
			FSM	x	x	x	x	-	-	-	x	x	x	-	x	x	x	x	x	x	x	x	x	
			SEN at Action / Plus	Not FSM	-	x	-	x	x	x	-	x	-	-	x	x	x	-	-	x	x	x	x	x
			FSM	-	-	-	x	x	-	-	-	-	-	-	x	x	-	x	-	x	x	x	x	x
			Statemented SEN	Not FSM	x	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White & Black African	English or Unclassified	No SEN	Not FSM	19	13	13	10	10	x	x	x	19	12	21	17	23	23	x	14	11	10	12	10	
			FSM	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	13	12	17	11	
			SEN at Action / Plus	Not FSM	x	x	x	x	x	-	x	x	x	x	x	x	10	x	x	-	x	-	x	
			FSM	x	x	x	x	x	x	x	x	x	x	x	10	x	-	x	x	x	x	x	x	
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	x	-	x	-	-	-	-	-
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-
		Other than English	No SEN	Not FSM	12	10	x	x	15	15	x	x	-	x	12	17	x	x	-	x	-	x	13	x
			FSM	-	x	x	x	x	x	-	x	x	-	x	x	x	x	x	-	-	x	x	x	
			SEN at Action / Plus	Not FSM	x	x	x	-	x	x	-	-	-	x	x	x	x	-	-	x	-	x	-	
			FSM	-	-	-	-	x	x	-	-	-	-	x	x	-	-	-	-	-	-	-	-	
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			FSM	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White & Black Caribbean	English or Unclassified	No SEN	Not FSM	93	58	28	20	42	38	x	x	30	27	44	36	36	18	31	30	75	64	88	77	
			FSM	62	38	12	x	35	28	x	x	24	21	24	17	13	13	18	11	74	48	53	39	
			SEN at Action / Plus	Not FSM	16	26	x	x	x	13	x	-	x	x	11	21	x	15	x	11	14	21	14	28
			FSM	16	27	x	x	11	33	x	-	x	x	12	23	x	10	x	x	31	38	13	33	
			Statemented SEN	Not FSM	x	x	-	-	-	x	-	-	-	-	x	x	-	x	x	-	x	x	-	x
			FSM	-	x	-	-	-	x	-	-	-	-	x	x	x	-	x	x	-	x	-	-	x
		Other than English	No SEN	Not FSM	-	-	-	-	x	x	-	-	x	x	x	-	x	x	-	x	-	-	x	x
			FSM	-	x	-	-	-	-	-	x	-	-	-	x	-	-	-	-	-	-	-	x	-
			SEN at Action / Plus	Not FSM	-	-	-	-	-	x	-	-	-	-	x	-	-	-	-	-	-	-	-	-
			FSM	-	-	-	-	-	x	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Mixed	English or Unclassified	No SEN	Not FSM	36	31	23	18	33	32	x	x	43	28	60	60	49	35	28	13	54	35	41	47	
			FSM	17	17	12	x	13	16	x	x	23	23	15	11	16	13	12	x	63	32	25	24	
			SEN at Action / Plus	Not FSM	x	12	x	x	x	10	-	x	x	x	17	10	15	x	x	x	10	x	13	
			FSM	x	x	x	x	x	16	x	x	x	13	x	12	x	15	x	x	15	24	x	14	
			Statemented SEN	Not FSM	-	-	-	-	x	x	-	x	-	x	-	x	x	-	-	-	x	-	-	
			FSM	-	-	-	-	-	x	-	-	-	-	x	x	x	-	-	-	x	-	-	x	
		Other than English	No SEN	Not FSM	x	x	x	x	31	25	x	x	12	10	38	42	14	11	x	x	10	17	16	16
			FSM	x	x	x	-	14	12	-	x	x	x	24	19	x	x	-	-	10	x	x	x	
			SEN at Action / Plus	Not FSM	-	x	x	x	x	x	-	x	-	x	20	x	x	x	-	x	x	x	x	
			FSM	x	-	-	-	x	x	x	x	-	x	12	-	x	-	-	-	-	x	x	x	
			Statemented SEN	Not FSM	-	-	-	-	-	x	x	-	-	-	-	-	x	-	-	-	-	-	-	
			FSM	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 09 (BC)																				
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER		
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
White British	English or Unclassified	No SEN	Not FSM	1873	1691	1166	1099	186	150	2349	2153	3379	3100	728	695	2739	2291	1734	1609	2821	2543	3772	3536	
			FSM	602	477	406	276	82	80	1239	990	1745	1501	262	193	873	594	498	442	1389	1098	1588	1195	
			SEN at Action / Plus	Not FSM	317	582	191	363	35	62	340	704	518	980	127	248	761	1306	257	446	449	965	663	1285
			FSM	280	448	162	251	48	88	499	828	662	1069	120	178	571	736	170	335	536	926	826	1109	
			Statemented SEN	Not FSM	15	35	23	78	x	x	22	82	36	89	14	45	51	103	21	50	25	70	33	99
			FSM	16	27	15	42	x	11	31	68	36	70	x	26	19	61	10	34	21	68	25	93	
		Other than English	No SEN	Not FSM	x	x	x	x	x	x	x	x	x	x	13	19	20	18	x	x	11	x	14	x
			FSM	-	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	-	x	-	x	
			SEN at Action / Plus	Not FSM	x	x	x	x	x	x	-	x	-	-	x	x	x	-	x	x	x	-	x	
			FSM	-	x	-	-	x	x	-	-	x	x	x	x	x	x	x	-	x	-	x	x	
			Statemented SEN	Not FSM	x	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x
Irish	English or Unclassified	No SEN	Not FSM	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
			FSM	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	x	x	x	x	
			SEN at Action / Plus	Not FSM	x	x	x	x	x	x	-	x	-	-	x	x	-	-	x	x	x	-	x	
			FSM	-	x	-	x	x	x	-	-	x	x	x	x	-	x	-	-	x	x	-	x	
			Statemented SEN	Not FSM	-	-	-	-	-	x	-	-	-	-	-	-	x	-	-	-	-	-	-	
			FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x	-	-	
		Other than English	No SEN	Not FSM	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	x	-		
			SEN at Action / Plus	Not FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Gypsy / Roma Traveller	English or Unclassified	No SEN	Not FSM	x	x	-	-	-	-	x	x	x	x	-	26	24	-	x	x	x	10	x		
			FSM	x	x	12	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x		
			SEN at Action / Plus	Not FSM	x	x	x	x	-	-	x	-	-	x	x	10	14	-	-	x	-	x		
			FSM	x	x	x	x	x	x	x	x	x	x	x	x	12	-	-	x	x	x	x		
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Other than English	No SEN	Not FSM	x	x	x	x	x	x	x	x	x	x	x	x	x	-	-	x	x	57	48	
			FSM	-	-	-	x	x	x	-	-	x	x	x	x	-	-	-	-	-	-	-		
			SEN at Action / Plus	Not FSM	-	x	-	-	x	x	-	x	-	-	x	x	x	-	-	-	-	x		
			FSM	-	-	x	x	x	x	-	-	-	-	x	x	-	x	-	-	x	x	-		
			Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other White	English or Unclassified	No SEN	Not FSM	32	43	22	15	19	19	12	x	39	37	32	34	40	40	30	27	29	25	85	102	
			FSM	11	10	x	x	x	12	x	x	58	50	10	x	x	x	11	x	x	10	24	20	
			SEN at Action / Plus	Not FSM	x	x	x	x	x	x	-	x	x	x	13	x	16	x	x	x	x	x	x	
			FSM	-	x	x	x	x	x	-	-	x	22	x	x	x	x	x	x	x	x	x	10	
			Statemented SEN	Not FSM	-	x	-	x	-	x	-	-	-	-	x	x	x	x	-	-	-	-	-	
			FSM	-	x	-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-		
		Other than English	No SEN	Not FSM	122	117	85	97	254	239	10	16	87	99	290	309	100	140	93	57	88	104	209	215
			FSM	14	x	x	11	137	134	x	x	14	x	160	163	x	x	x	-	24	20	15	16	
			SEN at Action / Plus	Not FSM	11	41	19	24	51	78	x	x	14	22	66	122	26	30	x	18	11	42	31	63
			FSM	x	10	x	x	53	77	x	x	x	x	57	88	x	x	-	x	x	x	x		
			Statemented SEN	Not FSM	x	x	x	-	x	x	-	-	-	-	x	x	-	x	x	-	-	x	-	
			FSM	-	x	-	x	x	x	-	-	-	-	-	x	x	-	-	-	-	-	-		

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 2 Schools Below the Floor Standards ...continued

				Below Floor 09 (BC)																					
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER			
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Other Ethnicity	English or Unclassified	No SEN	Not FSM	x	x	x	x	x	x	x	x	21	14	x	x	x	x	x	x	x	x	x	13		
			FSM	x	-	-	-	x	x	x	x	10	x	x	x	x	x	x	x	x	x	x	x	x	
			SEN at Action / Plus	Not FSM	-	x	x	-	x	x	-	-	x	x	x	x	x	x	-	x	-	x	-	-	
			FSM	-	x	x	x	x	-	x	-	x	x	x	x	x	x	x	-	x	x	x	x	x	
		Other than English	No SEN	Not FSM	18	15	24	20	109	120	11	10	51	53	89	56	35	36	22	21	97	105	71	70	
			FSM	x	x	-	-	74	101	x	x	29	39	52	37	x	x	x	x	115	113	35	24		
			SEN at Action / Plus	Not FSM	x	x	x	x	24	42	x	x	x	x	15	31	x	x	x	x	21	38	15	16	
			FSM	x	x	-	-	30	28	x	x	x	x	14	38	x	x	x	-	46	71	x	x		
			Statemented SEN	Not FSM	-	x	-	-	x	x	-	x	-	-	x	x	x	-	-	-	-	-	-	-	
				FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unknown Ethnicity	English or Unclassified	No SEN	Not FSM	145	160	60	51	193	241	69	63	132	132	106	78	23	30	35	66	649	593	72	84		
			FSM	50	35	14	x	40	53	17	18	84	68	33	24	x	x	x	12	291	260	15	19		
			SEN at Action / Plus	Not FSM	13	16	x	x	24	37	27	24	x	12	16	23	x	x	x	x	34	95	x	x	
			FSM	x	x	x	x	x	23	19	25	x	12	12	20	x	x	-	x	31	81	x	x		
		Other than English	No SEN	Not FSM	x	x	-	x	x	x	x	-	x	x	-	-	x	x	-	x	x	x	-	-	
			FSM	-	-	-	x	x	x	-	x	-	x	-	x	x	-	-	-	x	10	-	x		
			SEN at Action / Plus	Not FSM	33	42	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
			FSM	x	x	x	-	x	x	-	-	x	x	x	-	x	x	x	-	-	-	-	-	-	
			Statemented SEN	Not FSM	x	x	x	x	-	x	-	-	x	-	x	x	x	x	-	-	-	-	-	-	
				FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

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Detailed Population Profile: Key Stage 4 Schools Below the Floor Standards

				Schools Below the Floor																					
				EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER			
Ethnicity	First Language	SEN Status	FSM Status	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys		
Bangladeshi	English or Unclassified	No SEN	Not FSM	x	x	x	x	x	x	x	x	x	x	-	x	12	15	x	x	x	x	10	14		
		FSM	-	-	x	x	x	x	-	-	-	x	-	-	x	-	-	x	x	x	-	x	x	13	x
		SEN at Action / Plus	Not FSM	x	x	x	-	-	-	x	-	x	-	-	x	x	x	-	-	-	x	x	x	x	x
		FSM	-	-	-	-	-	x	-	x	-	x	-	x	-	x	-	x	-	-	-	x	x	x	x
	Other than English	No SEN	Not FSM	11	19	61	79	x	x	25	21	10	10	12	x	75	60	x	x	52	72	109	102		
		FSM	x	x	31	25	28	32	20	12	x	13	x	x	30	32	-	x	43	41	60	67			
		SEN at Action / Plus	Not FSM	x	12	13	21	x	x	12	14	-	x	x	x	21	28	-	x	12	11	17	26		
		FSM	x	x	x	x	11	18	x	x	x	x	x	x	12	23	-	x	13	19	11	20			
		SEN at Action / Plus	Not FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	x	-	-	-		
		FSM	-	x	-	-	-	x	-	-	-	-	-	-	-	x	-	-	-	x	-	-	-		
Indian	English or Unclassified	No SEN	Not FSM	17	11	20	38	x	x	x	x	26	35	x	10	26	31	x	-	44	55	22	28		
		FSM	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	12	x	x	x		
		SEN at Action / Plus	Not FSM	x	x	x	x	-	x	-	-	x	x	-	x	14	x	-	x	x	-	x	-	x	
		FSM	-	x	-	-	-	x	-	x	x	x	-	-	x	-	-	-	-	x	x	-	x		
	Other than English	No SEN	Not FSM	131	120	75	92	x	x	x	x	96	119	38	50	49	70	x	x	219	193	52	50		
		FSM	15	16	12	11	10	x	x	-	19	34	x	x	x	x	x	-	25	26	x	12			
		SEN at Action / Plus	Not FSM	x	17	15	22	x	x	x	x	x	29	x	11	24	21	-	x	18	40	x	x		
		FSM	x	x	x	x	-	x	x	-	x	x	x	x	x	x	-	-	x	x	x	x	x		
		SEN at Action / Plus	Not FSM	-	x	-	x	-	-	-	-	x	x	-	-	x	x	x	-	x	x	-	x		
		FSM	-	x	-	-	-	x	-	-	-	x	-	-	-	x	-	-	-	x	x	-	x		
Pakistani	English or Unclassified	No SEN	Not FSM	x	x	25	32	x	x	x	-	31	30	x	x	34	32	-	-	20	37	137	365		
		FSM	x	x	13	10	x	x	-	x	13	25	x	x	x	x	-	-	15	22	84	196			
		SEN at Action / Plus	Not FSM	-	-	x	x	-	-	-	-	x	16	-	x	x	x	-	-	x	14	39	145		
		FSM	x	x	x	x	-	-	-	-	x	x	-	-	x	x	-	-	14	10	30	98			
	Other than English	No SEN	Not FSM	38	49	118	113	x	x	14	27	127	173	30	47	190	133	x	x	152	178	601	633		
		FSM	23	16	59	35	19	11	x	x	68	92	13	13	35	35	-	-	97	102	302	324			
		SEN at Action / Plus	Not FSM	x	x	21	47	x	x	10	18	32	59	x	10	43	82	-	-	43	60	178	318		
		FSM	x	x	28	42	x	x	x	10	31	39	x	x	13	21	-	-	33	49	164	200			
		SEN at Action / Plus	Not FSM	-	-	-	x	-	-	-	-	x	x	-	-	x	x	-	-	x	11	13	25		
		FSM	-	-	-	x	-	-	-	-	x	x	-	-	x	x	-	-	-	x	x	-	x		
Other Asian	English or Unclassified	No SEN	Not FSM	11	10	12	18	x	x	x	11	x	11	x	27	26	x	x	x	16	16	17			
		FSM	x	x	-	x	x	-	-	-	x	x	x	x	x	x	x	x	x	x	10	x	x		
		SEN at Action / Plus	Not FSM	x	-	-	x	-	-	-	-	x	x	x	x	12	-	x	x	x	x	x	x		
		FSM	x	x	-	x	-	-	x	-	-	x	x	-	x	x	-	-	-	x	x	11	11		
	Other than English	No SEN	Not FSM	20	33	74	83	x	16	10	12	31	29	57	74	144	160	x	16	26	44	75	97		
		FSM	x	x	12	16	x	x	x	x	14	24	x	x	x	14	-	-	20	27	70	69			
		SEN at Action / Plus	Not FSM	x	15	14	21	-	x	x	x	x	11	x	13	33	40	x	x	13	22	13	44		
		FSM	x	x	x	x	-	x	x	-	x	x	-	x	x	10	-	-	x	12	22	42			
		SEN at Action / Plus	Not FSM	-	-	-	-	-	-	-	-	-	x	-	-	-	x	-	-	-	x	x	x		
		FSM	-	-	x	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-	x		

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 4 Schools Below the Floor Standards ...continued

				Schools Below the Floor																					
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER			
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Black African	English or Unclassified	No SEN	Not FSM	25	38	68	68	75	81	-	x	26	30	35	30	97	118	x	x	34	33	68	65		
			FSM	10	x	10	x	43	39	x	x	10	17	x	x	10	15	-	-	20	10	20	25		
		SEN at Action / Plus	Not FSM	x	10	x	15	20	34	-	x	x	x	x	x	x	21	39	x	x	x	15	10	22	
			FSM	x	x	-	x	x	23	-	-	x	x	x	x	x	x	x	-	-	x	x	x	x	
		Statemented SEN	Not FSM	-	-	-	x	-	x	-	-	-	-	-	-	x	-	x	-	-	-	x	-	x	
			FSM	-	-	-	-	x	x	-	-	-	-	x	-	-	-	x	-	-	-	x	-	-	
	Other than English	No SEN	Not FSM	45	52	65	68	99	117	x	11	43	44	38	66	139	113	x	x	70	67	149	144		
			FSM	23	27	20	17	98	97	x	x	41	71	16	37	34	28	-	x	84	88	99	112		
		SEN at Action / Plus	Not FSM	x	12	11	18	43	78	x	x	x	10	10	22	26	46	x	x	14	21	39	53		
			FSM	x	14	x	14	43	84	x	x	32	22	19	29	15	20	x	x	42	47	65	65		
		Statemented SEN	Not FSM	-	x	x	x	x	x	-	-	-	x	x	x	-	x	-	-	-	x	-	-	-	
			FSM	-	-	x	-	x	x	-	-	-	-	x	-	-	-	-	-	-	-	x	x	x	
Black Caribbean	English or Unclassified	No SEN	Not FSM	37	44	53	38	159	172	-	-	14	18	41	42	68	53	x	x	129	107	43	43		
			FSM	20	14	15	x	66	75	x	x	x	x	10	x	x	12	x	x	59	54	28	24		
		SEN at Action / Plus	Not FSM	11	29	x	19	43	108	-	-	x	x	11	38	13	28	x	x	41	61	25	32		
			FSM	13	12	x	x	29	75	-	x	x	x	11	10	x	11	-	x	29	35	15	30		
		Statemented SEN	Not FSM	-	x	x	x	-	x	-	-	-	-	x	x	x	x	-	-	x	x	x	x		
			FSM	-	-	-	x	x	10	-	-	-	-	-	x	x	x	-	-	x	x	-	x		
	Other than English	No SEN	Not FSM	-	x	x	x	10	10	-	-	x	x	x	x	x	-	-	22	13	x	x			
			FSM	-	-	x	-	x	x	-	-	-	-	-	-	-	-	-	-	x	x	x	-		
		SEN at Action / Plus	Not FSM	-	-	-	-	x	x	-	x	-	-	x	x	x	-	-	-	x	x	x	x		
			FSM	-	-	-	x	x	x	-	-	-	-	-	x	x	x	-	-	-	x	-	-	-	
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	
			FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	
Other Black	English or Unclassified	No SEN	Not FSM	16	16	24	19	15	24	x	-	11	17	12	14	25	18	x	x	23	13	28	24		
			FSM	x	x	x	x	14	14	-	-	16	11	x	-	x	x	x	-	14	11	16	17		
		SEN at Action / Plus	Not FSM	x	x	x	x	x	16	-	-	x	x	x	x	x	x	-	-	x	10	x	18		
			FSM	x	x	x	x	x	19	-	-	x	15	x	x	x	x	-	x	x	x	x	13		
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	x	-	x	x	x	-	-	-	x	-	-		
			FSM	-	-	-	x	x	x	-	-	x	-	-	x	-	-	-	-	-	x	-	x		
	Other than English	No SEN	Not FSM	x	x	14	18	17	14	x	-	x	25	x	x	11	14	-	x	x	10	20	x		
			FSM	x	x	x	x	13	x	x	-	x	10	x	x	x	x	-	-	x	x	x	x		
		SEN at Action / Plus	Not FSM	x	x	x	x	x	x	-	x	x	x	-	x	x	x	-	-	x	x	x	x		
			FSM	x	x	x	x	10	12	x	-	x	x	-	x	x	x	-	-	x	x	x	x		
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-		
			FSM	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Chinese	English or Unclassified	No SEN	Not FSM	x	x	x	x	-	x	-	x	x	-	x	x	-	-	-	-	x	x	-	11		
			FSM	x	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	
		SEN at Action / Plus	Not FSM	x	-	x	-	-	-	-	x	-	-	-	-	-	x	-	x	x	x	-	-		
			FSM	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-		
		Statemented SEN	Not FSM	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Other than English	No SEN	Not FSM	x	11	17	16	x	x	x	x	30	36	x	x	15	20	x	11	x	x	13	15		
			FSM	x	x	x	-	x	x	x	x	x	x	-	-	-	-	-	x	x	x	x	x		
		SEN at Action / Plus	Not FSM	-	x	x	x	x	x	x	x	x	x	-	x	x	11	x	x	x	x	x	x		
			FSM	-	-	-	-	x	x	-	-	x	-	-	x	x	-	-	-	x	-	-	x		
		Statemented SEN	Not FSM	x	-	-	-	-	-	-	-	-	-	-	-	-	x	-	x	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 4 Schools Below the Floor Standards ...continued

				Schools Below the Floor																					
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER			
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys		
White & Asian	English or Unclassified	No SEN	Not FSM	19	30	33	33	x	-	x	x	12	21	x	x	45	44	x	19	42	32	47	31		
			FSM	x	x	13	x	-	x	x	x	16	14	-	x	x	x	x	x	x	28	21	29	26	
		SEN at Action / Plus	Not FSM	x	x	x	13	-	x	x	x	12	x	x	x	21	14	x	x	x	19	11	18		
			FSM	x	x	x	x	-	-	x	-	10	-	-	-	x	x	x	x	11	x	23	29		
		Statemented SEN	Not FSM	-	-	-	x	-	-	x	-	x	-	-	-	x	x	-	x	x	-	-	-	-	
			FSM	-	-	-	x	-	-	-	-	x	x	x	-	-	x	-	-	-	-	x	-	x	
	Other than English	No SEN	Not FSM	x	x	x	x	-	x	-	x	x	x	x	x	10	12	x	x	-	x	12	x		
			FSM	x	x	x	-	x	x	-	-	x	x	-	-	x	x	-	-	-	x	x	15	x	
		SEN at Action / Plus	Not FSM	-	x	x	x	-	-	-	-	-	-	-	-	x	x	-	-	-	x	x	x	x	
			FSM	x	-	-	x	x	-	-	-	x	x	-	x	-	x	-	-	-	-	x	x	x	x
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	
White & Black African	English or Unclassified	No SEN	Not FSM	x	x	16	13	x	x	x	x	14	x	x	31	28	x	x	14	10	17	15			
			FSM	12	x	x	x	x	x	x	20	x	x	-	10	x	-	x	x	x	x	x	x		
		SEN at Action / Plus	Not FSM	x	x	x	x	-	x	x	x	x	x	x	10	15	-	x	x	x	x	x	x		
			FSM	x	x	x	-	x	x	-	x	x	-	x	10	x	x	x	x	x	x	x	x		
		Statemented SEN	Not FSM	-	-	-	x	-	-	-	-	x	-	-	-	x	-	-	-	-	-	-	-		
			FSM	-	-	x	-	-	-	-	-	x	-	-	-	-	-	-	-	-	x	-	-		
	Other than English	No SEN	Not FSM	x	x	x	x	x	x	-	x	x	x	-	x	x	-	x	x	-	x	x	x		
			FSM	x	x	x	x	x	x	x	-	x	x	x	-	x	x	-	-	-	x	x	x		
		SEN at Action / Plus	Not FSM	-	x	-	x	-	x	x	-	-	-	-	x	x	x	-	x	x	x	x	x		
			FSM	-	x	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	x	x		
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	x	-	-	-	-	-	-	x	-	-	-	-	-	-	-		
White & Black Caribbean	English or Unclassified	No SEN	Not FSM	73	78	87	60	15	12	x	x	28	34	15	11	101	114	15	16	113	110	114	75		
			FSM	56	32	27	17	20	15	x	x	32	20	x	x	47	30	x	x	74	65	56	49		
		SEN at Action / Plus	Not FSM	29	45	25	28	x	x	x	x	x	17	x	11	35	68	x	x	46	47	36	59		
			FSM	21	40	x	17	x	16	x	x	20	22	x	x	28	35	x	x	46	65	41	58		
		Statemented SEN	Not FSM	-	x	-	x	x	-	-	x	x	-	x	x	x	x	-	x	x	-	-	-	x	
			FSM	-	x	-	x	-	x	-	-	x	x	-	x	x	-	-	-	-	-	x	x		
	Other than English	No SEN	Not FSM	x	-	x	-	x	x	-	x	x	x	-	x	x	-	x	x	-	x	x	-		
			FSM	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x	x		
		SEN at Action / Plus	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	x	-	-		
			FSM	x	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x	x	-		
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Mixed	English or Unclassified	No SEN	Not FSM	38	30	66	45	x	16	11	x	30	37	14	11	90	86	10	29	42	32	40	35		
			FSM	16	11	20	11	11	26	x	x	24	28	x	x	17	18	x	11	28	19	37	26		
		SEN at Action / Plus	Not FSM	16	21	18	14	x	13	x	x	x	x	x	x	26	39	x	x	11	28	14	17		
			FSM	13	19	x	15	x	12	-	-	15	24	-	x	12	19	x	x	14	12	14	22		
		Statemented SEN	Not FSM	-	x	-	x	-	x	-	-	-	x	-	x	x	x	-	-	-	-	x	-	x	
			FSM	-	-	-	x	-	x	-	-	x	x	-	-	-	x	-	-	-	-	x	x		
	Other than English	No SEN	Not FSM	x	x	24	27	x	10	x	x	10	14	13	34	39	-	x	x	-	x	x	x		
			FSM	x	-	x	x	x	x	-	-	x	x	-	x	x	-	-	-	-	x	x	x		
		SEN at Action / Plus	Not FSM	-	x	x	x	x	x	x	x	x	x	x	14	16	x	-	x	x	x	x	x		
			FSM	-	x	x	x	x	x	-	x	x	-	-	x	x	-	x	x	-	x	x	x		
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

