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PHONICS SCREENING CHECK AND NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 1 IN ENGLAND, 2011/12

HEADLINES

In the first year of the **phonics screening check** 58 per cent of pupils met the expected standard of phonic decoding. Girls outperformed boys with 62 per cent achieving the expected standard compared to 54 per cent of boys.

The 2012 **Key Stage 1 (KS1) Teacher Assessments** show that the percentage of pupils achieving the expected level has increased in all subjects. The largest increases are seen in reading and writing where the percentage of pupils achieving the expected level has increased by 2 percentage points. These increases are larger than those seen in previous years. The percentages of pupils achieving the expected level in speaking and listening, science and mathematics have improved by 1 percentage point.

Girls continue to outperform boys in terms of the percentage of pupils reaching the expected level at KS1. The biggest differences are in reading and writing, with gaps of 7 and 10 percentage points respectively. The gender gap has however narrowed in both reading and writing since 2011 by 1 percentage point.

BACKGROUND

This Statistical First Release (SFR) provides 2012 information on the achievements of both eligible pupils in the **phonics screening check** and those pupils at the end of **Key Stage 1 (KS1)** in their National Curriculum teacher assessments by level, gender, ethnicity, English as a first language, free school meal eligibility, special educational need and the Income Deprivation Affecting Children Index (IDACI).

The figures contained within this publication combine the information gathered through the School Census in January 2012 and the 2012 phonics and Key Stage 1 achievement data. This release provides information at national and local authority (LA) level.

Phonics: The Year 1 phonics screening check introduced in 2012 is a new statutory assessment for all children in Year 1 (typically aged 6). All state-funded schools with a Year 1 cohort must administer the checks¹. Table 1 is the main national table showing results of the phonics tests. Pupil level characteristic information is published in tables 2 to 4. LA level results including those by pupil characteristics can be seen in tables 5 to 8.

KS1: Main national figures (published in tables 9 to 13) cover all schools in England with pupils eligible for assessment at the end of KS1 (typically aged

¹ Children in Independent schools cannot formally participate in the phonics screening check and those attending a Pupil Referral Unit (PRU) or hospital school are not subject to the assessment.

7) in 2012 including results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Pupil level characteristics information is not collected for independent schools; national figures for KS1 relating to pupil characteristics (published in tables 14 and 15) cover state-funded mainstream and state-funded special schools only (including Academies and Free Schools). All local authority figures also cover state-funded schools only (including Academies and Free Schools) (published in tables 16 to 23). Pupil residency-based tables showing KS1 attainment by IDACI, degree of rurality and Local Authority District based on pupil postcode are also included (tables A1 to A4).

All gaps and differences have been calculated on unrounded data therefore some figures may not add up in this text. Readers are reminded that small changes may not be significant and where some characteristics groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.

KEY POINTS

Phonics

In 2012, pupils were deemed to have met the required standard of phonic decoding if they scored 32 or more out of a possible 40 in the test. 58 per cent of Year 1 pupils achieved the expected level in phonics in 2012. Girls outperformed boys in the test with 62 per cent meeting the required standard compared to 54 per cent of boys.

The national picture of those meeting the required standard in phonics by pupil characteristics shows:

- Pupils from an Indian background had the highest percentage achieving the required standard at 70 per cent. Travellers of Irish Heritage and those from a Gypsy/Roma background had the lowest percentage achieving at 16 per cent and 17 per cent respectively.
- 58 per cent of pupils whose first language is English met the required standard of phonic decoding, the same percentage as those whose first language was recorded as other than English.
- The percentage of pupils eligible for free school meals that met the required standard of phonic decoding was 44 per cent, 17 percentage points lower than all other pupils (61 per cent met the standard)
- Pupils with no identified Special Educational Needs (SEN) outperformed pupils with a SEN. The gap was 41 percentage points with 24 per cent of SEN pupils meeting the required standard compared to 65 per cent of pupils with no identified SEN.

Key Stage 1

Teachers' assessment of pupils at the end of KS1 in 2012 for all schools combined shows increases in the percentage of pupils achieving the expected level (level 2 or above) in all five subjects assessed.

The percentages of pupils achieving the expected level in 2012 were:

- 87 per cent in reading (2 percentage point increase from 2011)
- 83 per cent in writing (2 percentage point increase)
- 88 per cent in speaking and listening (1 percentage point increase)
- 91 per cent in mathematics (1 percentage point increase)
- 89 per cent in science (1 percentage point increase)

Girls continue to outperform boys at the expected level in all five subjects with the biggest differences in reading and writing, with gaps of 7 and 10 percentage points respectively. The gender gap has however narrowed in both reading and writing since 2011 by 1 percentage point. In terms of percentages exceeding the expected level (level 3 or above), there have been 1 percentage point

increases since 2011 across all 5 subjects. Boys continue to outperform girls at this level in science and mathematics, with gaps of 2 and 5 percentage points respectively, the same as in 2011.

Where the text refers to the four main elements, these are reading, writing, mathematics and science.

National analysis of state-funded schools by pupil characteristics shows that:

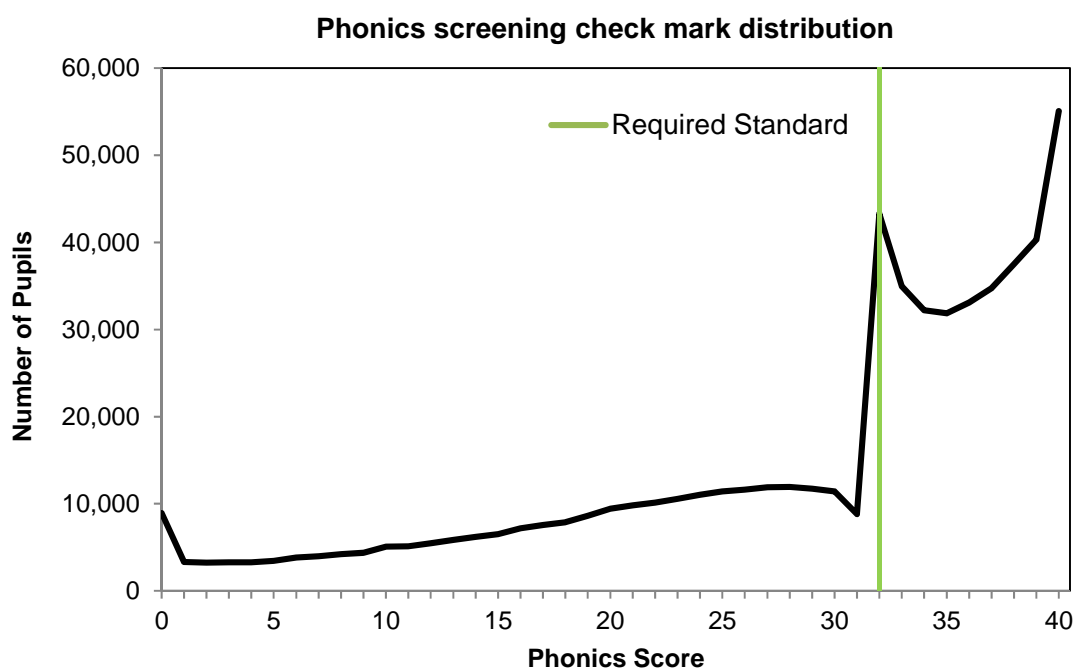
- Pupils of Indian origin had the highest percentage achieving the expected level in reading and writing. Chinese pupils saw the best results on average in mathematics and Irish pupils highest in science. Pupils of Traveller of Irish Heritage and Gypsy/Roma origin, whilst being a comparatively small population, continue to have the lowest percentage of pupils achieving the expected level across all four main elements.
- A higher percentage of pupils whose first language is English achieved the expected level in all four main elements than pupils for whom English is not their first language. As seen in previous years the difference was greatest in science. Across all four main elements the gap has continued to narrow since 2008, most notably in reading and writing.
- Pupils known to be eligible for free school meals continue to perform lower than other pupils (pupils not eligible for free school meals and pupils with unknown eligibility grouped together) across all four main elements. The gap is largest in writing and smallest in mathematics. In all four main elements the gap has continued to narrow compared to 2008 with the biggest in year change seen between 2011 and 2012.
- Pupils with no identified Special Educational Needs (SEN) continue to outperform pupils with SEN. The gap is largest in writing, and smallest in mathematics. Compared to 2008 the gap has narrowed in reading and writing and from this year, has also narrowed in mathematics.

