



Department
for Education

English proficiency of pupils with English as an additional language

Ad-hoc notice

February 2020

Contents

| | |
|---|----|
| 1. Summary | 3 |
| 2. Introduction | 4 |
| 3. Proficiency in English | 5 |
| Movement between proficiency levels | 6 |
| 4. English proficiency by characteristics | 7 |
| Gender, year group and time in English school | 7 |
| Special educational needs | 10 |
| Free school meals, disadvantage and IDACI | 11 |
| Ethnicity | 11 |
| First language | 12 |
| 5. Geographical breakdowns | 13 |
| Region | 13 |
| Local authority | 14 |
| 6. Relationship between English proficiency and attainment. | 15 |
| Early years | 15 |
| Phonics | 15 |
| Key stage 1 | 16 |
| Key stage 2 | 17 |
| Key stage 4 | 18 |
| Annex A: Notes on data | 20 |
| Annex B: Additional tables | 21 |

1. Summary

In Spring 2018, 36% of pupils with English as an additional language (EAL) were assessed as being fluent in English and a further 25% as competent. Pupils whose first language was English did not have their English proficiency assessed so there is no benchmark to compare these figures to. 77% of those who were assessed in both Spring 2017 and Spring 2018 were assessed at the same level in both censuses, while 18% were assessed at a higher level in Spring 2018.

There is some variation in English proficiency by characteristics. The largest differences are seen by age and length of time in an English school. Secondary school pupils are more likely to be assessed as competent or fluent in English (77%) than primary school pupils (51%). Similarly, pupils who have been in an English school for 5 or more years are more likely to be assessed as competent or fluent in English (80%) than pupils who have been in an English school for 1 to 4 years (40%).

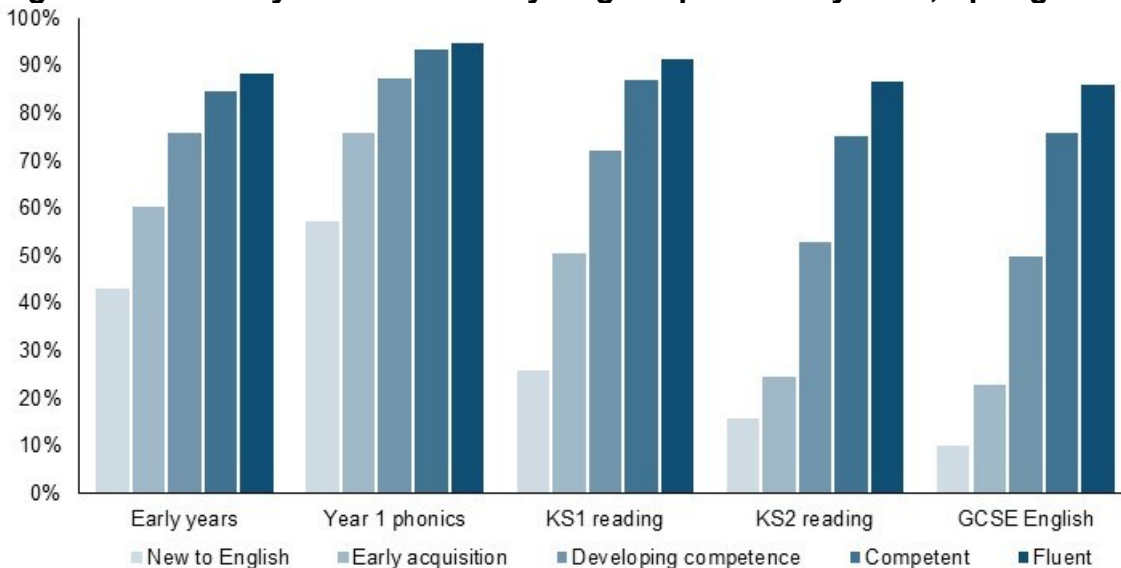
Pupils with special educational needs (SEN) are more likely to be assessed at a lower English proficiency level. 39% of SEN pupils were assessed as competent or fluent in English compared to 64% of pupils with no SEN.

There is considerable variation in English proficiency by language. However, this can be partly explained by differences in the length of time that speakers of different languages have been in an English school. Differences by other characteristics are smaller.

Pupils living in the least deprived areas more likely to be assessed at a higher English proficiency level. 73% of pupils living in the least deprived decile were assessed as competent or fluent in English compared to only 59% of those in the most deprived decile.

English proficiency levels are highest in the South East (66%) and in London (65%) and lowest in the North East (54%) and North West (54%) though there is considerable variation within regions. These differences are likely to be due to the differing characteristics of pupils within each region.

Figure 1: Summary of attainment by English proficiency level, Spring 2018



Attainment increases with greater English proficiency at all key stages. The difference between the attainment of those who are new to English and those who are fluent in English is greater in the later key stages.

At key stage 1 and 2 (age 7 and 11), the impact of low English proficiency levels is greater in reading and writing than in maths and science. Similarly, at key stage 4, the impact is greater in GCSE English than in GCSE maths.

At all key stages, the attainment of those EAL pupils assessed as competent or fluent in English was higher than the attainment of pupils whose first language was English. In early years and year 1 phonics, the attainment of those assessed as developing competence was also higher than the attainment of pupils whose first language was English.

2. Introduction

Information on a pupil's first language is collected in the school census. A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration. In spring 2018, there were 8.1 million pupils in state-funded schools in England. Of these, 1.6 million (19%)¹ were recorded as having English as an additional language.

EAL pupils are much less likely to be white than pupils with English as their first language - 30% of EAL pupils are white, 41% are Asian and 13% are black (85% of pupils with English first language are white, 4% are black and 4% are Asian). They are also more likely to be of primary school age - 64% of EAL pupils are in primary schools (compared to 57% of pupils with English first language). They are similar to pupils with English first language in terms of other characteristics - 51% are male, 25% are disadvantaged and 13% have a special educational need.

They are more likely to go to school in London and less likely to go to school in the South West - 38% of EAL pupils are at schools in London compared to 10% of pupils with English first language and 4% are at schools in the South West compared to 11% of pupils with English first language (see Annex B for more details).

In Autumn 2016, Spring 2017 and Spring 2018, an additional question was included in the school census to collect data on the English proficiency of pupils with EAL. Schools were required to assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to. Schools had autonomy as to how they made the judgement, for example, they were free to decide who should make the judgement. This release presents an analysis of this data. The following categories were used.

¹ See table 5a of [Schools, pupils and their characteristics: January 2018](#)

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

3. Proficiency in English

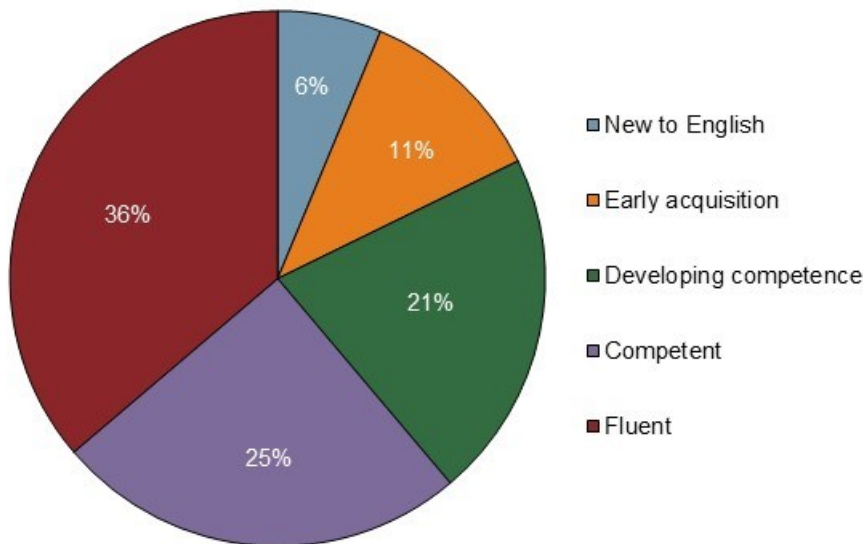
In Autumn 2016, 71% of EAL pupils had had their English language proficiency assessed. By Spring 2017 this had increased to 91% and by Spring 2018 to 93%.

Many of those (35%) who had not been assessed in Spring 2018 had joined their school in the 2017/18 academic year (either at the usual time in September or part-way through the year). In these cases, it is likely that their school may not have had sufficient time to assess their English proficiency.

