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PHONICS SCREENING CHECK AND NATIONAL CURRICULUM ASSESSMENTS AT KEY STAGE 1 IN ENGLAND, 2012/13

HEADLINES

In the 2013 **phonics screening check** 69% of **year 1** pupils met the expected standard of phonic decoding, an increase of 11 percentage points since 2012. As in 2012, girls outperformed boys. All characteristic groupings have seen proportions achieving the expected standard increasing in the last year.

85% of pupils at the end of **year 2** in 2013 met the expected standard of phonic decoding. This includes the proportion reaching the expected standard in year 1 in 2012 and those re-checked or taking the test for the first time in 2013.

The 2013 **key stage 1 (KS1) teacher assessments** show that the percentage of pupils achieving the expected level has continued to increase in all subjects. The largest increases are in reading and writing where the percentage of pupils achieving the expected level has increased by 2 percentage points. 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 difference is in writing with a gap of 9 percentage points. The gender gap has narrowed in both reading and writing since 2012 by 1 percentage point.

INTRODUCTION

This statistical first release (SFR) provides final 2012 and provisional 2013 information on the achievements of eligible pupils in the **phonics screening check** and of 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 2013 figures in this publication combine information gathered through the school census in January 2013 and the 2013 phonics and KS1 achievement data. This release provides information at national and local authority (LA) level.

Phonics: The phonics screening check introduced in 2012 is a statutory assessment for all children in year 1 (typically aged 6). All state-funded schools with a year 1 cohort must administer the checks¹. Those pupils

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. However, a small number of pupils in attending a PRU have taken the check and are included in the published figures.

who did not meet the standard in year 1 or who were not tested are re-checked at the end of year 2 (typically aged 7).

Table 1 is the main national table showing results of the year 1 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 5a to 5d.

Tables 6 to 8 present the outcomes of the phonics tests for pupils by the end of year 2. These tables combine 2012 year 1 results and those re-checked or taking for the first time in year 2 in 2013. Results are presented both nationally by pupil characteristics and include an LA summary.

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 7) in 2013 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 match those produced from the rounded figures in the tables. 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 2013, 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 (the threshold was also 32 in 2012). In 2013, 69% of year 1 pupils achieved the expected level in phonics compared to 58% in 2012, an increase of 11 percentage points. Girls outperformed boys in the test with 73% meeting the required standard compared to 65% of boys, both seeing an increase of 11 percentage points when compared to last year.

The national picture of pupils meeting the required standard in phonics, at the end of year 1 in 2013, by pupil characteristics shows:

- The proportion of pupils achieving the required standard increased for all ethnic groupings when compared to 2012. Pupils from an Indian background had the highest percentage achieving at 80%. Travellers of Irish Heritage and those from a Gypsy/Roma background had the lowest percentages achieving at 28% and 23% respectively.
- 69% 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.
- 56% of pupils eligible for free school meals met the required standard of phonic decoding, 17 percentage points lower than all other pupils (72% met the standard). This attainment gap remains the same as seen in 2012.
- Pupils with no identified special educational needs (SEN) significantly outperformed pupils with a SEN. The gap was 44 percentage points with 32% of SEN pupils meeting the required standard compared to 76% of pupils with no identified SEN. This is an increase in the attainment gap of 3 percentage points compared to last year.

Looking at the phonics outcomes for pupils at the end of year 2 in 2013, by pupil characteristics:

- 85% of pupils achieved the threshold mark of 32 out of 40 in the test by the end of year 2. This includes the proportion reaching the expected standard in year 1, 2012 and those re-checked or taking for the first time in 2013. When compared to the proportion of the same cohort reaching the standard in 2012, we see an increase of 27 percentage points from 58%.
- 87% of girls and 82% of boys reached the standard expected in phonic decoding by the end of year 2 in 2013. This is compared to 62% of girls and 54% of boys at the end of year 1 in 2012.
- Of those pupils at the end of year 2 eligible for FSM in 2013, 75% met the expected standard of phonic decoding compared to 44% of this cohort at the end of year 1 and eligible for FSM in 2012. This is an increase of 31 percentage points.

Key Stage 1

Teacher assessments of pupils at the end of KS1 show increases in the percentage of pupils achieving the expected level (level 2 or above) in all five subjects. The percentages of pupils achieving the expected level in 2013 were:

- 89% in reading (2 percentage point increase from 2012)
- 85% in writing (2 percentage point increase)
- 89% in speaking and listening (1 percentage point increase)
- 91% in mathematics (1 percentage point increase)
- 90% in science (1 percentage point increase)

Girls continue to outperform boys at the expected level in all five subjects with the biggest difference in writing, where the gap is 9 percentage points. This gender gap has narrowed by 1 percentage point since 2012.

The percentage exceeding the expected level (level 3 or above) in reading has increased by 2 percentage points. The percentages achieving at this level in all other subjects have increased by 1 percentage point. Boys continue to outperform girls at this level in science and mathematics, with gaps of 2 and 4 percentage points respectively.

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 all subjects. Chinese pupils achieved equally high results in mathematics with 95% reaching the expected level. 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 over the last 5 years.
- 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 2009 and all have seen a further percentage point narrowing of the attainment gap in 2013.