National phonics screening check results for 2012 for state-funded schools

Teachers administer the screening check one-on-one with each pupil and record whether their response to each of the 40 words is correct. This mark is from 0 to 40 and for 2012 the threshold set in order to determine whether a pupil had reached the required standard was 32 out of 40. This mark was communicated to schools in advance of the screening check being administered so that schools could immediately put in place extra support for pupils who had not met the required standard.

In recording the phonics screening check results teachers were asked to use a series of outcome codes and also to provide each child's 'phonics mark', which was their score out of 40. Schools recorded the results in their management information systems and submitted the results to local authorities who submitted them to the Department. Chart 1 shows the distribution of the phonics test scores collected in 2012. This shows a spike in the distribution at a score of 32, the required standard for those pupils who took part.

Chart 1: Number of pupils achieving each mark in the phonics screening check



58 per cent of all pupils eligible for the screening check met the expected standard which was **32 marks out of 40**

Girls outperformed boys with 62 per cent meeting the required standard compared to 54 per cent of boys.

The following sections examine where the largest and smallest attainment gaps exist for each of the characteristics in turn.

Ethnicity

The percentage of Year 1 pupils who met the required standard of phonic decoding shows large variation between different ethnic groups. Within the broader ethnic groupings:

- Pupils of any white background were the only major grouping to have a lower percentage achieving the expected level than that of all pupils, 57 per cent compared to the national figure of 58 per cent.
- Indian and Chinese pupils were the ethnic groups to see the highest percentage achieving the required standard with 70 and 69 per cent respectively achieving a mark of 32 or above, 12 and 11 percentage points higher than the national figure.
- Travellers of Irish Heritage and those from a Gypsy/Roma background were the groups with the lowest percentages achieving the required standard in phonics, 16 and 17 per cent respectively. The attainment gap compared to all pupils is 42 per cent for Travellers of Irish Heritage and 41 per cent for Gypsy/Roma pupils.
- Looking at pupils with a black background, all achieved above the national average with the exception of black Caribbean pupils where we see a 4 percentage point attainment gap.
- Gender gaps within the ethnic groupings also show some variation. The largest gender gap is seen amongst black Caribbean pupils where the difference in the percentage who met the required standard was 11 percentage points (girls 60 per cent, boys 48 per cent). Nationally there is an 8 percentage point gap in the percentage achieving the required standard in the phonics screening check with a higher percentage of girls achieving than boys.

English as a first language

Pupils whose first language was not English performed comparably in the screening check with those whose first language was English, both with 58 per cent achieving the expected level.

There are also no notable differences when looking at this characteristic by gender.

Free school meal (FSM) eligibility

A lower percentage of pupils known to be eligible for FSM achieved the expected level, 44 per cent compared to 61 per cent for all other pupils, an attainment gap of 17 per cent.

40 per cent of boys eligible for FSM met the standard compared to 49 per cent of girls eligible for FSM.

White British and Black Caribbean boys eligible for free school meals

Of those pupils known to be eligible for FSM, there are variations in achievement by ethnic group, for example:

- Of those white British boys eligible for FSM 37 per cent met the standard expected in phonics compared to 58 per cent of all other white British boys, a gap of 20 percentage points.
- 43 per cent of black Caribbean boys eligible for FSM met the required standard in phonic decoding compared to 52 per cent of all other black Caribbean boys who are not FSM eligible or unclassified, a 9 percentage point gap.

Special educational needs (SEN)

A higher percentage of pupils without any identified SEN (65 per cent) met the required standard of phonic decoding compared with pupils with SEN (24 per cent). This includes pupils with a statement of SEN and pupils without a statement of SEN. More details about SEN can be found in the Technical Notes section.

Where a pupil has a statement of SEN or is School Action Plus, which means the school is receiving advice or support from outside specialists, their primary need is recorded. There are 12 primary need codes, such as “Moderate Learning Difficulties” and “Hearing Impairment“.

Of those pupils where a primary need is recorded, the group with the highest percentage meeting the required standard of phonic decoding is those with a visual impairment at 35 per cent².

Looking at gender gaps amongst pupils recorded as having a SEN, boys do better than girls by 1 to 2 percentage points with the exception of those recorded as SEN without a statement.

² An electronic version of the phonics screening check was made available to schools in order for modifications to be made to aid visually impaired pupils e.g. font size. Braille versions were made available upon request.

National Key Stage 1 teacher assessment results for 2012 for all schools

Level 2 or above (expected level)

Since 2011 the percentage of pupils achieving the expected level has increased in all five subjects. The largest increases are seen in reading and writing where the percentage of pupils achieving level 2 or above has increased by 2 percentage points. Speaking and listening, science and mathematics have also seen an improvement, by 1 percentage point, in this level since 2011.

In terms of percentages reaching the expected level, girls outperformed boys in all five subjects at Key Stage 1. The gender gap is widest in writing (10 percentage points) and smallest in mathematics and science (3 percentage points).

In reading, the percentage of boys achieving the expected level has increased by 2 percentage points since 2011 (from 82 per cent to 84 per cent). The percentage of girls achieving the expected level has increased by 1 percentage point over the last year from 89 per cent to 90 per cent. The gender gap has in turn narrowed by 1 percentage point since 2011.

In writing, 88 per cent of girls achieved the expected level compared to 78 per cent of boys. These figures have both increased in 2012, boys by 2 percentage points and girls by 1 hence the gender gap has now narrowed by 1 percentage point.

91 per cent of girls achieved the expected level for speaking and listening compared to 85 per cent of boys. The percentage of both boys and girls achieving this level has increased by 1 percentage point since 2011.

In mathematics, 92 per cent of girls achieved the expected level compared to 89 per cent of boys, both increasing by a percentage point from 2011. In science, 91 per cent of girls achieved the expected level compared to 88 per cent of boys, also both increasing by a percentage point. Mathematics and science have the lowest attainment gaps (3 percentage points). These gaps are unchanged from 2011.