The majority of schools (66%) had assessed the English language proficiency of all their EAL pupils in Spring 2018. A further 18% of schools had assessed the English language proficiency of most (over 90%) of their EAL pupils. A small minority of schools (1,097 or 6% of all schools) had assessed the English language proficiency of less than half of their EAL pupils - these schools together accounted for almost half (47%) of all EAL pupils who had not been assessed. Two fifths of these schools (41%) have fewer than 10 EAL pupils so may have less expertise in assessing the English proficiency of pupils.

Figure 2 shows the English proficiency of EAL pupils who were assessed in Spring 2018. This shows that 36% of EAL pupils were assessed as being fluent in English and a further 25% as competent. Figures for Autumn 2016 and Spring 2017 are similar (see Annex B).

Figure 2: English proficiency of EAL pupils, Spring 2018



Movement between proficiency levels

77% of those who were assessed in both Spring 2017 and Spring 2018 were assessed at the same level in both censuses, 18% were assessed at a higher level in Spring 2018 and 4% were assessed at a lower level in Spring 2018. Some of the changes (especially where pupils have moved to a lower English proficiency level) will be due to the subjective nature of the assessment rather than to genuine changes in English proficiency level.

Table 1 shows the movement between proficiency levels for each proficiency level in Spring 2017. Those assessed at lower levels in Spring 2017 were more likely to change levels between the two censuses.

Table 1: Comparison of English proficiency levels in Spring 2017 and Spring 2018

| English proficiency in Spring 2017 | Number of pupils | Percentage with English proficiency level | | | | |
|------------------------------------|------------------|---|-------------------|-----------------------|-----------|--------|
| | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| New to English | 67,935 | 51% | 28% | 15% | 5% | 2% |
| Early acquisition | 138,211 | 1% | 59% | 28% | 9% | 3% |
| Developing competence | 251,248 | 0% | 2% | 69% | 20% | 8% |
| Competent | 285,549 | 0% | 1% | 4% | 77% | 18% |
| Fluent | 398,002 | 0% | 0% | 2% | 4% | 94% |

Table 2 shows the movement between proficiency levels by year group. This shows that the proportion assessed at the same level in both Spring 2017 and Spring 2018 increases throughout primary school (from 66% in year 1 to 79% in year 6) but then drops

considerably in year 7 to 50%. For pupils in years 8 and above, the proportion assessed at the same level in both Spring 2017 and Spring 2018 is much higher.

It is also noticeable that the proportion who are assessed at a lower level in Spring 2018 than in Spring 2017 is much higher for those in year 7 (18%) than in other academic years (typically between 1% and 4%).

This is likely to reflect the fact that most children will change schools between year 6 and year 7 and their English proficiency will be assessed by a different member of school staff who may make a different judgement.

Table 2: Movement between English proficiency levels by year group

| Year group in Spring 2018 ² | Number of pupils | Change in proficiency level between Spring 2017 and Spring 2018 | | |
|--|------------------|---|------|-----------------------|
| | | Lower in Spring 2018 | Same | Higher in Spring 2018 |
| Year 1 | 116,341 | 4% | 66% | 30% |
| Year 2 | 122,143 | 4% | 70% | 26% |
| Year 3 | 120,893 | 5% | 72% | 23% |
| Year 4 | 121,402 | 4% | 77% | 19% |
| Year 5 | 120,544 | 4% | 78% | 18% |
| Year 6 | 113,729 | 4% | 79% | 17% |
| Year 7 | 69,946 | 18% | 50% | 32% |
| Year 8 | 73,115 | 2% | 89% | 9% |
| Year 9 | 75,192 | 2% | 89% | 9% |
| Year 10 | 74,996 | 2% | 89% | 9% |
| Year 11 | 73,656 | 1% | 91% | 8% |
| Year 12 | 32,171 | 2% | 89% | 9% |
| Year 13 | 25,986 | 0% | 97% | 3% |

4. English proficiency by characteristics

Gender, year group and time in English school

Table 3 shows the English proficiency levels in Spring 2018 by gender. This suggests that girls are more likely to be assessed at a higher English proficiency level although the differences are not large.

Table 3: English proficiency level by gender

| | Number of pupils | Percentage with English proficiency level | | | | |
|--------|------------------|---|-------------------|-----------------------|-----------|--------|
| | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| Female | 730,185 | 6% | 10% | 20% | 25% | 39% |
| Male | 758,866 | 7% | 13% | 22% | 24% | 34% |

² Pupils in reception in Spring 2018 are not shown as very few had an English proficiency assessment in the previous year.

English proficiency levels increase with age (see table 4). 52% of those of secondary school age (years 7 to 11) were assessed as fluent in English compared to only 26% of those of primary school age (reception to year 6).

Table 4: English proficiency level by year group³

| | Number of pupils | Percentage with English proficiency level | | | | |
|-----------|------------------|---|-------------------|-----------------------|-----------|--------|
| | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| Reception | 131,825 | 23% | 28% | 23% | 14% | 12% |
| Year 1 | 139,281 | 14% | 26% | 27% | 18% | 16% |
| Year 2 | 140,106 | 7% | 18% | 29% | 24% | 22% |
| Year 3 | 138,379 | 5% | 12% | 27% | 28% | 27% |
| Year 4 | 137,664 | 4% | 10% | 25% | 30% | 31% |
| Year 5 | 135,673 | 3% | 7% | 23% | 31% | 36% |
| Year 6 | 127,480 | 3% | 6% | 20% | 31% | 40% |
| Year 7 | 96,372 | 3% | 6% | 18% | 28% | 46% |
| Year 8 | 95,464 | 3% | 6% | 16% | 25% | 50% |
| Year 9 | 93,355 | 3% | 5% | 15% | 25% | 53% |
| Year 10 | 92,110 | 3% | 5% | 14% | 24% | 54% |
| Year 11 | 87,802 | 2% | 4% | 13% | 24% | 57% |
| Year 12 | 41,419 | 1% | 2% | 6% | 22% | 68% |
| Year 13 | 31,936 | 0% | 1% | 3% | 17% | 79% |

We do not collect data on a pupil's arrival date in an English-speaking country. However, we have used the school census⁴ to identify the academic year that each pupil first appeared in a state-funded school in England. This will be a good proxy for their arrival date in England though some pupils may have attended an independent school in England prior to attending a state-funded school. In addition, some pupils may have lived in a different English-speaking country prior to arriving in England.

Table 5 shows the English proficiency levels in Spring 2018 by year of first joining an English school. As expected, this clearly shows that English proficiency levels increase with the number of years in an English school.

³ A small number of pupils were in year 14 or were not following the national curriculum. These are not shown.

⁴ Including the PRU and AP census.

Table 5: English proficiency level in Spring 2018 by year of joining an English school

| Year of first joining an English school | Number of pupils | Percentage with English proficiency level | | | | |
|---|------------------|---|-------------------|-----------------------|-----------|--------|
| | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| 2017/18 | 172,722 | 28% | 26% | 22% | 13% | 11% |
| 2016/17 | 185,297 | 16% | 26% | 27% | 17% | 14% |
| 2015/16 | 174,103 | 5% | 18% | 31% | 25% | 22% |
| 2014/15 | 158,244 | 2% | 11% | 28% | 30% | 29% |
| 2013/14 | 144,405 | 1% | 7% | 25% | 32% | 35% |
| 2012/13 | 132,699 | 1% | 5% | 21% | 32% | 40% |
| 2011/12 | 118,663 | 1% | 3% | 18% | 33% | 46% |
| 2010/12 | 82,815 | 1% | 3% | 14% | 29% | 53% |
| 2009/10 | 76,400 | 1% | 3% | 12% | 26% | 59% |
| 2008/09 | 70,919 | 0% | 2% | 11% | 24% | 63% |
| 2007/08 | 66,366 | 0% | 1% | 9% | 23% | 66% |
| 2006/07 | 59,580 | 0% | 1% | 8% | 22% | 69% |
| 2005/06 | 27,370 | 0% | 1% | 4% | 19% | 76% |
| 2004/05 | 20,208 | 1% | 1% | 3% | 14% | 81% |

It is also possible to look at this the other way round (see table 6). This shows that the vast majority (82%) of those assessed as new to English had first joined an English school in the current or previous academic year. On average, this group had been in an English school for 1.9 years. In contrast, over half of those assessed as fluent in English had been in an English school for 7 or more years. On average, this group had been in an English school for 7.3 years.