- 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 2012 the gap has narrowed in all subjects, most notably by 2 percentage points in both reading and writing.

NATIONAL PHONICS SCREENING CHECK RESULTS AT THE END OF YEAR 1 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 2013, as in 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.

Chart 1: Number of year 1 pupils achieving each mark in the phonics screening check in 2012 and 2013

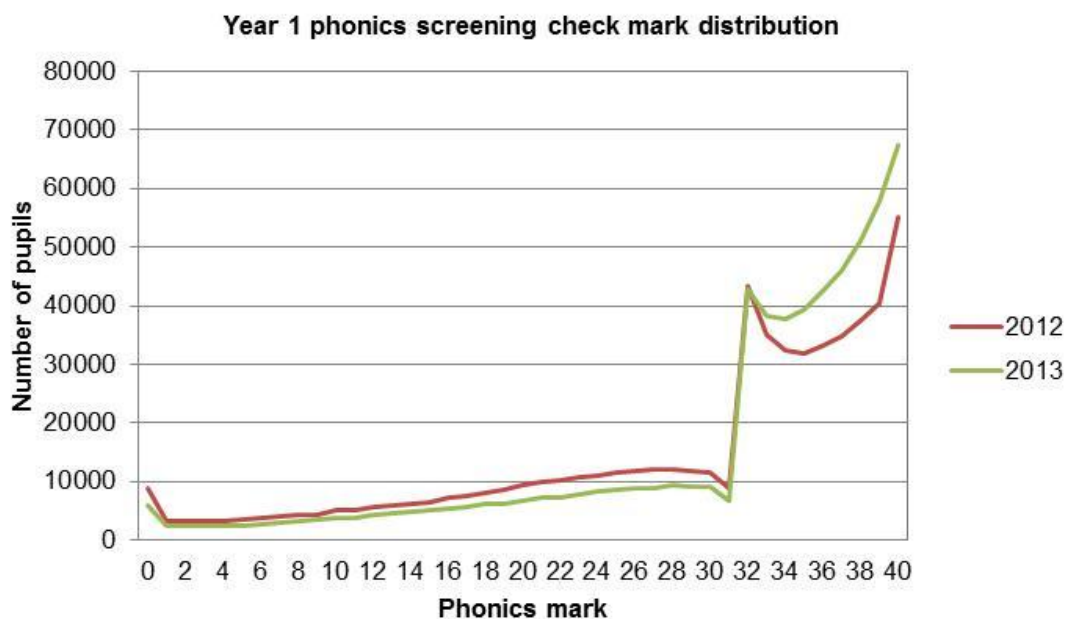


Chart 1 shows the distribution of the phonics test scores collected in 2012 and 2013. In both 2012 and 2013 there was a spike in the distribution at a score of 32, the required standard for those pupils who took part.

69% of all pupils eligible for the screening check met the expected standard. This is an increase of 11 percentage points when compared to 58%.

Girls outperformed boys with 73% meeting the required standard compared to 65% of boys. This attainment gap remains at 8 percentage points as seen in 2012.

75% of pupils in converter academies met the required standard compared to 71% in free schools, 69% in local authority maintained schools and 63% in sponsored academies.

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.

- Of the 5 major ethnic groupings, white pupils have the lowest percentage achieving the expected level at 69% and Chinese the highest at 77%.
- Looking at more detailed ethnic groupings, Indian pupils have the highest percentage achieving the required standard with 80% achieving a mark of 32 or above, 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, 28% and 23% respectively. The attainment gap compared to all pupils is 41% for travellers of Irish heritage and 46% for Gypsy/Roma pupils.
- Overall the proportion of black pupils achieving the expected standard in phonic decoding at the end of year 1 was 2 percentage points above the national average at 71%, although only 66% of black Caribbean pupils met the standard, 3 percentages lower than the average for all pupils.
- Whilst for all ethnic groups girls outperform boys, gender gaps within the ethnic groupings do show some variation. The largest is seen amongst travellers Of Irish Heritage where the difference in the percentage who met the required standard was 12 percentage points (girls 33%, boys 22%), compared to an 8 percentage point gap nationally.

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, with 69% achieving the expected level in both groups.

Looking at this characteristic by gender shows a 1 percentage point attainment gap between girls whose first language was English and those girls whose first language was not English. There is no notable difference seen between boys and first language.

Free school meal (FSM) eligibility

A lower percentage of pupils known to be eligible for FSM achieved the expected level, 56% compared to 72% for all other pupils. This is an attainment gap of 17 percentage points, the same as in 2012.

51% of boys eligible for FSM met the standard compared to 61% 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 48% met the standard expected in phonics compared to 69% of all other white British boys, a gap of 21 percentage points.
- 55% of black Caribbean boys eligible for FSM met the required standard in phonic decoding compared to 65% of all other black Caribbean boys, a 10 percentage point gap, 1 percentage point wider than in 2012.

Special educational needs (SEN)

A higher percentage of pupils without any identified SEN (76%) met the required standard of phonic decoding compared with SEN pupils (32%). This includes pupils with a statement of SEN and pupils without a statement of SEN. The attainment gap for SEN pupils achieving the expected standard in phonic decoding at the end of year 1 widened from 2012 by 3 percentage points to 44

percentage points. More details about SEN can be found in the methodology document which accompanies this release.