Chart 2a: 5-year trend in percentages of pupils achieving Level 2 or above in Key Stage 1 teacher assessments in all schools

Key Stage 1: Percentage of pupils achieving level 2 or above, 2008-2012

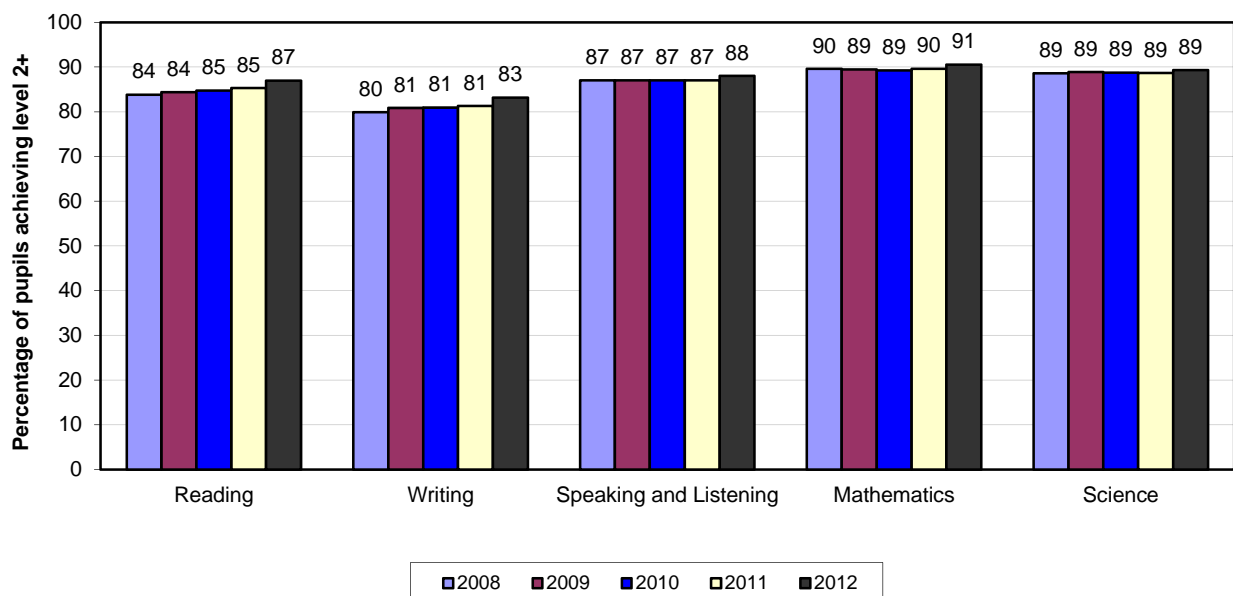
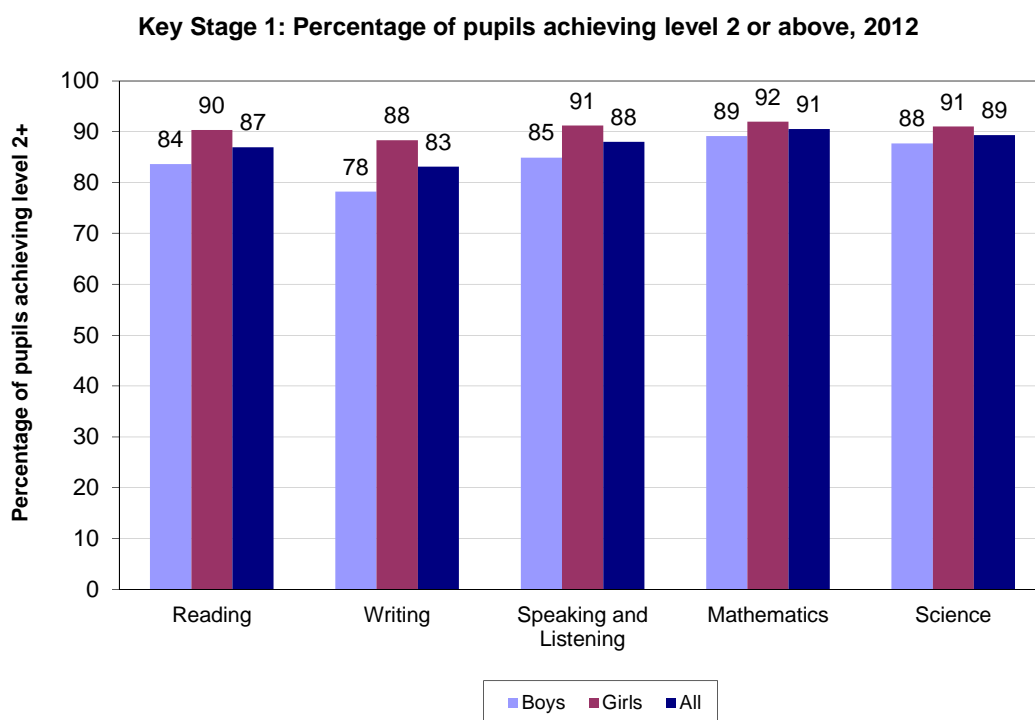


Chart 2b: The percentages of pupils achieving Level 2 or above in 2012 Key Stage 1 teacher assessments in all schools by gender



Level 3 or above

The percentage of pupils achieving level 3 or above in writing has increased for the second year running by 1 percentage point, to reach 14 per cent in 2012.

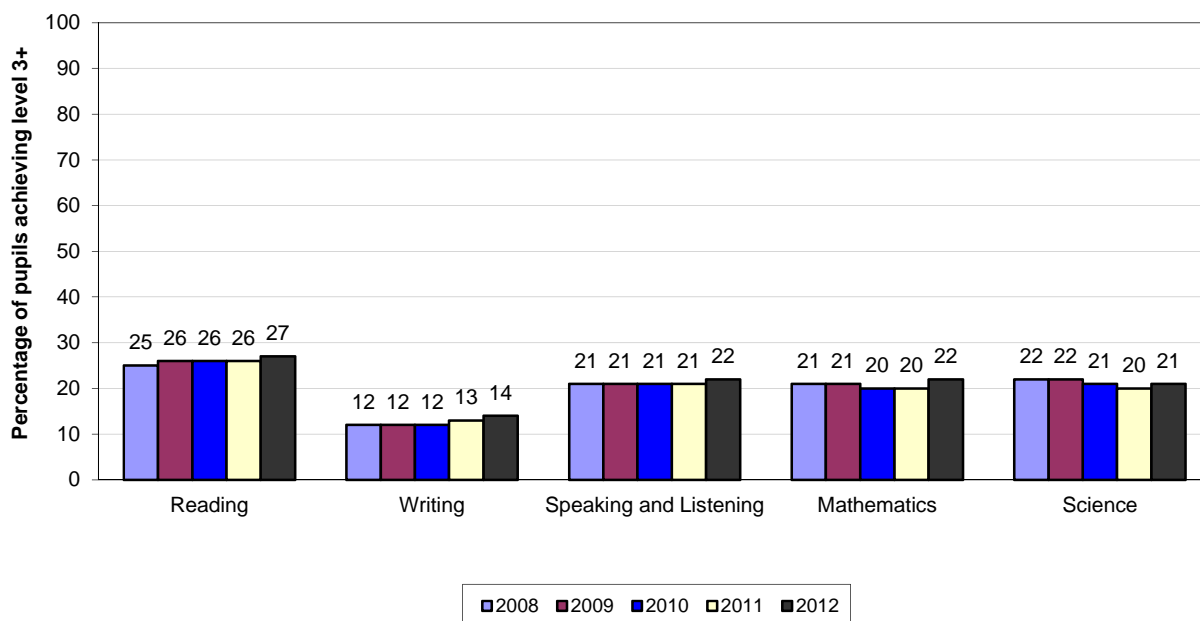
Since 2009 the percentage of pupils achieving level 3 or above in reading had remained relatively unchanged at 26 per cent, however in 2012 we see a slight increase to 27 per cent. In speaking and listening there has also been an increase in the percentage achieving level 3 or above from 21 per cent to 22 per cent.