Table 6: English proficiency level by number of years in an English school

| Number of years in an English school ⁵ | New to English | Early acquisition | Developing competence | Competent | Fluent |
|---|----------------|-------------------|-----------------------|-----------|---------|
| Number of pupils | 87,164 | 159,500 | 292,670 | 346,305 | 503,097 |
| 1 | 50% | 25% | 11% | 6% | 3% |
| 2 | 32% | 28% | 16% | 9% | 5% |
| 3 | 9% | 19% | 17% | 12% | 7% |
| 4 | 4% | 10% | 15% | 13% | 9% |
| 5 | 2% | 6% | 12% | 13% | 10% |
| 6 | 1% | 4% | 9% | 12% | 10% |
| 7+ | 2% | 7% | 19% | 36% | 56% |
| Average (years) | 1.9 | 2.9 | 4.4 | 5.8 | 7.3 |

Table 7 shows that 64% of pupils who started at an English school in reception were recorded as competent or fluent in English. This compares to 50% of those who first joined an English school after reception. Among both groups, there is a clear increase in English proficiency as

⁵ Including the current academic year.

we move through the year groups. This may suggest that many EAL pupils, even among those who have lived in England for most or all of their lives, have been exposed to limited English prior to starting school, though it is difficult to draw firm conclusions due to the lack of comparator data about the English language proficiency of pupils with English first language.

Table 7: English proficiency by year group and time of joining English school

| Current year group | Percentage of pupils recorded as competent or fluent in English | |
|--------------------|---|------------------------|
| | Joined in reception | Joined after reception |
| All year groups | 64% | 50% |
| Reception | 26% | - |
| Year 1 | 35% | 8% |
| Year 2 | 49% | 13% |
| Year 3 | 60% | 21% |
| Year 4 | 67% | 29% |
| Year 5 | 73% | 36% |
| Year 6 | 78% | 43% |
| Year 7 | 82% | 52% |
| Year 8 | 85% | 53% |
| Year 9 | 87% | 57% |
| Year 10 | 89% | 60% |
| Year 11 | 91% | 66% |
| Year 12 | 95% | 84% |
| Year 13 | 97% | 93% |

Special educational needs

Pupils with special educational needs (SEN) have lower English proficiency levels than those with no special educational needs and those with an Education, Health and Care Plan (EHCP) or statement have lower levels than those with SEN support.

Table 8: English proficiency level by SEN

| | Number of pupils | % arrived after reception | Percentage with English proficiency level in Spring 2018 | | | | |
|----------------|------------------|---------------------------|--|-------------------|-----------------------|-----------|--------|
| | | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| EHCP/Statement | 36,068 | 12% | 16% | 28% | 22% | 14% | 19% |
| SEN support | 153,786 | 16% | 10% | 21% | 30% | 20% | 20% |
| No SEN | 1,299,197 | 20% | 6% | 10% | 20% | 26% | 39% |

Free school meals, disadvantage and IDACI⁶

There is little difference in English proficiency levels between those who are eligible for free school meals and those who are not - those who are not eligible for free school meals are slightly more likely to have been assessed as fluent in English.

There is also little difference in English proficiency levels between those who have been eligible for free school meals at some point in the last six years and those who have not.

Table 9: English proficiency level by FSM and disadvantage

| | Number of pupils | % arrived after reception | Percentage with English proficiency level in Spring 2018 | | | | |
|----------|------------------|---------------------------|--|-------------------|-----------------------|-----------|--------|
| | | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| FSM | 203,444 | 16% | 6% | 12% | 23% | 25% | 34% |
| Not FSM | 1,286,347 | 20% | 6% | 11% | 21% | 25% | 37% |
| | | | | | | | |
| FSM6 | 365,600 | 15% | 4% | 10% | 22% | 27% | 36% |
| Not FSM6 | 1,124,191 | 21% | 7% | 12% | 21% | 24% | 36% |

Pupils living in the least deprived areas are more likely to be assessed at a higher English proficiency level than those living in the most deprived areas.

Table 10: English proficiency level by IDACI decile

| | Number of pupils | % arrived after reception | Percentage with English proficiency level in Spring 2018 | | | | |
|---------------------|------------------|---------------------------|--|-------------------|-----------------------|-----------|--------|
| | | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| 1 (most deprived) | 289,420 | 18% | 7% | 12% | 22% | 25% | 33% |
| 2 | 296,480 | 18% | 7% | 12% | 22% | 25% | 33% |
| 3 | 253,954 | 19% | 7% | 12% | 22% | 25% | 34% |
| 4 | 186,763 | 19% | 6% | 12% | 21% | 25% | 35% |
| 5 | 147,397 | 19% | 6% | 11% | 20% | 26% | 38% |
| 6 | 97,269 | 21% | 6% | 10% | 20% | 25% | 40% |
| 7 | 72,029 | 21% | 6% | 10% | 19% | 24% | 41% |
| 8 | 54,970 | 21% | 5% | 9% | 18% | 24% | 44% |
| 9 | 45,375 | 22% | 4% | 8% | 17% | 24% | 47% |
| 10 (least deprived) | 42,754 | 23% | 4% | 7% | 16% | 22% | 51% |

Ethnicity

Table 11 shows the English proficiency levels in Spring 2018 by major ethnic group. Pupils from white or other origins tend to have slightly lower English proficiency levels. There is considerable variation in English proficiency levels within the white group - EAL pupils whose ethnicity is recorded as White British or White Irish have the highest levels of English proficiency (72% and 77% are recorded as either competent or fluent), while those whose ethnicity is recorded as Gypsy/Roma or white other have the lowest levels (20% and 54%

⁶ The [Income Deprivation Affecting Children Index](#) (IDACI) measures the proportion of all children aged 0 to 15 in a small area living in income deprived families.

are recorded as either competent or fluent). There is much less difference within the other major ethnic groups. See annex B for more details.

Table 11: English proficiency levels by major ethnic group

| | Number of pupils | % arrived after reception | Percentage with English proficiency level in Spring 2018 | | | | |
|---------|------------------|---------------------------|--|-------------------|-----------------------|-----------|--------|
| | | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| White | 441,458 | 29% | 9% | 14% | 23% | 24% | 30% |
| Black | 191,185 | 18% | 4% | 10% | 19% | 26% | 41% |
| Asian | 612,782 | 12% | 4% | 10% | 21% | 26% | 39% |
| Chinese | 25,941 | 15% | 6% | 10% | 19% | 24% | 42% |
| Mixed | 77,989 | 19% | 5% | 10% | 19% | 24% | 42% |
| Other | 116,513 | 25% | 9% | 13% | 22% | 24% | 33% |

First language

Table 12 shows the English proficiency levels in Spring 2018 by first language. Only languages spoken by at least 10,000 pupils are shown. This suggests that there is considerable variation in English proficiency by language - for example, only 35% of those whose first language is Romanian are fluent or competent in English compared to 77% of those whose first language is Yoruba. The languages spoken by those with the lowest English proficiency levels tend to be European or Middle Eastern languages.

Table 12: English proficiency levels by first language

| | Number of pupils | % arrived after reception | Percentage with English proficiency level in Spring 2018 | | | | |
|---------------|------------------|---------------------------|--|-------------------|-----------------------|-----------|--------|
| | | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| Romanian | 52,124 | 52% | 20% | 20% | 25% | 19% | 16% |
| Slovak | 13,234 | 38% | 14% | 22% | 26% | 20% | 18% |
| Bulgarian | 13,785 | 47% | 15% | 16% | 23% | 23% | 24% |
| Kurdish | 15,140 | 13% | 10% | 16% | 26% | 24% | 24% |
| Hungarian | 11,309 | 41% | 12% | 15% | 23% | 22% | 27% |
| Lithuanian | 26,181 | 27% | 9% | 15% | 25% | 26% | 25% |
| Italian | 24,461 | 58% | 11% | 14% | 23% | 23% | 30% |
| Pashto/Pakhto | 20,735 | 16% | 7% | 14% | 26% | 25% | 28% |
| Polish | 138,796 | 19% | 7% | 14% | 25% | 26% | 28% |
| Arabic | 69,108 | 25% | 9% | 13% | 22% | 24% | 32% |
| Russian | 17,574 | 24% | 9% | 13% | 22% | 24% | 32% |
| Spanish | 31,917 | 43% | 9% | 12% | 22% | 23% | 34% |
| Portuguese | 40,086 | 31% | 8% | 13% | 23% | 25% | 32% |
| Turkish | 28,306 | 10% | 7% | 12% | 23% | 26% | 32% |
| Persian/Farsi | 21,592 | 15% | 5% | 11% | 22% | 25% | 36% |
| Urdu | 147,460 | 11% | 5% | 11% | 22% | 26% | 36% |
| Bengali | 109,060 | 8% | 5% | 11% | 21% | 26% | 37% |
| Panjabi | 124,189 | 6% | 4% | 10% | 22% | 25% | 38% |
| Somali | 50,032 | 11% | 4% | 10% | 21% | 28% | 37% |