Detailed Population Profile: Key Stage 4 Schools Below the Floor Standards ...continued

				Schools Below the Floor																					
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER			
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
White British	English or Unclassified	No SEN	Not FSM	4,377	4,032	5,531	4,942	60	82	2,201	2,082	4,608	4,447	333	331	8,250	7,867	1,910	2,446	3,365	2,977	6,215	5,348		
			FSM	944	749	959	731	67	66	1,004	800	1,810	1,660	117	109	1,334	1,016	548	514	1,238	857	2,200	1,714		
		SEN at Action / Plus	Not FSM	1,439	2,349	1,197	1,991	29	57	762	1,131	1,062	1,898	186	326	2,918	4,851	643	1,090	955	1,473	1,720	2,737		
			FSM	796	1,011	560	709	41	74	687	910	981	1,566	105	181	1,229	1,530	329	461	704	950	1,294	1,746		
		Statemented SEN	Not FSM	51	166	89	259	x	x	56	109	82	257	x	27	124	475	36	132	51	123	67	202		
			FSM	38	85	45	143	x	11	51	92	71	207	x	18	44	137	10	56	30	94	57	175		
	Other than English	No SEN	Not FSM	x	x	10	11	x	x	-	x	x	x	x	x	25	19	x	x	x	x	x	x		
			FSM	x	x	x	x	x	-	-	x	x	x	-	-	x	x	-	x	x	x	x	x		
		SEN at Action / Plus	Not FSM	x	x	x	x	-	-	x	x	x	-	-	x	x	15	x	x	-	x	x	x		
			FSM	-	-	x	x	-	-	-	-	-	-	-	x	x	x	-	-	x	-	x	x		
		Statemented SEN	Not FSM	-	-	-	x	-	-	x	-	-	x	-	-	x	x	-	-	x	-	-	-		
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-		
Irish	English or Unclassified	No SEN	Not FSM	x	x	15	x	x	x	x	x	10	x	x	30	34	-	x	10	x	x	x			
			FSM	-	-	x	x	-	x	-	-	x	11	x	-	x	-	x	x	x	x	x			
		SEN at Action / Plus	Not FSM	x	x	x	x	-	x	-	-	x	x	x	x	x	12	-	x	x	x	x			
			FSM	x	x	x	11	x	x	x	-	x	x	-	x	x	x	x	x	x	x	x			
		Statemented SEN	Not FSM	-	x	x	x	-	x	-	-	x	-	-	-	x	x	-	-	-	x	x			
			FSM	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	x	-			
	Other than English	No SEN	Not FSM	x	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-			
			FSM	-	-	x	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-			
		SEN at Action / Plus	Not FSM	-	x	-	-	-	-	-	-	-	x	-	-	x	-	-	-	-	-	-			
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Gypsy / Roma Traveller	English or Unclassified	No SEN	Not FSM	x	x	x	x	-	-	x	x	x	x	x	20	x	-	-	x	x	x				
			FSM	x	x	11	x	-	-	x	x	x	x	x	-	x	x	-	-	x	x	13			
		SEN at Action / Plus	Not FSM	x	x	x	x	-	x	x	x	x	x	x	x	11	19	-	-	x	x	x			
			FSM	x	x	14	x	x	x	x	x	x	x	x	x	15	16	x	-	x	x	x			
		Statemented SEN	Not FSM	-	x	-	x	-	-	-	-	-	x	-	-	-	x	-	-	x	-	-			
			FSM	-	x	-	x	-	-	-	-	-	x	-	-	x	x	-	-	-	-	x			
	Other than English	No SEN	Not FSM	31	21	x	x	x	x	x	21	39	-	x	x	x	-	-	x	x	40	26			
			FSM	x	x	x	x	-	x	x	11	x	-	-	-	x	-	-	-	-	x				
		SEN at Action / Plus	Not FSM	12	10	x	x	-	x	x	-	x	x	-	x	-	-	x	-	-	x				
			FSM	x	x	x	x	x	x	-	x	12	-	-	-	x	x	-	-	x					
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
			FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Other White	English or Unclassified	No SEN	Not FSM	89	71	115	114	x	x	66	71	52	47	11	x	139	117	14	26	23	20				
			FSM	19	14	17	20	x	x	x	x	15	20	-	x	22	23	x	x	12	11				
		SEN at Action / Plus	Not FSM	43	43	21	28	x	x	23	21	x	12	x	x	44	66	x	x	x	x				
			FSM	17	24	13	12	x	x	x	12	x	13	-	x	22	25	x	x	x	x				
		Statemented SEN	Not FSM	x	x	-	x	-	-	x	x	-	-	x	-	x	10	-	x	-	x				
			FSM	-	x	x	x	-	-	x	x	x	x	-	x	x	x	-	x	x	x				
	Other than English	No SEN	Not FSM	216	266	320	335	94	59	22	27	93	93	78	83	278	255	24	40	58	41				
			FSM	13	x	36	48	47	38	x	x	x	15	12	21	18	15	x	x	26	13				
		SEN at Action / Plus	Not FSM	63	97	97	120	49	87	x	x	20	20	10	34	105	147	15	20	24	25				
			FSM	x	x	31	28	14	27	x	-	x	x	x	14	18	15	-	-	x					
		Statemented SEN	Not FSM	-	x	x	x	-	x	-	-	-	-	-	-	x	x	-	-	x					
			FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-					

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Detailed Population Profile: Key Stage 4 Schools Below the Floor Standards ...continued

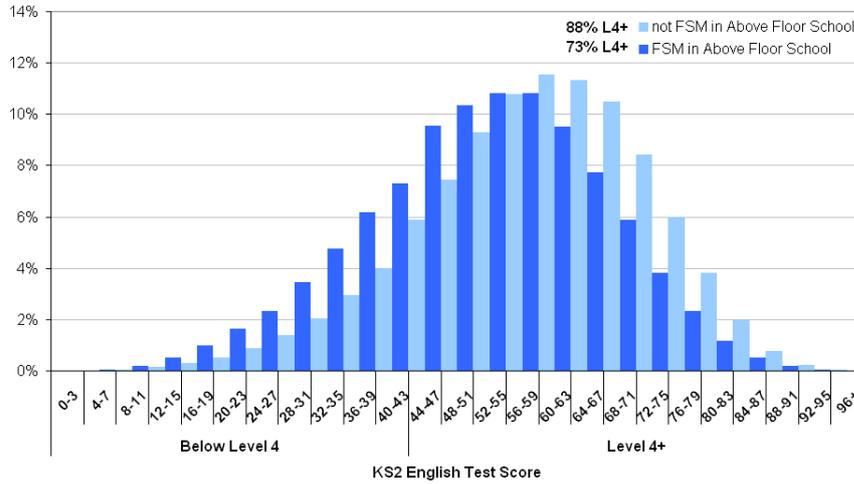
				Schools Below the Floor																					
Ethnicity	First Language	SEN Status	FSM Status	EAST MIDLANDS		EAST OF ENGLAND		INNER LONDON		NORTH EAST		NORTH WEST		OUTER LONDON		SOUTH EAST		SOUTH WEST		WEST MIDLANDS		YORKSHIRE AND THE HUMBER			
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Other Ethnicity	English or Unclassified	No SEN	Not FSM	x	x	22	22	11	11	x	x	x	10	x	x	27	21	x	x	x	x	11	14		
			FSM	x	x	x	x	x	x	-	-	x	x	x	x	x	x	x	-	x	x	x	11	x	
		SEN at Action / Plus	Not FSM	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	-	x	-	x	x	x	x
			FSM	x	x	x	x	x	x	-	-	x	x	-	x	x	x	x	-	x	-	x	x	x	x
		Statemented SEN	Not FSM	-	-	-	-	-	x	-	-	-	x	-	-	-	x	-	-	-	-	-	x	-	-
			FSM	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-
	Other than English	No SEN	Not FSM	26	33	76	83	41	56	13	27	21	19	49	64	58	90	x	11	24	43	86	83		
			FSM	x	x	x	x	31	42	x	x	26	42	12	23	x	x	-	x	16	27	78	74		
		SEN at Action / Plus	Not FSM	x	16	15	21	22	34	x	13	x	x	x	21	14	33	x	x	x	16	30	29		
			FSM	x	x	x	x	13	26	x	x	x	17	x	12	x	x	x	x	x	12	28	55		
		Statemented SEN	Not FSM	-	x	-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	x	-	-	
			FSM	-	x	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unknown Ethnicity	English or Unclassified	No SEN	Not FSM	58	55	71	47	x	x	x	x	89	82	x	x	162	177	x	x	24	28	52	37		
			FSM	x	15	15	17	x	-	x	x	62	64	x	x	32	28	x	x	15	15	28	17		
		SEN at Action / Plus	Not FSM	x	34	14	22	x	x	x	x	19	51	x	x	67	92	x	13	x	15	19	29		
			FSM	x	17	x	x	x	x	-	x	25	47	-	x	25	49	x	x	x	11	17	13		
		Statemented SEN	Not FSM	-	x	-	x	-	-	-	x	x	-	-	x	x	-	x	x	-	x	-	-	x	
			FSM	-	x	x	-	-	-	-	x	x	-	-	x	x	x	x	x	-	x	-	-	-	
	Other than English	No SEN	Not FSM	x	-	20	12	x	x	-	-	x	22	x	x	21	19	-	x	13	25	16	x		
			FSM	-	-	x	x	x	-	-	-	x	x	-	x	x	x	-	-	x	x	x	x		
		SEN at Action / Plus	Not FSM	x	x	x	x	-	x	-	-	-	14	x	-	x	10	-	x	x	x	x	x		
			FSM	-	-	x	x	-	-	-	-	x	x	-	x	x	x	-	x	x	x	x	x		
		Statemented SEN	Not FSM	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	x	
			FSM	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

“x” represents 1-9 pupils, suppressed to protect confidentiality “-“ represents zero pupils

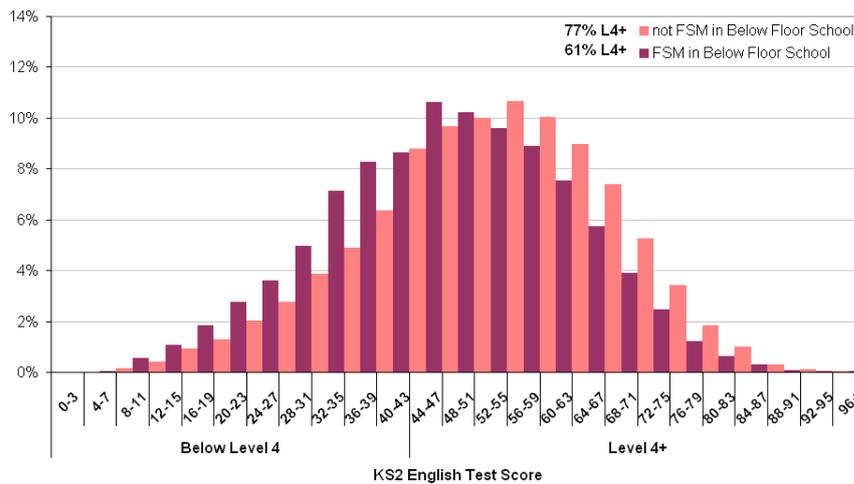
Annex B: Additional Attainment and Progress Analyses

English and Maths Test Score Distributions at KS2

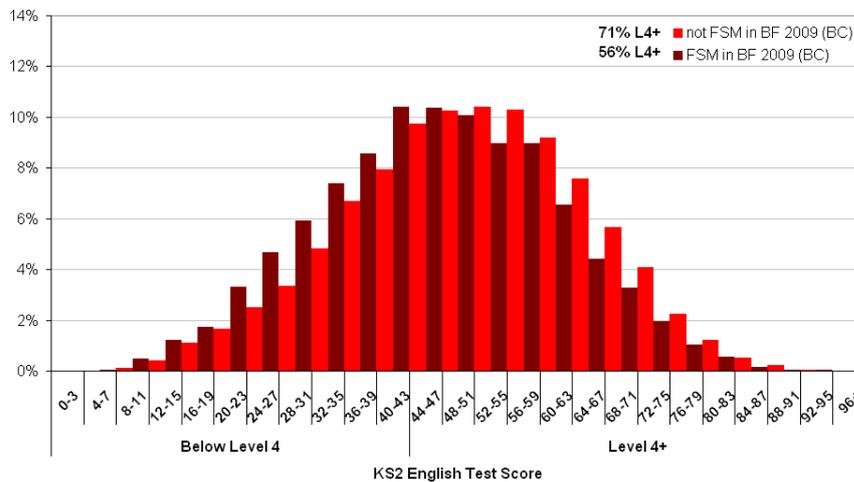
KS2 English Test Score Distribution for Above Floor Schools



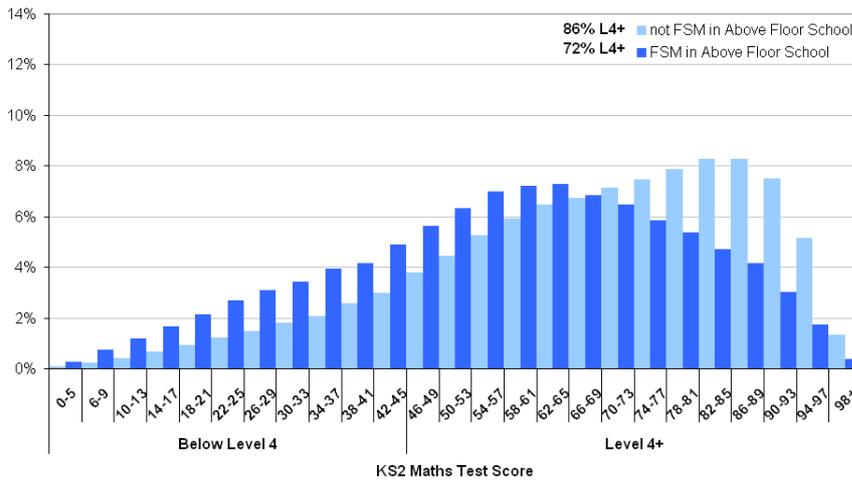
KS2 English Test Score Distribution for Below Floor Schools



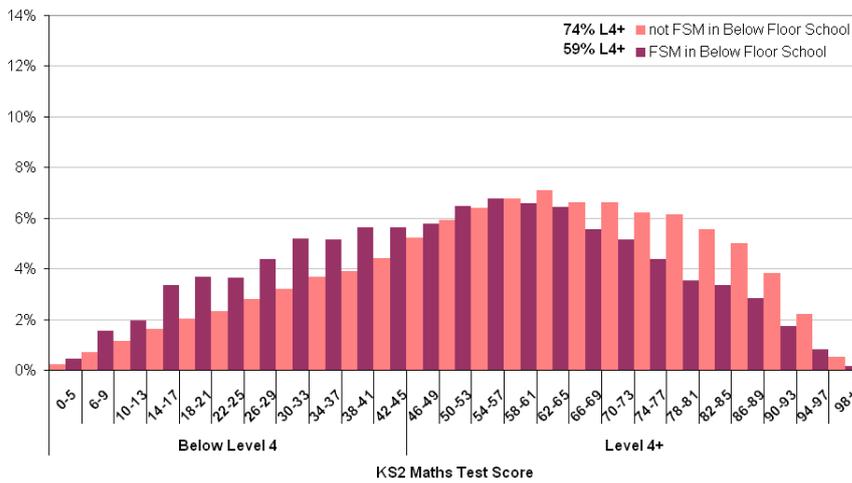
KS2 English Test Score Distribution for Below Floor 09 (BC) Schools



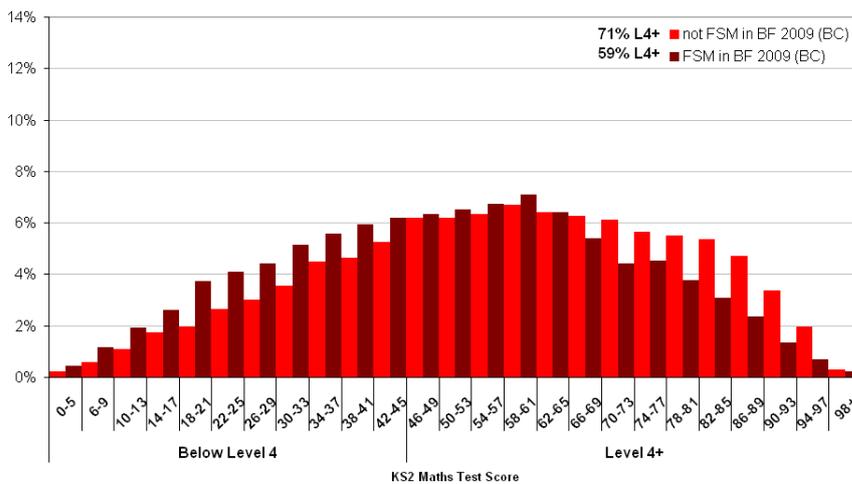
KS2 Maths Test Score Distribution for Above Floor Schools



KS2 Maths Test Score Distribution for Below Floor Schools

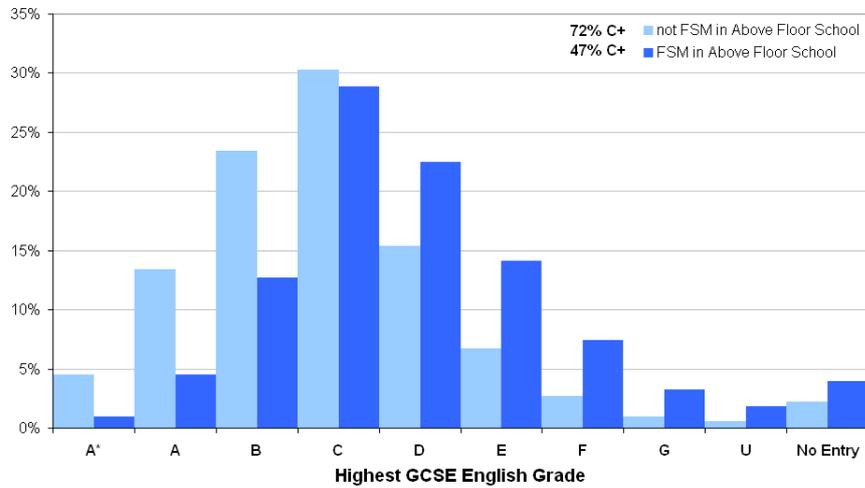


KS2 Maths Test Score Distribution for Below Floor 09 (BC) Schools

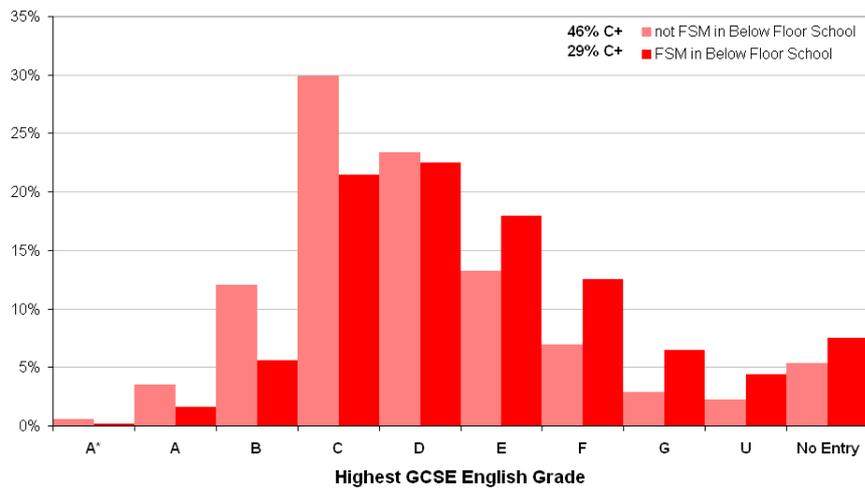


English and Maths GCSE Grade Distributions

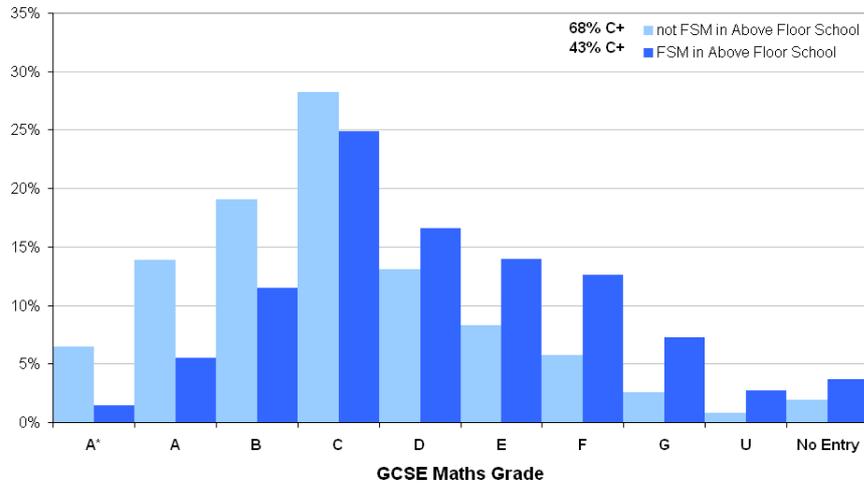
GCSE English Grade Distribution for Above Floor Schools



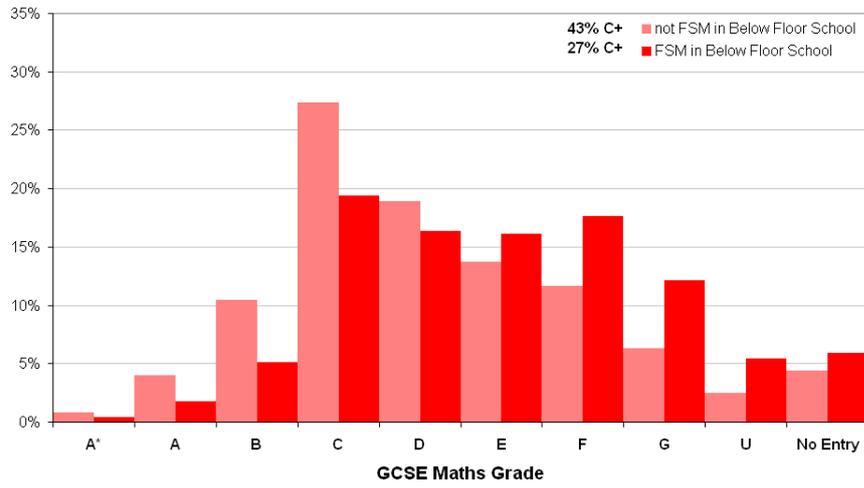
GCSE English Grade Distribution for Below Floor Schools



GCSE Maths Grade Distribution for Above Floor Schools

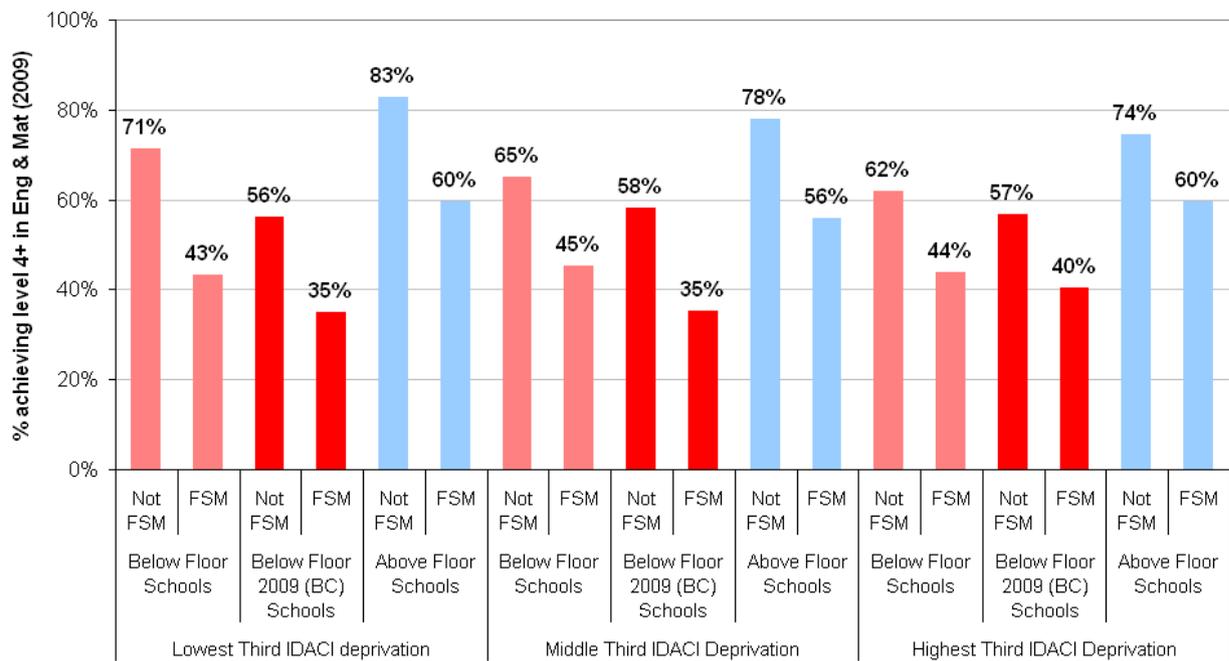


GCSE Maths Grade Distribution for Below Floor Schools

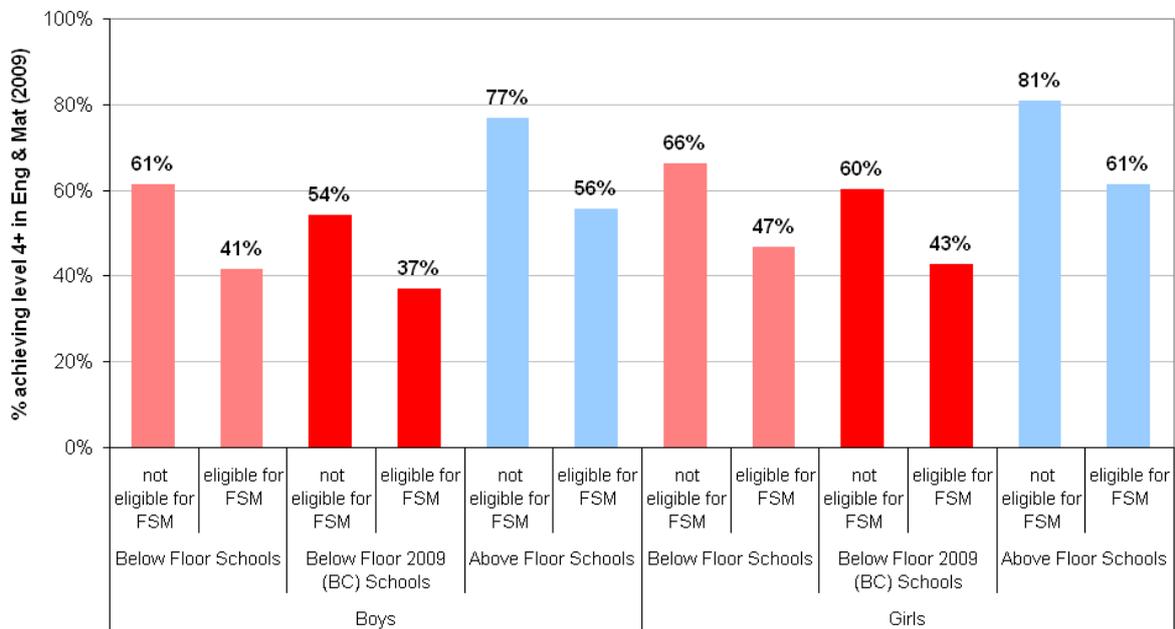


Attainment by Pupil Characteristics in KS2 Below Floor Schools

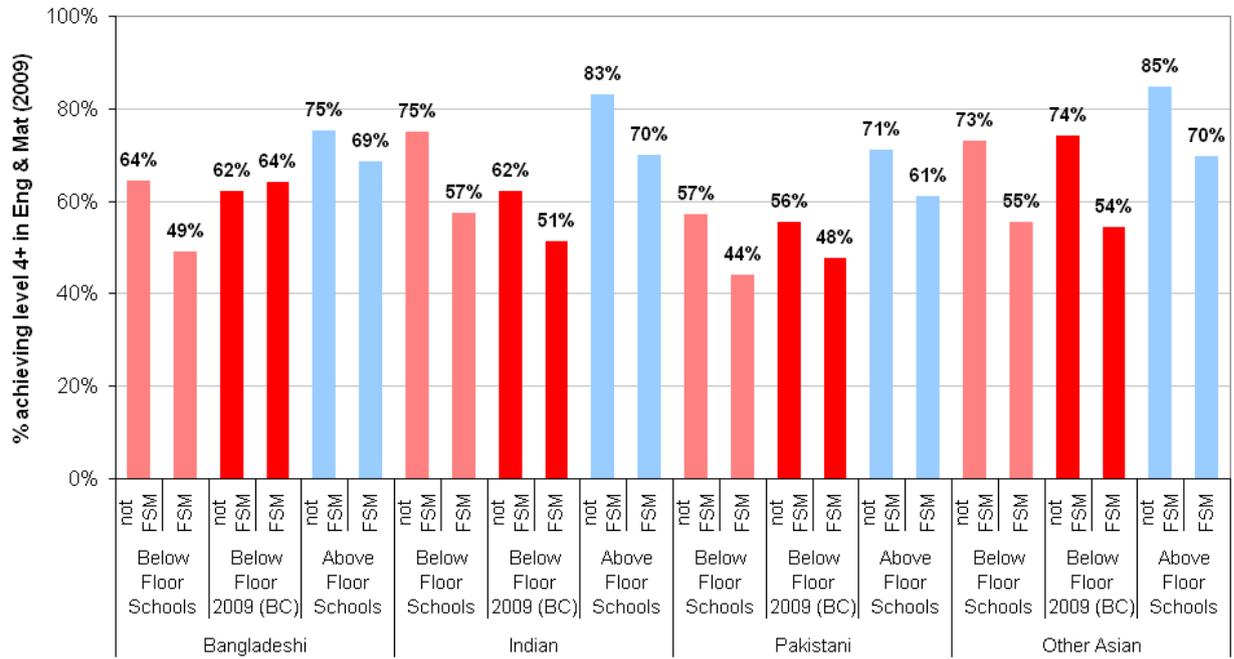
KS2 Attainment by Area Deprivation, School Group and FSM



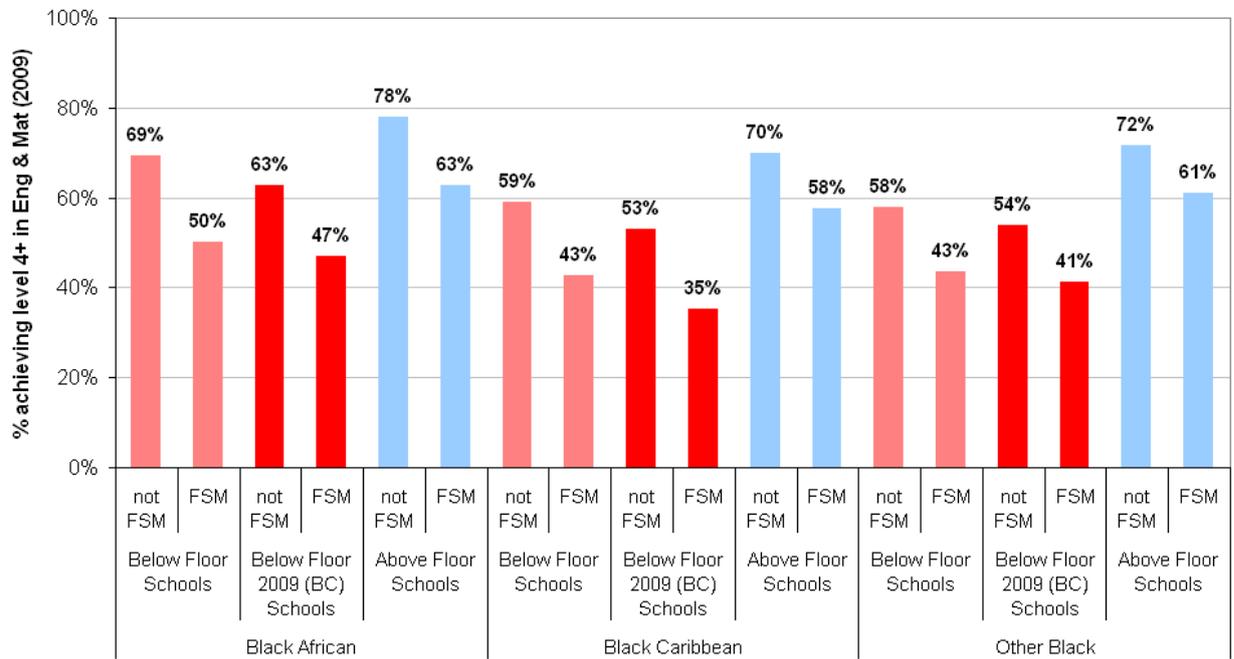
KS2 Attainment by Gender, School Group and FSM



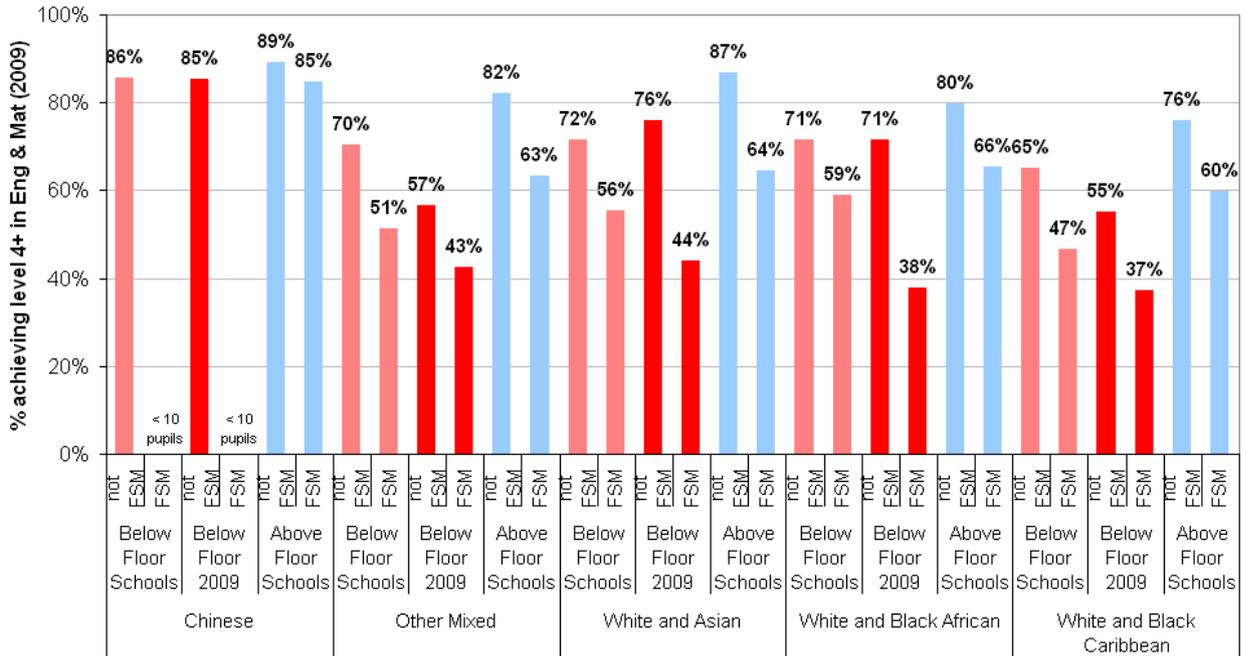
KS2 Attainment by Ethnicity, School Group and FSM - Asian Pupils



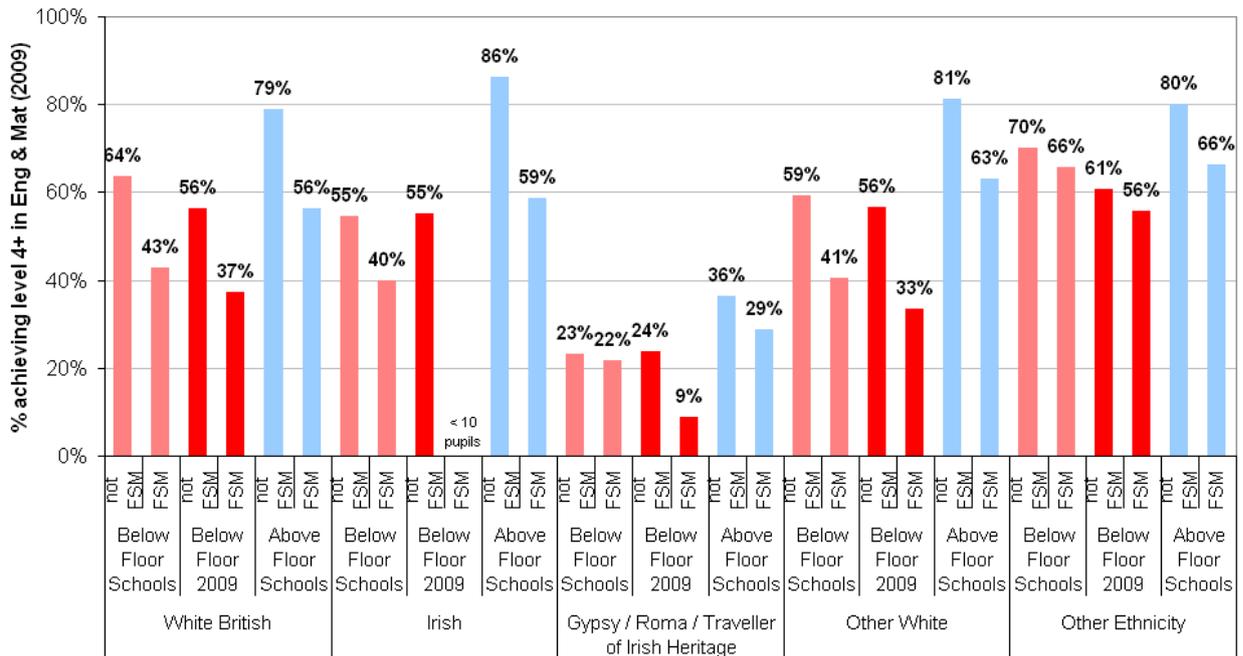
KS2 Attainment by Ethnicity, School Group and FSM - Black Pupils



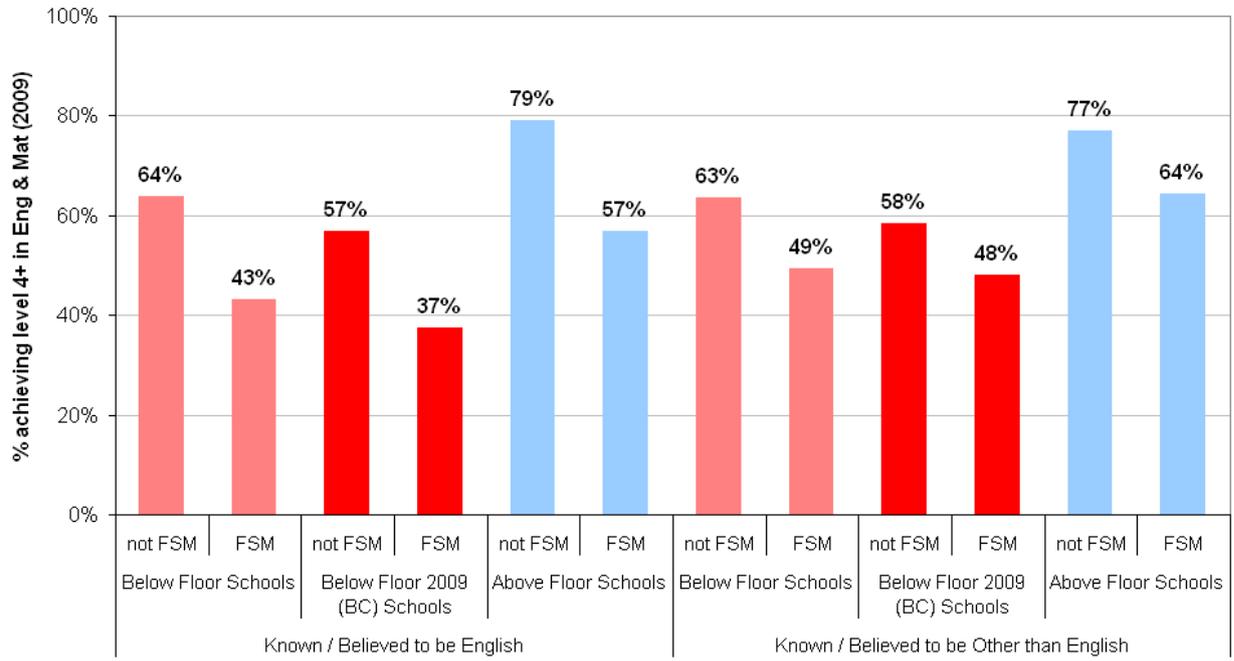
**KS2 Attainment by Ethnicity, School Group and FSM
- Chinese & Mixed Ethnicity Pupils**



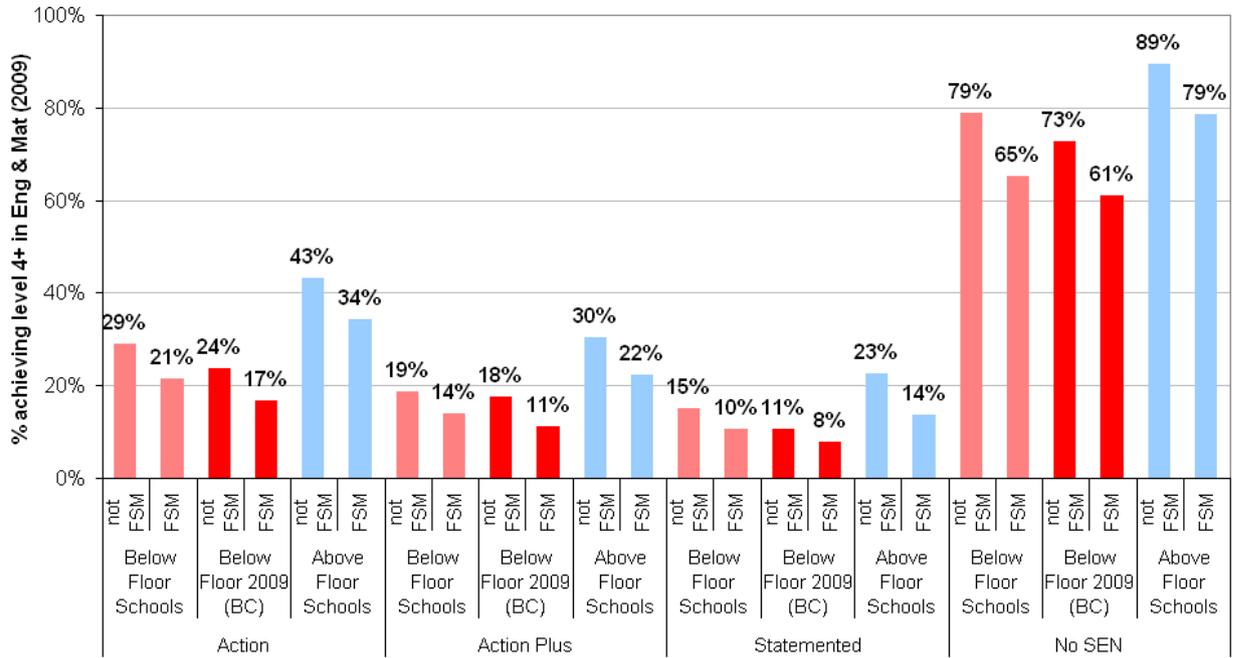
**KS2 Attainment by Ethnicity, School Group and FSM
- White & Other Ethnicity Pupils**



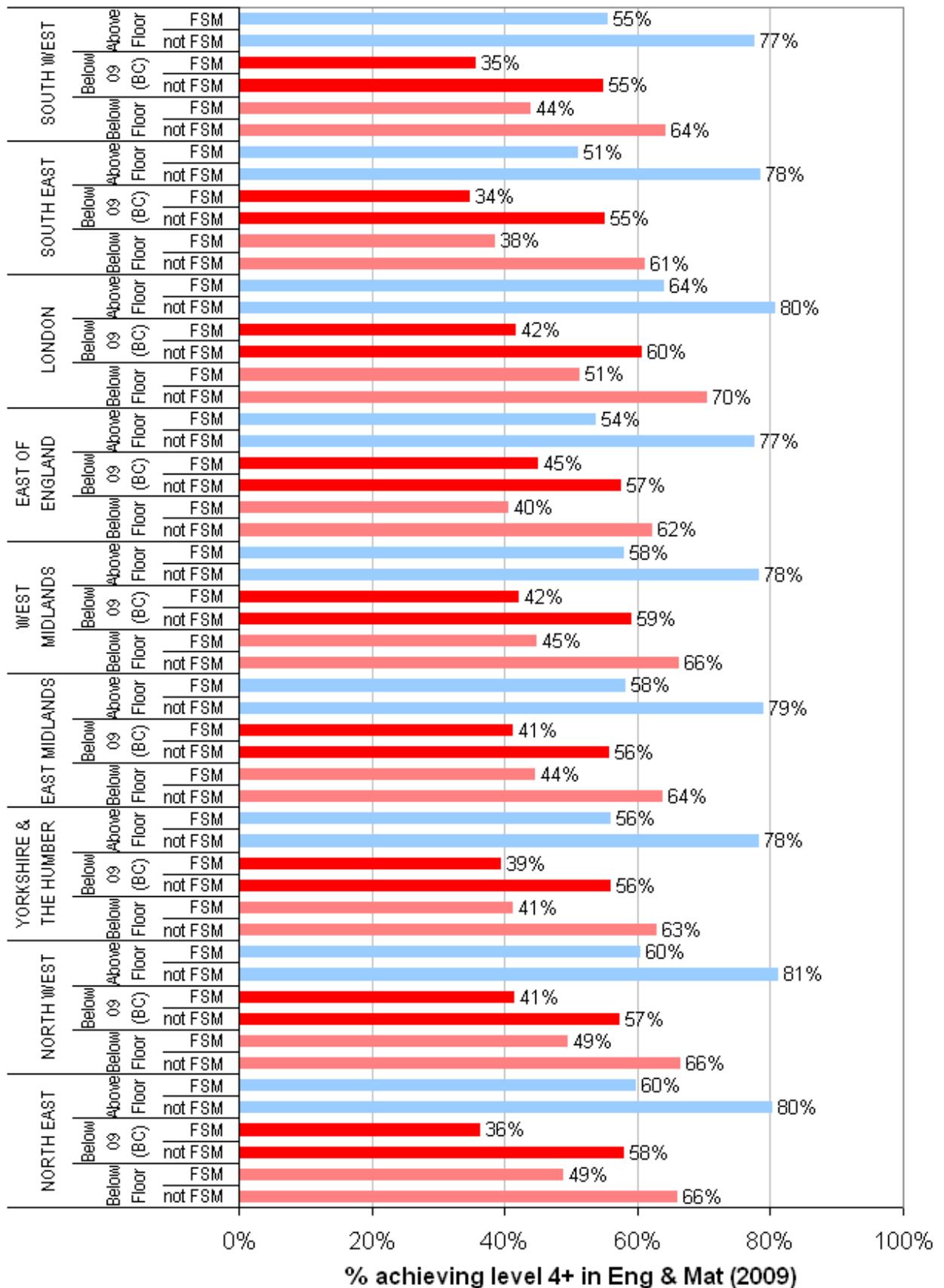
KS2 Attainment by First Language, School Group and FSM



KS2 Attainment by Special Educational Needs, School Group and FSM

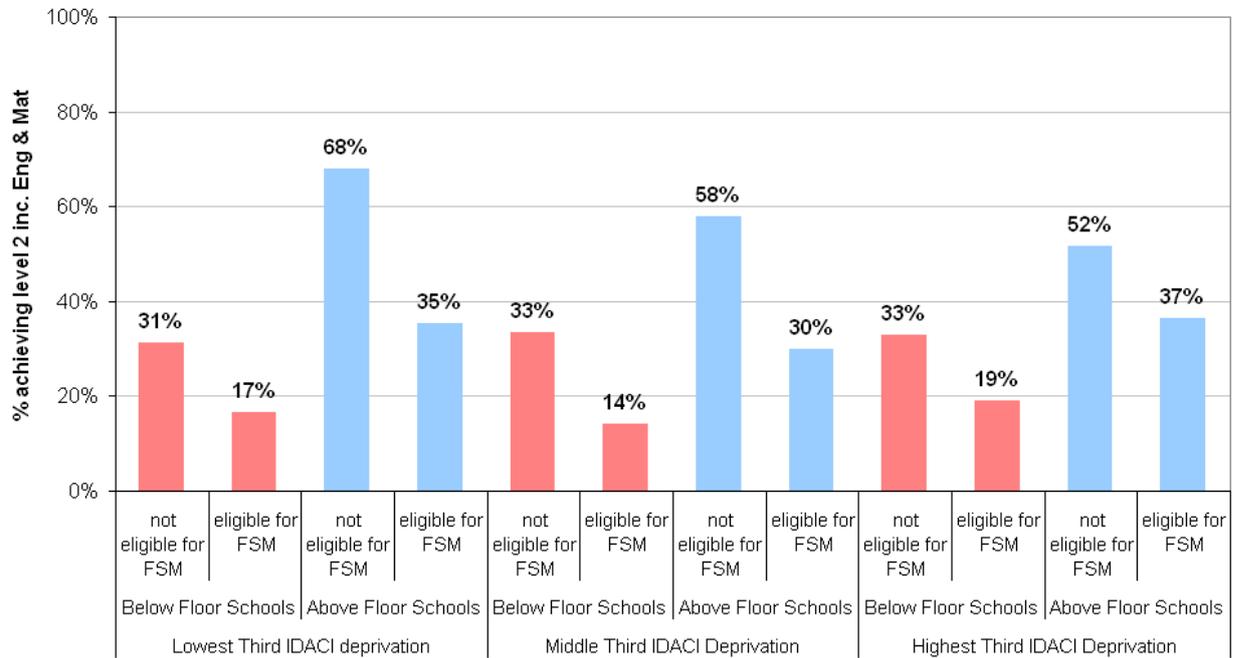


KS2 Attainment by Region, School Group and FSM

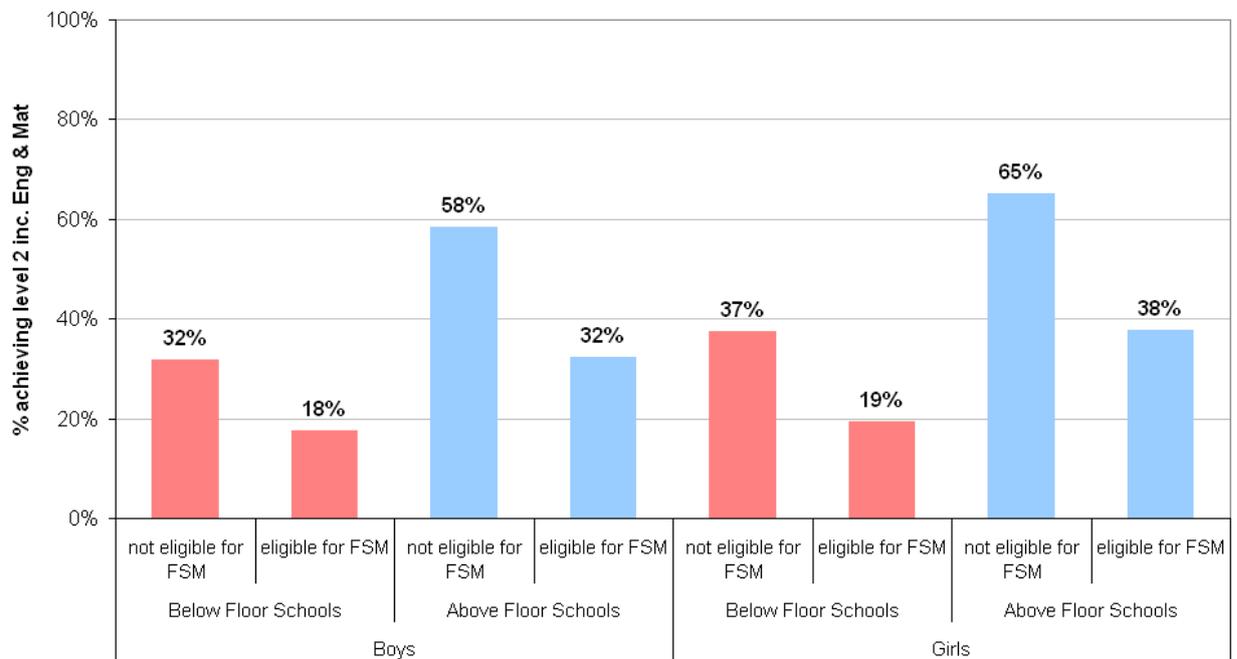


Attainment by Pupil Characteristics in KS4 Below Floor Schools

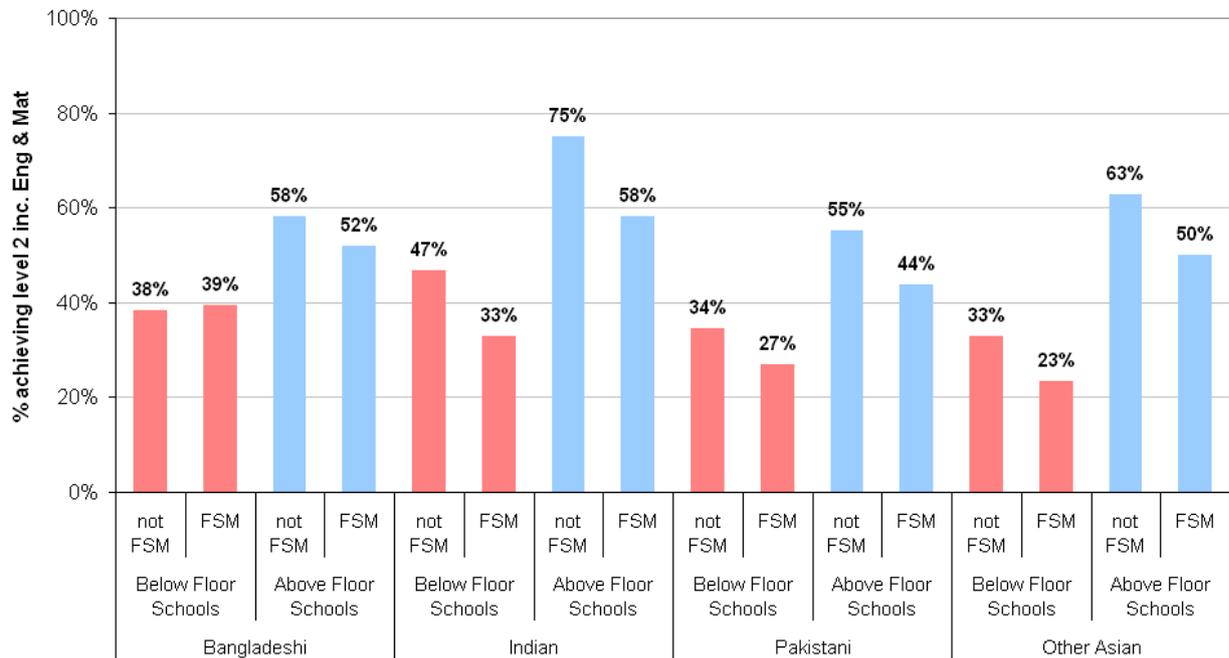
KS4 Attainment by Area Deprivation, School Group and FSM



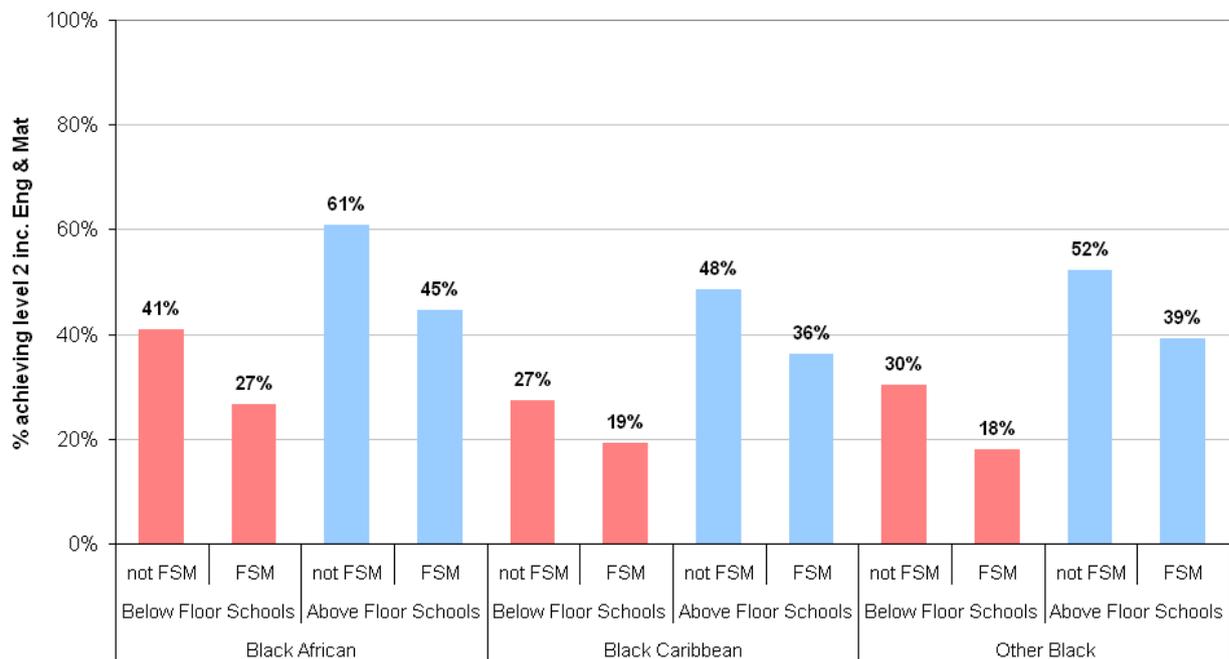
KS4 Attainment by Gender, School Group and FSM



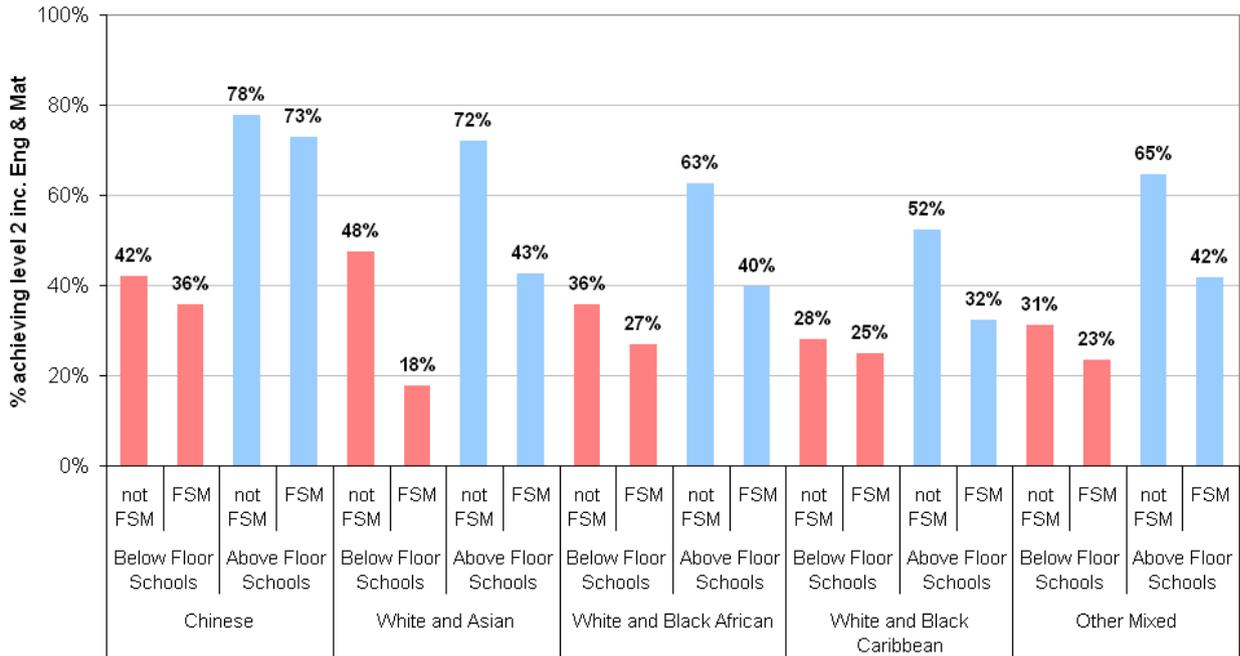
KS4 Attainment by Ethnicity, School Group and FSM - Asian Pupils



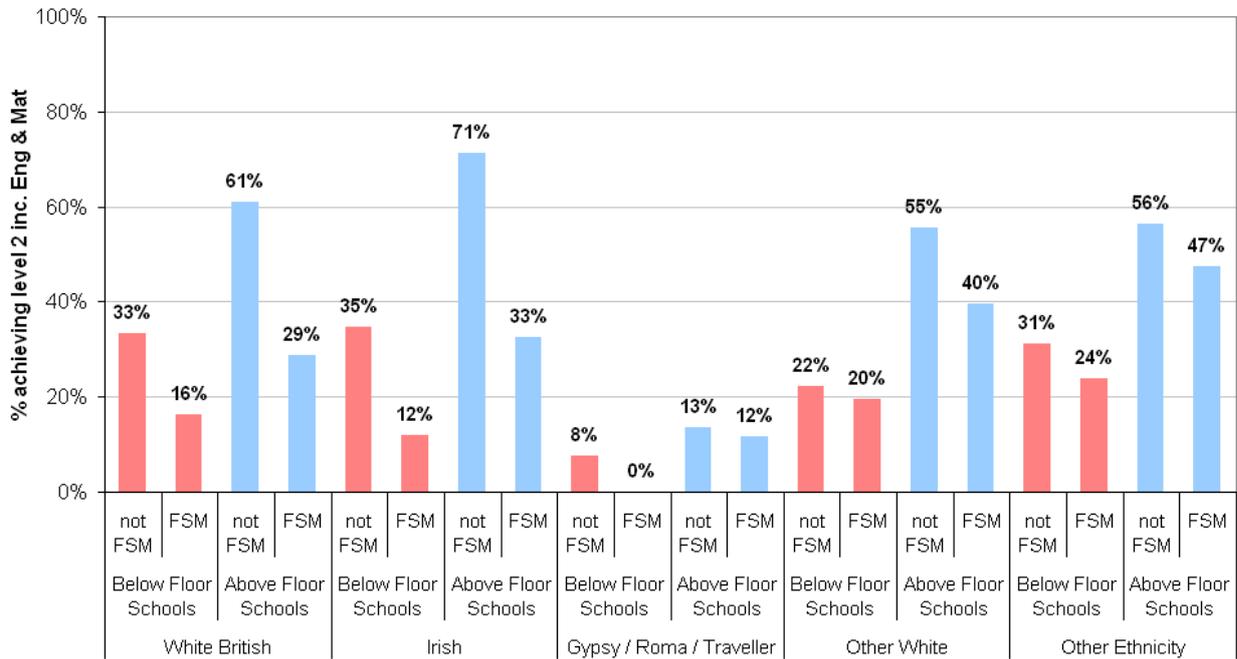
KS4 Attainment by Ethnicity, School Group and FSM - Black Pupils



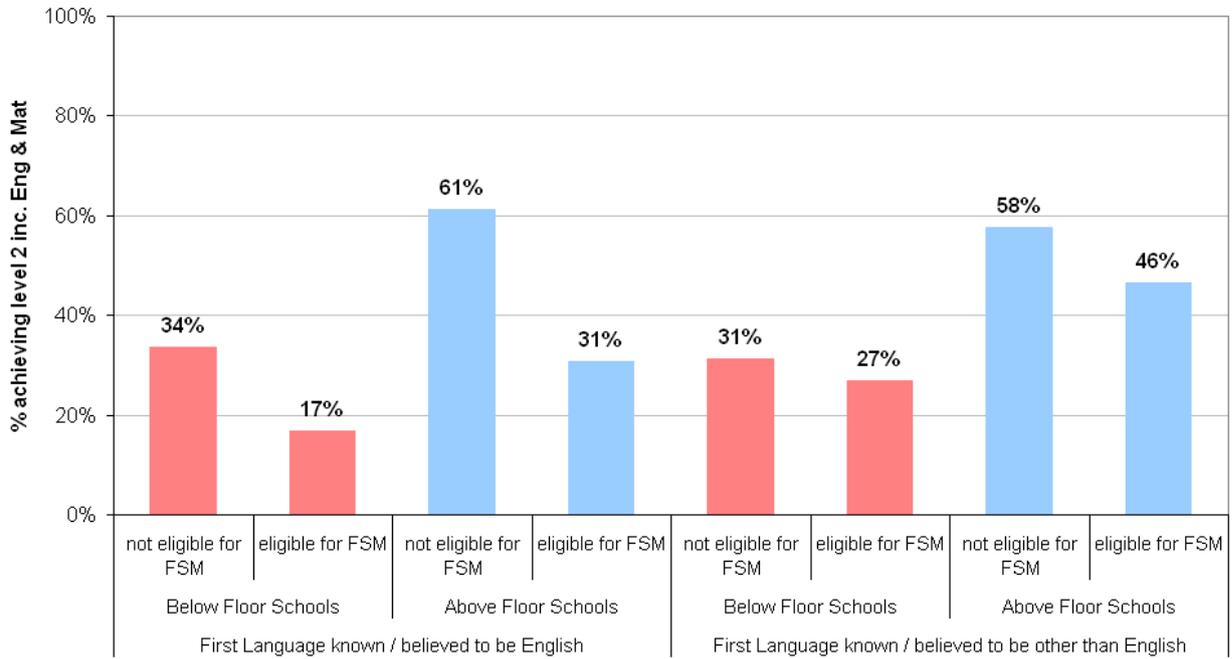
**KS4 Attainment by Ethnicity, School Group and FSM
- Chinese & Mixed Ethnicity Pupils**



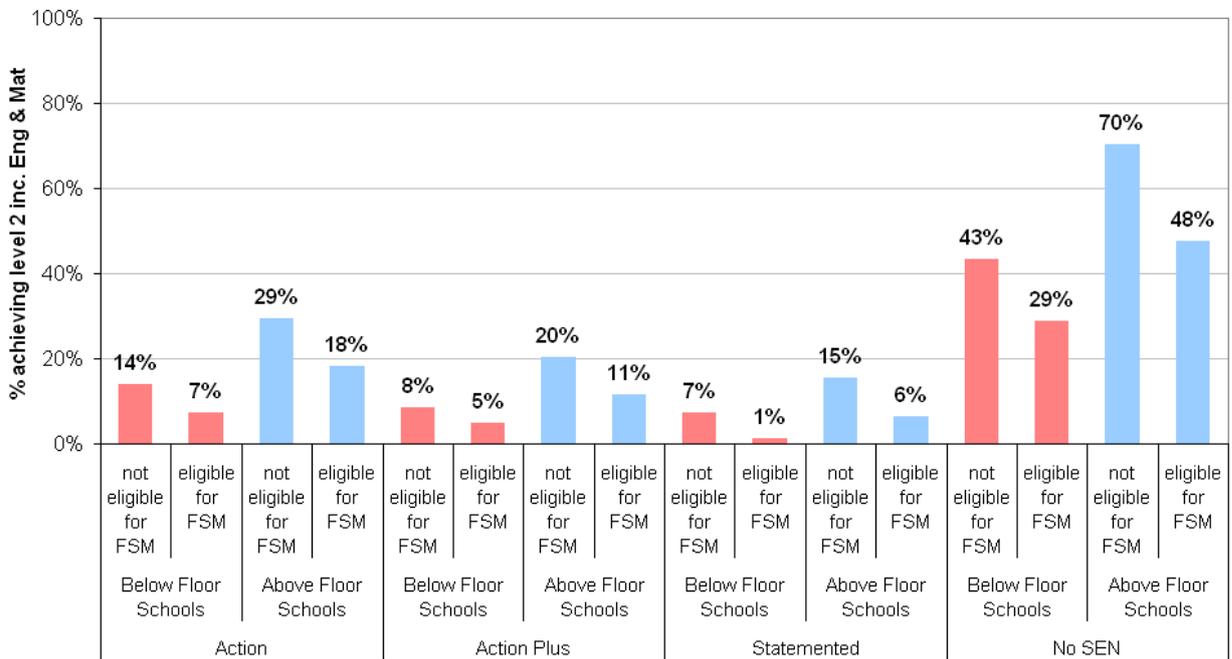
**KS4 Attainment by Ethnicity, School Group and FSM
- White & Other Ethnicity Pupils**



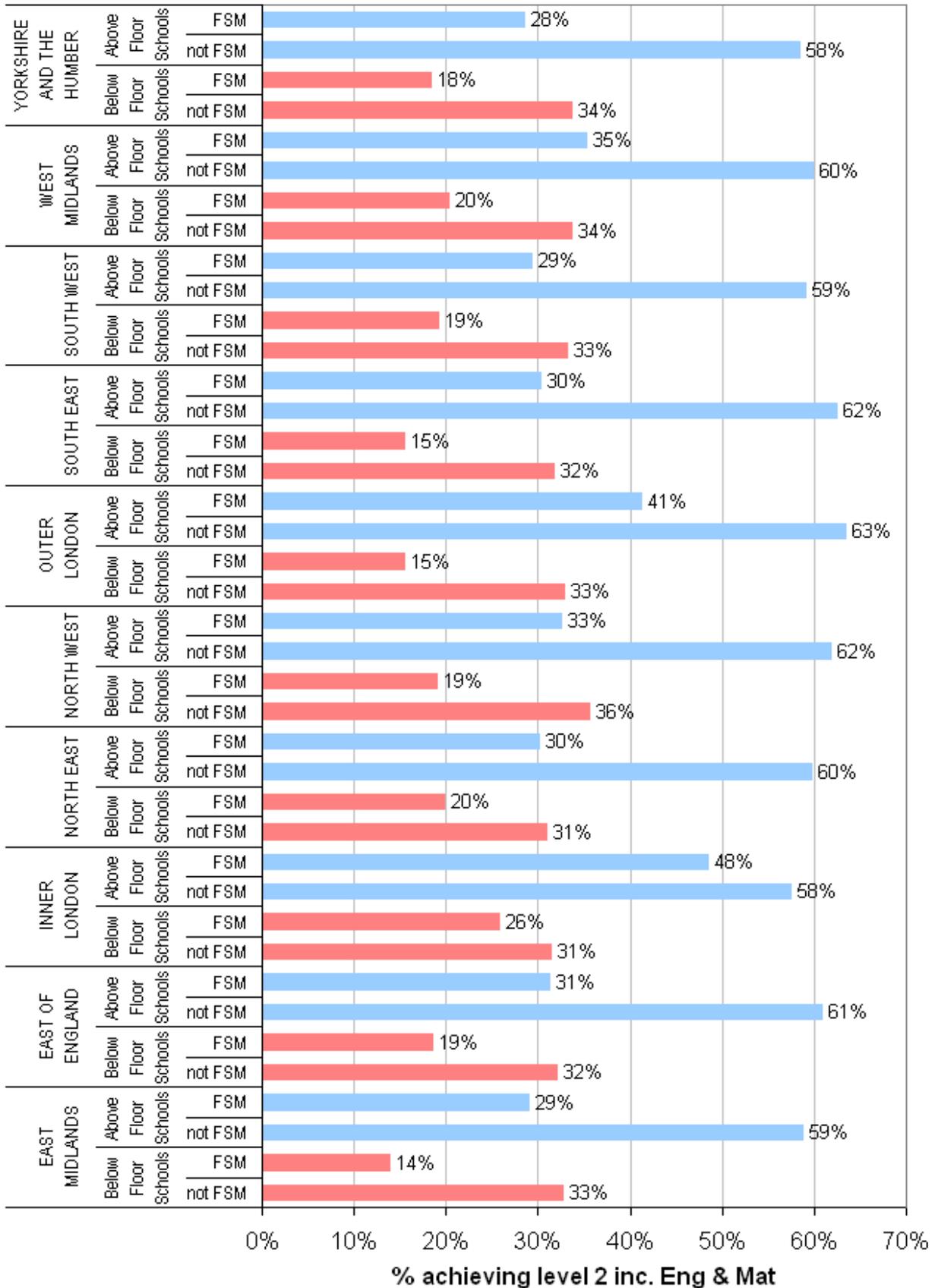
KS4 Attainment by First Language, School Group and FSM



KS4 Attainment by Special Educational Needs, School Group and FSM

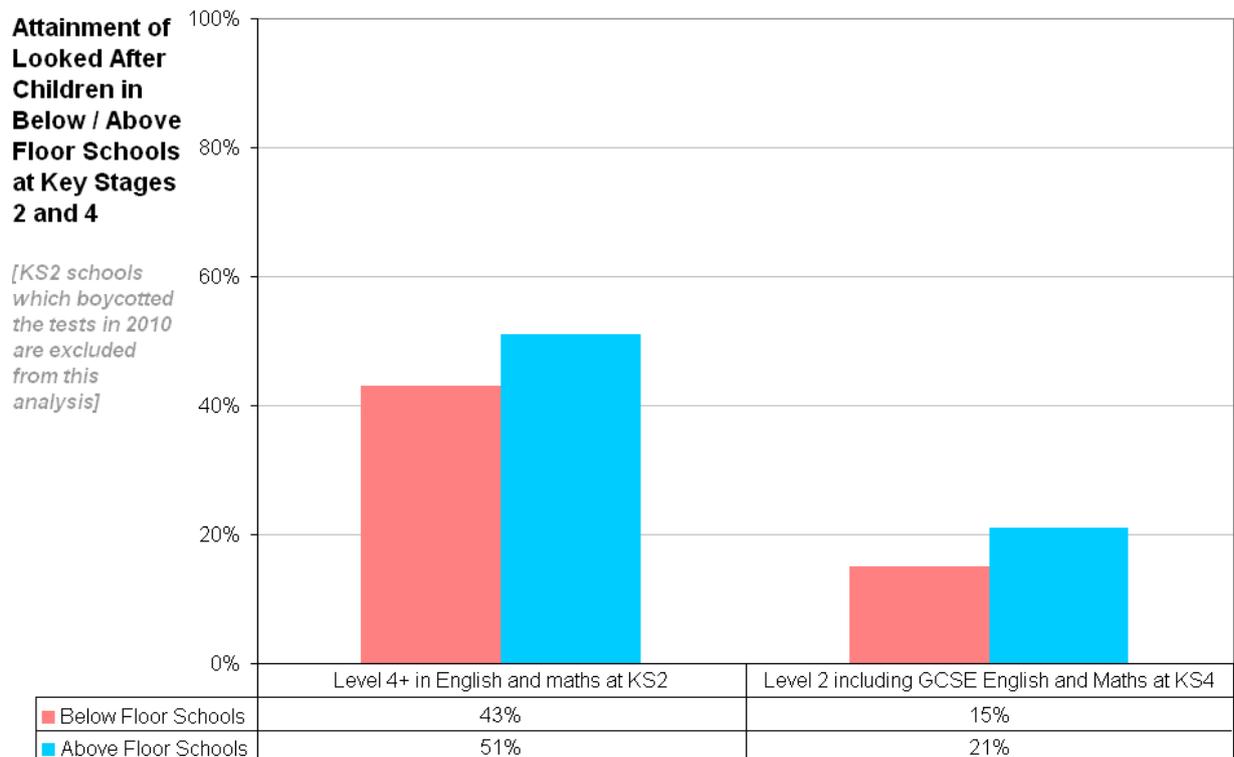


KS4 Attainment by Region, School Group and FSM



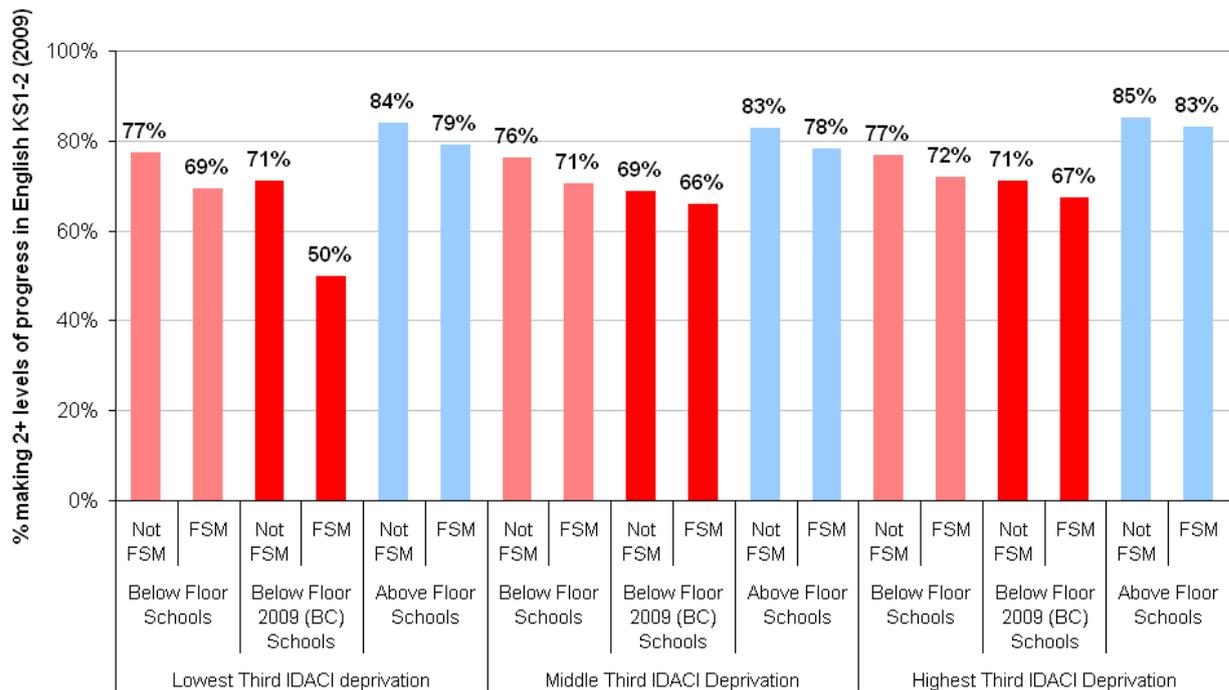
Attainment of Looked After Children at key Stages 2 and 4

Note: The below floor schools figures in this analysis are based on small numbers of pupils (200-300 per KS) due to the size of the LAC population in the maintained mainstream Key Stage cohorts.

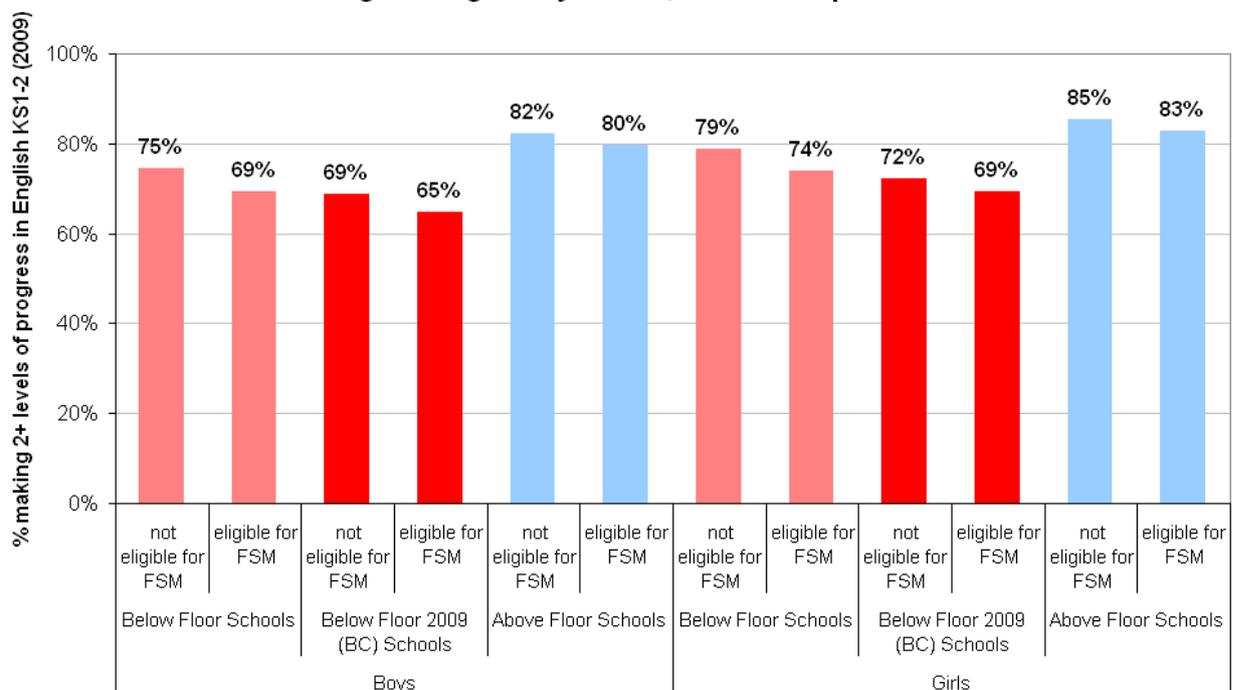


English Progress by Pupil Characteristics from KS1-2

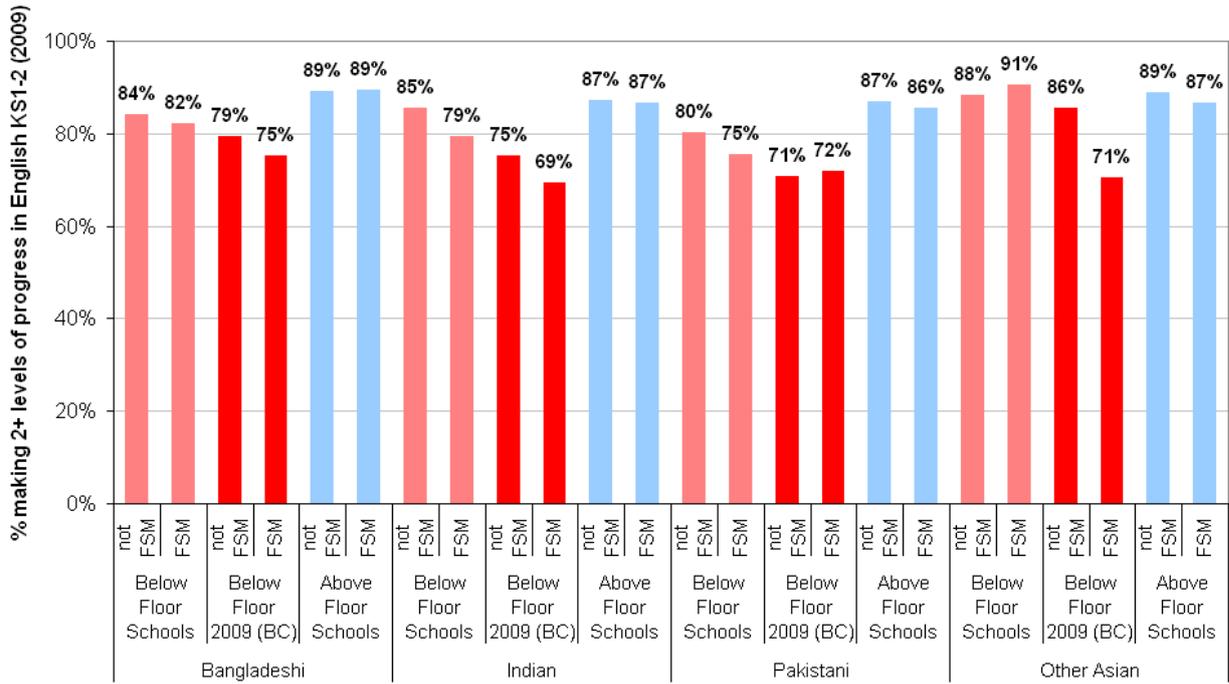
KS2 English Progress by Area Deprivation, School Group and FSM



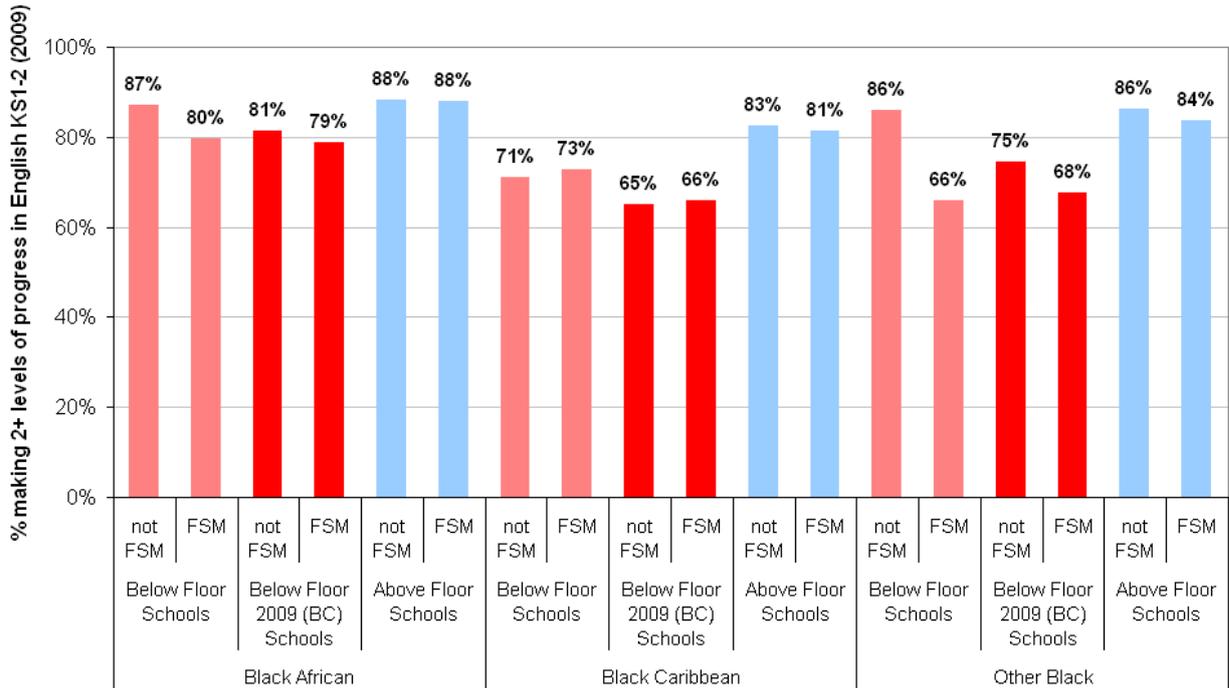
KS2 English Progress by Gender, School Group and FSM



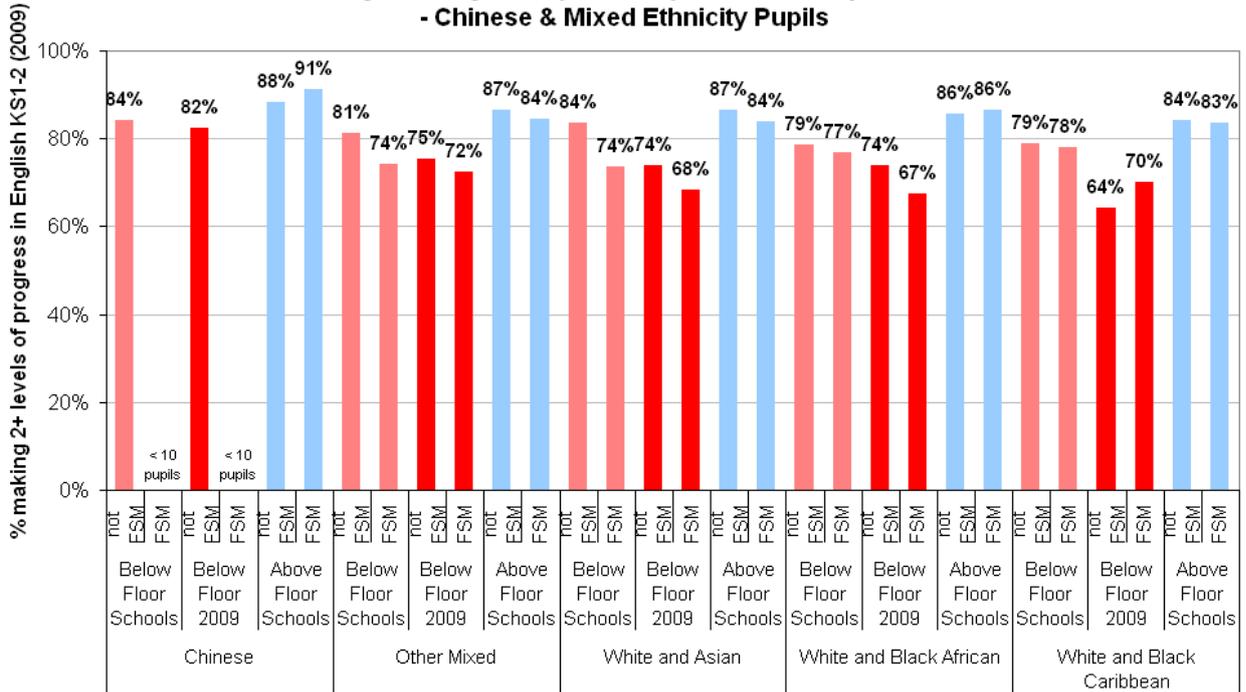
KS2 English Progress by Ethnicity, School Group and FSM - Asian Pupils



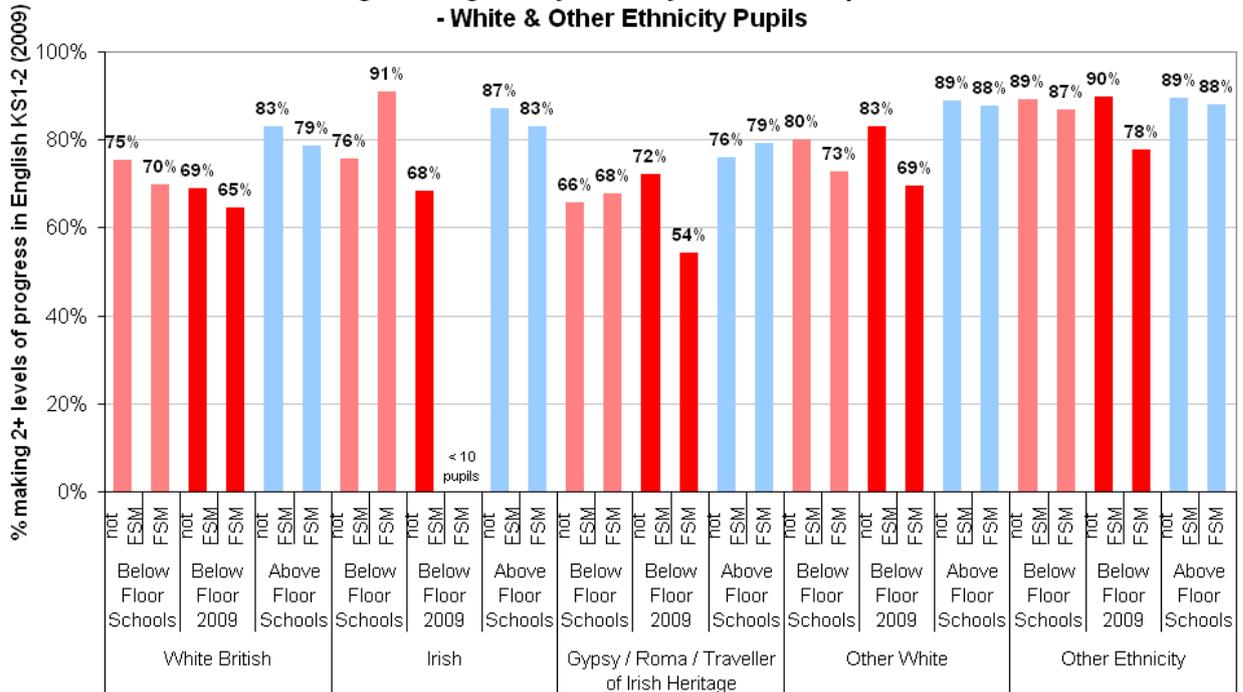
KS2 English Progress by Ethnicity, School Group and FSM - Black Pupils



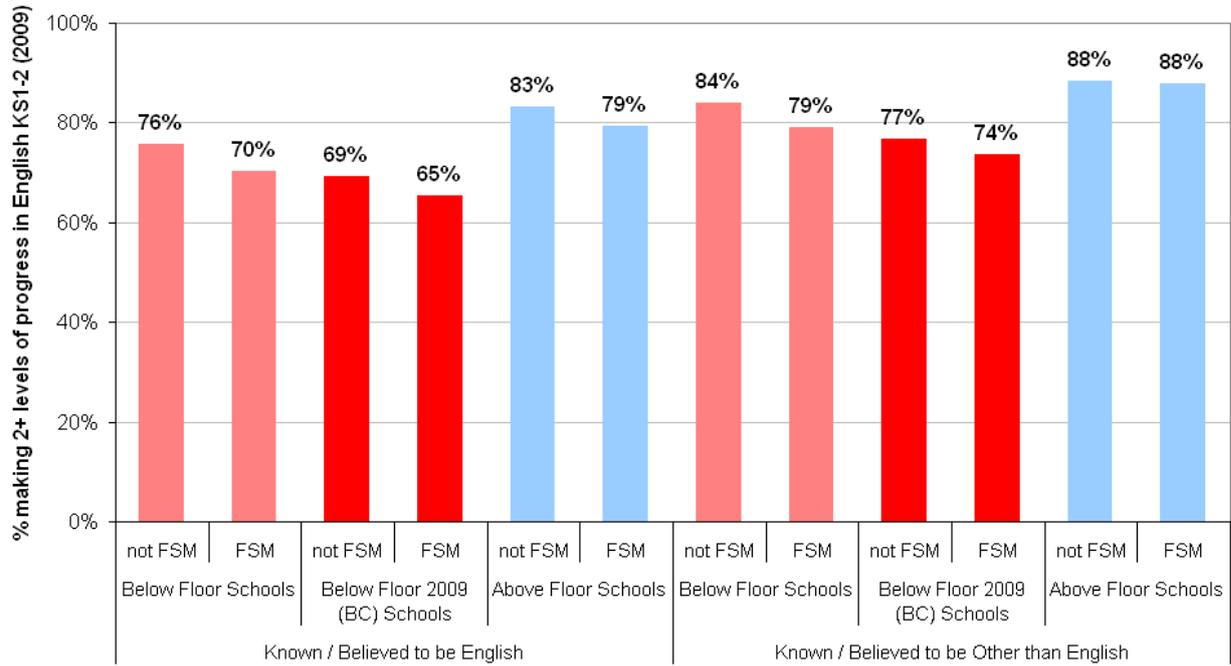
**KS2 English Progress by Ethnicity, School Group and FSM
- Chinese & Mixed Ethnicity Pupils**



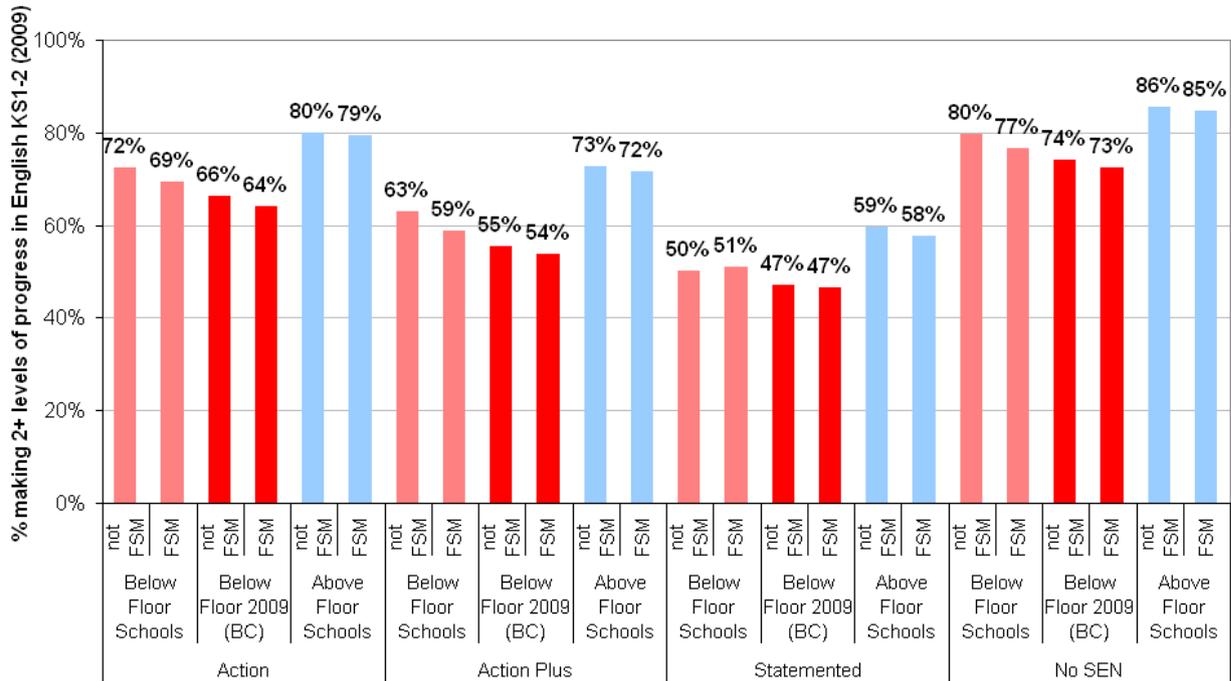
**KS2 English Progress by Ethnicity, School Group and FSM
- White & Other Ethnicity Pupils**



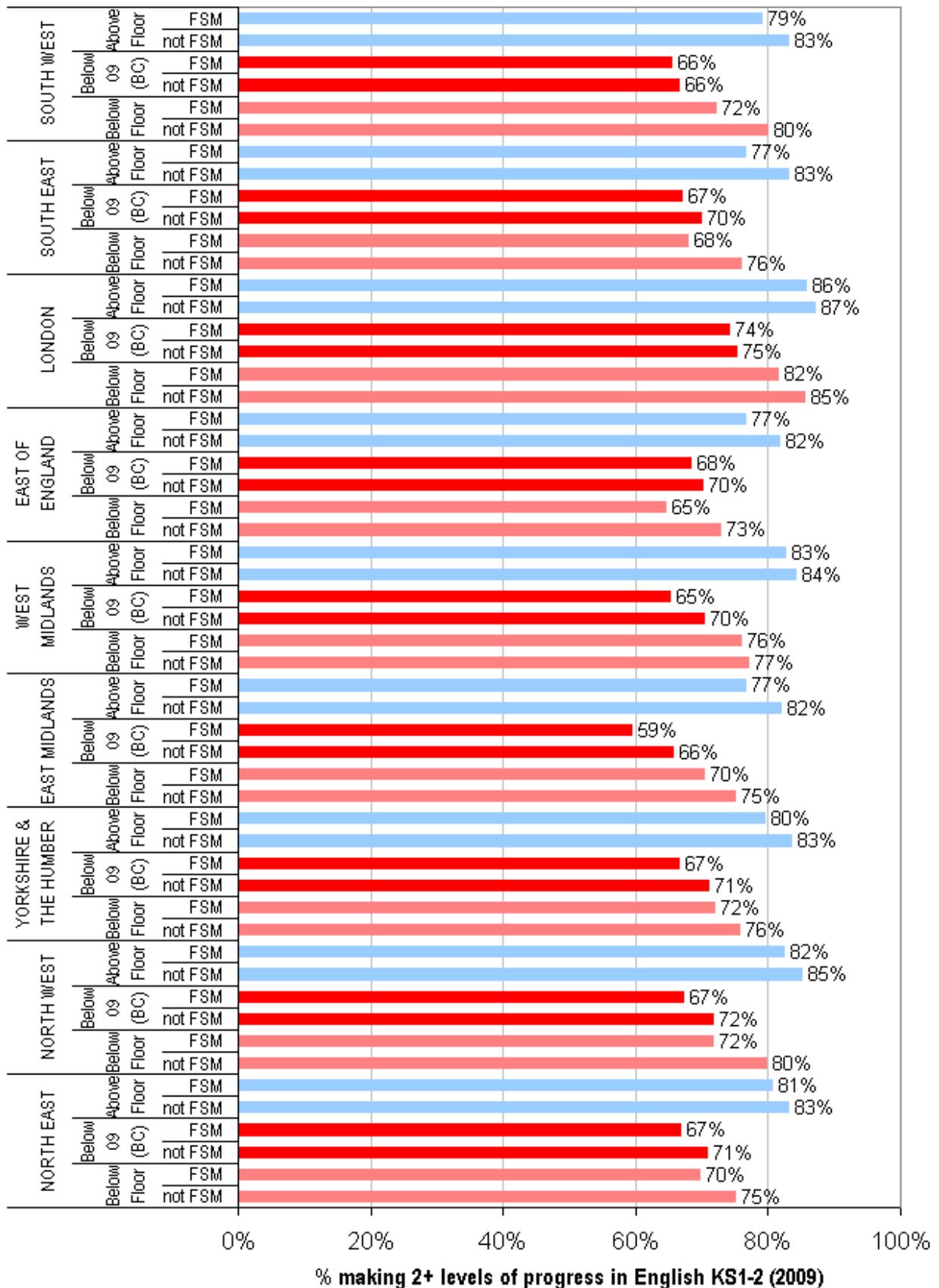
KS2 English Progress by First Language, School Group and FSM



KS2 English Progress by Special Educational Needs, School Group and FSM

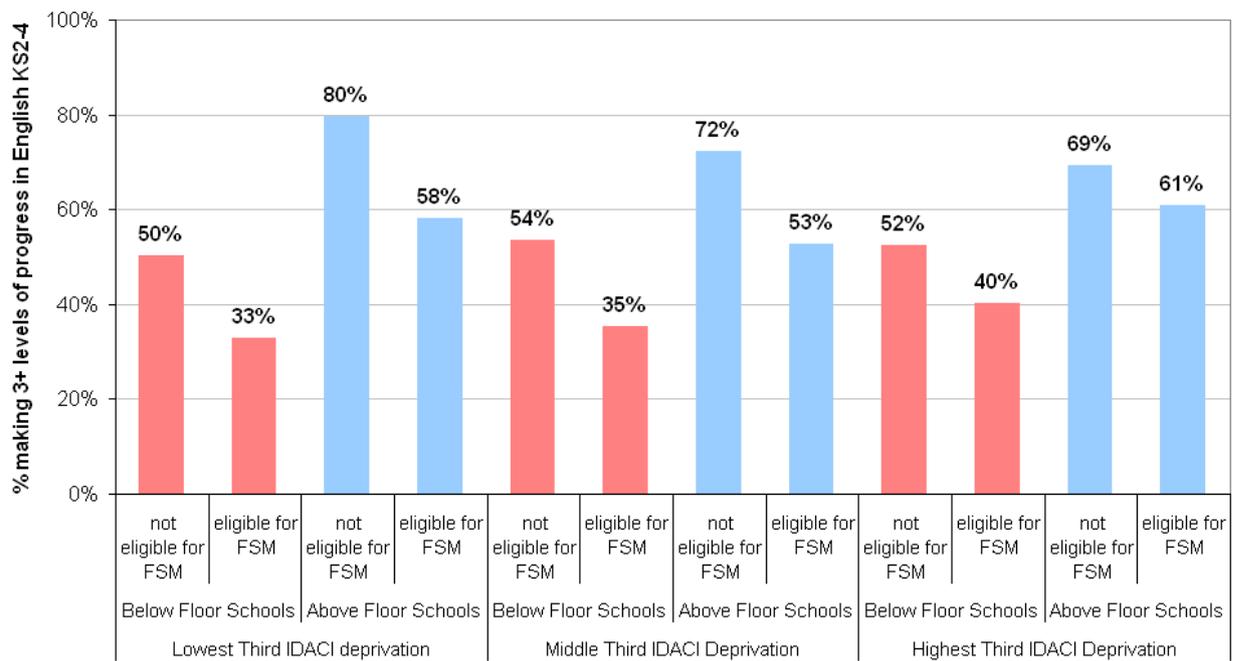


KS2 English Progress by Region, School Group & FSM

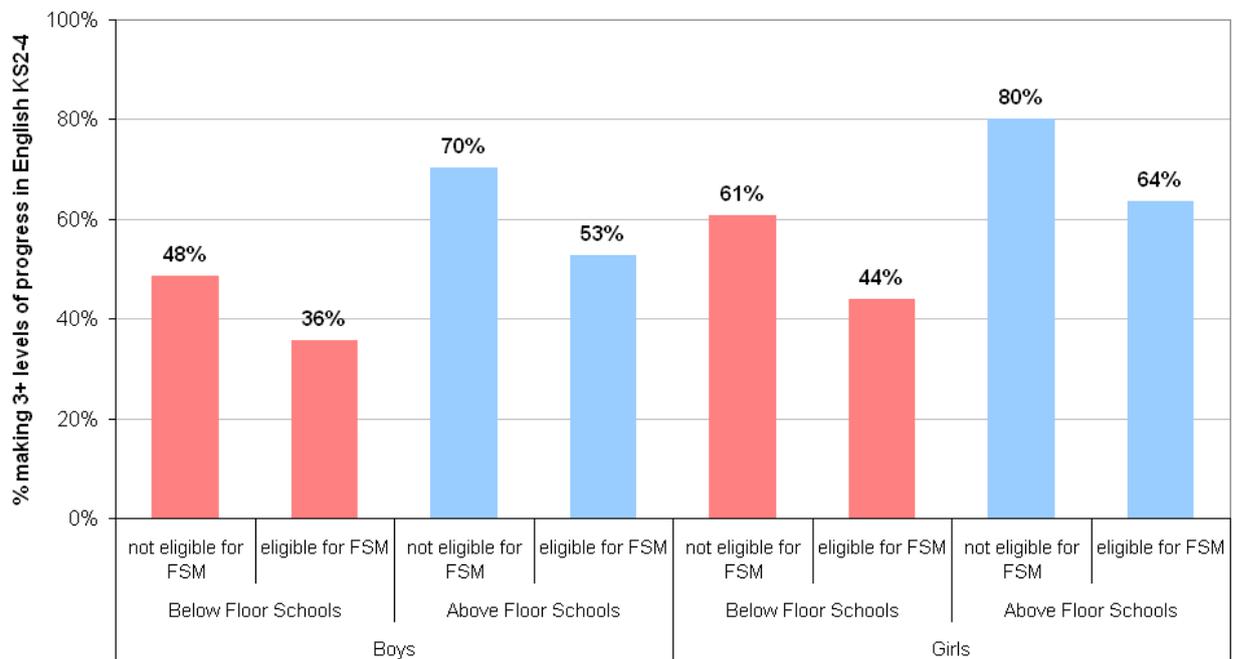


English Progress by Pupil Characteristics from KS2-4

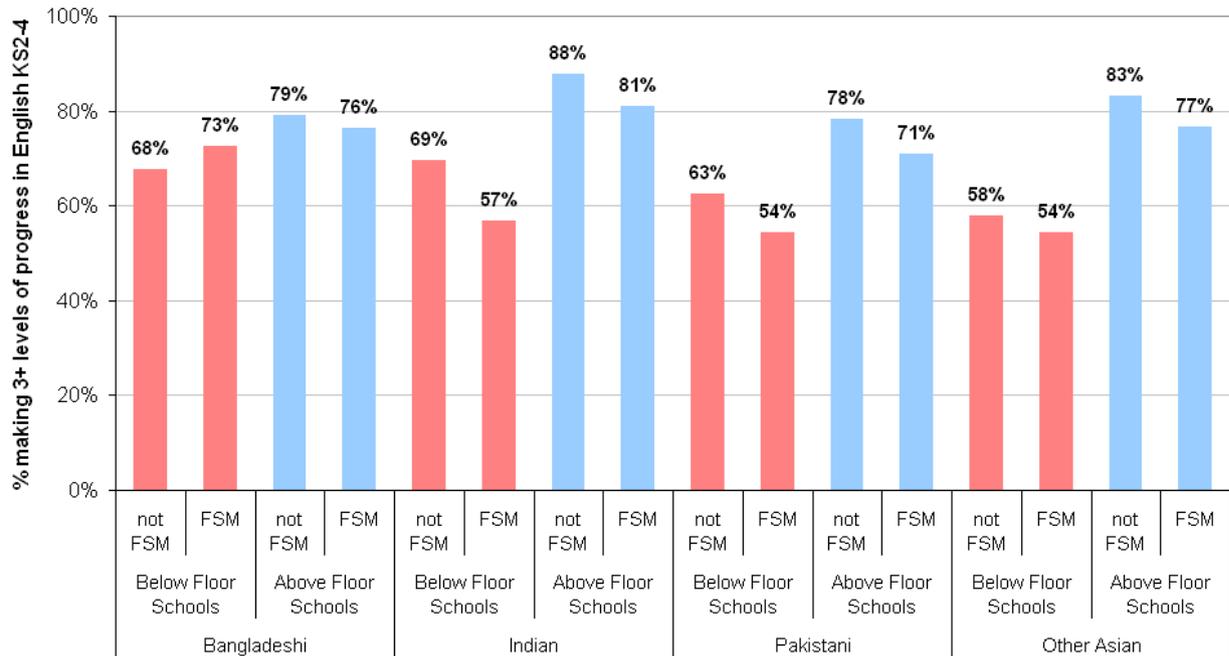
KS4 English Progress by Area Deprivation, School Group and FSM



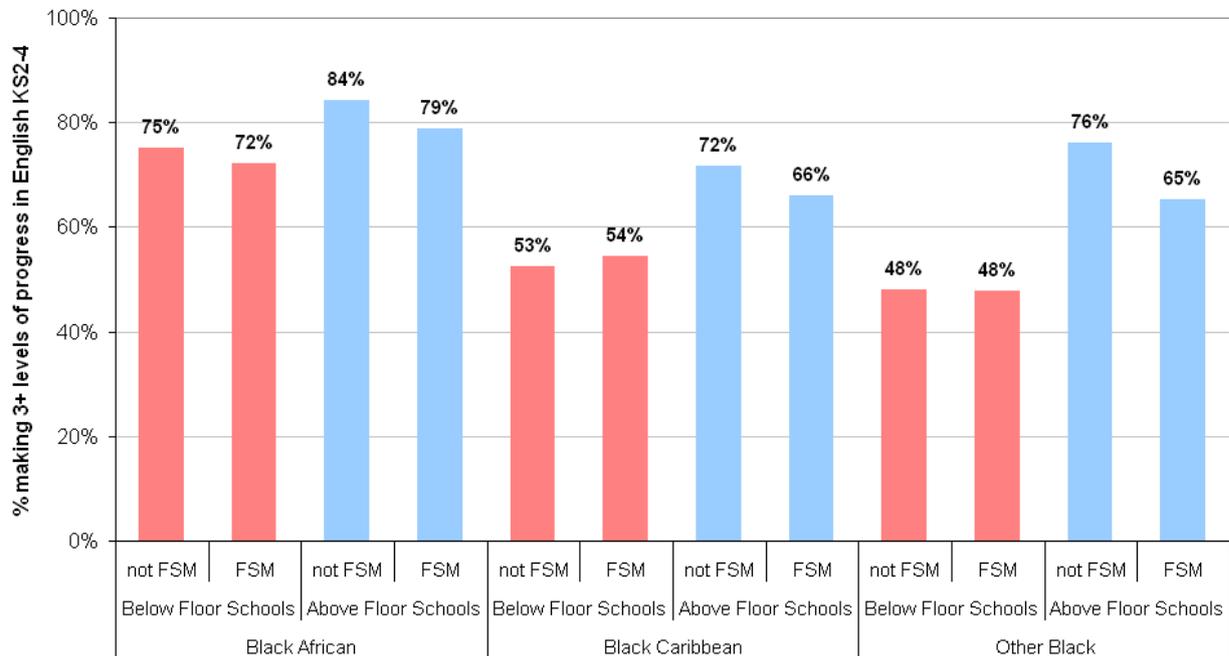
KS4 English Progress by Gender, School Group and FSM



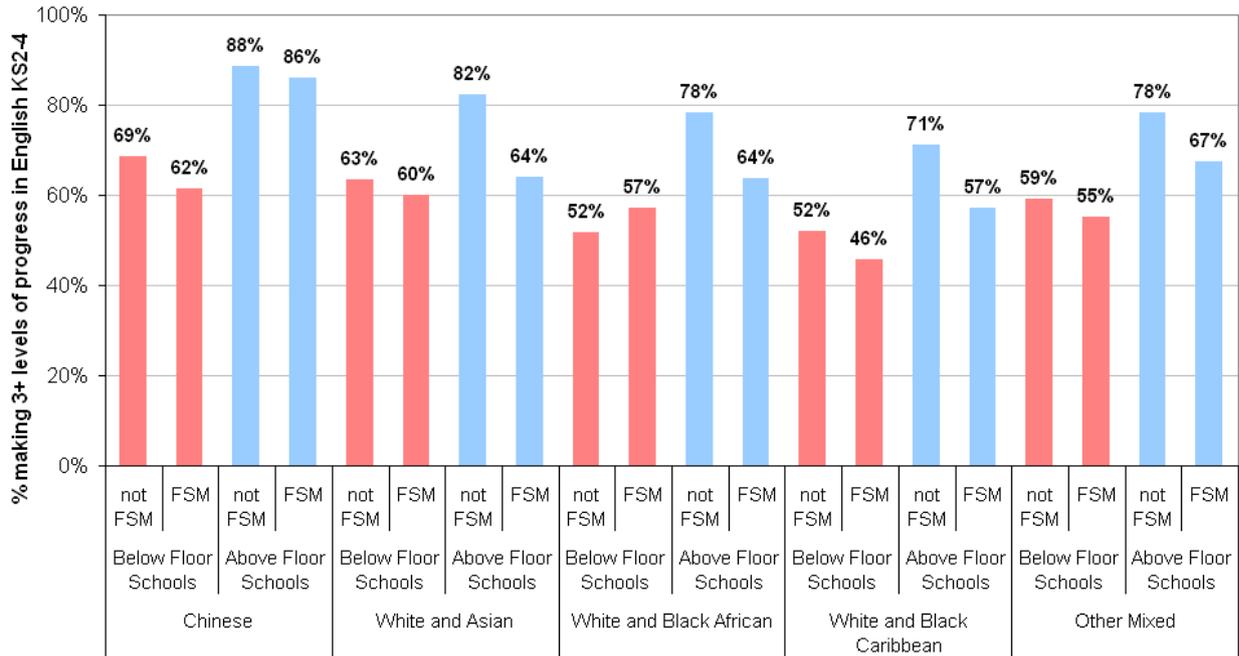
KS4 English Progress by Ethnicity, School Group and FSM - Asian Pupils



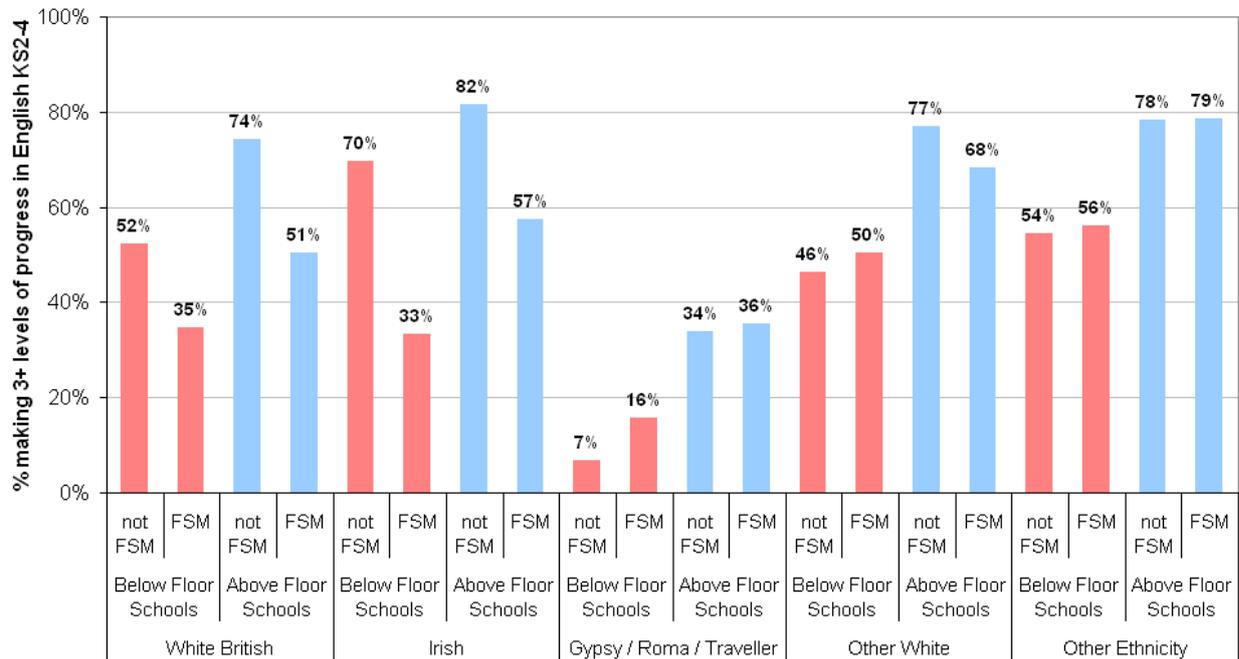
KS4 English Progress by Ethnicity, School Group and FSM - Black Pupils



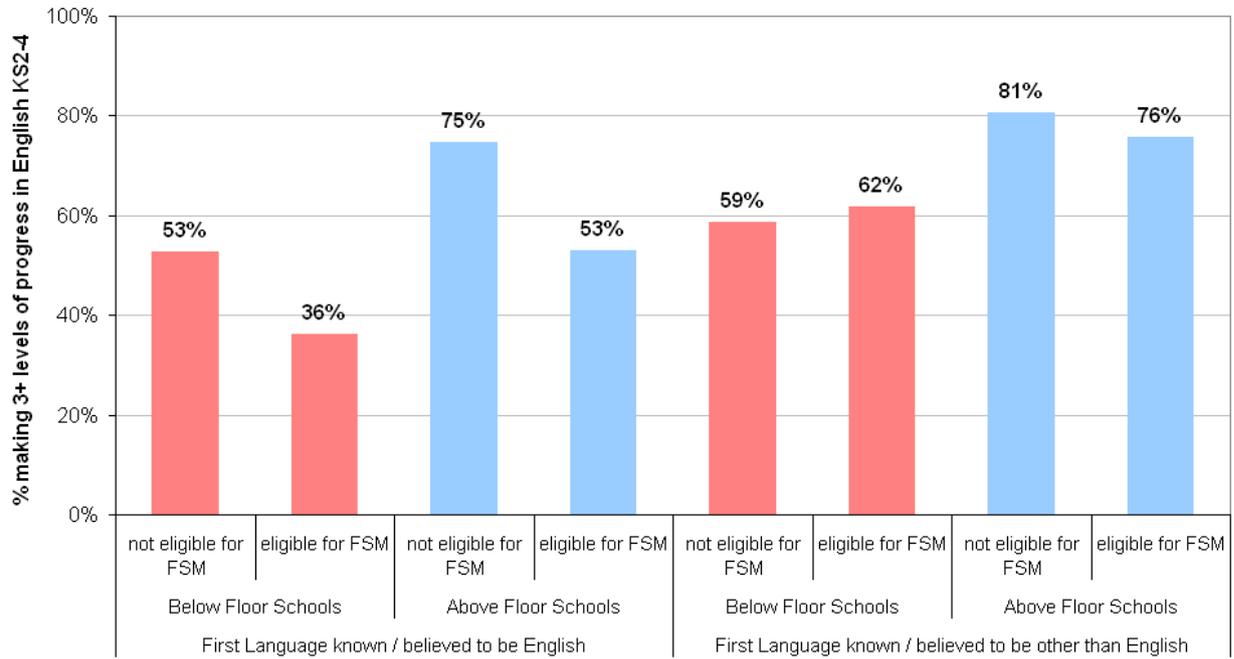
**KS4 English Progress by Ethnicity, School Group and FSM
- Chinese & Mixed Ethnicity Pupils**



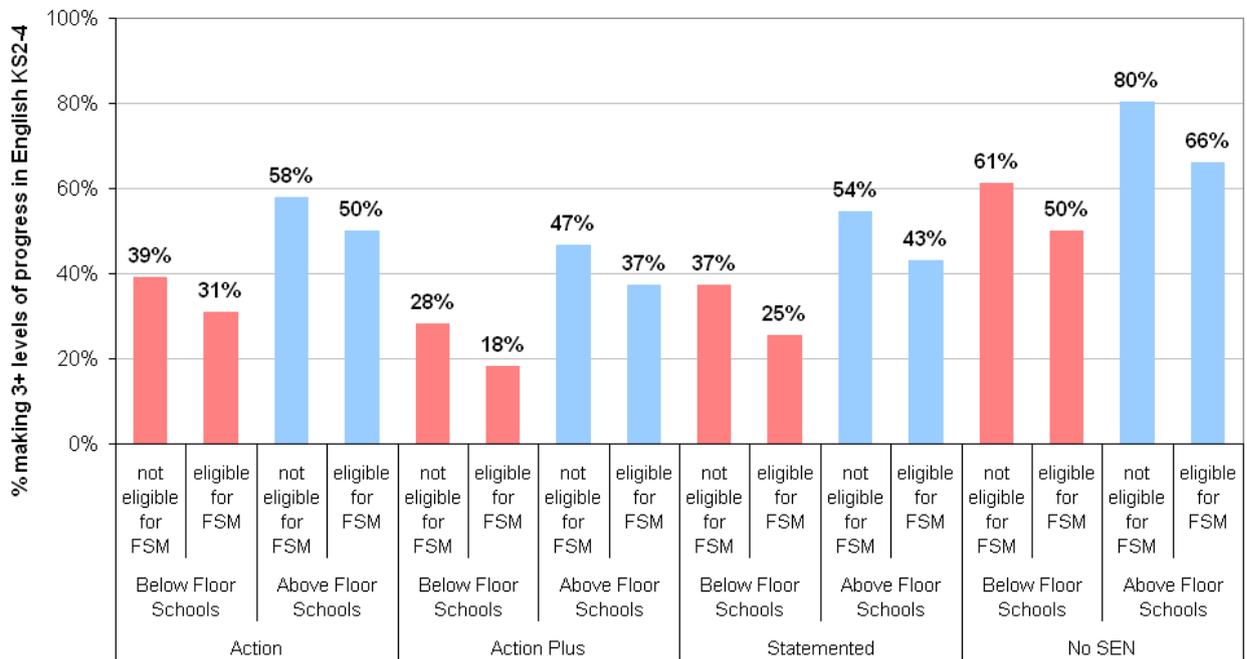
**KS4 English Progress by Ethnicity, School Group and FSM
- White & Other Ethnicity Pupils**



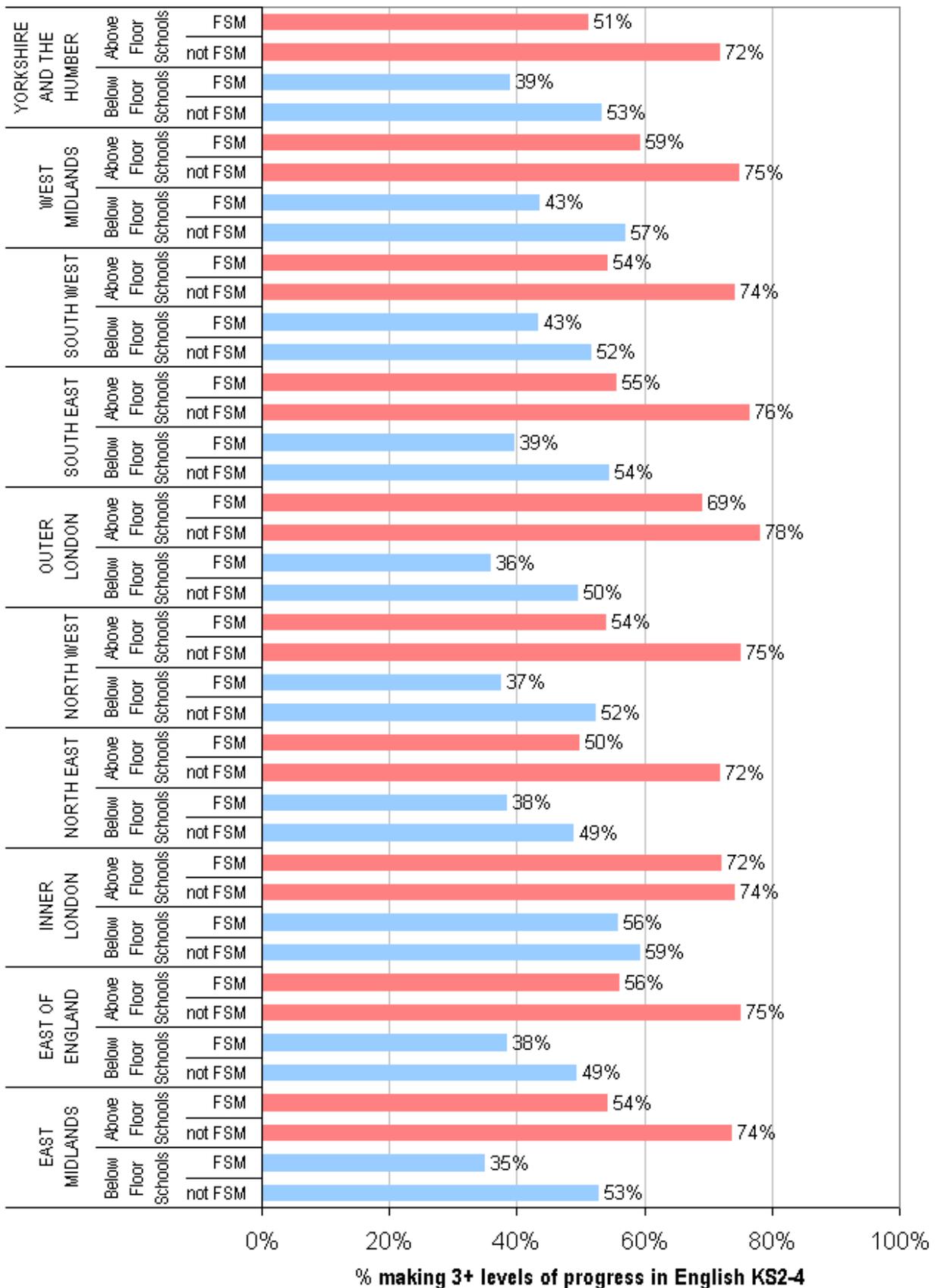
KS4 English Progress by First Language, School Group and FSM



KS4 English Progress by Special Educational Needs, School Group and FSM

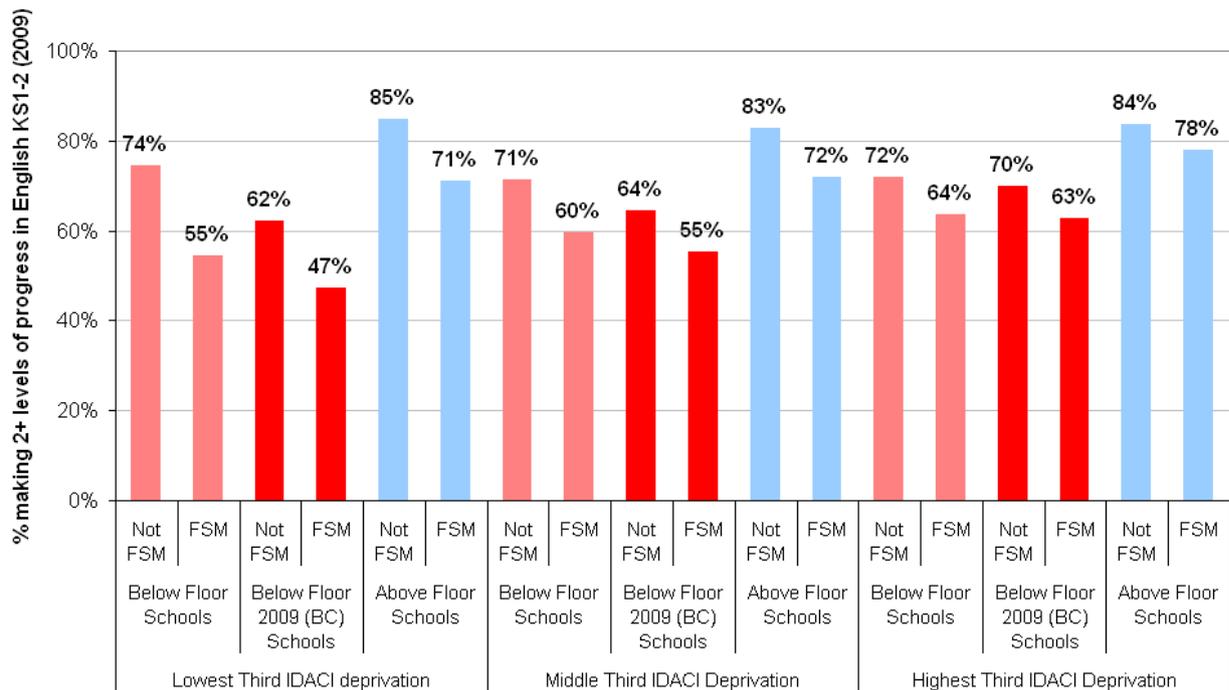


KS4 English Progress by Region, School Group & FSM

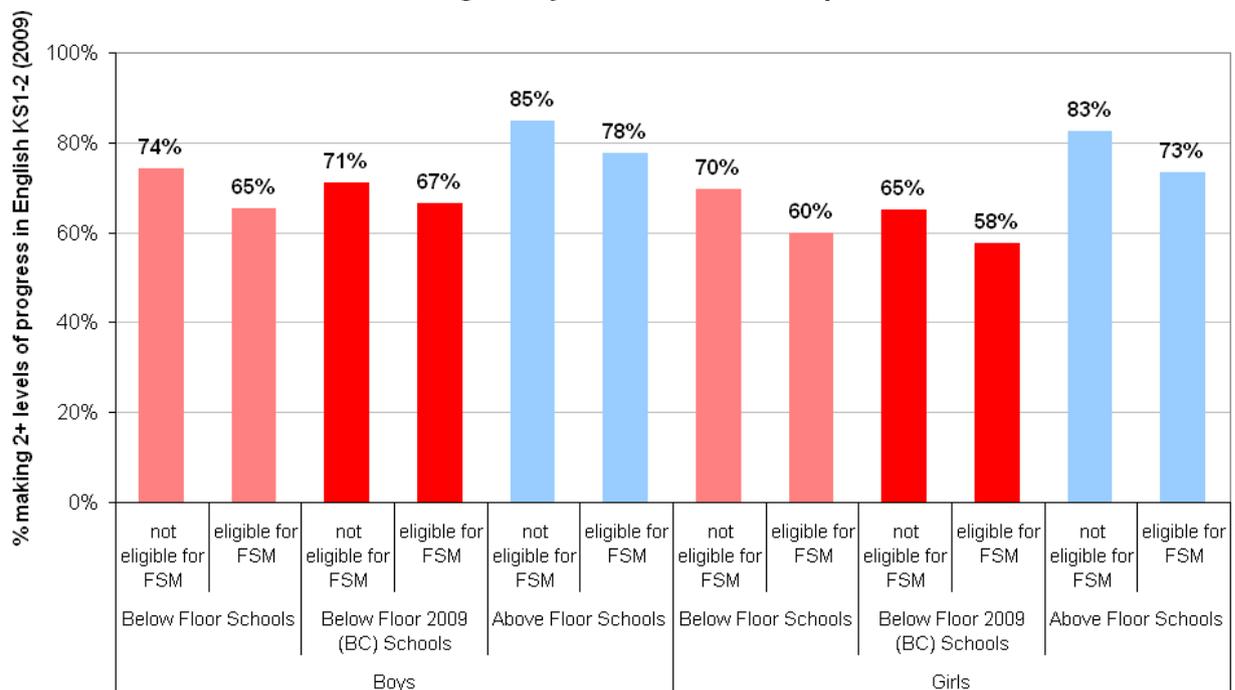


Maths Progress by Pupil Characteristics from KS1-2

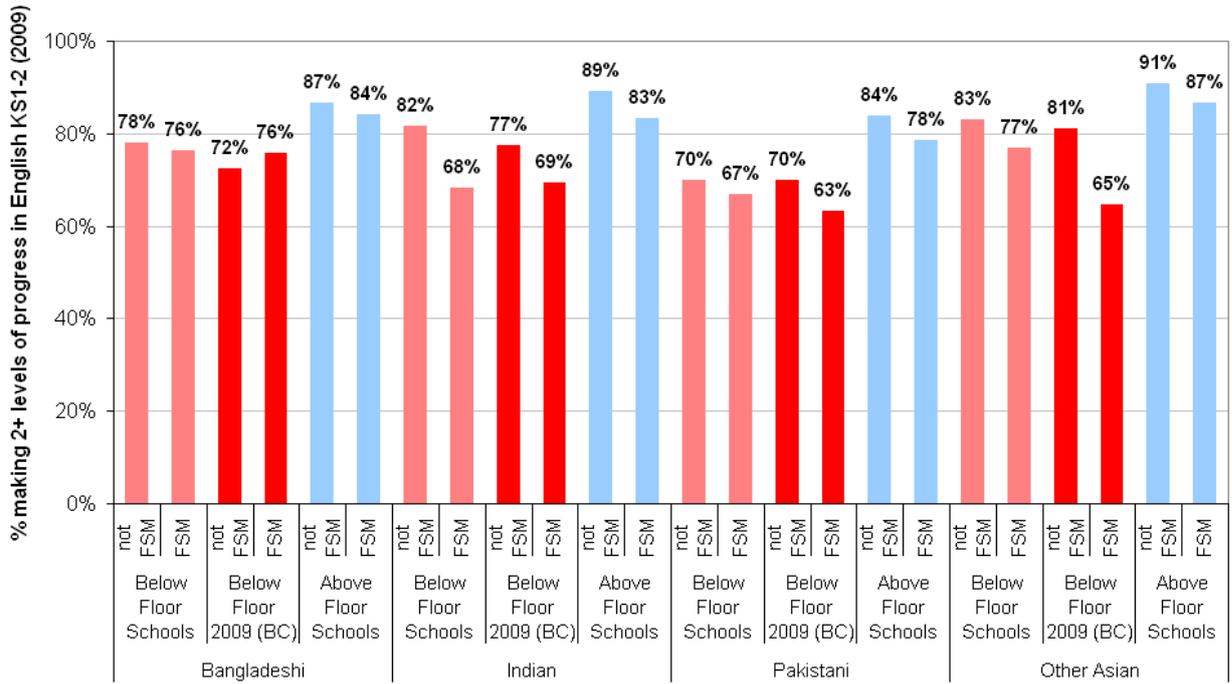
KS2 Maths Progress by Area Deprivation, School Group and FSM



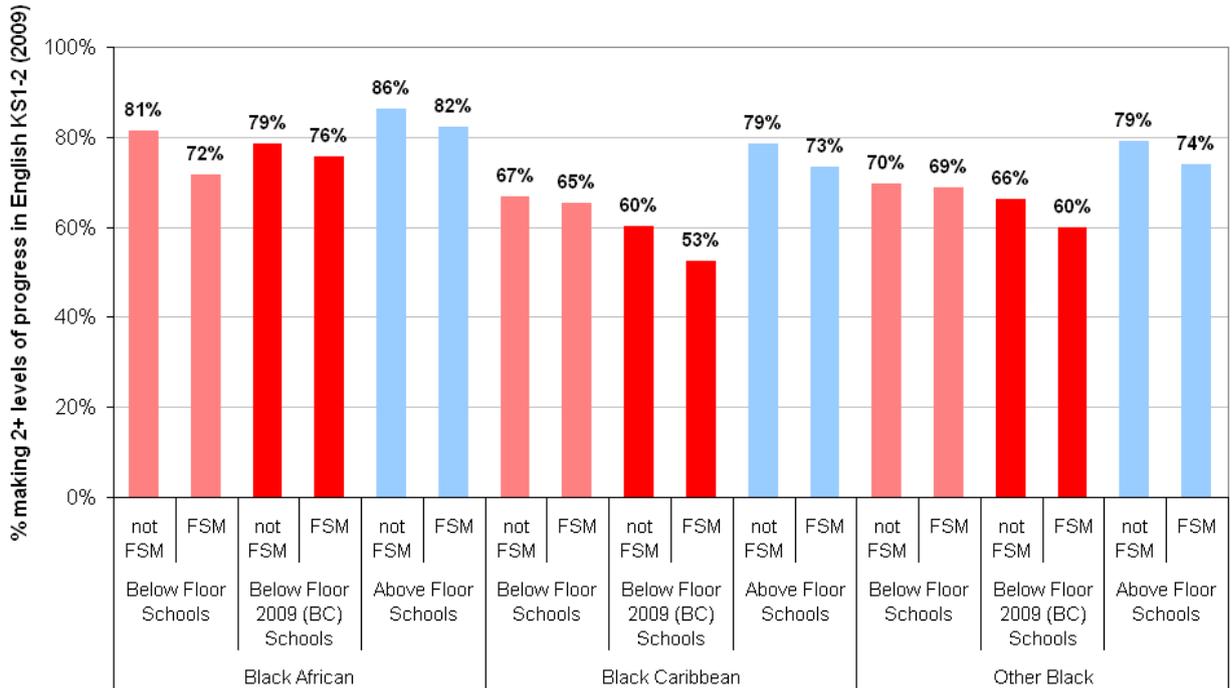
KS2 Maths Progress by Gender, School Group and FSM



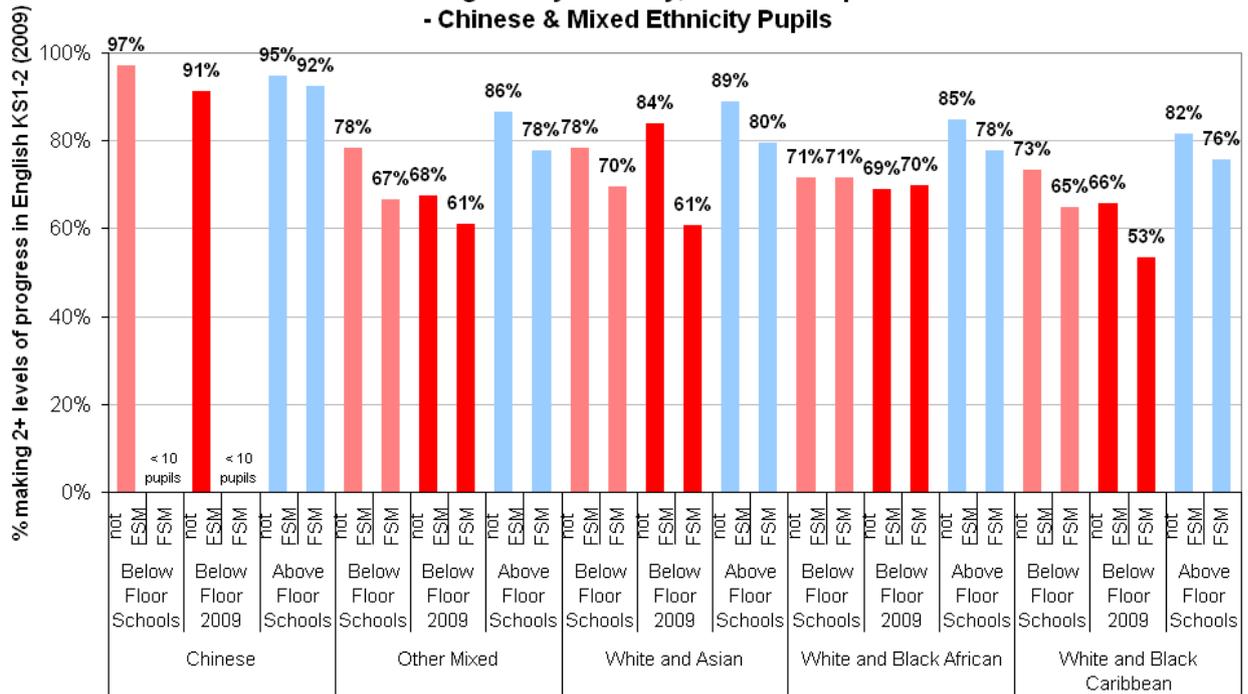
KS2 Maths Progress by Ethnicity, School Group and FSM - Asian Pupils



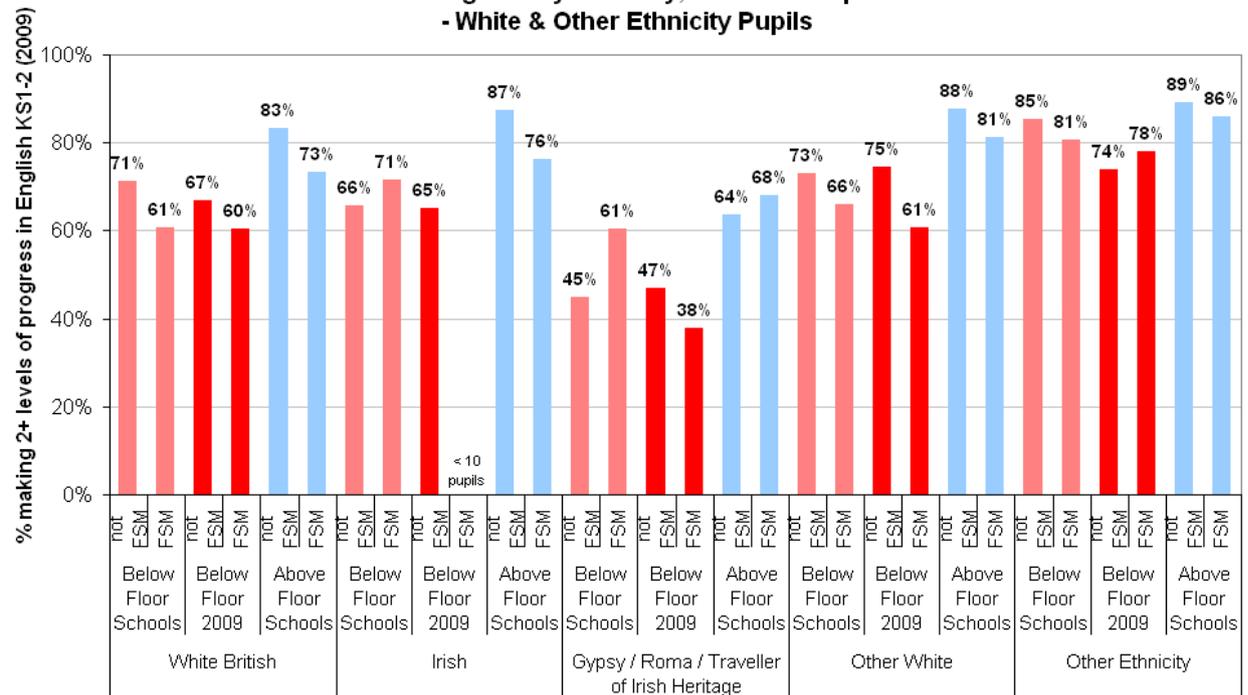
KS2 Maths Progress by Ethnicity, School Group and FSM - Black Pupils



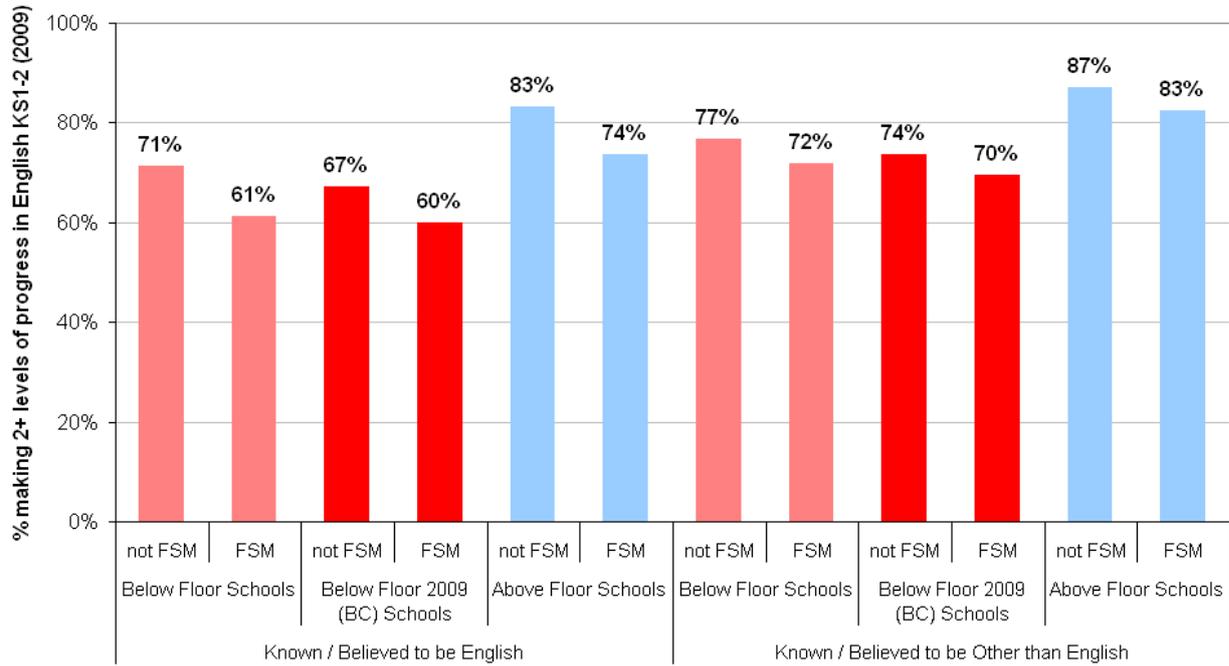
KS2 Maths Progress by Ethnicity, School Group and FSM - Chinese & Mixed Ethnicity Pupils



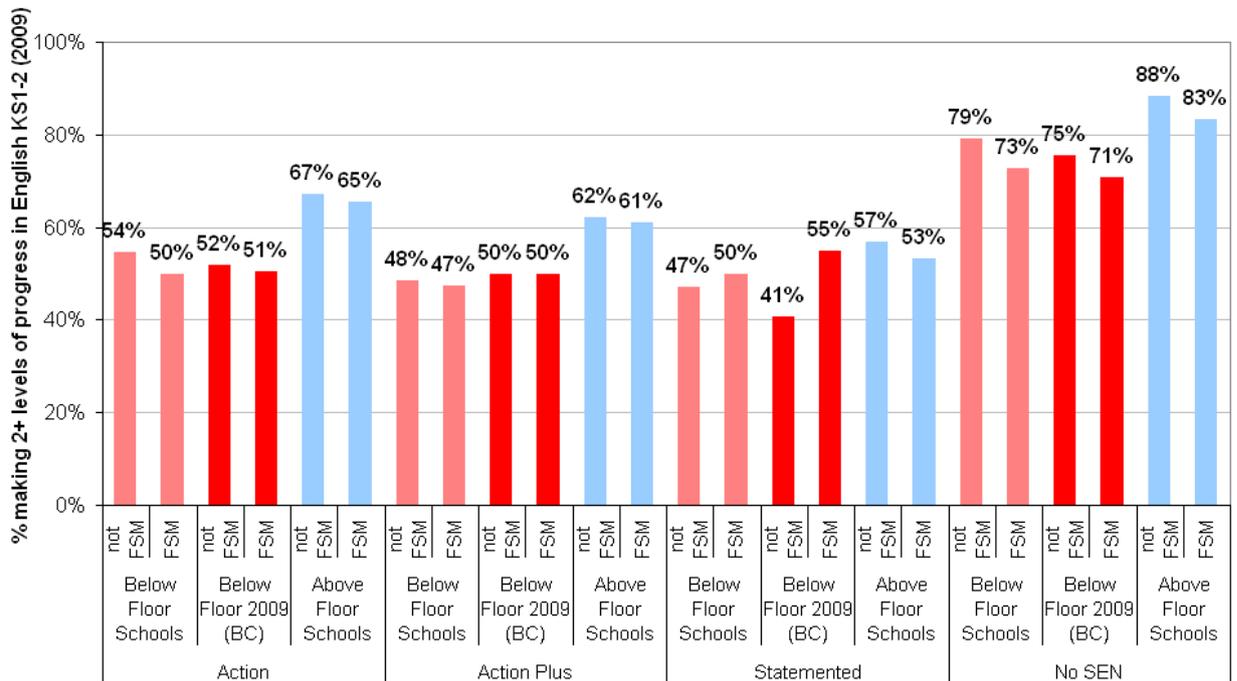
KS2 Maths Progress by Ethnicity, School Group and FSM - White & Other Ethnicity Pupils



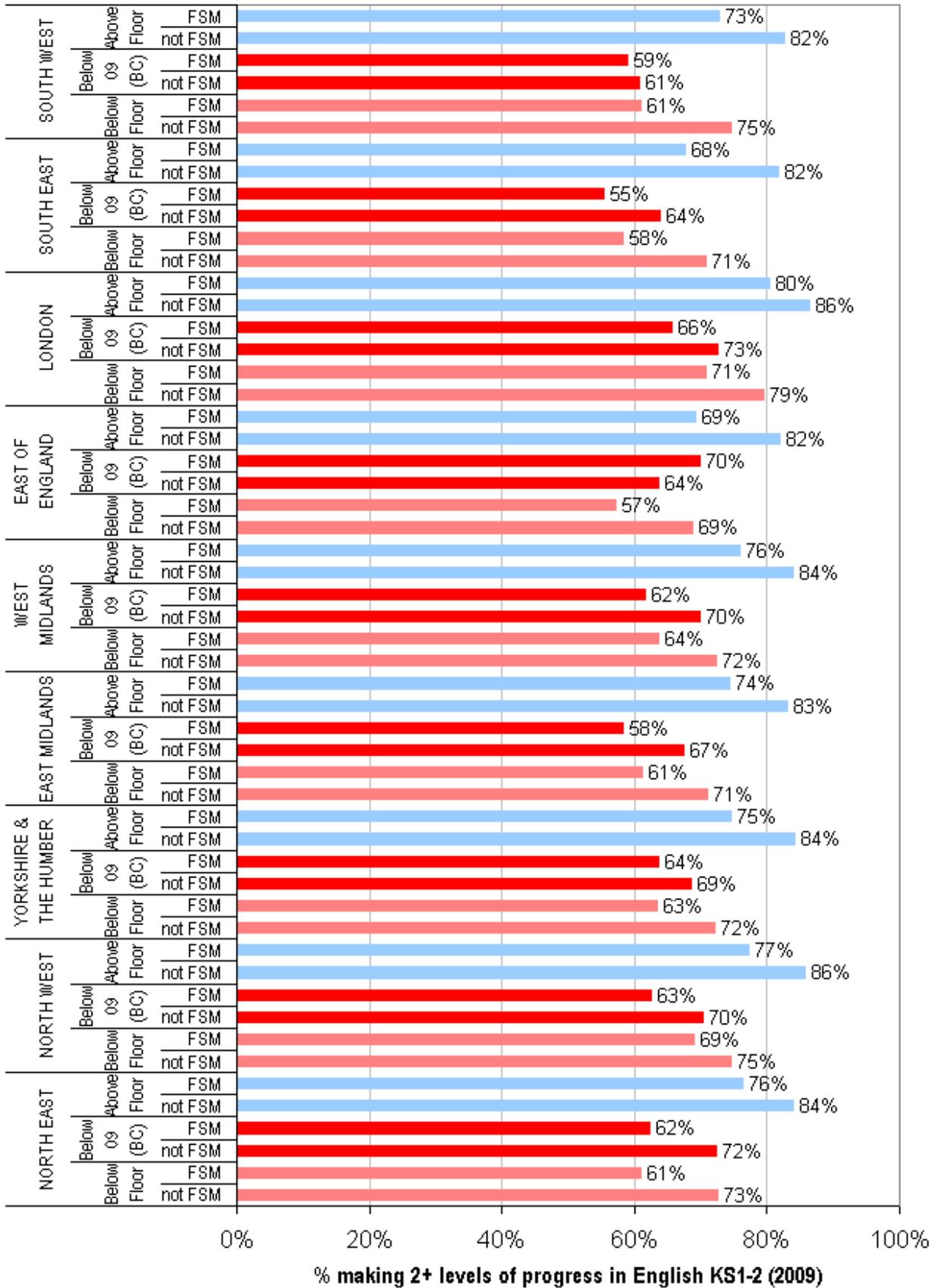
KS2 Maths Progress by First Language, School Group and FSM



KS2 Maths Progress by Special Educational Needs, School Group and FSM

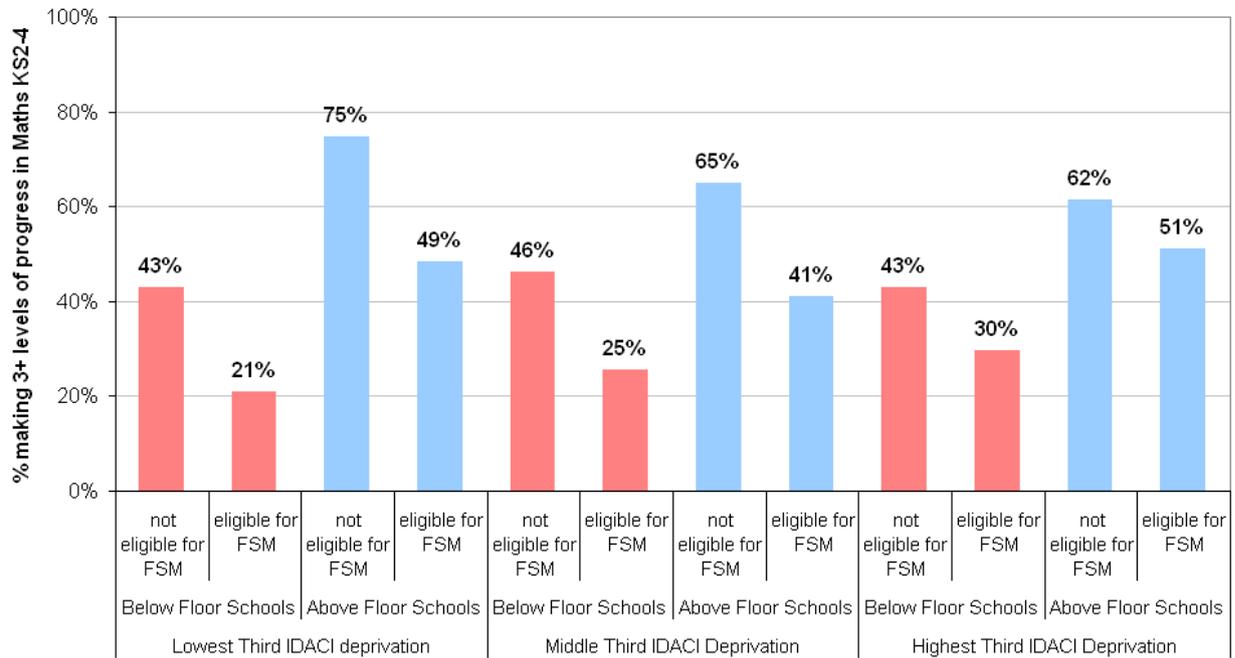


KS2 Maths Progress by Region, School Group & FSM

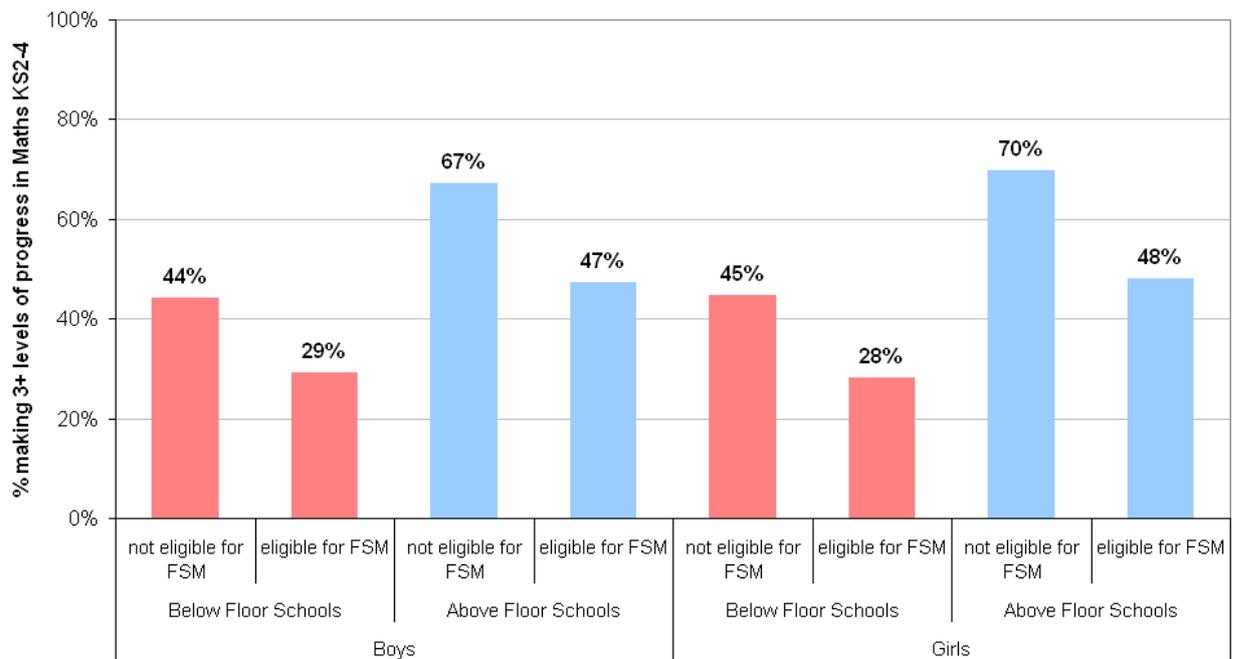


Maths Progress by Pupil Characteristics from KS2-4

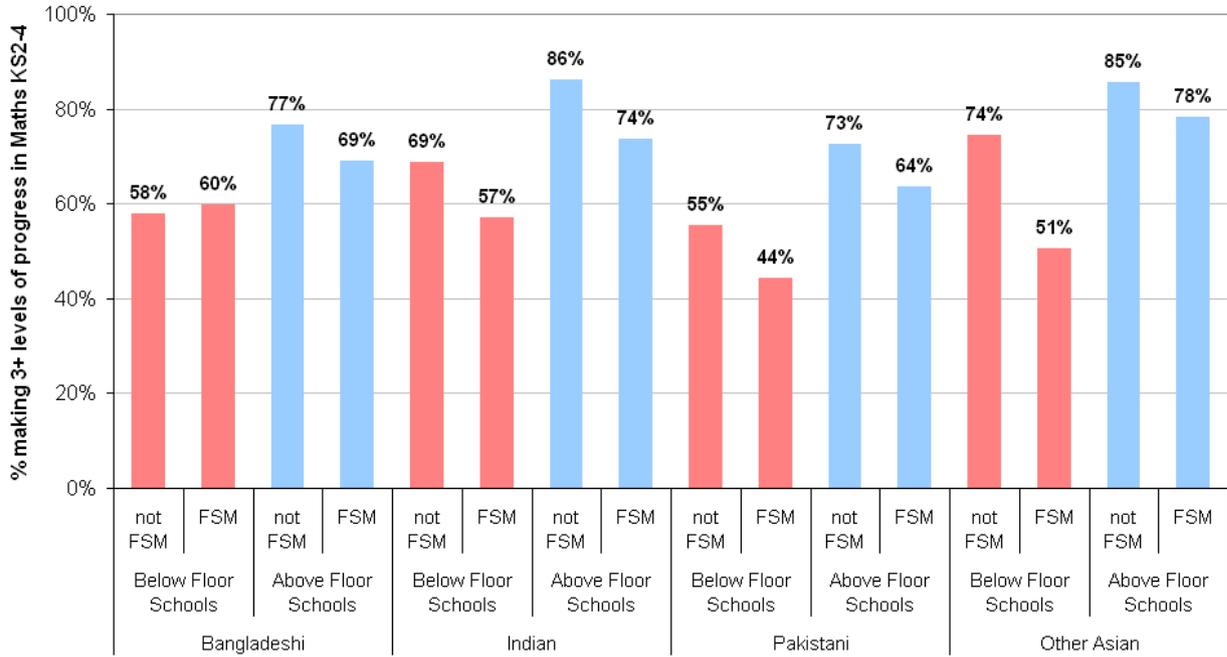
KS4 Maths Progress by Area Deprivation, School Group and FSM



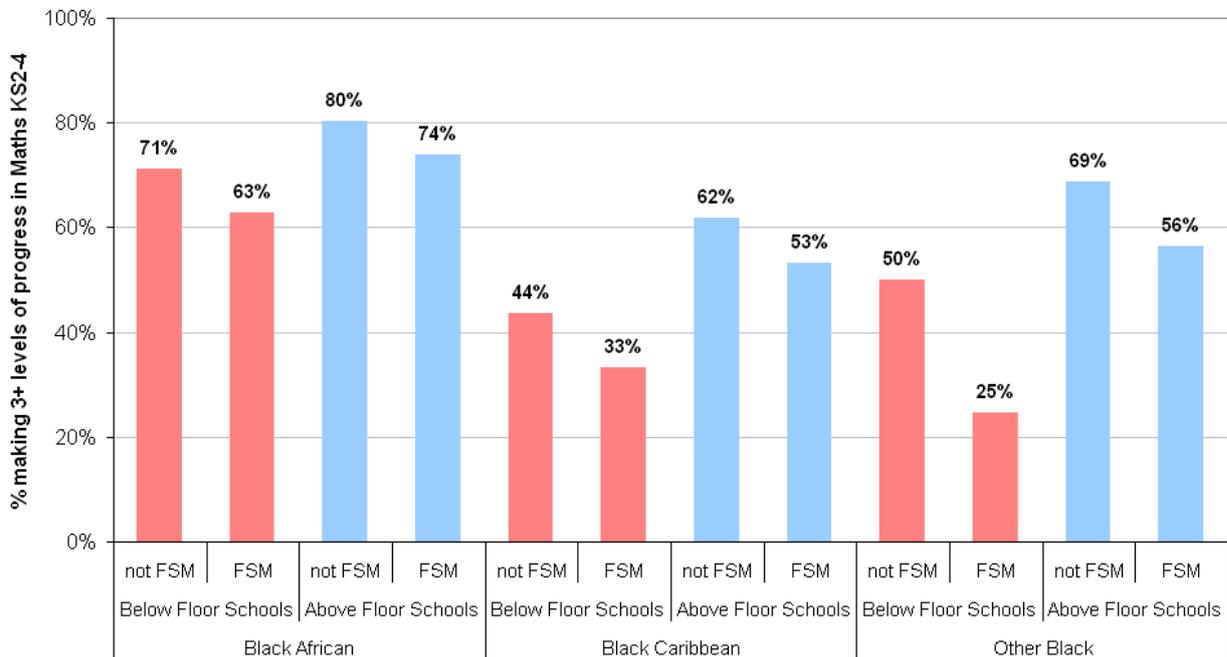
KS4 Maths Progress by Gender, School Group and FSM



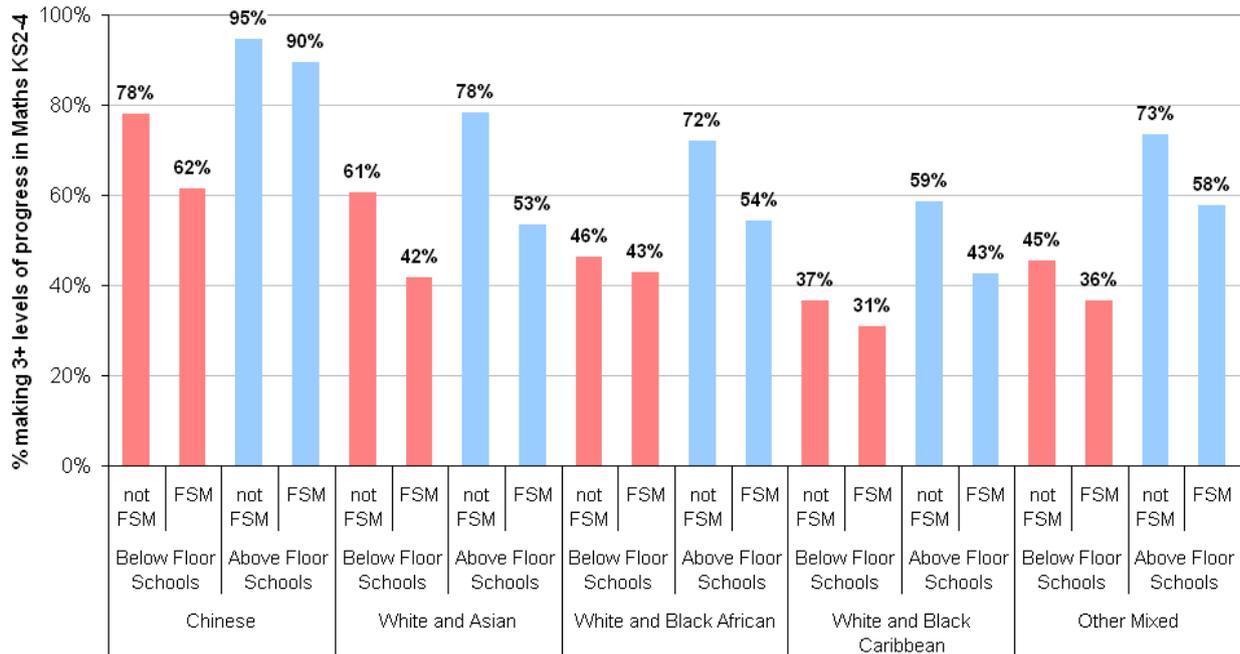
KS4 Maths Progress by Ethnicity, School Group and FSM - Asian Pupils



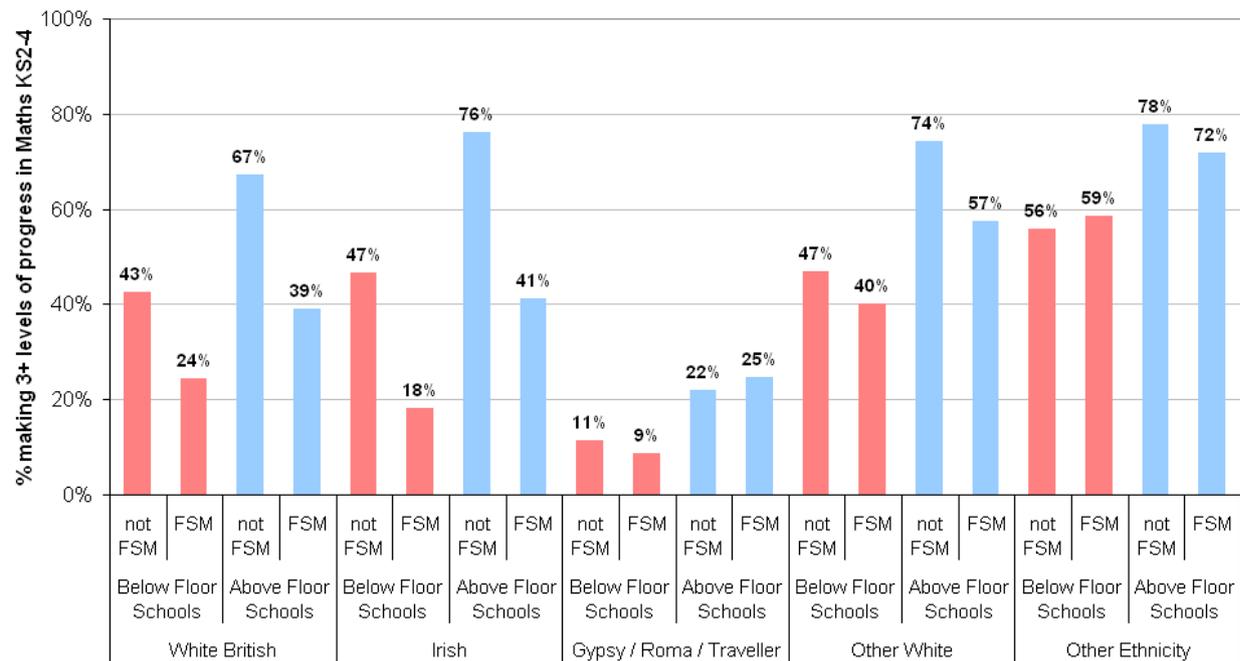
KS4 Maths Progress by Ethnicity, School Group and FSM - Black Pupils



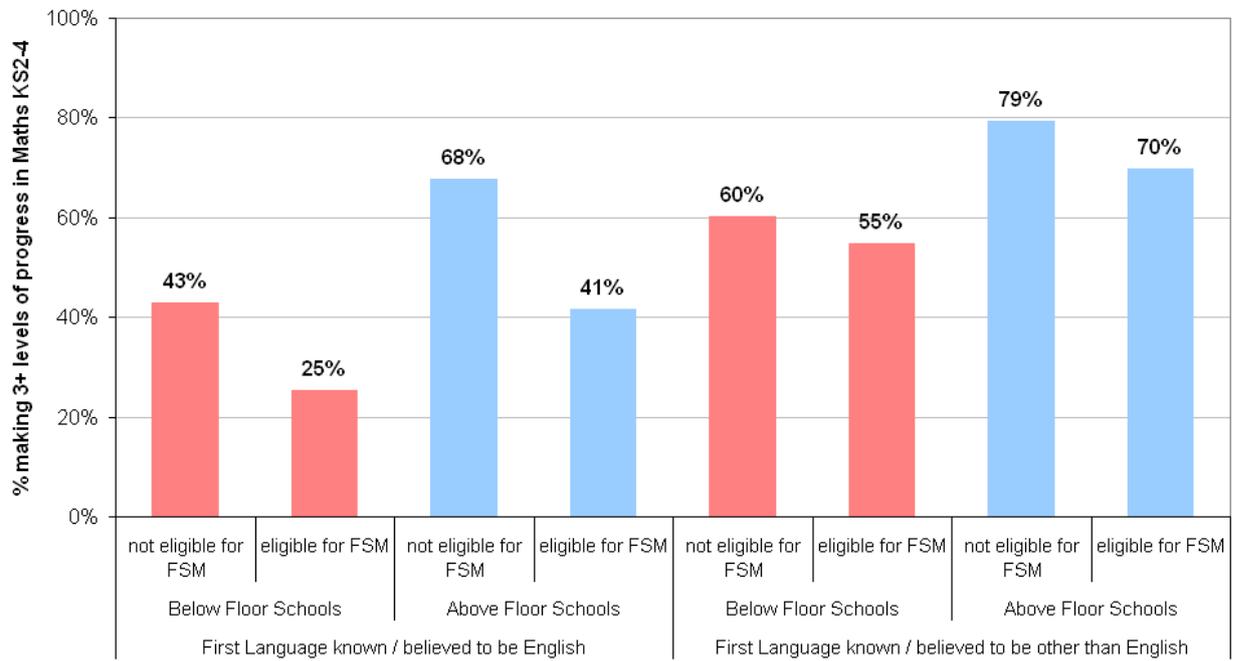
**KS4 Maths Progress by Ethnicity, School Group and FSM
- Chinese & Mixed Ethnicity Pupils**



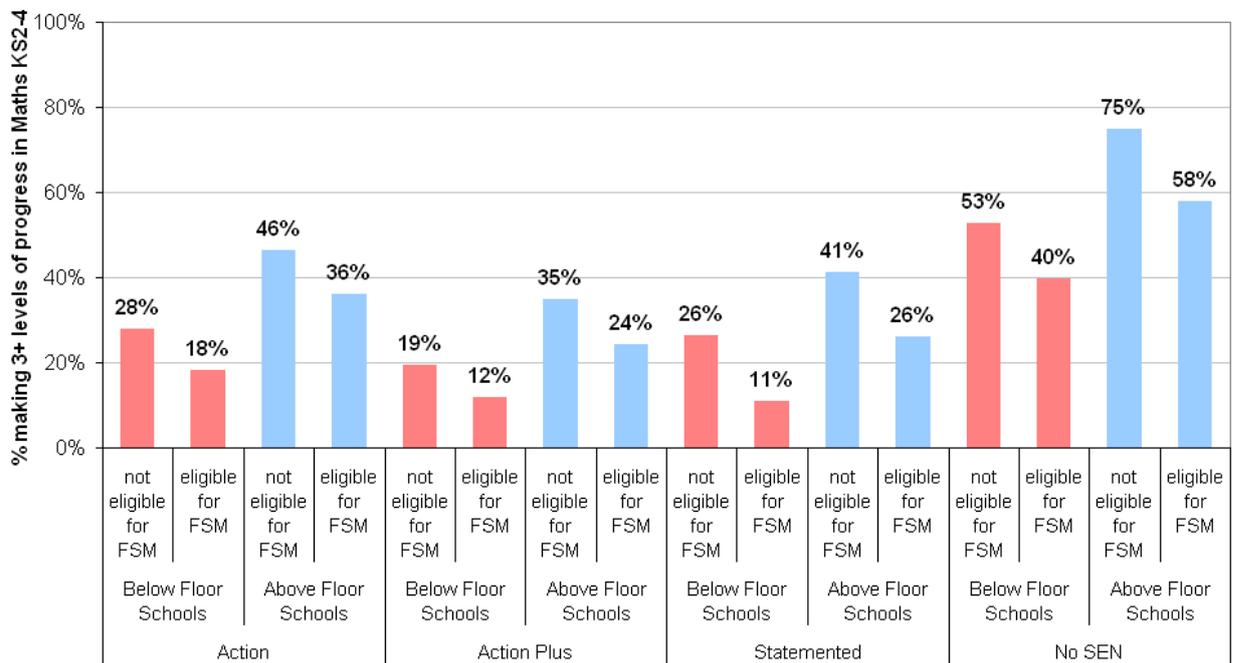
**KS4 Maths Progress by Ethnicity, School Group and FSM
- White & Other Ethnicity Pupils**



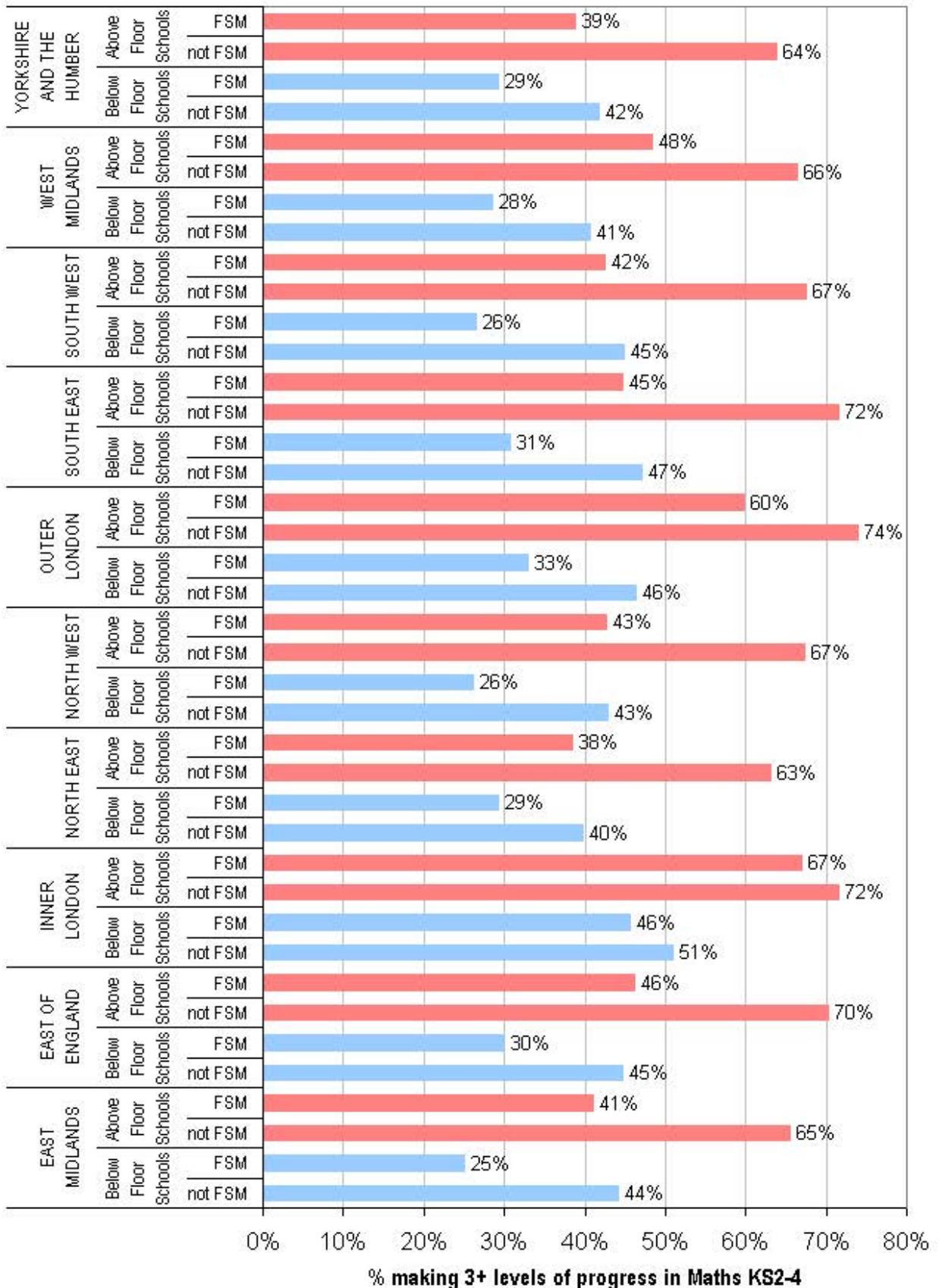
KS4 Maths Progress by First Language, School Group and FSM



KS4 Maths Progress by Special Educational Needs, School Group and FSM



KS4 Maths Progress by Region, School Group & FSM



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