In mathematics there has been a 1 percentage point increase in pupils achieving level 3 or above. In 2008 and 2009 the percentage achieving level 3 or above was 21 per cent, this dropped to 20 per cent in 2010 and 2011, but in 2012 it has now increased to 22 per cent, higher than figures seen in all four previous years.

In 2011 we saw a decrease in the percentage of pupils achieving level 3 or above in science to 20 per cent, but in 2012 the percentage achieving level 3 or above increased to 21 per cent.

Chart 3a: 5-year trend in percentages of pupils achieving level 3 or above in Key Stage 1 teacher assessments in all schools

Key Stage 1: Percentage of pupils achieving level 3 or above, 2008-2012

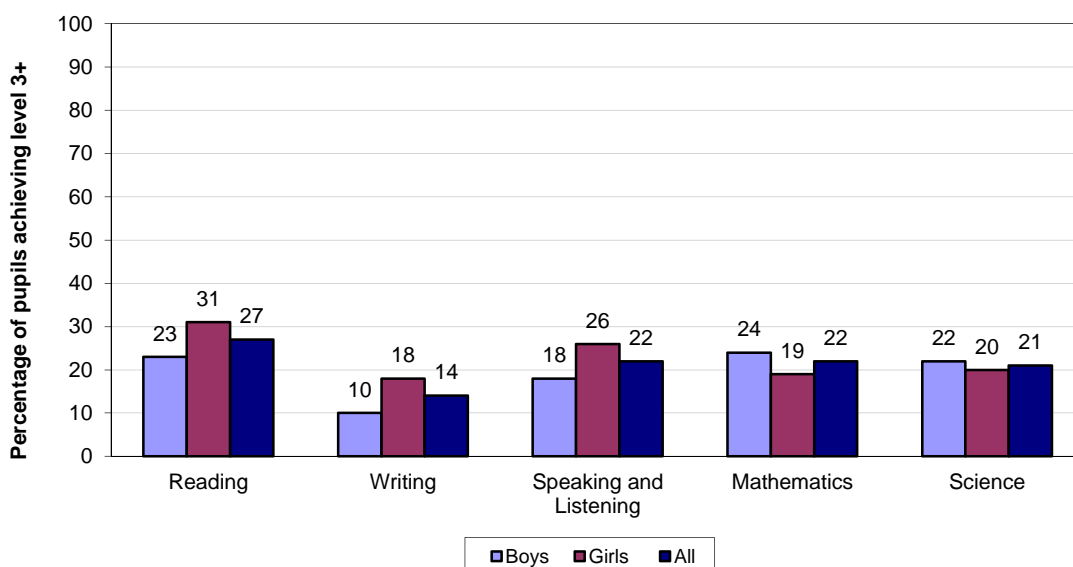


In terms of percentages reaching level 3 or above in reading, writing and speaking and listening, girls continue to outperform boys. In both mathematics and science boys continue to outperform girls.

There has been a narrowing of the level 3 or above gender attainment gap by 1 percentage point in writing to 8 percentage points but all other gender gaps remain at the levels seen in 2011. In summary girls outperform boys in reading by 8 percentage points, and in speaking and listening by 7 percentage points. In mathematics and science the gender attainment gaps are 5 and 2 percentage points respectively with a greater percentage of boys than girls achieving level 3 or above.

Chart 3b: The percentages of pupils achieving Level 3 or above in 2012 Key Stage 1 teacher assessments in all schools by gender

Key Stage 1: Percentage of pupils achieving level 3 or above, 2012



National Key Stage 1 teacher assessment results for 2012 by pupil characteristics for state-funded schools

The following sections examine where the largest and smallest attainment gaps exist for each of the characteristics in turn, and look at how these have changed compared with the previous year. Readers are encouraged to consider the longer term trends as well as individual year-on-year changes. For this reason, comparisons with 2008 have also been included.

Where the text refers to the four main elements, these are reading, writing, mathematics and science.

Ethnicity

The percentage of pupils achieving the expected level in Key Stage 1 teacher assessments continues to vary between different ethnic groups.

Across all four main elements and all ethnic groupings the percentage of pupils achieving the expected level has risen since 2008. The greatest improvements between 2008 and 2012 are however seen by pupils of any black background in writing (7 percentage points) and reading (6 percentage points).

Despite these improvements, pupils from any black background continue to achieve below the national level in the four main elements. The difference is largest in science, a gap of 4 percentage points, where 86 per cent of black pupils achieved the expected level compared with 89 per cent of pupils overall.

Chinese pupils remain amongst the highest achieving groups, and in 2012 we see the biggest yearly increase amongst this ethnic grouping in the percentages reaching the expected standard in all four main elements. The percentage of Chinese pupils achieving level 2 or above in reading increased from 87 per cent in 2011 to 90 per cent in 2012 and similar increases were seen for the other three main elements. In 2011 the percentage of Chinese pupils achieving the expected level had fallen in all four main elements when compared to 2008. However, given the increases in attainment in 2012, the attainment of Chinese pupils in all four main elements in 2012 is now higher than in 2008.

Pupils of any white background achieved just above the national level in all four main elements. As with other ethnic groups the most significant in year improvement since 2008 has been in the latest period from 2011 to 2012.

Pupils of any Asian background also saw a higher percentage of pupils achieving the expected level in all four main elements than in 2011. The percentage of Asian pupils achieving the expected level in both reading and writing rose by 2 percentage points and by 1 percentage point in mathematics and science. In reading, writing and mathematics Asian pupils saw slightly better results than those for all pupils combined but a slightly lower percentage reached the expected standard in science.

English as a first language

Pupils whose first language was English outperformed those whose first language was not English in all four main elements of Key Stage 1.

The percentage of pupils achieving the expected level whose first language is English had remained relatively stable since 2008 at around 86 per cent in reading, 82 per cent in writing and 90 per cent in mathematics and science. In 2012 we see percentages for those pupils whose first language is English rising to 88 per cent in reading, 84 per cent in writing and 91 per cent in mathematics and science.

Science continues to have the largest attainment gap (7 percentage points), with 91 per cent of pupils whose first language is English achieving the expected level, compared with 84 per cent for pupils whose first language is not English.

Since 2008 there has been a gradual narrowing of the attainment gap between pupils whose first language is English and those for whom English is not their first language, in all four main elements.

90 per cent of pupils whose first language is English achieved the expected level in speaking and listening compared to 81 per cent for those pupils whose first language is not English.

Table 1a: First Language attainment gaps (English as a first language minus first language other than English), 2008-2012 (percentage points)

	2008	2009	2010	2011	2012
Reading	7	6	5	4	4
Writing	8	6	5	4	4
Mathematics	6	5	5	4	4
Science	10	9	8	8	7

Source: National Pupil Database

Free school meal (FSM) eligibility

A lower percentage of pupils known to be eligible for FSM achieved the expected level in all four main elements of Key Stage 1 compared to all other pupils.

76 per cent of FSM pupils achieved the expected level in reading in 2012 compared to 69 per cent in 2008 (an increase of 7 percentage points). The percentage of all other pupils achieving the expected level in reading increased by 3 percentage points during this time, from 87 per cent in 2008 to 90 per cent in 2012. Therefore, in 2012 the attainment gap between these two groups is 14 percentage points, down from 17 percentage points in 2008.