| | Number of pupils | % arrived after reception | Percentage with English proficiency level in Spring 2018 | | | | |
|------------------|------------------|---------------------------|--|-------------------|-----------------------|-----------|--------|
| | | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| Albanian/Shqip | 16,255 | 10% | 5% | 10% | 20% | 26% | 38% |
| Chinese | 26,889 | 15% | 5% | 10% | 19% | 24% | 42% |
| Gujarati | 44,285 | 10% | 3% | 10% | 19% | 26% | 42% |
| Hindi | 15,420 | 22% | 4% | 9% | 17% | 25% | 45% |
| French | 31,097 | 19% | 4% | 8% | 17% | 24% | 47% |
| Malayalam | 15,918 | 13% | 3% | 8% | 17% | 24% | 47% |
| Tamil | 36,459 | 11% | 3% | 8% | 17% | 27% | 44% |
| Akan/Twi-Fante | 14,008 | 11% | 2% | 8% | 18% | 25% | 47% |
| Tagalog/Filipino | 14,759 | 21% | 2% | 7% | 16% | 26% | 49% |
| Yoruba | 18,367 | 11% | 2% | 7% | 15% | 25% | 51% |

The factors most closely associated with a pupil's English proficiency level are their age and how long they have been in an English school. Only 9% of EAL pupils in years 1, 2 or 3 who first joined an English school in the current academic year were recorded as competent or fluent in English. In contrast, 87% of EAL pupils in years 7 to 11 who have been in an English school since reception were recorded as competent or fluent in English.

The differences in English proficiency levels by ethnicity can, at least partly, be explained by differences in how long the different groups have been in an English school. Pupils from white or other origins have lower English proficiency levels but this can be explained by the fact that these groups are more likely to have first entered an English school after reception (29% of white EAL pupils and 25% of other EAL pupils first entered an English school after reception, compared to 12% to 19% for other ethnic groups).

Similarly, the differences in English proficiency levels by first language can also be partly explained by differences in the length of time that speakers of different languages have been in an English school. For example, 52% of pupils whose first language is Romanian first arrived in an English school after reception compared to 11% of those whose first language is Yoruba.

This does not explain the differences by SEN or FSM status. Pupils with no SEN or FSM tend to have higher English proficiency levels but these groups are more likely to have entered an English school after reception. Similarly, it does not explain the difference by IDACI, where both English proficiency levels and the proportion who first entered an English school after reception increase as we move to less deprived areas.

5. Geographical breakdowns

Region

Table 13 shows English proficiency levels in Spring 2018 by region. English proficiency levels are highest in the South East region and in London and lowest in the North East, North West and Yorkshire and the Humber regions. These differences are likely to be due to the differing characteristics of pupils within each region. For example, the high English

proficiency levels in the South East, may be explained by the fact that relatively few EAL pupils in the South East live in a deprived area. Similarly, the high English proficiency levels in London may be explained by the fact that it has a lower proportion of its EAL pupils who arrived in an English school after reception.

Table 13: English proficiency levels by region

| | Number of pupils | Percentage with English proficiency level in Spring 2018 | | | | |
|------------------------|------------------|--|-------------------|-----------------------|-----------|--------|
| | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| North East | 25,017 | 8% | 14% | 23% | 22% | 32% |
| North West | 151,320 | 8% | 14% | 24% | 24% | 30% |
| Yorkshire & the Humber | 127,968 | 8% | 13% | 23% | 25% | 31% |
| East Midlands | 96,837 | 7% | 12% | 22% | 26% | 33% |
| West Midlands | 182,767 | 7% | 12% | 21% | 25% | 36% |
| East | 124,352 | 7% | 13% | 22% | 24% | 35% |
| London | 560,206 | 5% | 10% | 20% | 26% | 39% |
| South East | 165,431 | 5% | 9% | 19% | 25% | 41% |
| South West | 55,893 | 8% | 12% | 21% | 23% | 35% |

Local authority

Table 14 shows the local authorities with the highest and lowest percentages of EAL pupils recorded as fluent or competent in English. In Rutland, 62% of EAL pupils are recorded as fluent in English and a further 18% as competent in English. However, in Portsmouth, only 18% of EAL pupils are recorded as fluent in English and 16% as competent in English.

Table 14: Local authorities with highest and lowest English proficiency⁷

| Highest | | Lowest | |
|------------------------|-----------------------|---------------------|-----------------------|
| Local authority | % competent or fluent | Local authority | % competent or fluent |
| Rutland | 80% | Portsmouth | 34% |
| Wokingham | 79% | Oldham | 41% |
| Bromley | 77% | Peterborough | 42% |
| Camden | 77% | Salford | 43% |
| Leicestershire | 74% | Norfolk | 44% |
| Buckinghamshire | 73% | Newcastle upon Tyne | 46% |
| Bexley | 73% | Somerset | 46% |
| Windsor and Maidenhead | 72% | Middlesbrough | 47% |
| Torbay | 72% | Herefordshire | 48% |
| Sunderland | 72% | Leeds | 49% |

These differences are likely to be due to the differing characteristics of pupils within each local authority - the local authorities with the highest English proficiency levels tend to have low percentages of pupils who live in a deprived area and/or a lower proportion of their EAL

⁷ Excluding Isles of Scilly which has very low numbers of EAL pupils.

pupils who arrived in an English school after reception. There does not appear to be a relationship between English proficiency levels and the proportion of EAL pupils within the local authority. See annex B for the full local authority data.

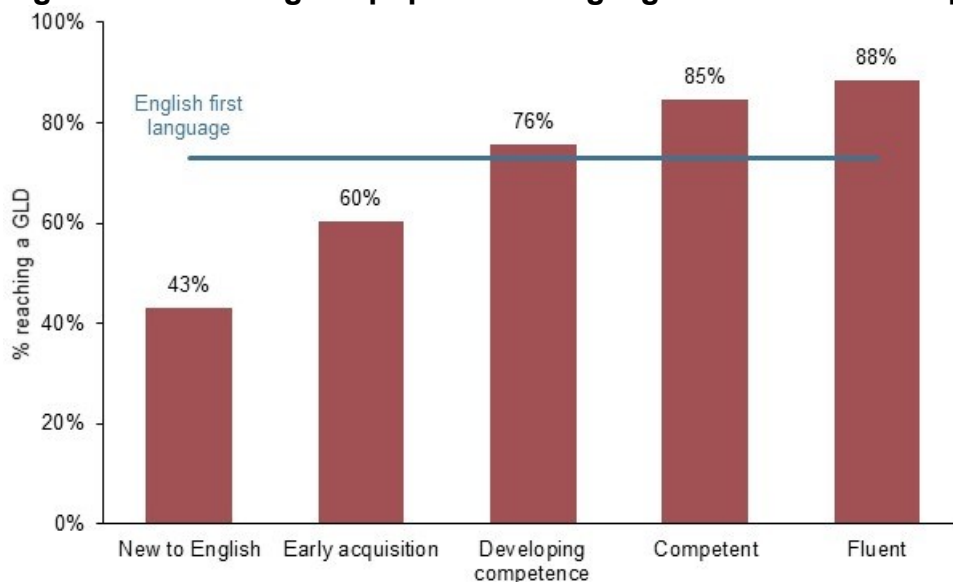
6. Relationship between English proficiency and attainment.

Early years

Figure 3 shows that there is a strong relationship between a pupil's English proficiency level as recorded in reception year and their attainment in the Early Years Foundation Stage Profile (EYFSP). Only 43% of those pupils who were recorded as being new to English achieved a good level of development (GLD) at the end of reception compared to 88% of those who were recorded as fluent in English.

Pupils assessed as developing competence, competent or fluent were more likely to reach a good level of development than pupils whose first language was English (73%).