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 groups with the highest percentage meeting the required standard of phonic decoding are those with a visual or hearing impairment at 41%².

Looking at gender gaps amongst pupils recorded as having a SEN, with the exception of those recorded as school action plus where no gap is seen in 2013, boys do slightly better than girls by 1 to 3 percentage points in all SEN categories. Overall the year 1 phonics attainment gap for girls without any identified SEN and SEN pupils is 47 percentage points and for boys 42 percentage points. Both gaps have widened since 2012 by 2 and 3 percentage points respectively.

NATIONAL PHONICS SCREENING CHECK RESULTS AT THE END OF YEAR 2 FOR STATE-FUNDED SCHOOLS

The following section presents the outcomes of the phonics tests for pupils by the end of year 2 in 2013. These tables combine 2012 year 1 results and those re-checked or taking for the first time in year 2 in 2013.

By the end of year 2, 85% of pupils had reached the expected standard of phonic decoding. This can be compared to 58% of the cohort at the end of year 1, a 27 percentage point difference.

Looking at differences by gender, 87% of girls met the standard by the end of year 2 in 2013 and 82% of boys, compared with 62% and 54% at the end of year 1 in 2012.

87% of pupils in converter academies met the required standard by the end of year 2, compared to 85% in local authority maintained schools, 82% in free schools, and 78% in sponsored academies.

All ethnic groups saw similar improvements by the end of year 2. The proportion of white pupils achieving at least the threshold mark was 85% compared with 57% at the end of year 1. Of pupils from an Asian background, 87% met the standard compared to 62% at the end of year 1. Black pupils saw 85% meeting the standard at the end of year 2 compared with 60% at the end of year 1.

Looking at differences in proportions achieving in phonics by first language at the end of year 2, 85% of those with English as a first language met the standard compared to 84% of those pupils with first language other than English. Both groups saw 58% reaching the standard at the end of year 1.

As at the end of year 1, a lower percentage of pupils known to be eligible for FSM achieved the expected level of phonic decoding at the end of year 2, 75% compared to 87% for all other pupils. This is an attainment gap of 12%, compared with an attainment gap of 17% at the end of year 1 in 2012.

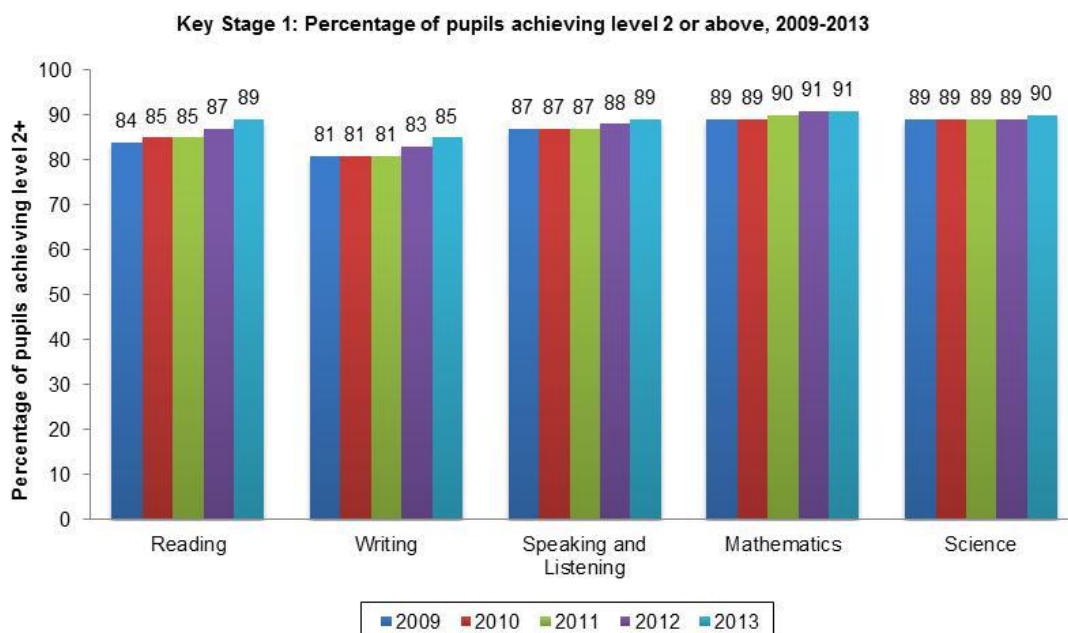
Of pupils with no identified special educational need (SEN), 92% achieved the standard expected in phonic decoding by the end of year 2 in 2013, compared with 65% at the end of year 1 in 2012. Of pupils for whom a SEN had been identified the proportion at the end of year 2 was 55% compared with 24% at the end of year 1.