The gap in attainment is largest in writing at 16 percentage points, a fall from 18 percentage points in 2011. In 2012, 70 per cent of pupils known to be eligible for FSM achieved the expected level in writing, compared to 86 per cent of all other pupils.

The gap in attainment is smallest in mathematics (10 percentage points), with 82 per cent of pupils known to be eligible for FSM achieving the expected level, compared to 93 per cent of all other pupils.

Since 2008 there has been a gradual narrowing of the attainment gaps for all four main elements, most notably in reading and writing where the gap has narrowed by 4 percentage points.

79 per cent of FSM pupils achieved the expected level in speaking and listening compared to 90 per cent of all other pupils in 2012.

Table 1b: FSM attainment gaps (all other pupils minus FSM), 2008-2012 (percentage points)

	2008	2009	2010	2011	2012
Reading	17	16	16	15	14
Writing	20	19	18	18	16
Mathematics	12	12	12	11	10
Science	13	13	12	12	11

Source: National Pupil Database

Of those pupils known to be eligible for FSM, there are variations in achievement by gender and ethnic group, for example:

White British boys eligible for free school meals (FSM)

For white British boys eligible for free school meals, 60 per cent achieved the expected level in writing, compared with 83 per cent of all pupils overall, an attainment gap of 23 percentage points. Looking at writing results for this group over the previous five-year period, the gap has narrowed very gradually between white British boys eligible for FSM and all pupils up to 2011 but we see significant progress

made in 2012 with a further 2 percentage point narrowing in the attainment gap.

Notable progress was made in 2012 towards narrowing the attainment gaps between white British boys eligible for free school meals and all pupils combined in all four main elements. In addition to the achievement in writing mentioned above, the attainment gap for reading narrowed by 2 percentage points from a gap of 21 percentage points in 2011 to 18 percentage points in 2012. In mathematics the gap is now 11 percentage points, and in science 12 percentage points, a narrowing of 1 percentage point in both subjects over the last year.

Special educational needs (SEN)

A higher percentage of pupils without any identified SEN (95 per cent) achieved the expected level in reading compared with pupils with SEN (55 per cent). This includes pupils with a statement of SEN and pupils without a statement of SEN. More details about SEN can be found in the Technical Notes section.

Writing has the largest attainment gap (47 percentage points), with 46 per cent of pupils with SEN achieving the expected level compared with 93 per cent of pupils with no identified SEN. This gap has remained relatively stable over previous years but has narrowed by 2 percentage points in the last year. Similarly the attainment gap for reading between pupils with SEN and those with no identified SEN narrowed by 2 percentage points between 2011 and 2012.

Both mathematics and science have smaller attainment gaps than reading and writing. In 2012 both have a SEN attainment gap of 32 percentage points. In both subjects this gap has narrowed by one percentage point since 2011. In the four years prior to 2012 the attainment gap for mathematics stayed relatively stable and in science the attainment gap had in fact increased by 1 percentage point between 2010 and 2011. This demonstrates the notable progress made towards narrowing the gap between pupils with SEN and those with no identified SEN in 2012 in all four main elements.

Where a pupil has a statement of SEN or is School Action Plus, their primary need is recorded. Examination of figures for primary need show that, for example:

For pupils whose primary need is speech, language and communication needs (the largest group of SEN primary need), the percentage achieving the expected level in reading and writing increased by 3 percentage points from 2011 and in mathematics by 1 percentage point. In science the figures have remained relatively stable since 2008.

96 per cent of pupils with no identified SEN achieved the expected level in speaking and listening compared to 60 per cent of all SEN pupils. This attainment gap is comparable to that of 2011.

Income Deprivation Affecting Children Indices (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Index (see the Technical Notes for more details).

The attainment gap between pupils resident in the most deprived and least deprived areas continues to be largest in writing (16 percentage points), with 92 per cent of pupils resident in the least deprived areas achieving the expected level compared with 76 per cent of pupils resident in the most deprived areas. This gap has however narrowed by 2 percentage points in the latest period.

The attainment gap was smallest in mathematics (10 percentage points), where we again have seen a fall of 2 percentage points with 96 per cent of pupils resident in the least deprived areas achieving the expected level compared with 86 per cent of pupils resident in the most deprived areas.

The gap has also narrowed by 2 percentage points in 2012 in reading and by 1 percentage point in science meaning we have seen a narrowing of the deprivation attainment gap in all four main elements.

TABLES

All tables and underlying data are available on the Department for Education statistics website:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001086/index.shtml>

Phonics National table and tables by Pupil Characteristics

- Table 1:** Summary showing the percentage of pupils meeting the required standard of phonic decoding by school type and school phase, 2012, England
- Table 2:** Percentage of pupils meeting the required standard of phonic decoding by pupil characteristics, 2012, England
- Table 3a:** Percentage of pupils meeting the required standard of phonic decoding by ethnicity, free school meal eligibility and gender, 2012, England
- Table 3b:** Percentage of pupils meeting the required standard of phonic decoding by SEN provision, free school meal eligibility and gender, 2012, England
- Table 3c:** Percentage of pupils meeting the required standard of phonic decoding by SEN provision, ethnicity and gender, 2012, England
- Table 4:** Number and percentage of pupils achieving each phonics mark by gender, 2012, England

Phonics Local Authority (LA) and Region tables

- Table 5:** Percentage of pupils meeting the required standard of phonic decoding by ethnicity and by Local Authority and Region, 2012, England
- Table 6:** Percentage of pupils meeting the required standard of phonic decoding by first language and by Local Authority and Region, 2012, England
- Table 7:** Percentage of pupils meeting the required standard of phonic decoding by free school meal eligibility and by Local Authority and Region, 2012, England
- Table 8:** Percentage of pupils meeting the required standard of phonic decoding by SEN provision and by Local Authority and Region, 2012, England

KS1 National tables

- Table 9:** Summary showing the percentage of pupils achieving Level 2 or above in Key Stage 1 teacher assessments and by pupil characteristics, 2012, England
- Table 10:** Percentage of pupils achieving Level 2 or above, Level 2B or above, and Level 3 or above in Key Stage 1 teacher assessments by school type and school phase, 2012, England
- Table 11:** Percentage of pupils achieving Level 2 or above, Level 2B or above, and Level 3 or above in Key Stage 1 teacher assessments in each subject by gender, 2006 to 2012, England
- Table 12:** Average Point Score by gender, 2006 to 2012, England
- Table 13:** Number and percentage of pupils achieving each level in Key Stage 1 teacher assessments by subject and gender, 2012, England
- Table 14:** Percentage of pupils achieving each level in Key Stage 1 teacher assessments by pupil characteristics, 2008 to 2012, England

Table 15a: Percentage of pupils achieving Level 2 or above in Key Stage 1 teacher assessments by ethnicity, free school meal eligibility and gender, 2008 to 2012, England

Table 15b: Percentage of pupils achieving Level 2 or above in Key Stage 1 teacher assessments by SEN provision, free school meal eligibility and gender, 2009 to 2012, England

Table 15c: Percentage of pupils achieving Level 2 or above in Key Stage 1 teacher assessments by SEN provision, ethnicity and gender, 2009 to 2012, England

KS1 Local Authority (LA) and Region tables

Table 16: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments, 2012, England