Figure 3: Percentage of pupils reaching a good level of development (GLD)



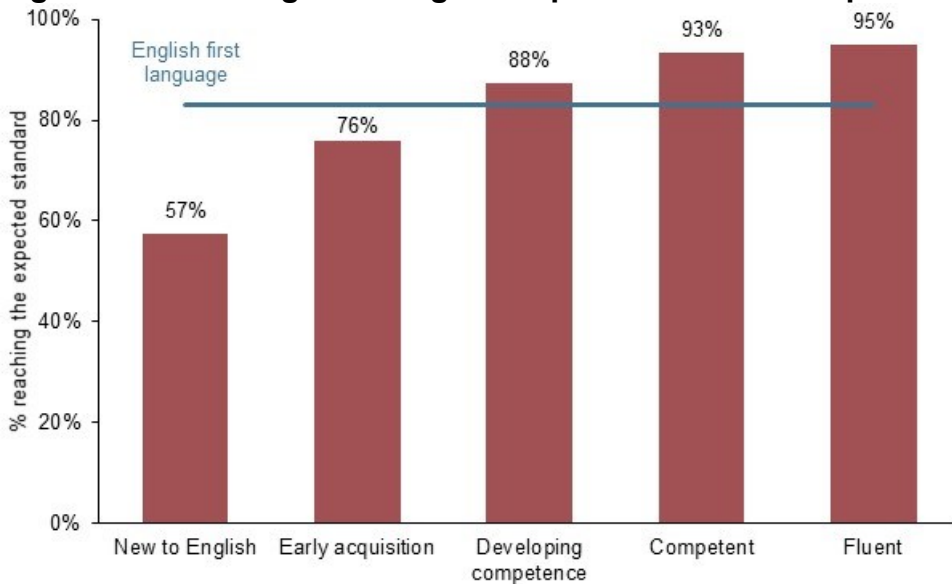
Base: EAL pupils in reception in 2017/18 who had both English proficiency and EYFSP assessments.

Phonics

There is also a strong relationship between a pupil's English proficiency level as recorded in year 1 and whether they reached the expected standard of phonic decoding at the end of year 1. Only 57% of those pupils who were recorded as being new to English achieved the expected standard at the end of year 1 compared to 95% of those who were recorded as fluent in English (see figure 4).

Pupils assessed as developing competence, competent or fluent were more likely to achieve the expected standard than pupils whose first language was English (83%).

Figure 4: Percentage meeting the expected standard of phonic decoding

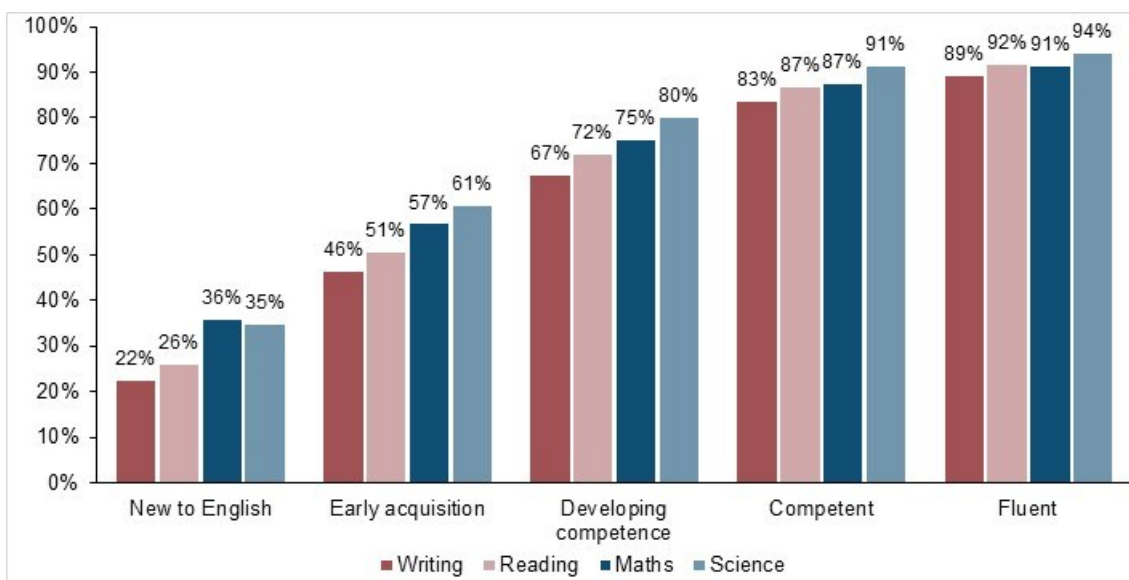


Base: EAL pupils in year 1 in 2017/18 who had both English proficiency and phonics assessments.

Key stage 1

Figure 5 shows that there is a strong relationship between a pupil’s English proficiency level as recorded in year 2 and their attainment in all subjects at the end of key stage 1⁸. The impact is larger in reading and writing than in maths and science. In writing, pupils who are recorded as fluent in English are 4.0 times as likely as those recorded as new to English to reach the expected level. However in maths, pupils who are recorded as fluent in English are only 2.6 times as likely as those recorded as new to English to reach the expected level.

Figure 5: Percentage meeting the expected standard at key stage 1



Base: EAL pupils in year 2 in 2017/18 who had both English proficiency and KS1 assessments

⁸ Key Stage 1 attainment is measured by teacher assessment. For many pupils, the assessment of English proficiency and the KS1 teacher assessments will have been carried out by the same teacher.

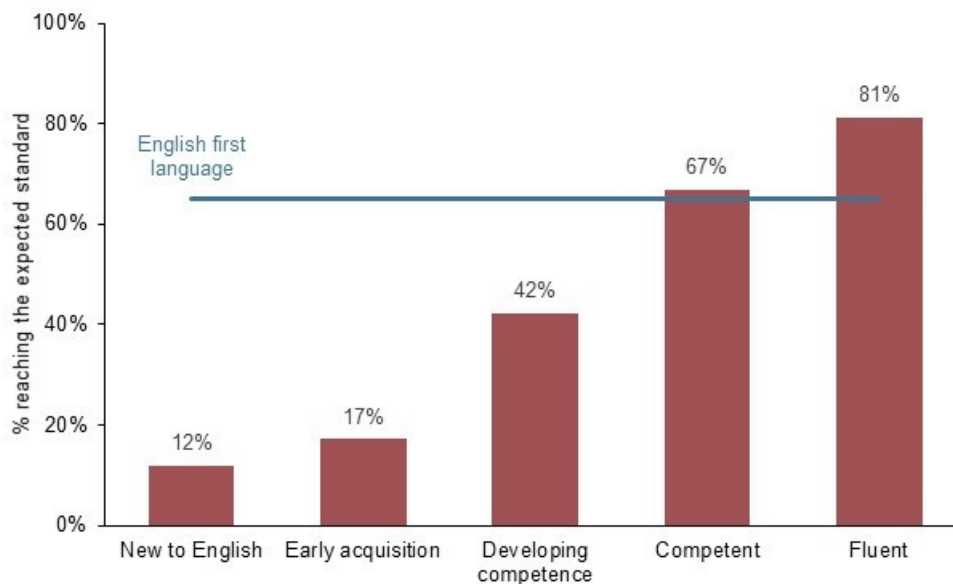
Pupils assessed as competent or fluent were more likely to achieve the expected standard than pupils whose first language was English (70% in writing, 76% in reading and maths and 84% in science).

Key stage 2

Figure 6 shows that there is a strong relationship between a pupil’s English proficiency level as recorded in year 6 and their likelihood of reaching the expected standard in reading, writing and maths at the end of key stage 2.

Pupils assessed as competent or fluent were more likely to achieve the expected standard than pupils whose first language was English (65%).

Figure 6: Percentage meeting the expected standard in reading, writing and maths at key stage 2



Base: EAL pupils in year 6 in 2017/18 who had both English proficiency and KS2 assessments⁹.

Table 15 shows the variation in attainment rates at key stage 2 by subject. As for key stage 1, the impact is larger in reading and writing than in maths. In reading, pupils who are recorded as fluent in English are 5.5 times as likely as those recorded as new to English to reach the expected level. However in maths, pupils who are recorded as fluent in English are only 2.8 times as likely as those recorded as new to English to reach the expected level. Pupils who are new to English are twice as likely to reach the expected standard in maths as in reading.