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 ALL SCHOOLS

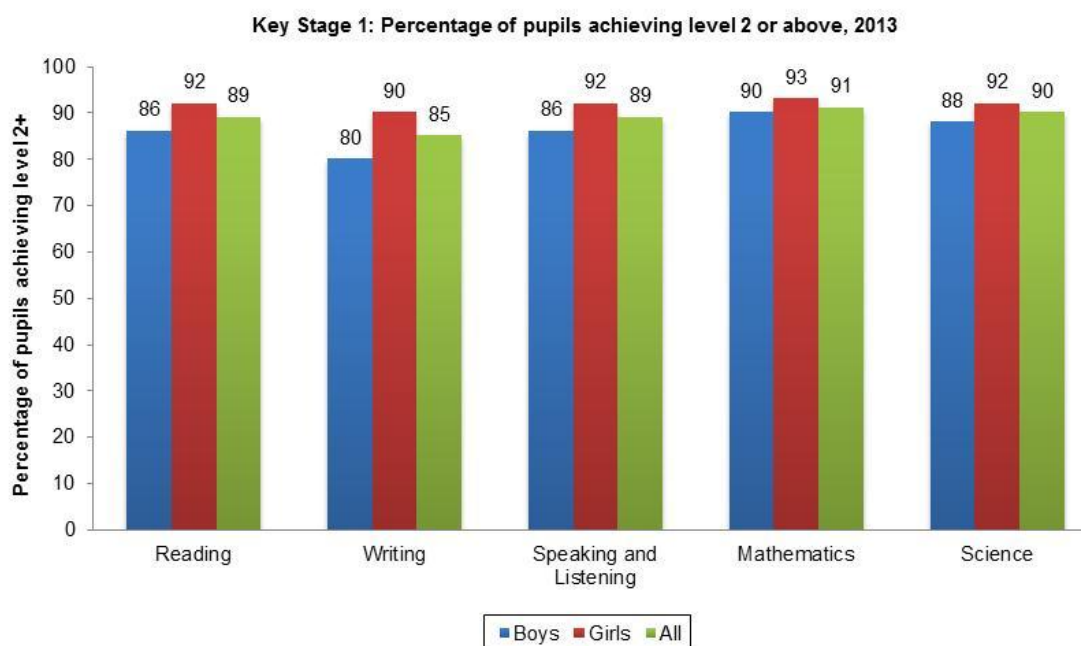
Level 2 or above (expected level)

Chart 2a: 5-year trend in percentages of pupils achieving level 2 or above in key stage 1 teacher assessments in all schools



The percentage of pupils achieving the expected level has increased in all five subjects since 2012. 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. The increase in speaking and listening, science and mathematics are all 1 percentage point.

Chart 2b: The percentages of pupils achieving level 2 or above in 2013 key stage 1 teacher assessments in all schools by gender



Pupils in converter academies do better than those in local authority maintained schools in all subjects. Pupils in sponsored academies do worse than those in local authority maintained schools in all subjects. Performance in free schools is similar to local authority maintained schools in reading, speaking and listening and mathematics but slightly lower in writing and science.

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 (9 percentage points) and smallest in mathematics and science (3 percentage points).

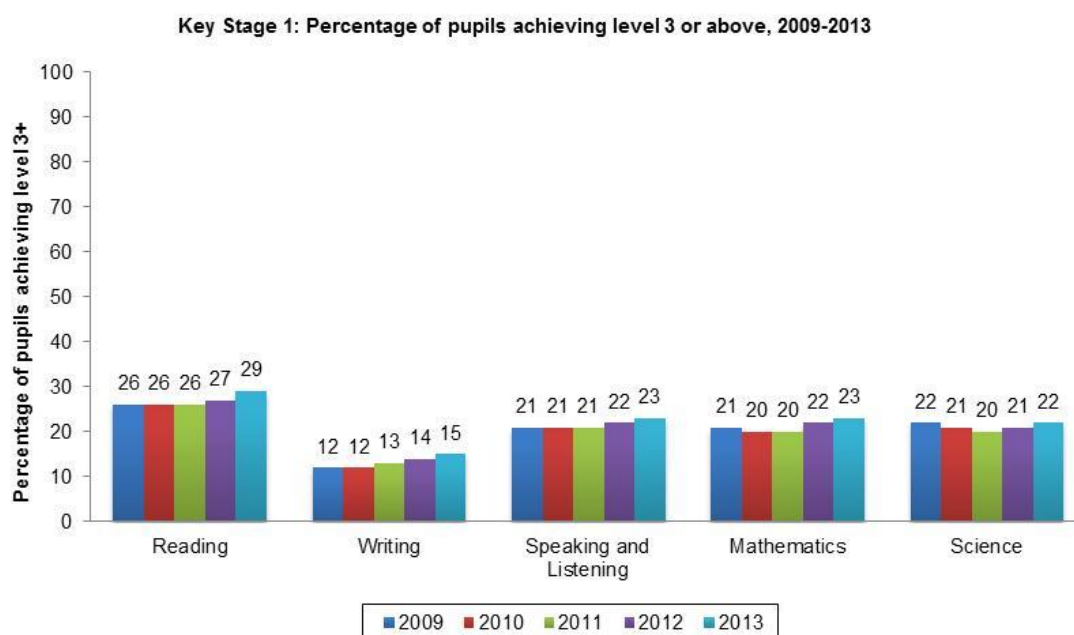
Boy's attainment in both reading and writing has increased by 2 percentage points whilst girl's attainment in these subjects has only increased by 1 percentage point. This had led to a narrowing of the attainment gap from 10 percentage points to 9 percentage points in writing and from 7 percentage points to 6 percentage points in reading.