Table 17: Percentage of pupils achieving Level 2B or above at Key Stage 1 teacher assessments, 2012, England

Table 18: Percentage of pupils achieving Level 3 or above at Key Stage 1 teacher assessments, 2012, England

Table 19: Average Point Score by gender, 2012, England

KS1 Local Authority (LA) tables by Pupil Characteristics

Table 20: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by ethnicity and by Local Authority and Region, 2008 to 2012, England

Table 21: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by first language by Local Authority and Region, 2008 to 2012, England

Table 22: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by free school meal eligibility by Local Authority and Region, 2010 to 2012, England

Table 23: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by SEN provision by Local Authority and Region, 2008 to 2012, England

KS1 Pupil Residency tables

Table A1: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by IDACI decile of pupil residence, 2008 to 2012, England

Table A2: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by degree of rurality of pupil residence, 2008 to 2012, England

Table A3: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by Local Authority District and Region of pupil residence, 2008 to 2012, England

Table A4: Percentage of pupils achieving Level 2 or above at Key Stage 1 teacher assessments by IDACI decile and degree of rurality of pupil residence, 2008 to 2012, England

TRANSPARENCY

As part of the Government's drive for data transparency, supporting data for this SFR has also been published in an open standardised format. This can be found at:
<http://www.education.gov.uk/rsgateway/DB/SFR/s001086/index.shtml>.

RELATED PUBLICATIONS

SFR 19/2012: National Curriculum Assessments at Key Stage 2 in England, 2012 (provisional)

<http://www.education.gov.uk/rsgateway/DB/SFR/s001087/index.shtml>

SFR10/2012: Schools, Pupils and their Characteristics, January 2012

<http://www.education.gov.uk/rsgateway/DB/SFR/s001071/index.shtml>

SFR03/2012: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

SFR02/2012: GCSE and Equivalent Results in England (Revised), 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

SFR31/2011: National Curriculum Assessments at Key Stage 2 in England 2010/2011 (revised)

<http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>

SFR29/2011: Early Years Foundation Stage Profile Attainment by Pupil Characteristics in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001044/index.shtml>

SFR28/2011: DfE: Early Years Foundation Stage Profile Results in England, 2010/2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001033/index.shtml>

SFR23/2011: Interim Percentage of Pupils Making Expected Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001023/index.shtml>

SFR22/2011: National Curriculum Assessments at Key Stage 1 in England, 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>

Small Area Statistics

For **Key Stage 1**, this publication includes tables at Local Authority level based both on the geography of the school location (Tables 16-23) and that of the pupil's residence (Tables A1-A4).

School-level results at KS1 will not be published in performance tables.

Pupil residency based tables showing small area attainment data by pupil characteristics at **Key Stage 1 (KS1)** will be published by the Office for National Statistics (ONS) on the **Neighbourhood Statistics Service (NeSS)** website in June 2013.

<http://www.neighbourhood.statistics.gov.uk/dissemination/>

The ONS Neighbourhood Statistics data in 2011 were accompanied by

SFR09/2012: Neighbourhood Statistics - Small Area Pupil Attainment by Pupil Characteristics in England, 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001070/index.shtml>

A NATIONAL STATISTICS PUBLICATION

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the *Code of Practice for Official Statistics*, these are published here: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

CONFIDENTIALITY

The *Code of Practice for Official Statistics* requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality. An 'x' indicates that a figure has been suppressed due to small numbers. Values of 1 or 2 or a percentage based on 1 or 2 pupils who achieved, or did not achieve, a particular level are suppressed. Values of 0 or a percentage based on 0 pupils achieving a particular level are also suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the Departmental statistical policy which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf>

REVISIONS

2012 figures in this publication are provisional. There is no plan to re-issue the publication with final 2012 figures. Final national and LA figures for 2012 will be made available in next year's release.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-revisionsv3.pdf>

YOUR FEEDBACK

Please contact Sally Marshall at Attainment.STATISTICS@education.gsi.gov.uk if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

TECHNICAL NOTES

Phonics Screening Check: Background

In September 2011, the Government announced that a new statutory phonics screening check for all children in Year 1 would be introduced during the current academic year. The purpose of the check is to confirm whether each child has learnt phonic decoding to an age-appropriate standard. Children who have not reached this level should receive extra support from their school to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check.

The check comprises a list of 40 words that children read one-to-one with a teacher who is known to the child. The teacher is then required to use their professional judgement about which responses are correct. The phonics screening check was administered during week commencing 18 June 2012.

This publication includes National and Local Authority results from the 2012 screening check to allow schools to benchmark the performance of their children. The school-level results will not be published.

More information on the Year 1 Phonics Screening Check can be found at:

<http://www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics/a00198207/faqs-year-1-phonics-screening-check>

Phonics: Source of data

The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all pupils in state-funded schools in England.

Phonics NPD data is created by matching pupils' Year 1 phonics screening check teacher assessment records to the pupils' corresponding January 2012 School Census records, using fields such as Surname, Forename, Date of Birth, UPN and Gender. This successfully matches around 60 to 75 per cent of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 98 per cent.

The Phonics NPD extract used in the production of the tables in this Statistical First Release (SFR) includes provisional phonics screening check teacher assessment information, provided by schools and local authorities to the Department by 8th August 2012. State-funded schools submit their results to their local authority (LA). Academies and Free Schools submit their results to their LA or other accredited agency. By the end of July 2012 these results were required to be submitted to the Department by the LA or other accredited agency via COLLECT, which is the Department's system used for data submission for teacher assessments both for phonics and Key Stage 1 Teacher Assessments.

For the calculations showing the percentage of pupils reaching the required standard, the denominator for national results is the number of pupils who were eligible for the phonics screening check. This denominator includes pupils who were disapplied from the phonics screening check (D) or were absent (A) so that the phonics screening check could not be carried out. Pupils with missing, or invalid results are not included in the calculations nor are those recorded as having left the school (L).

Phonics: Coverage information

Only state-funded schools with a Year 1 cohort take part in the phonics screening check, Independent and non-state funded schools do not formally participate in the assessment and reporting arrangements.

Phonics: Piloting the test

The Government has established a check of phonic decoding at the end of Year 1 and agreed to make the results of this check available to parents.

In response to the public consultation on the introduction of the phonics screening check, the Government confirmed its intention to develop a check, which was piloted in summer 2011, with a view to full national roll-out in 2012. The check focuses solely on decoding using phonics and confirms whether children have reached an appropriate standard by the end of Year 1, identifying children who need additional support from their school to catch up.

A pilot of the Year 1 phonics screening check undertaken in summer 2011 had three main purposes:

- To develop and trial the phonics screening check materials;
- To seek the views of pilot schools on implementation; and
- To generate evidence in relation to the Ofqual common assessment criteria of validity, reliability, comparability, minimising bias and manageability.

The pilot was conducted by the Department for Education with some support from the Qualifications and Curriculum Development Agency (QCDA). Following the launch of the Standards and Testing Agency (STA) in October 2011, responsibility for the development and delivery of the Year 1 phonics screening check transferred to the STA.

The threshold on the screening check was agreed by the two independent groups of teachers following a recognised standard setting procedure. Full details of the process can be found in the technical report at:

<http://media.education.gov.uk/assets/files/phonics%20screening%20check%202011%20pilot%20technical%20report.pdf>

Phonics: Reproducing figures in this publication

Phonics: Removing pupils that are not eligible

Before any figures can be calculated, certain pupils need to be removed from the data.