⁹ Note that fewer than 4,000 year 6 pupils were assessed as ‘New to English’

Table 15: Percentage meeting the expected standard at key stage 2 by English proficiency level

| | New to English | Early acquisition | Developing competence | Competent | Fluent |
|-----------------------------------|----------------|-------------------|-----------------------|-----------|--------|
| Number of pupils ¹⁰ | 3,411 | 6,858 | 24,622 | 38,033 | 48,807 |
| Reached the expected standard in: | | | | | |
| Reading | 16% | 24% | 53% | 75% | 87% |
| Writing | 17% | 28% | 60% | 83% | 92% |
| Maths | 32% | 39% | 64% | 82% | 90% |
| Grammar, punctuation and spelling | 21% | 31% | 64% | 85% | 93% |
| Science | 24% | 35% | 66% | 86% | 93% |

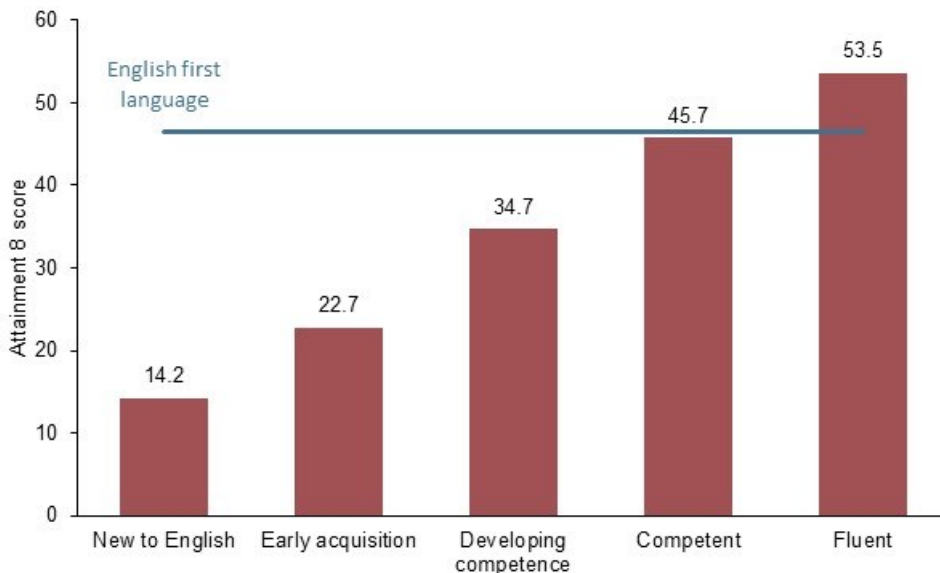
Base: EAL pupils in year 6 in 2017/18 who had both English proficiency and KS2 assessments.

Key stage 4

Figure 7 shows that there is a strong relationship between a pupil’s English proficiency level as recorded in year 11 and their attainment 8 score at the end of key stage 4. The average attainment 8 score of those pupils who were recorded as being new to English was 14.2 compared to 53.5 for those who were recorded as fluent in English.

Pupils assessed as fluent in English have a higher average attainment 8 score than pupils whose first language was English (46.5).

Figure 7: Average attainment 8 score



Base: EAL pupils in year 11 in 2017/18 who had both English proficiency and attainment 8 score¹¹.

Figure 8 shows the percentage achieving GCSE grades 9 to 4 in English and maths¹² by English proficiency level as recorded in year 11. The impact of low English proficiency levels

¹⁰ Number of pupils with a result in all of reading, writing and maths. Numbers for individual subjects will vary slightly.

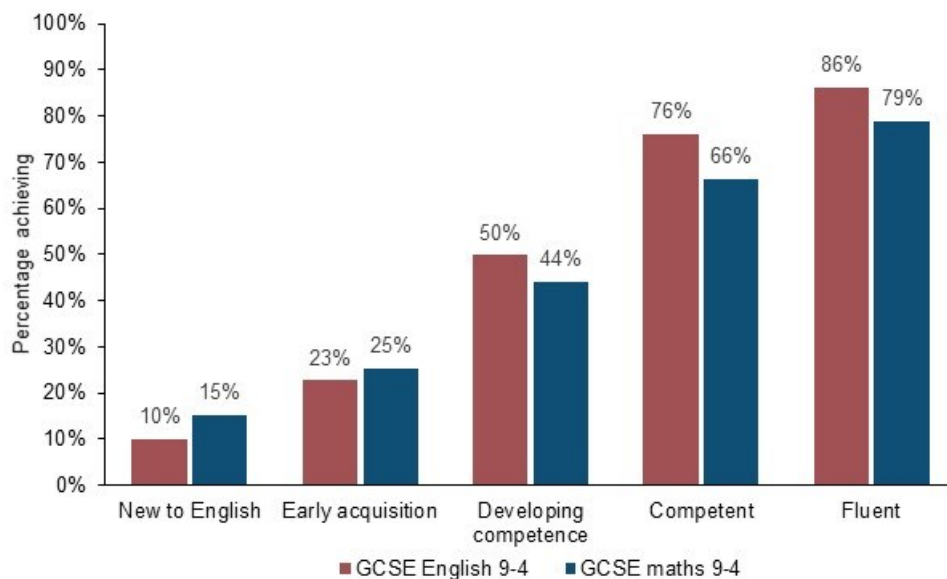
¹¹ Note that fewer than 4,000 year 11 pupils were assessed as ‘New to English’ or ‘Early Acquisition’.

¹² English includes either GCSE English language, GCSE English literature, AS English language, AS English literature or AS English language and literature. Maths includes GCSE maths or AS maths.

is greater in English than in maths. Pupils who are recorded as fluent in English are 8.6 times as likely as those recorded as new to English to achieve a GCSE at grades 9 to 4 in English. However, they were only 5.2 times more likely to achieve a GCSE at grades 9 to 4 in maths.

Pupils assessed as competent or fluent are more likely to achieve a GCSE at grades 9 to 4 in English than pupils whose first language was English (76%). However, only those assessed as fluent are more likely to achieve a GCSE at grades 9 to 4 in maths than pupils whose first language was English (70%).

Figure 8: Percentage achieving GCSE grades 9 to 4 in English and maths



Base: EAL pupils in year 11 in 2017/18 who had their English proficiency assessed.

Annex A: Notes on data

We have included pupils whose language is 'other than English' whose national curriculum year group is recorded as reception or above (or the pupil is aged 4 and above as at 31 August each year where national curriculum does not apply).

We have excluded pupils in LA 702 and the subsidiary registration of any dual-registered pupils (those with enrolment status of 'S').

More information on how the data is collected can be found in [Pupil nationality, country of birth and proficiency in English: 2018](#).

The data has been matched to the National Pupil Database (NPD) in order to analyse how English proficiency varies by characteristics, changes in English proficiency levels over time and the relationship between English proficiency and attainment.

Annex B: Additional tables

Characteristics of EAL pupils¹³

| | Pupils with English as an additional language | | Pupils with English first language | | EAL pupils as a % of all pupils |
|---------------------------|---|----------------------------|------------------------------------|----------------------------|---------------------------------|
| | Number of pupils | % with that characteristic | Number of pupils | % with that characteristic | |
| All pupils | 1,476,414 | | 6,317,921 | | 19% |
| Male | 752,197 | 51% | 3,223,728 | 51% | 19% |
| Female | 724,217 | 49% | 3,094,193 | 49% | 19% |
| Primary (Reception to Y6) | 945,561 | 64% | 3,596,297 | 57% | 21% |
| Secondary (Y7-11) | 458,389 | 31% | 2,373,948 | 38% | 16% |
| Post-16 (Y12-14) | 72,349 | 5% | 346,655 | 5% | 17% |
| White | 439,086 | 30% | 5,359,888 | 85% | 8% |
| Black | 189,338 | 13% | 249,943 | 4% | 43% |
| Asian | 610,860 | 41% | 233,763 | 4% | 72% |
| Chinese | 25,796 | 2% | 8,187 | 0% | 76% |
| Other | 116,091 | 8% | 28,352 | 0% | 80% |
| Mixed | 77,301 | 5% | 371,646 | 6% | 17% |
| UNCL | 17,942 | 1% | 66,142 | 1% | 20% |
| Disadvantaged | 362,339 | 25% | 1,500,002 | 24% | 19% |
| Not disadvantaged | 1,114,075 | 75% | 4,817,919 | 76% | 19% |
| FSM | 201,812 | 14% | 881,508 | 14% | 19% |
| Not FSM | 1,274,602 | 86% | 5,436,413 | 86% | 19% |
| SEN | 188,884 | 13% | 971,468 | 15% | 16% |
| No SEN | 1,287,530 | 87% | 5,346,453 | 85% | 19% |
| North East | 24,778 | 2% | 337,201 | 5% | 7% |
| North West | 150,209 | 10% | 895,463 | 14% | 14% |
| Yorkshire and The Humber | 126,957 | 9% | 656,168 | 10% | 16% |
| East Midlands | 96,021 | 7% | 576,779 | 9% | 14% |
| East | 122,962 | 8% | 757,245 | 12% | 14% |
| West Midlands | 181,104 | 12% | 690,519 | 11% | 21% |
| London | 555,567 | 38% | 657,460 | 10% | 46% |
| South East | 163,836 | 11% | 1,074,000 | 17% | 13% |
| South West | 54,980 | 4% | 673,086 | 11% | 8% |

¹³ Excludes 14,334 pupils with unclassified first language.