Boys and girls have seen similar levels of improvement in speaking and listening, mathematics and science so there has been no change to the gender gaps in these subjects.

Level 3 or above

The percentage of pupils achieving level 3 or above has increased in all subjects since 2012, continuing the trend from last year. The increase has been greatest in reading where the percentage achieving level 3 or above has increased from 27% to 29%.

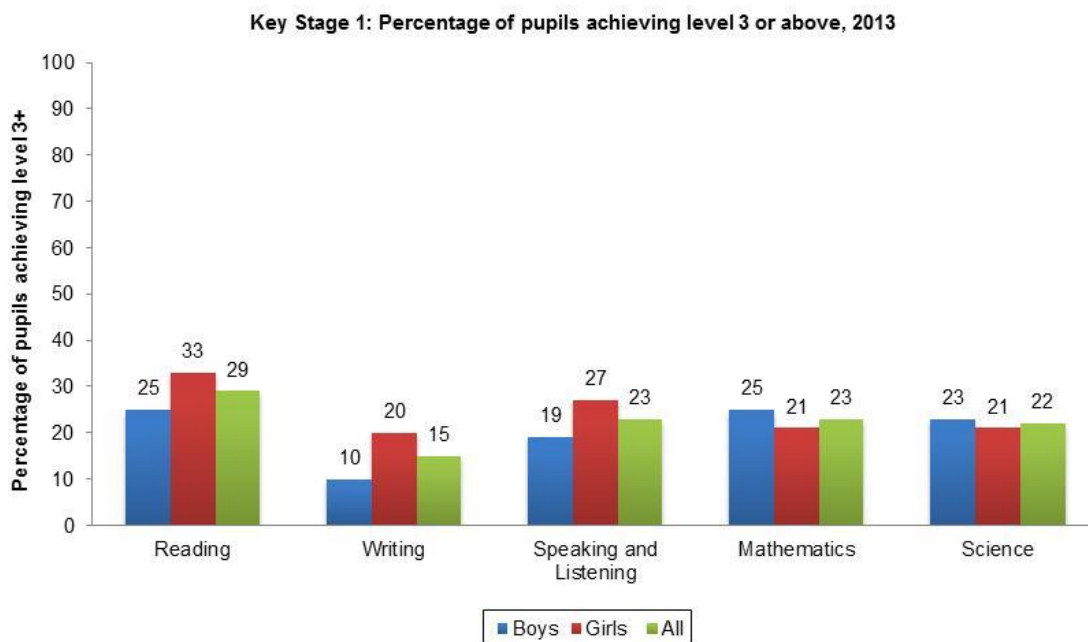
Chart 3a: 5-year trend in percentages of pupils achieving level 3 or above in key stage 1 teacher assessments in all schools



Girls continue to outperform boys at level 3 or above in reading, writing and speaking and listening. However, in mathematics and science, boys continue to outperform girls.

The gender gaps in reading, writing and speaking and listening at this level have widened slightly this year to 9 percentage points, 9 percentage points and 8 percentage points respectively. The gender gap in mathematics has narrowed to 4 percentage points and the gender gap in science has remained at 2 percentage points.

Chart 3b: The percentages of pupils achieving level 3 or above in 2013 key stage 1 teacher assessments in all schools by gender



NATIONAL KEY STAGE 1 TEACHER ASSESSMENT RESULTS 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 2009 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 over the last 5 years. The greatest improvements between 2009 and 2013 are seen by black pupils in all subjects most notably in writing (8 percentage points) and reading (7 percentage points).

These continued improvements in attainment by pupils from any black background mean that in 2013 for the first time we see black pupils achieving the same proportions as the national average in reading and writing. Gaps have also narrowed in science and mathematics and in 2013 are 2 percentage points compared to 3 percentage points in 2012.

Pupils of Indian origin had the highest percentage achieving the expected level in all subjects. Chinese pupils had equally high results in mathematics with 95% achieving the expected level. Pupils of traveller of Irish heritage and Gypsy/Roma origin, whilst being comparatively small populations, continue to have the lowest percentage of pupils achieving the expected level across all four main elements.

Pupils of any Asian background also saw a higher percentage of pupils achieving the expected level in all four main elements than in 2012. The biggest in year change in the last 5 years for Asian pupils was seen in 2013 in all of the 4 main elements. The percentage of Asian pupils achieving the expected level in both reading and writing rose by a further 2 percentage points and

by 1 percentage point in mathematics and 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. Attainment gaps have narrowed in writing, mathematics and science by 1 percentage point in the latest year.

The percentage of pupils achieving the expected level whose first language is English has risen in all subjects in 2013, by 2 percentage points in reading and writing and by 1 percentage point in English and mathematics.

The percentage of pupils achieving the expected level whose first language is other than English also saw notable increases. In reading and writing we see a 2 percentage point increase in proportions achieving the expected level in 2013, now 86% and 82% respectively.

Despite falling by 1 percentage point in 2013, science continues to have the largest attainment gap (6 percentage points) with 91% of pupils whose first language is English achieving the expected level, compared with 85% for pupils whose first language is not English.

As in 2012, 90% of pupils whose first language is English achieved the expected level in speaking and listening. In 2013 83% for those pupils whose first language is not English achieved the expected level, a 2% increase in the last year which has resulted in a 1 percentage point narrowing of the attainment gap.

Table 1a: First Language attainment gaps (English as a first language minus first language other than English), 2009-2013 (percentage points)

	2009	2010	2011	2012	2013
Reading	6	5	4	4	4
Writing	6	5	4	4	3
Speaking and listening	.	.	9	8	7
Mathematics	5	5	4	4	3
Science	9	8	8	7	6

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, however over the last 5 years 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% of FSM pupils achieved the expected level in reading in 2013 compared to 71% in 2009 (an increase of 8 percentage points). The percentage of all other pupils achieving the expected level in reading, increased by 4 percentage points over this period to 91% in 2013. Since 2009 the attainment gap between these two groups has narrowed from 16 percentage points to 12 percentage points in 2013.

The gap in attainment is largest in writing at 15 percentage points, a fall from 19 percentage points 5 years ago. In 2013, 73% of pupils known to be eligible for FSM achieved the expected level in writing, compared to 88% of all other pupils.

The gap in attainment is smallest in mathematics (10 percentage points), with 84% of pupils known to be eligible for FSM achieving the expected level, compared to 93% of all other pupils.

80% of FSM pupils achieved the expected level in speaking and listening compared to 91% of all other pupils in 2013.

Table 1b: FSM attainment gaps (all other pupils minus FSM), 2009-2013 (percentage points)

	2009	2010	2011	2012	2013
Reading	16	16	15	14	12
Writing	19	18	18	16	15
Speaking and listening	.	.	12	12	11
Mathematics	12	12	11	10	10
Science	13	12	12	11	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)

Notable progress was made in 2013 towards narrowing the attainment gaps between white British boys eligible for free school meals and all pupils combined in all four main elements.

For white British boys eligible for free school meals, 63% achieved the expected level in writing, compared with 85% of all pupils overall, an attainment gap of 22 percentage points. Although writing still has the largest FSM attainment gap at KS1, the gap did narrow by 2 percentage points in 2012 and now a further percentage point in 2013.

In addition to the achievement in writing mentioned above, the attainment gap for reading narrowed by a further 2 percentage points to 17 percentage points in 2013. In mathematics the gap remains at 11 percentage points, and in science fell by a percentage point in the last year to 11 percentage points.

Table 1c: Ethnicity by FSM by gender attainment gaps (All pupils minus White British boys eligible for FSM)

	2009	2010	2011	2012	2013
Reading	22	21	21	18	17
Writing	26	25	25	23	22
Mathematics	13	12	12	11	11
Science	13	12	13	12	11

Source: National Pupil Database

Special educational needs (SEN)

A higher percentage of pupils without any identified SEN (96%) achieved the expected level in reading compared with pupils with SEN (58%). This includes pupils with a statement of SEN and pupils without a statement of SEN. More details about SEN can be found in the methodology document which accompanies this first release.

Writing has the largest attainment gap (45 percentage points), with 49% of pupils with SEN achieving the expected level compared with 94% of pupils with no identified SEN. This gap narrowed by 2 percentage points in 2013. Similarly the attainment gap for reading between pupils with SEN and those with no identified SEN narrowed by 2 percentage points in 2013.

Both mathematics and science have smaller attainment gaps than reading and writing. In 2013

mathematics has a SEN attainment gap of 31 percentage points and science 32 percentage points. In both subjects this gap has narrowed by one percentage point in the last year.

96% of pupils with no identified SEN achieved the expected level in speaking and listening compared to 61% of all SEN pupils, a 1 percentage point narrowing of the attainment gap in 2013.

Table 1d: Special educational need attainment gaps (pupils with no identified SEN minus pupils with SEN)

	2009	2010	2011	2012	2013
Reading	43	43	42	40	38
Writing	49	49	49	47	45
Speaking and listening	.	.	36	35	35
Mathematics	32	33	33	32	31
Science	31	32	33	32	32

Source: National Pupil Database

Where a pupil has a statement of SEN or is school action plus, their primary need is recorded.

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 increased by 4 percentage points and in writing by 3 percentage points in 2013. The gap also narrowed in mathematics and science by 3 percentage points, the largest change seen in the last 5 years.

ACHIEVEMENT BY LOCAL AUTHORITY AND DEPRIVATION

KS1: Local authority achievement

The percentages of pupils achieving level 2 or above at key stage 1 in each local authority (excluding the City of London and Isles of Scilly which only have 1 school each) range from:

- 82% to 93% in reading
- 78% to 90% in writing
- 82% to 95% in speaking and listening
- 86% to 95% in mathematics
- 81% to 96% in science

KS1: Income Deprivation Affecting Children Indices (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Index (see the accompanying methodology document for more details).

There has been a continuing narrowing of the deprivation attainment gap in all four main elements.

The attainment gap between pupils resident in the most deprived and least deprived areas continues to be largest in writing (13 percentage points), with 93% of pupils resident in the least deprived areas achieving the expected level compared with 79% of pupils resident in the most deprived areas. This gap has narrowed by 2 percentage points in the latest period.

The attainment gap was smallest in mathematics (9 percentage points), a fall of 1 percentage point with 96% of pupils resident in the least deprived areas achieving the expected level compared with 87% of pupils resident in the most deprived areas.

The gap has also narrowed by 2 percentage points in 2013 in reading and by 1 percentage point in science

Table 1e: Deprivation attainment gaps (pupils in least deprived areas minus pupils in most deprived areas)

	2009	2010	2011	2012	2013
Reading	17	17	15	13	11
Writing	20	19	18	16	13
Mathematics	13	13	12	10	9
Science	15	15	14	13	12

Source: National Pupil Database

Phonics: Local authority achievement

In the 2013 year 1 phonics screening check, the proportion of pupils achieving the expected standard ranged from 59% in the local authorities of Liverpool and Derby to 79% in Solihull and Richmond upon Thames.

Looking at variation by local authority in the proportion of pupils achieving the expected standard of phonic decoding by the end of year 2, Cumbria was the LA with the lowest proportion at 70% and Solihull and Hartlepool the highest with 92% of pupils achieving the expected standard.

TABLES

All tables and underlying data are available on the Gov.uk website:

www.gov.uk/government/organisations/department-for-education/series/statistics-key-stage-1

Phonics year 1 screening check national table and tables by pupil characteristics

- Table 1:** Summary showing the percentage of year 1 pupils meeting the required standard of phonic decoding by school type and school phase, 2012 to 2013, England
- Table 2:** Percentage of year 1 pupils meeting the required standard of phonic decoding by pupil characteristics, 2012 to 2013, England
- Table 3a:** Percentage of year 1 pupils meeting the required standard of phonic decoding by ethnicity, free school meal eligibility and gender, 2012 to 2013, England
- Table 3b:** Percentage of year 1 pupils meeting the required standard of phonic decoding by SEN provision, free school meal eligibility and gender, 2012 to 2013, England
- Table 3c:** Percentage of year 1 pupils meeting the required standard of phonic decoding by SEN provision, ethnicity and gender, 2012 to 2013, England
- Table 4:** Number and percentage of year 1 pupils achieving each phonic mark by gender, 2012 to 2013, England

Phonics year 1 screening check local authority (LA) and region tables

- Table 5a:** Percentage of year 1 pupils meeting the required standard of phonic decoding by ethnicity and by local authority and region, 2012 to 2013, England
- Table 5b:** Percentage of year 1 pupils meeting the required standard of phonic decoding by first language and by local authority and region, 2012 to 2013, England
- Table 5c:** Percentage of year 1 pupils meeting the required standard of phonic decoding by free school meal eligibility and by local authority and region, 2012 to 2013, England
- Table 5d:** Percentage of year 1 pupils meeting the required standard of phonic decoding by SEN provision and by local authority and region, 2012 to 2013, England

Phonics year 2 screening check national tables by pupil characteristics and local authority summary

- Table 6** Summary showing the percentage of pupils meeting the required standard of phonic decoding by school type and school phase by the end of year 2, 2013
- Table 7** Percentage of pupils meeting the required standard of phonic decoding by pupil characteristics by the end of year 2, 2013
- Table 8** Percentage of pupils meeting the required standard of phonic decoding by local authority by the end of year 2, 2013

KS1 national tables

- Table 9:** Summary showing the percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by pupil characteristics, 2013, 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, 2013, 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, 2008 to 2013, England
- Table 12:** Average point score by gender, 2008 to 2013, England
- Table 13:** Number and percentage of pupils achieving each level in key stage 1 teacher assessments by subject and gender, 2013, England
- Table 14:** Percentage of pupils achieving each level in key stage 1 teacher assessments by pupil characteristics, 2009 to 2013, 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, 2009 to 2013, 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 2013, 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 2013, England

KS1 local authority (LA) and region tables

- Table 16:** Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments, 2011 to 2013, England
- Table 17:** Percentage of pupils achieving level 2B or above in key stage 1 teacher assessments, 2013, England
- Table 18:** Percentage of pupils achieving level 3 or above in key stage 1 teacher assessments, 2013, England
- Table 19:** Average point score by gender, 2013, England

KS1 local authority (LA) tables by pupil characteristics

- Table 20:** Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by ethnicity and by local authority and region, 2009 to 2013, England
- Table 21:** Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by first language by local authority and region, 2009 to 2013, England
- Table 22:** Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by free school meal eligibility by local authority and region, 2010 to 2013, England
- Table 23:** Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by SEN provision by local authority and region, 2009 to 2013, England

KS1 pupil residency tables

- Table A1:** Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments

by IDACI decile of pupil residence, 2009 to 2013, England

Table A2: Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by degree of rurality of pupil residence, 2009 to 2013, England

Table A3: Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by local authority district and region of pupil residence, 2009 to 2013, England

Table A4: Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by IDACI decile and degree of rurality of pupil residence, 2009 to 2013, 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:

www.gov.uk/government/organisations/department-for-education/series/statistics-key-stage-1

RELATED PUBLICATIONS

SFR 33/2012: National curriculum assessments at key stage 2 in England: academic year 2011 to 2012

www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-academic-year-2011-to-2012

SFR21/2013: Schools, pupils and their characteristics: January 2013

www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013

SFR04/2013: GCSE and equivalent attainment by pupil characteristics in England: 2011 to 2012

www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england

SFR02/2013: Revised GCSE and equivalent results in England: academic year 2011 to 2012

www.gov.uk/government/publications/revised-gcse-and-equivalent-results-in-england-academic-year-2011-to-2012

SFR30/2012: EYFSP attainment by pupil characteristics in England: academic year 2011 to 2012

www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-in-england-academic-year-2011-to-2012

SFR23/2012: Early years foundation stage profile results in England: academic year 2011 to 2012

www.gov.uk/government/publications/early-years-foundation-stage-profile-results-in-england-academic-year-2011-to-2012

SFR21/2012: Phonics screening check and national curriculum assessments at key stage 1 in England: 2012

www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2012

Small Area Statistics

For the **phonics screening check**, this publication includes tables at local authority level based on the geography of school location. (Tables 5a-5d year 1 screening check, table 8 year 2 screening check).

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 for phonics and 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)** are due to be published by the Office for National Statistics (ONS) on the **neighbourhood statistics service (NeSS)** website in June 2014.

www.neighbourhood.statistics.gov.uk/dissemination/

The ONS neighbourhood statistics data in 2013 was accompanied by the following Department for Education publication:

[Neighbourhood statistics: small area pupil attainment and absence by pupil characteristics in England - academic year 2011 to 2012](#)

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 at www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education

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.

A cross (x) is used in the tables published in this release to indicate 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 www.gov.uk/government/uploads/system/uploads/attachment_data/file/190768/Confidentiality_Policy_v4.pdf

OTHER SYMBOLS USED IN THE 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.

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.

REVISIONS

2013 figures in this publication are provisional. There is no plan to re-issue the publication with final 2013 figures. Final national and LA figures for 2013 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:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/190767/Revisions_Policy_v3.pdf

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:

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

YOUR FEEDBACK

Please contact sally.marshall@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

In addition to the information provided below a methodology document accompanies the pupil attainment Statistical First Releases (SFR) providing further information on the data sources, their coverage, the quality and how the data is validated and processed.

Phonics Screening Check: Background

The statutory phonics screening check for all Year 1 pupils was introduced in June 2012.

The check is designed to confirm whether individual pupils have learnt phonic decoding to an age appropriate standard and have grasped the essential skills that underpin good reading. 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 threshold mark for the test in both 2012 and 2013 was 32 marks out of 40. Pupils who have not reached this standard at the end of year 1 should receive extra support from their school to ensure they can improve their phonic decoding skills. They will then retake the screening check in year 2.

In 2013 the phonics screening check was administered during the week commencing 17 June 2013.

This publication includes national and local authority results from the 2013 screening check including the results for those pupils who did not reach the standard at the end of year 1 in 2012 and were re-checked in Year 2 in 2013.

The publication allows schools to benchmark the performance of their children. **School-level results will not be published.**

More information on the year 1 phonics screening check can be found at:
www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics

Phonics: Source of data

The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil characteristics sourced from the school census to the national curriculum assessment results for all pupils in state-funded schools in England. Further information on the phonics data collection can be found in the methodology document and further information on the NPD at: www.education.gov.uk/researchandstatistics/national-pupil-database

The Phonics NPD extract used in the production of the 2013 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 6 August 2013.

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

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 2013 year 1 phonics data there are 76 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 will have a minimal effect on the attainment percentages reported.

In order to report on the outcomes of the full 2012 year 1 cohort at the end of year 2 (tables 6-8), it has been necessary to combine the results from the two screening checks. Duplicate pupil records were removed from each year before matching and the best result for a pupil retained (order as in the outcome code table above, and the phonics mark if both codes are Wa). If more than one record exists for a pupil, and the screening check outcome and mark the same, then the record from the school attended at the time of the January 2013 school census has been retained. Where there has been no way to determine which school record to retain, as all other information is the same, then the result with the lowest establishment number has been kept. Once the data from year 1, 2012 and year 2, 2013 was merged, where a pupil had a result in both years the 2013 record has been considered the primary record and reported in the tables. 9,154 year 2 pupils took the test for the first time in 2013.

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 characteristics sourced from the school census to the national curriculum assessment results 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 chose to take part in the assessments. Further information on the KS1 data collection can be found in the methodology document and further information on the NPD can be found at www.education.gov.uk/researchandstatistics/national-pupil-database.

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 2013.

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: How to interpret the results

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”.

Pupils are only included in calculations for a subject if they have a valid level in that subject. 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 achieving figures for that subject.

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

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.

Please see the methodology document which accompanies this release for further information on the national curriculum and on how the assessments are made.

KS1: 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.

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 Descriptions

The school types reported within this SFR are taken from Edubase and are given as at 12 September 2012. More details are provided in the methodology document.

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 2012. Only schools with eligible pupils are included in figures.

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 2013', published at:

www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013

and 'Special Educational Needs in England, January 2013', published at:

www.gov.uk/government/publications/special-educational-needs-in-england-january-2013

More details on the pupil characteristics presented in this release are provided in the methodology document.

ENQUIRIES

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

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