Pupils are only deemed eligible in the reporting of the phonics screening check if they have a valid Phonics outcome code. Pupils that do not have a valid level are excluded, so they do not appear in the number of eligible pupils or in the percentage meeting the required standard.

The valid levels recorded by teachers and included in this publication in the eligible pupils figures are:

Phonics outcome code	Description
Wa	Child took the phonics screening check and met the required standard
Wt	Child took the phonics screening check and did not meet the required standard
A	Absent
D	Child did not take the phonics screening check
Q	Maladministration of the phonics screening check took place

Phonics: Duplicates

Occasionally, a pupil will appear more than once on the School Census, for example, due to a change of school or dual registration. Rules for deriving the main School Census record have been agreed to eliminate these duplicates.

In the 2012 Phonics data there are 63 duplicate cases, where more than one school has submitted data for the same pupil and we are unable to determine which school the pupil was attending for the check. These cases have been left in the data. As these are not clustered within any LAs or schools they are unlikely to have an effect on the attainment percentages reported.

Phonics: Published figures

There are three types of figures in this publication:

1. The total number of eligible pupils in a given group.
2. The percentage of this group that met the required standard of phonic decoding as deemed by the outcome code reported by the teacher who administered the test.
3. The distribution of actual phonics mark (0-40).

Percentages are rounded to zero decimal places in all national and local authority tables. The underlying figures used to calculate these percentages are also published in this release.

There are some pupils for whom ethnicity was not obtained, refused or could not be determined. These pupils appear as “unclassified” in table 2, table 3a and table 3c. These pupils are not shown explicitly in table 5 but they are still eligible for the results and contribute to the “All pupils” figures. Therefore, adding together the number of pupils in each ethnic category of table 5 will not equal the total number of pupils.

Likewise, there are pupils for whom first language, FSM eligibility or SEN status was not recorded. They appear as “unclassified” in table 2 and contribute to the “All pupils” figures for all other tables.

For any given category, the percentage achieving the expected level (a mark of 32 out of 40) is calculated by taking the outcome code ‘Wa’ - ‘Child took the phonics screening check and met the required standard’ and dividing this by the total number of eligible pupils (including those that were absent or disapplied).

Key Stage 1 (KS1): Source of data

The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all pupils in state-funded schools in England. Individual pupil level attainment data for pupils is also included for those not in state-funded schools including independent schools who partake in the tests/exams where appropriate.

Key Stage 1 NPD data are created when pupils' Key Stage 1 teacher assessment records are 'matched' to their corresponding January 2012 School Census records and prior attainment records, using fields such as Surname, Forename, Date of Birth, UPN and Gender. This successfully matches around 60 to 75 per cent of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 98 per cent.

The Key Stage 1 NPD extract used in the production of the tables in this Statistical First Release (SFR) includes provisional Key Stage 1 teacher assessment information, provided by schools and local authorities to the Department by 9 August 2012.

Further information on the NPD, including a 2012 Key Stage 1 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plug/>. Requests for NPD extracts can be made by completing the application pack at: <http://www.education.gov.uk/researchandstatistics/national/b00212283/national-pupil-database>.

Final figures for 2009 and earlier in tables 11 and 12 are calculated from data provided to the Department by local authorities and not from the NPD (i.e. the data used has not been matched to the School Census data). Matching of the data to the School Census may lead to very slight inconsistencies between the NPD and unmatched KS1 assessment data held by the Department.

KS1: Coverage information

KS1 National figures in tables 10, 11, 12 and 13 cover all schools in England with pupils eligible for assessment at Key Stage 1 in 2012. However, as participation by independent schools is voluntary, the national analyses only include results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

National figures in tables 14, 15a, 15b, 15c cover state-funded mainstream and state-funded special schools only (including Academies and Free Schools); they exclude state-funded hospital schools and pupil referral units.

For the calculations showing the percentage of pupils achieving a particular level, the denominator for national results is the number of pupils who are eligible for KS1 teacher assessments. This denominator includes pupils who were working towards level 1 (W), were disapplied from the National Curriculum (D), were significantly absent so that no teacher assessment could be made on that pupil (A) or were unable to access the assessment (U) (relevant to science only). Pupils with missing, or invalid results are not included in the calculations.

The KS1 local authority figures cover state-funded mainstream and state-funded special schools only (including Academies and Free Schools); they exclude state-funded hospital schools and pupil referral units. Two different calculations of the national results are presented in the supplementary tables: one which is consistent with the national results in tables 10, 11, 12 and 13 of the SFR, based on all schools (i.e. all state-funded and independent schools that returned assessment results); and the second for state-funded schools only (excluding state-funded hospital schools and pupil referral units), consistent with the results for each LA.

Due to the fact that this SFR is published using provisional Key Stage 1 NPD data, care should be taken when comparing local authority figures. It is known that these figures can in some instances change significantly from the provisional to the final version.

KS1: How to interpret the results

All pupils in state-funded primary schools are required to be assessed by teachers against the National Curriculum³ in reading, writing, speaking and listening, mathematics and science when they reach the end of Key Stage 1.

Typical age of child (years)	5	6	7	8	9	10	11	12	13	14
National Curriculum Year Group	R	1	2	3	4	5	6	7	8	9
Key Stage	EYFS	1	2			3				
Expected National Curriculum level at end of Key Stage	EYFSP	2	4			5/6				

Figure 1: Typical age of

pupil related to year group, Key Stage and expected level of attainment (R denotes reception year)

The teacher assessments measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of Key Stage 1. The National Curriculum standards have been designed so that by the end of KS1, pupils are expected to reach Level 2.

If based on level judgements for attainment targets for reading, writing and mathematics, teachers reach an overall level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. These refinements are often known as "sub-levels".

Key Stage 1: Reproducing figures in this publication

KS1: Removing pupils that are not eligible

Before any figures can be calculated, certain pupils need to be removed from the data. Pupils are only eligible for figures relating to reading, writing, speaking and listening, mathematics and science if they have a valid level in that subject. Pupils that do not have a valid level for a certain subject are excluded, so they do not appear in the number of eligible pupils or in the percentage achieving figures for that subject.

The valid levels are: 'working towards Level 1' (W), 1, 2C, 2B, 2A, 3, 4, absent (A), disappled (D), and 'unable to access' (U) (for science only).

Please see the 'coverage information' section above to see which schools are included in calculations.

KS1: Duplicates

Occasionally, a pupil will appear more than once on the School Census, resulting, for example, from a change of school, or dual registration. Rules for deriving the main School Census record have been agreed to eliminate these duplicates. It is also possible when matching to prior attainment data that a pupil appears more than once, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or Local Authorities. In these cases, 1 record is derived for each pupil, combining elements of different records.

³ The following website provides information on how pupils are expected to perform at each National Curriculum level in each subject for Key Stage 1 and 2: <http://curriculum.qcda.gov.uk/key-stages-1-and-2/assessment/assessmentofsubjects/index.aspx>

KS1: Published figures

There are three types of figures in this publication:

1. The total number of eligible pupils in a given group.
2. The percentage of this group that attained a certain level in the given subject.
3. The average point score in given subjects and combinations of subjects for this group.

Percentages are rounded to zero decimal places in all national and local authority tables. The underlying figures used to calculate these percentages are also published in this release.

There are some pupils for whom ethnicity was not obtained, refused or could not be determined. These pupils appear as “unclassified” in table 14. In Tables 9, 15a and 15c these pupils are not shown explicitly but they are still eligible for the results and contribute to the “All pupils” figures. Therefore, adding together the number of pupils in each ethnic category of table 15c for example will not equal the total number of pupils.

Likewise, there are pupils for whom first language, FSM eligibility or SEN status was not recorded. First Language and SEN status appear as “unclassified” in table 14 and FSM unclassified forms part of the FSM, All Other Pupils row. In table 15b and 15c unclassified SEN will contribute to the all pupils figure.

For any given category, the percentage achieving the expected level (level 2 or above) is calculated by summing all of the pupils that achieved Level 2C, 2B, 2A, 3, or 4 and dividing this by the total number of eligible pupils (including those that were absent, disapplied, ‘working towards Level 1’ or unable to access the assessment (for science only)).

Worked example

Level for reading	Working towards level 1	1	2c	2b	2a	3	4	Absent	Disapplied	Missing
Number of pupils	2	8	7	12	26	45	1	2	1	2

In the worked example there are 106 pupils but 2 of them are recorded as “Missing” which is not a valid level, so there are 104 eligible pupils. The percentage achieving the expected level would be calculated as

$$\frac{(7+12+26+45+1)}{104} \times 100 = 88\%$$

Allocation of points for each level at Key Stage 1

The following table sets out how points have been allocated to each KS1 teacher assessment level to calculate the KS1 Average Point Score (tables 12 and 19).

Teacher Assessment level	Point score equivalent
Missing (M or blank)	Disregarded
Disapplied (D)	Disregarded
Unable (U – science only)	Disregarded
Absent (A)	Disregarded
Working towards level 1 (W)	3
1	9
2C	13
2B (2)	15
2A	17
3	21
4	27

The average points score relates the aggregate number of points to the number of eligible pupils. This SFR includes two versions of the average points score. Prior to 2005, the average points score was calculated as the mean points score of reading, writing and mathematics. From 2005 it was published as the mean points score of reading, writing, mathematics and science.

Points scores for combinations of subjects are calculated by summing all points (that are not disregarded per above table) for all subjects to give the numerator for the point score calculation and the number of pupil-subjects (that are not disregarded per above table) gives the denominator.

KS1 and Phonics: School Type and School Phase

School Type Descriptions

The school types reported within this SFR are taken from Edubase and are given as at 12 September 2011. They are defined as follows:

Academy Sponsor Led

Sponsored Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.

Academy Converter

Schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an Academy under the Academies Act 2010.

Free Schools

Free Schools are state-funded but have greater freedoms than local authority run schools. They are run by teachers and have freedom over the length of the school day and term, the curriculum and how they spend their money.

Local Authority maintained schools

Schools fully or partially under local authority control that are state-funded, mainly by the Dedicated Schools Grant.

Registered independent school

Any school which provides full time education for 5 or more pupils of compulsory school age, which is not state-funded or a non-state-funded special school.

Independent special school

Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs.

State-funded schools

Includes local authority maintained mainstream schools, Academies, Free Schools and state-funded special schools (excluding hospital schools, Pupil Referral Units, Alternative Provision and independent schools).

State-funded mainstream

Includes local authority maintained mainstream schools, Academies and Free Schools (excluding all special schools, Pupil Referral Units, Alternative Provision and independent schools).

All independent

Includes independent schools, independent special schools and non-state-funded special schools.

School Phase

The school phase reported within this SFR is based on the school's statutory highest age of pupil. This is taken from Edubase and is given as at 12 September 2011. Only schools with eligible pupils are included in figures.

KS1 and Phonics: Pupil characteristics information

The pupil level characteristic information within this SFR is derived from School Census returns made by schools during a single selected period of the school day and provided to the Department in January each year. School Census information for January 2012 has already been published, and detailed information on the coding of ethnicity, free school meal eligibility, English as a first language and special educational needs can be found in the technical notes of SFRs 'Schools, Pupils and their Characteristics, January 2012' and 'Special Educational Needs in England, January 2012', published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001071/index.shtml> and <http://www.education.gov.uk/rsgateway/DB/SFR/s001075/index.shtml>

Special Educational Needs (SEN)

Pupils with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action: where extra or different help is given, from that provided as part of the school's usual curriculum.
- School Action Plus: where the class teacher and the Special Education Needs Coordinator (SENCO) receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement: a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

Disadvantaged pupils

A breakdown of 2012 attainment in the phonics screening check and KS1 teacher assessments for disadvantaged pupils will be added to this SFR in December 2012 when data on Looked after Children becomes available. Figures showing the results of 2011 KS1 teacher assessments by disadvantaged pupils are included in this release.

Prior to 2012, disadvantaged pupils were defined as those pupils known to be eligible for free school meals (FSM) at the time of the annual Spring School Census or were looked after children (CLA) (children looked after by the local authority at any point during the year ending 31 March, who had been looked after continuously for 6 months).

From 2012 the definition has been widened to include any pupil eligible for free school meals at any point in the last 6 years. This measure is based on FSM eligibility for pupils in any termly, Alternative Provision (AP) or Pupil Referral Unit (PRU) Census going back to Year 1 (i.e. not including nursery or Reception). For Key Stage 1 pupils in 2012, this would mean those eligible for FSM in Year 1 or Year 2.

Attainment measures for disadvantaged pupils have also been revised to include pupils eligible for free school meals at any point in the last 6 years. However only data from the Spring Census data is included in the 2011 measure (i.e. it does not include data from other termly, AP or PRU collections). It is not considered that this will have a significant impact on the attainment percentages reported and attainment gaps derived are considered robust.

It should also be noted that the number of Looked After Children in 2011 reported in this publication are based on returns made between April-June 2011 and will not include revisions made by Local Authorities to the 2010-11 data as a result of updated information collected in the 2011-12 CLA collection. This may result in slight differences between the number of disadvantaged pupils for 2011 in this publication and those reported in the official CLA statistics published in December 2012: DfE: Outcomes for children looked after as at 31 March 2011.

Income Deprivation Affecting Children Index (IDACI)

IDACI is provided by the Department for Communities and Local Government (DCLG). The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation. Each SOA is given a score showing the percentage of pupils aged under 16 that live in families that are income deprived, i.e. they are in receipt of certain benefits and their equivalised income is below 60 per cent of median before housing costs. Further information about IDACI can be found on the DCLG website at: <http://www.communities.gov.uk/publications/corporate/statistics/indices2010?view=Standard>.

The IDACI bands used in this publication are based on 2010 IDACI scores. Care should be taken when comparing to IDACI band breakdowns for 2008, 2009 and 2010, which are based on 2007 IDACI scores. Care should also be taken when comparing to IDACI tables for 2007 and earlier, which are based on 2004 IDACI scores.

Rounding

Percentages in this SFR are given to the nearest whole number. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down, e.g. 85.586 will be rounded to 86; 85.4283 will be rounded to 85.

National figures in this SFR for the gaps in attainment have been calculated using unrounded figures, but quoted to the nearest whole percentage in this text. Readers are reminded that small changes may not be significant and, particularly where some groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.

Key to tables

The following symbol notation is used in the tables published in this release:

. not applicable

.. not available

x figures not shown in order to protect confidentiality

* data for this LA is suppressed as it is based on a single school.

ENQUIRIES

Enquiries about the figures contained in this release should be addressed to:

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