English proficiency levels

| | Autumn 2016 | | Spring 2017 | | Spring 2018 | |
|-----------------------|------------------|------------|------------------|------------|------------------|------------|
| | Number of pupils | Percentage | Number of pupils | Percentage | Number of pupils | Percentage |
| New to English | 60,603 | 6% | 77,087 | 6% | 87,178 | 6% |
| Early acquisition | 118,411 | 12% | 152,300 | 11% | 159,513 | 11% |
| Developing competence | 213,432 | 21% | 281,833 | 21% | 292,688 | 21% |
| Competent | 253,569 | 25% | 331,516 | 25% | 346,323 | 25% |
| Fluent | 377,713 | 37% | 485,704 | 37% | 503,110 | 36% |
| Total assessed | 1,023,728 | | 1,328,440 | | 1,388,812 | |
| Not yet assessed | 422,339 | 29% | 126,451 | 9% | 101,094 | 7% |
| Total | 1,446,067 | | 1,454,891 | | 1,489,906 | |

English proficiency levels by minor ethnic group

| | Number of pupils | Percentage with English proficiency level in Spring 2018 | | | | |
|-------------------------------|------------------|--|-------------------|-----------------------|-----------|--------|
| | | New to English | Early acquisition | Developing competence | Competent | Fluent |
| White British | 37,748 | 4% | 8% | 16% | 21% | 51% |
| White Irish | 404 | 4% | 5% | 13% | 24% | 53% |
| White Irish traveller | 117 | 5% | 8% | 18% | 22% | 47% |
| Gypsy/Roma | 13,661 | 25% | 29% | 25% | 13% | 8% |
| White other | 389,528 | 9% | 14% | 23% | 25% | 29% |
| Black African | 167,506 | 4% | 10% | 19% | 26% | 41% |
| Black Caribbean | 3,358 | 5% | 8% | 18% | 24% | 44% |
| Black other | 20,321 | 6% | 11% | 21% | 25% | 37% |
| Bangladeshi | 112,201 | 5% | 11% | 21% | 26% | 37% |
| Indian | 155,766 | 3% | 9% | 18% | 25% | 45% |
| Pakistani | 241,809 | 4% | 11% | 23% | 26% | 35% |
| Asian other | 103,006 | 5% | 10% | 19% | 26% | 40% |
| Chinese | 25,941 | 6% | 10% | 19% | 24% | 42% |
| Mixed white & Asian | 18,819 | 4% | 9% | 18% | 24% | 44% |
| Mixed white & black African | 13,536 | 5% | 10% | 20% | 25% | 41% |
| Mixed white & black Caribbean | 2,983 | 7% | 10% | 18% | 22% | 43% |
| Mixed other | 42,651 | 6% | 10% | 19% | 24% | 41% |
| Other | 116,513 | 9% | 13% | 22% | 24% | 33% |
| Not obtained | 12,859 | 9% | 12% | 18% | 22% | 39% |
| Refused | 10,324 | 6% | 9% | 17% | 22% | 45% |

English proficiency levels by region, Spring 2018

| | Number of EAL pupils | % who were competent or fluent in English | % who first joined an English school after reception | % who live in IDACI deciles 1 to 5 | % of pupils in the region who are EAL |
|--------------------------|----------------------|---|--|------------------------------------|---------------------------------------|
| North East | 25,017 | 54% | 24% | 81% | 8% |
| North West | 151,320 | 54% | 21% | 85% | 16% |
| Yorkshire and the Humber | 127,968 | 56% | 18% | 87% | 18% |
| East Midlands | 96,837 | 59% | 25% | 74% | 16% |
| West Midlands | 182,767 | 60% | 19% | 86% | 23% |
| East | 124,352 | 59% | 21% | 68% | 16% |
| London | 560,206 | 65% | 17% | 84% | 49% |
| South East | 165,431 | 66% | 21% | 58% | 15% |
| South West | 55,893 | 59% | 27% | 63% | 9% |

English proficiency levels by local authority¹⁴, Spring 2018

| | Number of EAL pupils | % who were competent or fluent in English | % who first joined an English school after reception | % who live in IDACI deciles 1 to 5 | % of pupils in the LA who are EAL |
|------------------------------|----------------------|---|--|------------------------------------|-----------------------------------|
| Barking and Dagenham | 21,050 | 56% | 17% | 99% | 56% |
| Barnet | 25,092 | 66% | 18% | 66% | 52% |
| Barnsley | 1,727 | 59% | 31% | 91% | 6% |
| Bath and North East Somerset | 1,498 | 66% | 28% | 43% | 7% |
| Bedford | 7,150 | 58% | 19% | 80% | 31% |
| Bexley | 7,315 | 73% | 17% | 75% | 20% |
| Birmingham | 81,552 | 59% | 16% | 94% | 44% |
| Blackburn with Darwen | 9,872 | 49% | 10% | 82% | 43% |
| Blackpool | 1,294 | 59% | 28% | 93% | 8% |
| Bolton | 12,722 | 53% | 21% | 90% | 30% |
| Bournemouth | 4,145 | 67% | 29% | 70% | 21% |
| Bracknell Forest | 1,993 | 71% | 23% | 55% | 13% |
| Bradford | 35,618 | 59% | 11% | 96% | 41% |
| Brent | 30,037 | 63% | 21% | 83% | 71% |
| Brighton and Hove | 4,353 | 54% | 27% | 60% | 14% |
| Bristol | 11,793 | 53% | 19% | 83% | 22% |
| Bromley | 6,709 | 77% | 19% | 55% | 15% |
| Buckinghamshire | 14,287 | 73% | 15% | 53% | 18% |
| Bury | 4,925 | 52% | 19% | 77% | 19% |
| Calderdale | 5,165 | 64% | 11% | 90% | 16% |
| Cambridgeshire | 11,430 | 54% | 25% | 45% | 15% |
| Camden | 11,964 | 77% | 11% | 89% | 60% |
| Central Bedfordshire | 2,586 | 70% | 21% | 57% | 8% |
| Cheshire East | 3,145 | 59% | 30% | 66% | 7% |
| Cheshire West and Chester | 2,255 | 61% | 31% | 60% | 5% |
| City of London | 128 | 70% | 2% | 91% | 52% |
| Cornwall | 1,764 | 53% | 36% | 76% | 3% |
| Coventry | 17,733 | 65% | 22% | 86% | 34% |

¹⁴ Isles of Scilly is not shown as it has a very small number of EAL pupils.

| | Number of EAL pupils | % who were competent or fluent in English | % who first joined an English school after reception | % who live in IDAC1 deciles 1 to 5 | % of pupils in the LA who are EAL |
|--------------------------|----------------------|---|--|------------------------------------|-----------------------------------|
| Croydon | 18,000 | 66% | 20% | 85% | 36% |
| Cumbria | 2,097 | 60% | 31% | 53% | 4% |
| Darlington | 980 | 57% | 31% | 83% | 7% |
| Derby | 10,434 | 59% | 23% | 84% | 29% |
| Derbyshire | 2,491 | 65% | 27% | 66% | 3% |
| Devon | 3,708 | 61% | 34% | 49% | 4% |
| Doncaster | 4,331 | 51% | 28% | 82% | 11% |
| Dorset | 1,925 | 72% | 35% | 50% | 4% |
| Dudley | 5,330 | 60% | 15% | 89% | 13% |
| Durham | 1,671 | 62% | 28% | 69% | 3% |
| Ealing | 30,562 | 65% | 19% | 83% | 65% |
| East Riding of Yorkshire | 1,615 | 65% | 29% | 57% | 4% |
| East Sussex | 3,754 | 63% | 27% | 71% | 6% |
| Enfield | 27,015 | 60% | 16% | 92% | 51% |
| Essex | 14,709 | 62% | 24% | 63% | 8% |
| Gateshead | 1,935 | 55% | 25% | 89% | 8% |
| Gloucestershire | 6,359 | 65% | 28% | 63% | 8% |
| Greenwich | 15,611 | 69% | 18% | 94% | 40% |
| Hackney | 15,578 | 72% | 10% | 97% | 49% |
| Halton | 423 | 56% | 35% | 85% | 3% |
| Hammersmith and Fulham | 8,282 | 68% | 17% | 84% | 48% |
| Hampshire | 11,092 | 70% | 21% | 38% | 7% |
| Haringey | 18,469 | 60% | 19% | 90% | 55% |
| Harrow | 22,060 | 65% | 19% | 61% | 65% |
| Hartlepool | 592 | 63% | 25% | 87% | 4% |
| Havering | 6,803 | 54% | 16% | 79% | 22% |
| Herefordshire | 1,800 | 48% | 25% | 52% | 10% |
| Hertfordshire | 27,389 | 72% | 18% | 50% | 17% |
| Hillingdon | 22,785 | 71% | 16% | 84% | 50% |
| Hounslow | 24,620 | 69% | 17% | 81% | 64% |
| Isle of Wight | 561 | 70% | 33% | 79% | 4% |
| Islington | 9,696 | 62% | 10% | 97% | 42% |
| Kensington and Chelsea | 6,194 | 66% | 16% | 76% | 53% |
| Kent | 24,426 | 69% | 23% | 61% | 12% |
| Kingston upon Hull | 5,627 | 53% | 32% | 91% | 16% |
| Kingston upon Thames | 8,205 | 71% | 20% | 41% | 35% |
| Kirklees | 16,939 | 59% | 10% | 87% | 30% |
| Knowsley | 605 | 57% | 24% | 83% | 4% |
| Lambeth | 16,975 | 54% | 15% | 94% | 50% |
| Lancashire | 19,062 | 53% | 18% | 82% | 13% |
| Leeds | 22,935 | 49% | 24% | 84% | 22% |
| Leicester | 28,014 | 54% | 23% | 84% | 54% |
| Leicestershire | 7,339 | 74% | 21% | 42% | 8% |
| Lewisham | 12,738 | 60% | 17% | 94% | 35% |
| Lincolnshire | 10,067 | 60% | 31% | 64% | 11% |

| | Number of EAL pupils | % who were competent or fluent in English | % who first joined an English school after reception | % who live in IDAC1 deciles 1 to 5 | % of pupils in the LA who are EAL |
|-------------------------|-----------------------------|--|---|---|--|
| Liverpool | 9,796 | 56% | 31% | 93% | 18% |
| Luton | 19,754 | 56% | 16% | 89% | 55% |
| Manchester | 32,572 | 56% | 26% | 95% | 42% |
| Medway | 5,338 | 67% | 23% | 82% | 14% |
| Merton | 11,176 | 63% | 19% | 61% | 47% |
| Middlesbrough | 3,804 | 47% | 22% | 87% | 19% |
| Milton Keynes | 11,510 | 66% | 21% | 68% | 29% |
| Newcastle upon Tyne | 8,800 | 46% | 26% | 81% | 26% |
| Newham | 40,125 | 60% | 18% | 99% | 73% |
| Norfolk | 10,919 | 44% | 26% | 72% | 11% |
| North East Lincolnshire | 1,197 | 55% | 29% | 80% | 7% |
| North Lincolnshire | 2,385 | 52% | 22% | 76% | 12% |
| North Somerset | 1,612 | 64% | 28% | 58% | 6% |
| North Tyneside | 1,258 | 67% | 22% | 66% | 5% |
| North Yorkshire | 3,552 | 63% | 25% | 49% | 5% |
| Northamptonshire | 17,505 | 62% | 26% | 70% | 17% |
| Northumberland | 737 | 67% | 28% | 61% | 2% |
| Nottingham | 12,992 | 52% | 25% | 88% | 32% |
| Nottinghamshire | 7,831 | 66% | 26% | 64% | 8% |
| Oldham | 14,084 | 41% | 14% | 96% | 37% |
| Oxfordshire | 12,575 | 67% | 25% | 51% | 15% |
| Peterborough | 13,226 | 42% | 23% | 87% | 41% |
| Plymouth | 2,685 | 60% | 32% | 82% | 8% |
| Poole | 1,747 | 69% | 26% | 61% | 11% |
| Portsmouth | 4,285 | 34% | 21% | 83% | 19% |
| Reading | 7,098 | 62% | 23% | 68% | 36% |
| Redbridge | 33,347 | 65% | 18% | 78% | 67% |
| Redcar and Cleveland | 289 | 58% | 36% | 84% | 1% |
| Richmond upon Thames | 6,291 | 72% | 20% | 36% | 27% |
| Rochdale | 9,228 | 58% | 14% | 93% | 29% |
| Rotherham | 4,292 | 58% | 23% | 88% | 11% |
| Rutland | 164 | 80% | 16% | 9% | 4% |
| Salford | 5,924 | 43% | 28% | 88% | 19% |
| Sandwell | 17,358 | 66% | 18% | 94% | 33% |
| Sefton | 1,692 | 55% | 32% | 81% | 5% |
| Sheffield | 16,127 | 50% | 23% | 86% | 23% |
| Shropshire | 1,354 | 59% | 31% | 49% | 4% |
| Slough | 15,367 | 67% | 14% | 83% | 58% |
| Solihull | 3,282 | 64% | 18% | 49% | 11% |
| Somerset | 4,512 | 46% | 28% | 60% | 8% |
| South Gloucestershire | 3,404 | 57% | 26% | 51% | 9% |
| South Tyneside | 1,101 | 57% | 18% | 90% | 5% |
| Southampton | 8,397 | 58% | 19% | 77% | 31% |
| Southend-on-Sea | 3,978 | 69% | 21% | 76% | 14% |
| Southwark | 16,415 | 70% | 14% | 95% | 44% |

| | Number of EAL pupils | % who were competent or fluent in English | % who first joined an English school after reception | % who live in IDACI deciles 1 to 5 | % of pupils in the LA who are EAL |
|------------------------|-----------------------------|--|---|---|--|
| St. Helens | 711 | 67% | 34% | 83% | 3% |
| Staffordshire | 7,888 | 55% | 23% | 70% | 8% |
| Stockport | 3,438 | 63% | 17% | 48% | 10% |
| Stockton-on-Tees | 1,807 | 60% | 17% | 76% | 7% |
| Stoke-on-Trent | 7,725 | 53% | 19% | 92% | 22% |
| Suffolk | 8,410 | 58% | 30% | 62% | 10% |
| Sunderland | 2,043 | 72% | 15% | 87% | 6% |
| Surrey | 19,122 | 70% | 21% | 36% | 14% |
| Sutton | 10,000 | 64% | 17% | 52% | 30% |
| Swindon | 5,895 | 54% | 26% | 49% | 21% |
| Tameside | 4,695 | 59% | 19% | 92% | 14% |
| Telford and Wrekin | 2,992 | 62% | 25% | 80% | 13% |
| Thurrock | 4,801 | 63% | 18% | 76% | 20% |
| Torbay | 1,001 | 72% | 36% | 86% | 5% |
| Tower Hamlets | 29,918 | 63% | 9% | 98% | 75% |
| Trafford | 6,639 | 57% | 15% | 53% | 20% |
| Wakefield | 4,647 | 53% | 22% | 89% | 11% |
| Walsall | 10,559 | 61% | 15% | 85% | 24% |
| Waltham Forest | 19,578 | 62% | 17% | 96% | 51% |
| Wandsworth | 14,078 | 66% | 18% | 79% | 45% |
| Warrington | 2,219 | 64% | 25% | 73% | 9% |
| Warwickshire | 7,626 | 65% | 24% | 53% | 11% |
| West Berkshire | 1,997 | 70% | 23% | 38% | 9% |
| West Sussex | 11,672 | 60% | 23% | 61% | 12% |
| Westminster | 13,390 | 66% | 14% | 89% | 66% |
| Wigan | 2,120 | 60% | 28% | 78% | 6% |
| Wiltshire | 3,844 | 61% | 26% | 35% | 6% |
| Windsor and Maidenhead | 3,141 | 72% | 22% | 35% | 18% |
| Wirral | 1,802 | 62% | 25% | 71% | 4% |
| Wokingham | 4,463 | 79% | 22% | 20% | 19% |
| Wolverhampton | 11,535 | 57% | 26% | 87% | 29% |
| Worcestershire | 6,033 | 58% | 20% | 64% | 9% |
| York | 1,811 | 69% | 29% | 42% | 9% |



Department
for Education

© Crown copyright 2020

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

Enquiries: Jayne Middlemas, Early years, Schools and SEND Analysis and Research Division, Department for Education, St Paul's Place, Sheffield, S1 2FJ

Email: jayne.middlemas@education.gov.uk

Download: www.gov.uk/government/publications

Reference: DfE-00052-2020



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk