

SB 29/2014

27 March 2014

Academic achievement by pupil characteristics, 2013

This statistical bulletin uses pupil-level data that links data on attainment and examination information at Foundation Phase and Key Stages 2 to 4 to pupil characteristics from the Pupil Level Annual School Census (PLASC) and Pupils' Attendance Record. This enables us to analyse the attainment of pupils by gender, ethnicity, acquisition of English as an additional language (EAL), different special educational need (SEN) requirements, primary SEN type, absenteeism and month of birth.

For Foundation Phase, we use the Foundation Phase Indicator (FPI) to measure progress. For Key Stages 2 and 3, the Core Subject Indicator (CSI) is used. For Key Stage 4, we mainly use the Level 2 Threshold including English or Welsh First Language and Maths (L2EWM) to measure progress. **In this bulletin, unless otherwise stated, Key Stage 4 results refer to L2EWM.** For full definitions of these indicators please refer to the Key Quality Information section of this bulletin.

Key Points

Gender

- With regard to FPI/CSI/L2EWM, girls continued to outperform boys at Foundation Phase and each Key Stage, with the widest gap in 2013 at Key Stage 3, and the narrowest gap at Key Stage 2.

Ethnicity

- When comparing the main ethnic groups, a higher percentage of pupils from a Chinese or Chinese British ethnic background achieved the FPI/CSI/L2EWM than any other ethnic group at Foundation Phase and each Key Stage.

English as an additional language (EAL)

- With regard to CSI/L2EWM, pupils classified as "competent" or "fluent" did better than those where an EAL stage of development was not applicable at each Key Stage. At Foundation Phase, pupils classified as "developing competence" or "competent" did better than those classified as "fluent" and those where an EAL stage of development was not applicable.

Special Educational Needs (SEN)

- The percentage of pupils with SEN achieving the FPI/CSI/L2EWM ranged from 53.1 per cent at Key Stage 2 to 16.8 per cent at Key Stage 4 in 2013.

Absenteeism

- As the overall absence rate increased the percentage of pupils achieving the FPI/CSI/L2EWM decreased at Foundation Phase and each Key Stage in 2013.

Month of Birth

- Generally, those born earlier in the academic year had higher percentages achieving the FPI/CSI/L2EWM than those born later at Foundation Phase and each Key Stage.

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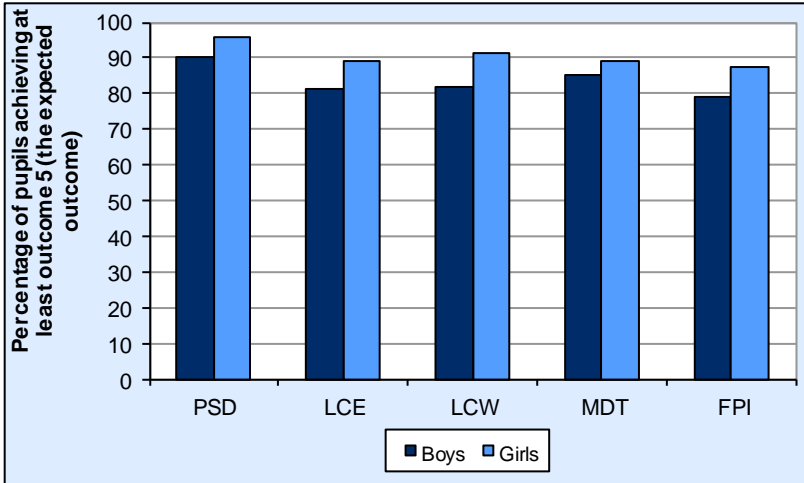
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Section 1: Academic Achievement by Gender

Further data for individual areas of learning/subjects can be found in Tables 1 to 4.

Foundation Phase (Chart 1 and Table 1)

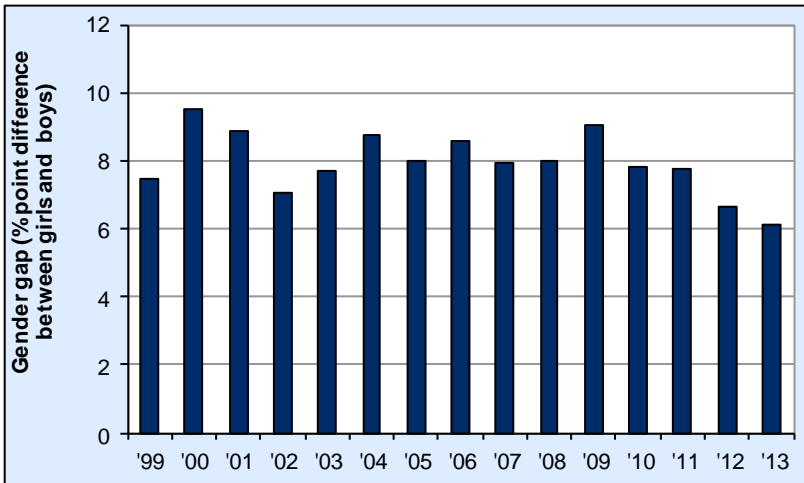
Chart 1: Performance of girls and boys in the Foundation Phase areas of learning, 2013



- The gender gap in FPI achievement stood at 8.4 percentage points (pp) in 2013.
- In 2013, the area of learning with the largest gender gap was “Language, literacy and communication skills” (Welsh), with a gap of 9.3pp.
- In 2013, the area of learning with the smallest gender gap was “Mathematical development”, with a gap of 3.9pp.

Key Stage 2 (Chart 2 and Table 2)

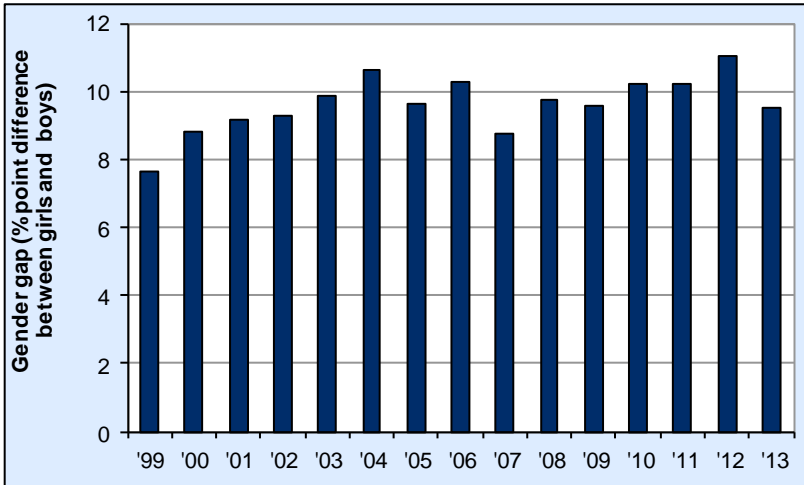
Chart 2: Difference between CSI performance of girls and boys at Key Stage 2, 1999-2013



- The gender gap in CSI achievement has been fluctuating since 1999 with girls performing better than boys. The highest gap was seen in 2000 when there was a 9.5pp difference between girls and boys.
- In 2013, the gap was at its lowest over the period since 1999 (6.1pp).
- During the last five years, the largest gender gap has generally been seen in Welsh. In 2013, the gap stood at 8.6pp, compared with 7.1pp in English.

Key Stage 3 (Chart 3 and Table 3)

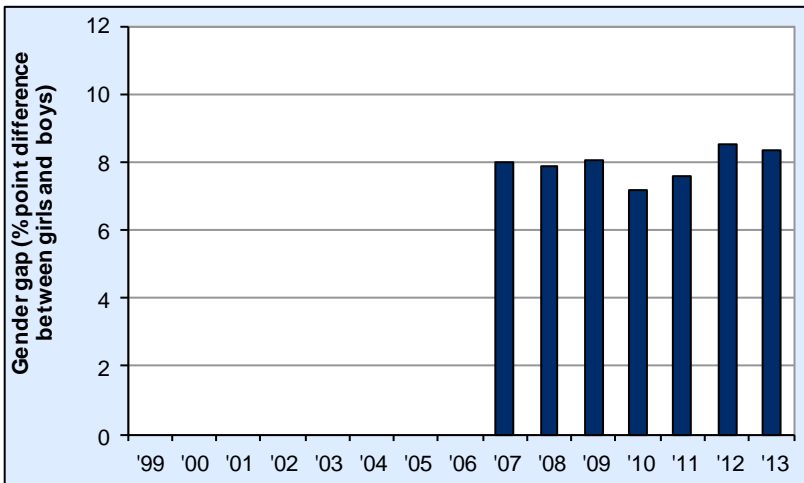
Chart 3: Difference between CSI performance of girls and boys at Key Stage 3, 1999-2013



- After a steady increase from 1999 to 2004, the gender gap in CSI achievement has been fluctuating since, with girls performing better than boys. The lowest gap in recent years was 8.8pp in 2007.
- In 2013, the gap was at its lowest since 2009 (9.5pp).
- During the last five years, the largest gender gap has been seen in either English or Welsh. In 2013, the gap was highest in English (11.8pp), with Welsh (9.9pp).
- The gender gap decreased for each subject between 2012 and 2013.

Key Stage 4 (Chart 4 and Table 4)

Chart 4: Difference between girls and boys achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at Key Stage 4, 1999-2013 (a)



- During the last five years the gender gap in L2EWM has fluctuated between 7.2pp in 2010 and 8.5pp in 2012 .
- The gender gap in Key Stage 4 performance indicators decreased in 2013 (Level 1 and Level 2 threshold, L2EWM, CSI and average capped wider points score).

(a) Data on pupils achieving the L2EWM is only available from 2007 onwards.
 (b) Includes GCSEs, GNVQs and NVQs only for 2008, and all qualifications approved for pre-16use from 2009 onwards.

Table 1: Foundation Phase by gender, 2012-2013

Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments

Year	Gender	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	Boys	13,273	78.9	3,666	81.5	16,939	87.3	84.4	75.5
	Girls	12,458	88.2	3,563	90.5	16,021	94.6	89.0	85.7
	All pupils	25,731	83.4	7,229	85.9	32,960	90.8	86.6	80.5
2013	Boys	13,394	81.5	3,712	82.0	17,106	90.3	85.4	78.9
	Girls	12,536	89.3	3,756	91.4	16,292	95.9	89.4	87.3
	All pupils	25,930	85.2	7,468	86.7	33,398	93.0	87.4	83.0

Source: National Data Collection

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI. At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 2: Key Stage 2 by gender, 2009-2013

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Gender	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	Boys	17,791	75.6	80.3	84.1	72.6	3,271	73.2
	Girls	16,909	86.7	84.8	88.9	81.7	3,364	86.4
	All pupils	34,700	81.0	82.5	86.4	77.0	6,635	79.9
2010	Boys	17,264	77.1	81.5	84.4	74.4	3,298	76.0
	Girls	16,410	86.9	85.1	88.5	82.2	3,260	86.1
	All pupils	33,674	81.9	83.3	86.4	78.2	6,558	81.0
2011	Boys	16,696	78.8	83.1	85.0	76.2	3,233	77.0
	Girls	15,820	88.2	86.8	89.4	84.0	3,128	87.2
	All pupils	32,516	83.4	84.9	87.1	80.0	6,361	82.0
2012	Boys	16,481	81.4	85.3	86.6	79.4	3,203	79.5
	Girls	15,502	89.2	88.4	90.6	86.0	3,261	88.4
	All pupils	31,983	85.2	86.8	88.5	82.6	6,464	84.0
2013	Boys	16,004	83.7	85.8	87.8	81.4	3,140	82.5
	Girls	15,030	90.8	89.3	91.8	87.5	3,053	91.1
	All pupils	31,034	87.1	87.5	89.7	84.3	6,193	86.7

Source: National Data Collection

Table 3: Key Stage 3 by gender, 2009-2013

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Gender	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	Boys	18,010	63.3	72.1	73.7	56.7	2,749	66.6
	Girls	17,211	78.3	74.9	77.5	66.2	2,845	83.2
	All pupils	35,221	70.6	73.5	75.6	61.3	5,594	75.1
2010	Boys	17,829	65.2	73.7	74.2	58.7	2,720	68.4
	Girls	16,888	80.1	77.4	80.1	69.0	2,830	84.9
	All pupils	34,717	72.5	75.5	77.1	63.7	5,550	76.8
2011	Boys	18,486	69.4	75.7	77.4	63.0	2,837	74.6
	Girls	17,417	82.9	80.1	83.4	73.3	3,025	87.7
	All pupils	35,903	76.0	77.9	80.3	68.0	5,862	81.3
2012	Boys	17,727	72.6	78.5	80.1	67.2	2,785	77.7
	Girls	16,793	86.4	83.8	87.2	78.2	3,002	90.2
	All pupils	34,520	79.3	81.1	83.6	72.5	5,787	84.2
2013	Boys	17,128	77.1	81.6	84.0	72.4	2,804	82.6
	Girls	16,252	88.9	86.3	90.1	81.9	2,864	92.5
	All pupils	33,380	82.9	83.9	87.0	77.0	5,668	87.6

Source: National Data Collection

Table 4: Key Stage 4 by gender, 2009-2013 (a)

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Gender	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2009	Boys	19,203	85.5	55.4	43.3	42.7	..
	Girls	18,404	91.0	66.2	51.3	49.5	..
	All pupils	37,607	88.2	60.7	47.2	46.0	..
2010	Boys	18,800	87.3	58.8	45.9	45.1	291.3
	Girls	18,272	92.0	68.9	53.1	51.1	319.3
	All pupils	37,072	89.7	63.8	49.4	48.0	305.1
2011	Boys	18,452	88.5	62.7	46.4	45.5	298.7
	Girls	17,636	92.2	72.1	54.0	52.0	325.0
	All pupils	36,088	90.3	67.3	50.1	48.7	311.6
2012	Boys	18,181	89.8	67.8	46.9	45.1	309.9
	Girls	17,223	93.8	77.6	55.5	52.8	338.0
	All pupils	35,404	91.8	72.6	51.1	48.9	323.5
2013	Boys	18,867	91.6	73.7	48.7	45.5	320.1
	Girls	17,750	94.8	82.1	57.0	53.2	346.9
	All pupils	36,617	93.2	77.8	52.7	49.2	333.1

Source: Welsh Examinations Data

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

Section 2: Academic Achievement by Ethnic Background

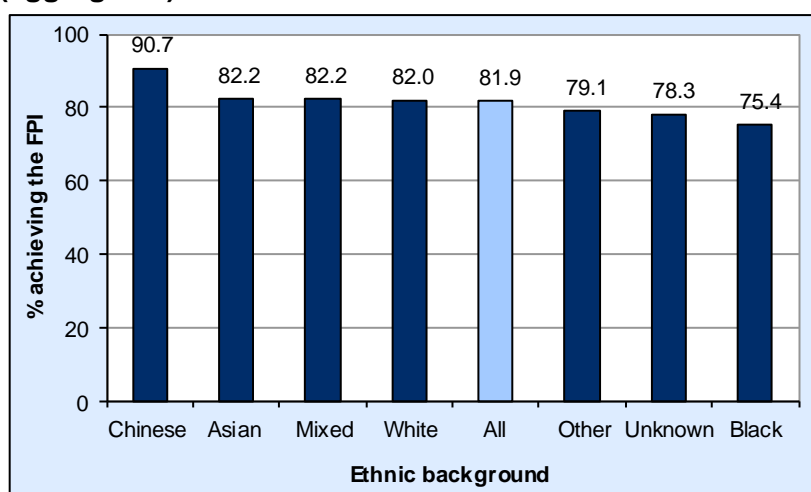
Data used in this section is a combined three-year average for 2011, 2012 and 2013, where possible (only 2012 and 2013 Foundation Phase data is available). Data has been aggregated so that the number of pupils in each ethnic background group is larger, and to enable more robust conclusions to be drawn about the attainment of pupils in each group.

It should be noted that pupils from ethnic backgrounds are more likely to be eligible for free school meals (FSM), and there is a strong correlation between lower achievement and FSM eligibility.

Further data for individual subjects and attainment levels can be found in tables 5 to 8.

Foundation Phase (Chart 5 and Table 5)

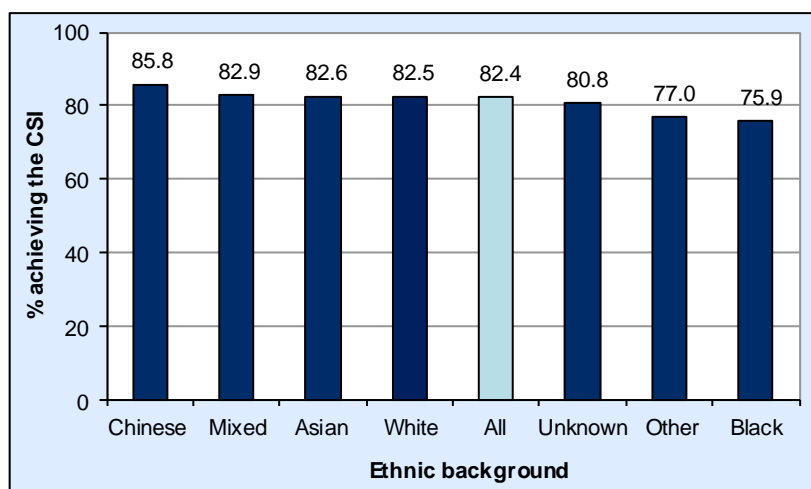
Chart 5: Percentage of pupils achieving the FPI at Foundation Phase by main ethnic group, 2012-2013 (aggregated)



- With regard to FPI achievement, pupils from Chinese ethnic backgrounds performed considerably above the national average for 2012-2013.
- Pupils from Black, Other and unknown ethnic backgrounds performed below the national average.
- Attainment ranged from 90.7 per cent (pupils from a Chinese or Chinese British ethnic background) to 75.4 per cent (pupils from a White Traveller ethnic background).

Key Stage 2 (Chart 6 and Table 6)

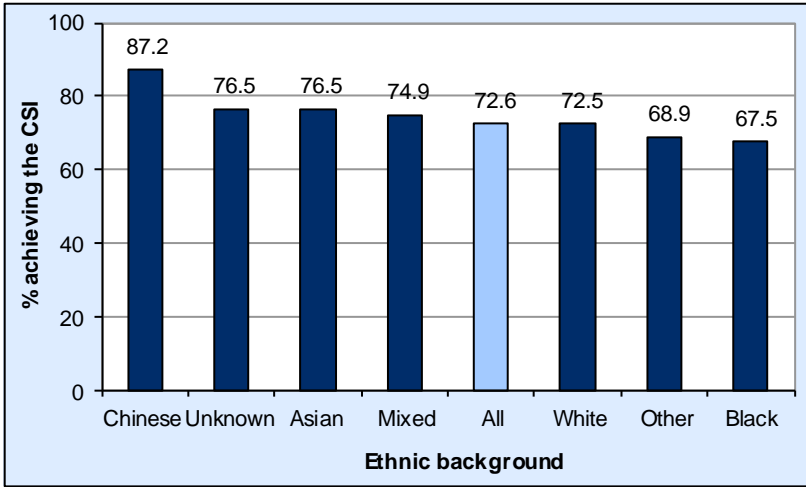
Chart 6: Percentage of pupils achieving the CSI at KS2 by main ethnic group, 2011-2013 (aggregated)



- With regard to CSI achievement, pupils from Chinese, Mixed, Asian and White ethnic backgrounds performed above the national average for 2011-2013.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 85.8 per cent (pupils from a Chinese ethnic background) to 75.9 per cent (pupils from a Black ethnic background).

Key Stage 3 (Chart 7 and Table 7)

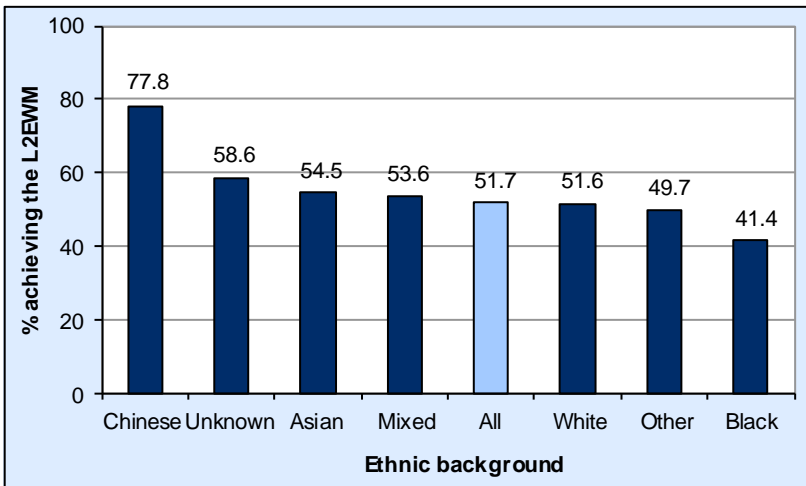
Chart 7: Percentage of pupils achieving the CSI at KS3 by main ethnic group, 2011-2013 (aggregated)



- With regard to CSI achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2011-2013.
- Pupils from White, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 87.2 per cent (pupils from a Chinese or Chinese British ethnic background) to 22.2 per cent (pupils from a White Gypsy/Gypsy Roma ethnic background).

Key Stage 4 (Chart 8 and Table 8)

Chart 8: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by main ethnic group, 2011-2013 (aggregated)



- With regard to L2EWM threshold achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2011-2013.
- Pupils from White, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 77.8 per cent (pupils from Chinese or Chinese British ethnic background) to 12.3 per cent (pupils from a White Gypsy/Gypsy Roma ethnic background).

Table 5: Foundation Phase by ethnic background, 2012-2013 (aggregated)

Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments

Ethnic background	Language, literacy and communication skills - English (LCE) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
	Cohort	%	Cohort	PSD	MDT	FPI
				%	%	%
White	46,529	84.6	60,699	92.1	87.2	82.0
White - British	45,134	85.2	59,155	92.4	87.6	82.4
Traveller	70	35.7	75	58.7	38.7	33.3
Gypsy/Gypsy Roma	110	53.6	117	80.3	65.0	49.6
Any other White background	1,215	67.2	1,352	83.7	74.9	66.8
Mixed	1,518	84.8	1,749	92.6	87.8	82.2
White and Black Caribbean	307	81.4	368	93.2	84.0	78.0
White and Black African	197	85.8	237	94.1	86.1	84.4
White and Asian	368	89.4	424	94.1	92.5	85.4
Any other Mixed Background	646	83.6	720	91.0	87.5	81.8
Asian or Asian British	1,607	84.6	1,638	91.1	86.6	82.2
Indian	370	89.7	377	94.2	91.0	88.3
Pakistani	543	82.5	552	90.4	86.2	80.3
Bangladeshi	533	82.2	543	89.7	83.6	79.7
Any other Asian Background	161	88.2	166	91.6	88.0	83.1
Black or Black British	527	80.8	537	88.6	81.4	75.4
Caribbean	23	*	27	*	*	*
African	444	81.8	449	88.4	82.0	75.7
Any other Black background	60	73.3	61	85.2	75.4	70.5
Chinese or Chinese British	100	90.0	107	95.3	96.3	90.7
Any other ethnic group	723	80.8	755	91.4	84.8	79.1
Unknown	289	83.0	483	90.1	85.9	78.3
All pupils	51,293	84.5	65,968	92.1	87.1	81.9

Source: National Pupil Database

(a) The cohort entering LCE is different to the cohort for PSD, MDT and FPI.

At Foundation Phase, pupils are required to be assessed in either LCE or Language, literacy and communication skills - Welsh (LCW).

Table 6: Key Stage 2 by ethnic background, 2011-2013 (aggregated)

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	88,573	85.4	86.6	88.6	82.5
White - British	86,770	85.7	86.8	88.9	82.8
Traveller	92	47.8	51.1	51.1	41.3
Gypsy/Gypsy Roma	155	45.2	54.8	55.5	43.9
Any other White background	1,556	71.3	79.1	77.1	69.5
Mixed	1,956	86.8	86.3	89.5	82.9
White and Black Caribbean	497	84.1	81.7	87.7	77.3
White and Black African	217	85.7	84.3	87.1	80.2
White and Asian	463	91.6	91.1	93.7	89.2
Any other Mixed Background	779	86.0	87.0	88.8	83.4
Asian or Asian British	1,949	85.4	86.6	88.2	82.6
Indian	372	89.8	93.5	93.3	88.4
Pakistani	645	82.9	82.9	86.5	79.4
Bangladeshi	733	84.3	85.3	86.4	81.2
Any other Asian Background	199	89.4	90.5	91.0	86.9
Black or Black British	681	80.6	80.2	82.8	75.9
Caribbean	35	*	*	*	*
African	556	80.0	79.7	82.4	75.0
Any other Black background	90	76.7	75.6	78.9	72.2
Chinese or Chinese British	155	89.0	91.0	91.6	85.8
Any other ethnic group	871	79.7	84.0	83.2	77.0
Unknown	906	83.3	85.1	87.5	80.8
All pupils	95,091	85.3	86.5	88.5	82.4

Source: National Pupil Database

Table 7: Key Stage 3 by ethnic background, 2011-2013 (aggregated)

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	97,129	79.4	80.8	83.6	72.5
White - British	95,457	79.7	80.9	83.8	72.7
Traveller	46	*	*	*	*
Gypsy/Gypsy Roma	90	32.2	35.6	31.1	22.2
Any other White background	1,536	67.8	79.6	77.5	62.6
Mixed	1,975	81.5	83.6	85.9	74.9
White and Black Caribbean	532	79.9	79.5	84.8	70.9
White and Black African	215	86.0	85.6	89.8	80.0
White and Asian	439	85.9	87.5	88.4	80.9
Any other Mixed Background	789	79.0	83.8	84.3	72.9
Asian or Asian British	1,640	81.7	85.2	87.4	76.5
Indian	302	84.4	85.4	88.7	79.1
Pakistani	557	79.2	82.0	84.7	73.1
Bangladeshi	606	82.8	86.1	88.1	77.7
Any other Asian Background	175	81.1	92.0	90.9	78.3
Black or Black British	607	75.9	78.1	78.3	67.5
Caribbean	64	75.0	78.1	76.6	59.4
African	454	75.1	78.6	78.0	68.1
Any other Black background	89	80.9	75.3	80.9	70.8
Chinese or Chinese British	164	87.8	95.1	94.5	87.2
Any other ethnic group	823	73.4	84.3	82.9	68.9
Unknown	868	81.6	83.1	84.8	76.5
All pupils	103,206	79.5	81.0	83.7	72.6

Source: National Pupil Database

Table 8: Key Stage 4 by ethnic background, 2011-2013 (aggregated) (a)

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Ethnic background	Cohort	Percentage of pupils achieving:				CSI	Average capped (a) wider points score
		Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics		
White	97,198	93.5	73.5	51.6	49.5	326.9	
White - British	95,690	93.7	73.7	51.7	49.5	327.2	
Traveller	27	*	*	*	*	*	
Gypsy/Gypsy Roma	57	38.6	21.1	12.3	8.8	135.9	
Any other White background	1,424	86.9	67.3	47.5	45.9	313.5	
Mixed	1,836	92.6	74.9	53.6	51.1	331.8	
White and Black Caribbean	517	91.5	66.7	41.4	38.9	309.3	
White and Black African	193	94.3	78.2	51.8	47.7	332.0	
White and Asian	408	93.9	82.6	65.4	63.7	351.3	
Any other Mixed Background	718	92.3	75.6	56.1	53.8	336.9	
Asian or Asian British	1,544	95.6	81.3	54.5	52.8	346.5	
Indian	295	99.3	85.4	60.0	59.7	364.2	
Pakistani	496	95.2	79.6	51.6	49.6	339.2	
Bangladeshi	558	94.3	81.2	50.9	48.6	341.9	
Any other Asian Background	195	94.9	80.0	64.1	63.1	351.1	
Black or Black British	577	92.9	73.7	41.4	40.6	322.0	
Caribbean	59	94.9	83.1	42.4	40.7	328.9	
African	433	92.4	72.1	40.9	40.0	320.4	
Any other Black background	85	94.1	75.3	43.5	43.5	325.4	
Chinese or Chinese British	167	97.6	91.0	77.8	77.2	385.7	
Any other ethnic group	762	90.6	76.1	49.7	48.0	330.6	
Unknown	1,185	94.9	77.2	58.6	57.0	341.9	
All pupils	103,269	93.6	73.7	51.7	49.6	327.5	

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results.

Section 3: Academic Achievement by acquisition of English as an additional language (EAL)

Data for individual subjects and attainment levels can be found in Tables 9 to 12.

Table 9: Foundation Phase by acquisition of English as an additional language, 2012-2013
Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments

Year	Stage of EAL development	Language, literacy and communication skills - English (LCE) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	New to English	548	51.8	564	70.0	59.9	48.9
	Early acquisition	731	79.2	751	90.7	83.5	75.0
	Developing competence	420	94.5	431	98.4	95.1	92.3
	Competent	159	94.3	166	95.8	97.0	94.0
	Fluent	507	85.0	621	91.0	88.1	81.5
	<i>Not applicable</i>	23,176	84.2	30,220	91.2	87.1	81.1
2013	New to English	585	54.7	603	74.3	62.4	51.6
	Early acquisition	708	81.1	723	93.1	84.5	78.7
	Developing competence	464	94.6	478	98.3	95.6	93.1
	Competent	140	97.9	143	99.3	97.9	97.9
	Fluent	512	86.9	620	95.5	89.4	84.8
	<i>Not applicable</i>	23,343	86.0	30,648	93.3	87.8	83.6

Source: National Pupil Database

- (a) The cohort entering LCE is different to the cohort for PSD, MDT and FPI.
At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 10: Key Stage 2 by acquisition of English as an additional language, 2009-2013

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
2009	New to English	140	29.3	55.0	44.3	25.0
	Early acquisition	223	32.3	53.4	51.1	25.1
	Developing competence	567	81.7	85.0	88.2	76.4
	Competent	295	92.2	90.5	92.5	88.8
	Fluent	818	85.2	84.6	89.2	81.2
	<i>Not applicable</i>	<i>32,497</i>	<i>81.4</i>	<i>82.7</i>	<i>86.8</i>	<i>77.5</i>
2010	New to English	85	29.4	50.6	42.4	29.4
	Early acquisition	280	47.5	58.2	59.3	45.0
	Developing competence	449	84.0	87.5	88.9	79.3
	Competent	293	91.5	92.5	93.5	90.1
	Fluent	609	86.4	86.7	89.0	82.9
	<i>Not applicable</i>	<i>31,733</i>	<i>82.3</i>	<i>83.5</i>	<i>86.8</i>	<i>78.5</i>
2011	New to English	123	16.3	33.3	22.0	15.4
	Early acquisition	308	51.3	61.4	61.0	45.5
	Developing competence	612	83.7	86.8	89.2	80.4
	Competent	332	95.8	95.8	98.5	94.0
	Fluent	572	86.9	86.4	89.5	80.9
	<i>Not applicable</i>	<i>30,441</i>	<i>83.9</i>	<i>85.2</i>	<i>87.5</i>	<i>80.5</i>
2012	New to English	130	26.9	40.8	33.1	26.2
	Early acquisition	331	60.1	68.0	66.5	55.6
	Developing competence	605	86.4	87.8	89.4	83.1
	Competent	289	97.2	95.8	97.6	94.5
	Fluent	634	89.3	89.7	91.0	86.3
	<i>Not applicable</i>	<i>29,818</i>	<i>85.6</i>	<i>87.2</i>	<i>89.0</i>	<i>83.1</i>
2013	New to English	153	30.1	49.0	39.9	28.8
	Early acquisition	318	53.1	63.2	62.6	50.0
	Developing competence	658	92.2	93.6	94.7	90.4
	Competent	316	99.1	99.1	99.1	98.4
	Fluent	570	90.5	90.4	93.5	87.5
	<i>Not applicable</i>	<i>28,881</i>	<i>87.6</i>	<i>87.8</i>	<i>90.1</i>	<i>84.8</i>

Source: National Pupil Database

Table 11: Key Stage 3 by acquisition of English as an additional language, 2009-2013

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
2009	New to English	63	9.5	38.1	22.2	7.9
	Early acquisition	117	25.6	48.7	37.6	21.4
	Developing competence	303	43.2	61.1	61.7	32.7
	Competent	327	78.6	80.1	84.4	70.6
	Fluent	1,212	78.3	76.6	80.8	67.9
	<i>Not applicable</i>	33,001	71.0	73.7	75.9	61.7
2010	New to English	41	*	*	*	*
	Early acquisition	137	25.5	58.4	56.2	22.6
	Developing competence	349	57.3	71.3	69.3	47.3
	Competent	450	84.0	86.9	89.3	74.7
	Fluent	583	81.8	82.2	82.5	71.5
	<i>Not applicable</i>	32,859	72.8	75.5	77.2	64.1
2011	New to English	95	9.5	43.2	24.2	7.4
	Early acquisition	169	23.1	53.8	46.2	18.9
	Developing competence	423	71.6	79.2	79.2	61.0
	Competent	378	87.6	93.7	95.0	84.1
	Fluent	562	82.0	83.3	85.2	74.9
	<i>Not applicable</i>	34,097	76.4	77.9	80.5	68.4
2012	New to English	83	15.7	59.0	33.7	15.7
	Early acquisition	146	32.2	60.3	54.1	28.8
	Developing competence	598	71.4	79.6	81.6	63.7
	Competent	418	88.8	90.4	94.0	84.0
	Fluent	651	84.9	86.6	87.7	80.0
	<i>Not applicable</i>	32,393	79.8	81.3	83.9	73.0
2013	New to English	76	18.4	51.3	40.8	11.8
	Early acquisition	157	34.4	56.7	54.1	26.8
	Developing competence	552	79.0	85.3	87.3	71.7
	Competent	384	93.5	94.5	95.6	91.1
	Fluent	560	91.3	88.8	91.6	85.4
	<i>Not applicable</i>	31,464	83.2	84.0	87.3	77.4

Source: National Pupil Database

Table 12: Key Stage 4 by acquisition of English as an additional language, 2009-2013

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Stage of EAL development	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2009	New to English	44	*	*	*	*	..
	Early acquisition	87	52.9	18.4	8.0	6.9	..
	Developing competence	269	86.2	45.0	27.9	27.1	..
	Competent	498	94.2	68.1	48.2	47.8	..
	Fluent	1,223	93.1	70.4	56.1	55.8	..
	<i>Not applicable</i>	33,587	90.5	61.5	47.6	46.4	..
2010	New to English	32	*	*	*	*	*
	Early acquisition	110	78.2	23.6	9.1	9.1	214.8
	Developing competence	294	90.8	51.4	28.6	27.9	288.9
	Competent	361	95.0	71.7	51.2	48.2	321.4
	Fluent	650	93.4	73.1	59.1	58.5	334.2
	<i>Not applicable</i>	33,807	91.7	64.7	49.8	48.5	309.7
2011	New to English	51	13.7	*	*	*	72.8
	Early acquisition	109	71.6	26.6	7.3	5.5	223.6
	Developing competence	307	91.5	54.1	25.7	23.5	293.1
	Competent	446	97.3	79.6	55.8	55.2	345.6
	Fluent	622	94.5	78.6	59.5	58.4	341.4
	<i>Not applicable</i>	32,810	92.5	68.4	50.7	49.2	316.8
2012	New to English	38	*	*	*	*	*
	Early acquisition	89	65.2	37.1	9.0	6.7	230.0
	Developing competence	404	92.1	68.8	31.4	30.7	316.4
	Competent	498	96.2	85.5	58.8	57.6	358.4
	Fluent	675	95.1	81.6	63.3	61.2	348.8
	<i>Not applicable</i>	32,066	93.7	73.7	51.5	49.7	328.3
2013	New to English	53	34.0	20.8	*	*	145.9
	Early acquisition	104	74.0	40.4	6.7	5.8	243.2
	Developing competence	399	92.0	72.4	23.3	22.1	314.5
	Competent	499	99.2	90.4	63.9	61.5	368.8
	Fluent	589	95.8	81.5	64.0	61.5	350.9
	<i>Not applicable</i>	33,510	94.8	79.0	53.9	50.3	337.2

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

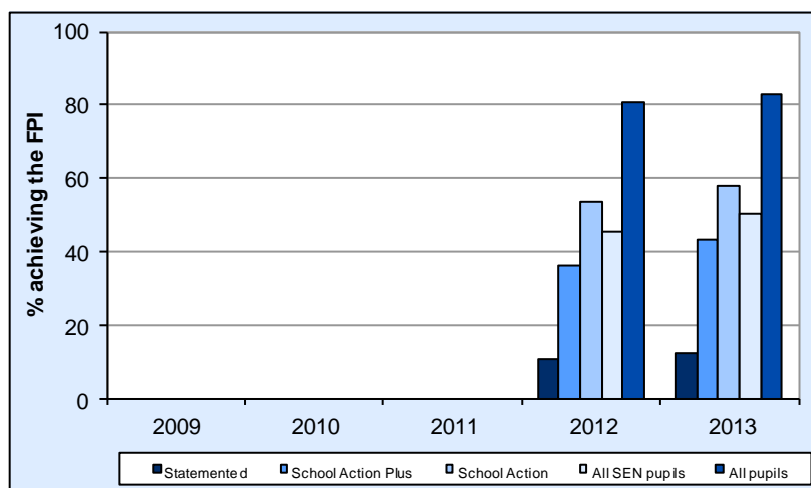
Section 4: Academic Achievement by Special Educational Need (SEN) Requirement

Further data for individual subjects and attainment levels with regard to SEN provision can be found in tables 13 to 16. Tables 17 to 20 provide information on attainment levels of pupils with different types of primary SEN.

Further information about special educational needs can be found in the Notes.

Foundation Phase (Chart 9 and Table 13)

Chart 9: Percentage of pupils achieving the FPI by special educational need (SEN) requirement at Foundation Phase, 2012-2013 (a)

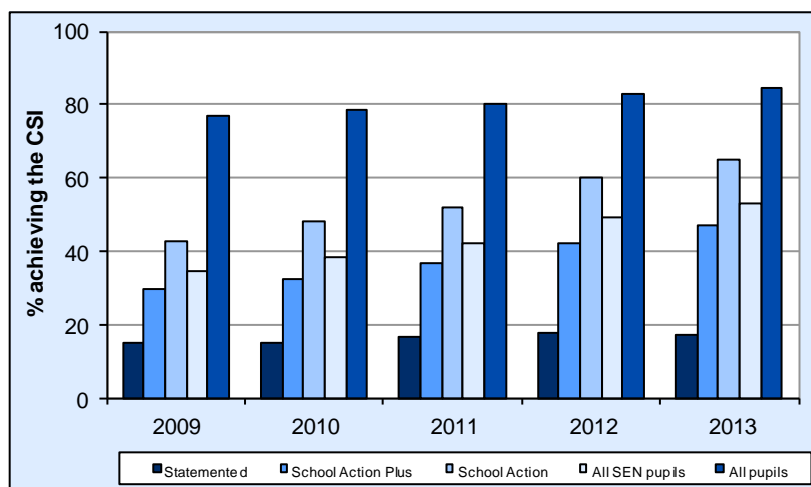


(a) Foundation Phase data is only available from 2012 onwards.

- The percentage of pupils with SEN achieving the FPI stood at 50.0 per cent in 2013.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the FPI at 12.2 per cent.

Key Stage 2 (Chart 10 and Table 14)

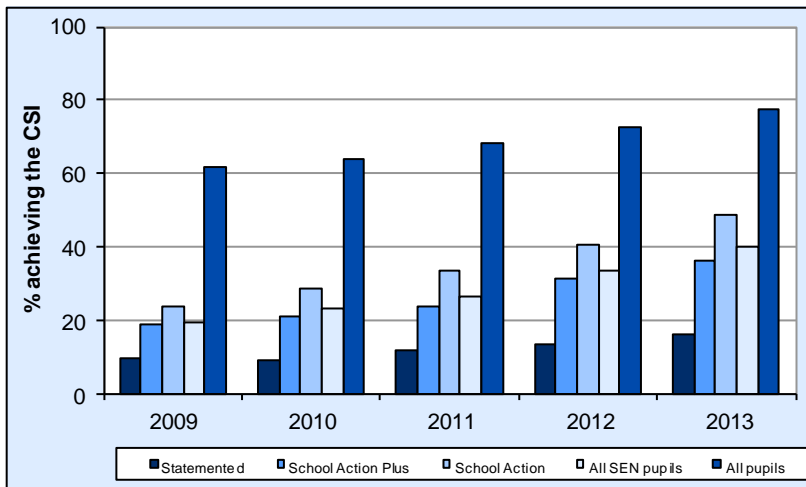
Chart 10: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS2, 2009-2013



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 53.1 per cent in 2013.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the CSI, but it has increased from 14.9 per cent in 2009 to 17.3 per cent in 2013.
- CSI achievement fell slightly for stated pupils but achievement increased for other categories of SEN requirement between 2012 and 2013.

Key Stage 3 (Chart 11 and Table 15)

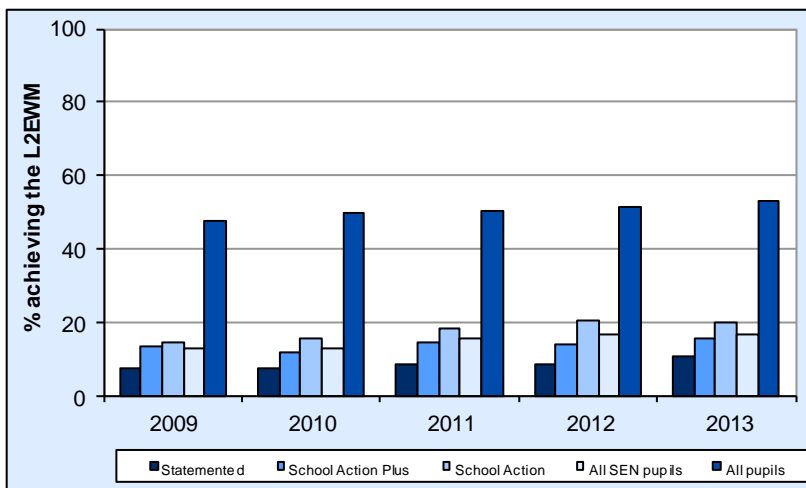
Chart 11: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS3, 2009-2013



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 39.7 per cent in 2013.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the CSI, but it has increased recently from 8.8 per cent in 2010 to 16.2 per cent in 2013.
- CSI achievement increased for all categories of SEN requirement between 2012 and 2013.

Key Stage 4 (Chart 12 and Table 16)

Chart 12: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) by special educational need (SEN) requirement at KS4, 2009-2013



- The percentage of pupils with SEN achieving the L2EWM threshold has increased year-on-year, reaching 16.8 per cent in 2013.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the L2EWM threshold, but it has increased from 7.4 per cent in 2010 to 10.6 per cent in 2013.

(a) Includes GCSEs, GNVQs and NVQs only for 2008, and all qualifications approved for pre-16 use from 2009 onwards.

Table 13: Foundation Phase by Special Educational Need provision, 2012-2013

Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments

Year	SEN provision	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	Total pupils on SEN register	6,805	53.1	1,571	54.5	8,376	60.4	71.3	45.4
	Statemented	479	19.2	54	27.8	533	21.6	18.9	10.5
	School Action Plus	2,038	44.6	476	44.5	2,514	53.3	58.0	36.0
	School Action	4,288	61.0	1,041	60.4	5,329	67.6	82.8	53.4
	All pupils	25,541	83.6	7,212	86.0	32,753	86.8	91.0	80.6
2013	Total pupils on SEN register	6,768	55.8	1,619	57.1	8,394	61.6	77.0	50.0
	Statemented	525	17.1	64	31.3	592	19.6	22.5	12.2
	School Action Plus	2,184	48.5	497	50.1	2,685	55.6	68.8	43.1
	School Action	4,059	64.7	1,058	62.0	5,117	69.6	87.6	58.1
	All pupils	25,752	85.4	7,456	86.8	33,215	87.5	93.1	83.1

Source: National Pupil Database

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI.
At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 14: Key Stage 2 by Special Educational Need provision, 2009-2013

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	SEN provision	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	Total pupils on SEN register	8,933	41.8	48.7	58.2	34.7	1,705	43.4
	Statemented	1,164	18.2	21.6	24.8	14.9	168	20.8
	School Action Plus	3,000	34.7	44.7	54.6	29.9	597	36.7
	School Action	4,769	52.0	57.8	68.6	42.6	940	51.7
	All pupils	34,540	81.1	82.6	86.5	77.1	6,622	80.0
2010	Total pupils on SEN register	9,023	45.6	51.5	58.7	38.5	1,867	48.6
	Statemented	1,161	17.8	22.2	24.5	14.9	177	26.0
	School Action Plus	3,022	38.4	47.2	55.1	32.3	623	36.0
	School Action	4,840	56.8	61.1	69.2	48.0	1,067	59.8
	All pupils	33,449	82.1	83.4	86.6	78.3	6,542	81.2
2011	Total pupils on SEN register	8,845	49.2	55.4	60.6	42.4	1,762	50.8
	Statemented	1,066	20.0	22.3	24.0	16.4	157	18.5
	School Action Plus	3,006	42.6	51.6	57.2	36.8	603	40.1
	School Action	4,773	59.9	65.2	70.9	51.7	1,002	62.3
	All pupils	32,388	83.5	85.0	87.2	80.1	6,349	82.1
2012	Total pupils on SEN register	8,997	54.5	60.6	65.0	49.0	1,855	55.6
	Statemented	992	21.0	24.8	25.3	17.4	118	25.4
	School Action Plus	3,231	46.9	54.9	59.6	42.0	696	47.8
	School Action	4,774	66.5	72.0	76.9	60.3	1,041	64.2
	All pupils	31,807	85.3	86.9	88.7	82.7	6,451	84.1
2013	Total pupils on SEN register	8,787	59.7	62.3	67.8	53.1	1,730	59.6
	Statemented	950	21.1	22.1	24.1	17.3	108	23.1
	School Action Plus	3,260	53.0	57.6	63.6	46.8	686	45.3
	School Action	4,577	72.5	74.0	79.8	65.1	936	74.3
	All pupils	30,896	87.2	87.6	89.8	84.4	6,188	86.7

Source: National Pupil Database

Table 15: Key Stage 3 by Special Educational Need provision, 2009-2013

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	SEN provision	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	Total pupils on SEN register	7,602	28.4	35.6	40.0	19.4	1,058	35.2
	Statemented	1,510	13.0	18.0	22.5	9.3	131	20.6
	School Action Plus	2,138	26.5	34.7	40.0	18.8	303	27.7
	School Action	3,954	35.2	42.8	46.8	23.6	624	41.8
	All pupils	35,023	70.8	73.6	75.8	61.5	5,591	75.1
2010	Total pupils on SEN register	8,104	32.7	40.3	43.7	23.0	1,085	36.8
	Statemented	1,451	14.0	18.6	19.7	8.8	133	14.3
	School Action Plus	2,269	29.6	38.5	41.8	20.8	306	36.9
	School Action	4,384	40.6	48.4	52.5	28.8	646	41.3
	All pupils	34,419	72.7	75.6	77.3	63.9	5,546	76.8
2011	Total pupils on SEN register	8,319	37.2	42.8	48.2	26.6	1,147	44.4
	Statemented	1,482	17.1	20.8	24.1	11.9	124	28.2
	School Action Plus	2,572	33.8	41.2	45.3	23.7	329	32.5
	School Action	4,265	46.1	51.3	58.4	33.4	694	52.9
	All pupils	35,724	76.1	78.0	80.4	68.1	5,858	81.4
2012	Total pupils on SEN register	8,192	43.8	48.5	53.9	33.3	1,150	49.9
	Statemented	1,311	18.0	21.4	24.9	13.3	111	25.2
	School Action Plus	2,599	41.1	48.2	51.4	31.3	365	43.6
	School Action	4,282	53.3	56.9	64.3	40.7	674	57.4
	All pupils	34,289	79.5	81.3	83.9	72.8	5,783	84.2
2013	Total pupils on SEN register	8,230	50.6	53.9	61.3	39.7	1,120	57.9
	Statemented	1,287	20.4	25.1	29.7	16.2	119	31.1
	School Action Plus	2,526	46.1	51.4	57.6	36.2	321	53.9
	School Action	4,417	61.9	63.6	72.7	48.6	680	64.6
	All pupils	33,193	83.0	84.0	87.2	77.2	5,667	87.6

Source: National Pupil Database

Table 16: Key Stage 4 by Special Educational Need provision, 2009-2013

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	SEN provision	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2009	Total pupils on SEN register	6,093	65.6	22.6	12.6	12.2	..
	Statemented	1,183	42.9	13.4	7.5	7.4	..
	School Action Plus	1,752	61.2	21.9	13.2	12.8	..
	School Action	3,158	76.5	26.5	14.2	13.6	..
	All pupils	35,708	90.5	61.6	47.6	46.4	..
2010	Total pupils on SEN register	6,643	71.2	25.1	12.9	12.5	212.3
	Statemented	1,186	44.8	13.6	7.4	7.7	156.3
	School Action Plus	2,034	67.4	23.7	11.7	11.5	200.2
	School Action	3,423	82.6	29.8	15.5	14.7	238.9
	All pupils	35,254	91.7	64.6	49.7	48.4	309.6
2011	Total pupils on SEN register	6,952	75.4	33.2	15.5	14.9	229.9
	Statemented	1,221	52.9	19.7	8.7	8.5	177.7
	School Action Plus	2,040	68.1	28.4	14.3	13.9	208.7
	School Action	3,691	86.9	40.3	18.4	17.6	259.0
	All pupils	34,345	92.4	68.4	50.5	49.0	316.8
2012	Total pupils on SEN register	7,059	79.4	41.6	16.5	15.5	250.9
	Statemented	1,173	55.8	24.2	8.4	8.4	189.7
	School Action Plus	2,108	74.3	37.3	13.9	13.1	234.3
	School Action	3,778	89.5	49.4	20.5	19.0	279.2
	All pupils	33,770	93.6	73.8	51.5	49.7	328.5
2013	Total pupils on SEN register	7,583	82.7	50.6	16.8	15.3	265.9
	Statemented	1,239	60.5	29.0	10.6	10.2	200.8
	School Action Plus	2,461	77.9	46.0	15.5	14.1	250.4
	School Action	3,883	92.8	60.4	19.6	17.8	296.4
	All pupils	35,154	94.7	78.9	53.2	50.1	337.0

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

Table 17: Foundation Phase by type of Special Educational Need, 2012-2013

Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments

Includes those pupils with only one type of SEN.

Year Primary SEN type	Language, literacy and communication skills - English (LCE)		Language, literacy and communication skills - Welsh (LCW)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
	(a)		(a)		PSD	MDT	FPI	
	Cohort	%	Cohort	%	Cohort	%	%	%
2012 Moderate Learning Difficulties	2,038	54.7	536	61.2	2,574	80.9	62.6	49.6
General Learning Difficulties	1,445	58.2	316	54.4	1,761	83.5	64.2	50.0
Severe Learning Difficulties	43	*	8	*	51	11.8	11.8	*
Profound & Multiple Learning Difficulties	*	*	*	*	36	*	*	*
Dyslexia	100	61.0	39	*	139	87.1	66.9	48.9
Dyscalculia	*	*	*	*	7	*	*	*
Dyspraxia	7	*	9	*	16	*	*	*
Attention Defecit Hyperactivity Disorder	11	*	8	*	19	*	*	*
Autistic Spectrum Disorders	116	35.3	22	*	138	23.9	43.5	20.3
Physical and Medical Difficulties	184	66.8	36	*	220	74.5	68.6	59.5
Hearing Impairment	107	80.4	23	*	130	86.9	80.8	78.5
Visual Impairment	28	*	11	*	39	*	*	*
Multi-Sensory Impairment	0	-	0	-	0	-	-	-
Speech, Language and Communication Difficulties	971	55.8	231	49.4	1,202	72.5	63.9	49.4
Behavioural, Emotional & Social Difficulties	463	67.6	122	67.2	585	56.4	74.9	47.9
<i>No SEN</i>	18,732	94.7	5,641	94.8	24,373	97.7	95.8	92.7
2013 Moderate Learning Difficulties	1,470	54.8	483	62.5	1,953	84.3	61.8	51.0
General Learning Difficulties	1,769	63.9	407	56.0	2,176	89.0	67.4	57.0
Severe Learning Difficulties	49	*	10	*	59	18.6	11.9	8.5
Profound & Multiple Learning Difficulties	28	*	*	*	29	*	*	*
Dyslexia	66	60.6	42	*	108	88.9	71.3	54.6
Dyscalculia	*	*	*	*	*	*	*	*
Dyspraxia	6	*	10	*	16	*	*	*
Attention Defecit Hyperactivity Disorder	15	*	6	*	21	*	*	*
Autistic Spectrum Disorders	117	29.9	8	*	125	24.8	34.4	20.0
Physical and Medical Difficulties	183	68.9	36	*	219	79.5	71.7	66.7
Hearing Impairment	112	89.3	26	*	138	92.0	85.5	83.3
Visual Impairment	45	*	5	*	50	88.0	78.0	72.0
Multi-Sensory Impairment	*	*	0	-	*	*	*	*
Speech, Language and Communication Difficulties	957	60.4	268	54.9	1,225	81.6	67.2	54.2
Behavioural, Emotional & Social Difficulties	553	74.3	130	61.5	683	69.5	76.4	58.6
<i>No SEN</i>	18,980	96.0	5,835	95.0	24,815	98.6	96.2	94.3

Source: National Pupil Database

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI.

At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 18: Key Stage 2 by type of Special Educational Need, 2011-2013

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Includes those pupils with only one type of SEN.

Year	Primary SEN type (a)	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2011	Moderate Learning Difficulties	3,937	50.2	56.2	61.6	42.6	859	54.8
	Severe Learning Difficulties	121	9.9	10.7	14.0	9.1	23	*
	Profound & Multiple Learning Difficulties	20	*	*	*	*	*	*
	Specific Learning Difficulties	1,426	54.3	63.3	72.2	47.1	359	49.3
	Autistic Spectrum Disorders	175	45.7	47.4	48.6	41.7	25	*
	Physical and Medical Difficulties	154	71.4	66.9	77.3	64.3	21	*
	Hearing Impairment	75	81.3	88.0	86.7	74.7	17	*
	Visual Impairment	42	*	*	*	*	*	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	554	47.3	56.3	58.7	41.0	133	54.9
	Behavioural, Emotional & Social Difficulties	740	70.0	74.2	76.5	64.5	117	60.7
<i>No SEN</i>	23,539	96.3	96.0	97.2	94.3	4,586	94.2	
2012	Moderate Learning Difficulties	3,066	56.5	62.5	67.5	51.1	703	57.3
	General Learning Difficulties	1,485	59.0	64.9	70.6	52.6	342	60.8
	Severe Learning Difficulties	97	9.3	10.3	11.3	7.2	10	*
	Profound & Multiple Learning Difficulties	23	*	*	*	*	*	*
	Dyslexia	740	58.1	71.4	77.7	53.6	191	51.8
	Dyscalculia	44	*	*	*	*	18	*
	Dyspraxia	24	*	*	*	*	12	*
	Attention Defecit Hyperactivity Disorder	57	64.9	75.4	75.4	59.6	15	*
	Autistic Spectrum Disorders	173	50.9	54.3	53.8	46.2	21	*
	Physical and Medical Difficulties	180	80.6	80.6	81.1	76.7	43	*
	Hearing Impairment	97	85.6	86.6	88.7	81.4	16	*
	Visual Impairment	31	*	*	*	*	7	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	527	50.7	61.7	62.0	46.9	141	51.1
Behavioural, Emotional & Social Difficulties	646	77.7	79.9	80.5	71.8	101	67.3	
<i>No SEN</i>	22,809	97.5	97.3	98.0	96.0	4,596	95.6	
2013	Moderate Learning Difficulties	2,483	61.6	62.3	70.1	53.6	566	63.8
	General Learning Difficulties	1,743	67.4	70.1	75.8	59.9	344	67.2
	Severe Learning Difficulties	115	7.0	7.0	9.6	4.3	26	*
	Profound & Multiple Learning Difficulties	31	*	*	*	*	*	*
	Dyslexia	767	64.9	76.7	80.3	61.3	199	58.3
	Dyscalculia	50	84.0	76.0	88.0	72.0	20	*
	Dyspraxia	33	*	*	*	*	10	*
	Attention Defecit Hyperactivity Disorder	68	66.2	72.1	77.9	60.3	10	*
	Autistic Spectrum Disorders	186	51.1	47.8	51.1	41.9	20	*
	Physical and Medical Difficulties	157	81.5	75.8	82.2	73.9	25	*
	Hearing Impairment	94	85.1	89.4	88.3	83.0	15	*
	Visual Impairment	41	*	*	*	*	10	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	467	58.7	63.0	65.7	52.9	118	52.5
Behavioural, Emotional & Social Difficulties	683	80.5	79.9	83.2	75.0	104	68.3	
<i>No SEN</i>	22,106	98.2	97.7	98.6	96.9	4,458	97.3	

Source: National Pupil Database

(a) Some primary SEN types were re-categorised in 2012.

Table 19: Key Stage 3 by type of Special Educational Need, 2011-2013

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Includes those pupils with only one type of SEN.

Year	Primary SEN type (a)	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2011	Moderate Learning Difficulties	2,858	31.9	37.6	45.0	20.9	435	41.1
	Severe Learning Difficulties	112	5.4	5.4	8.0	*	6	*
	Profound & Multiple Learning Difficulties	27	*	*	*	*	*	*
	Specific Learning Difficulties	1,539	47.2	56.3	64.8	37.2	285	52.3
	Autistic Spectrum Disorders	204	39.7	41.7	43.1	30.4	13	*
	Physical and Medical Difficulties	228	68.0	68.9	71.9	57.0	38	*
	Hearing Impairment	94	77.7	81.9	79.8	70.2	16	*
	Visual Impairment	52	73.1	71.2	76.9	61.5	5	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	320	39.1	50.3	55.6	28.1	35	*
	Behavioural, Emotional & Social Difficulties	1,062	49.6	51.0	53.1	33.6	85	49.4
<i>No SEN</i>		27,401	87.9	88.7	90.2	80.8	4,710	90.4
2012	Moderate Learning Difficulties	2,146	39.1	41.8	50.0	27.1	311	45.3
	General Learning Difficulties	920	50.9	54.0	61.2	36.6	114	56.1
	Severe Learning Difficulties	89	*	*	*	*	8	*
	Profound & Multiple Learning Difficulties	18	*	*	*	*	*	*
	Dyslexia	985	55.1	64.0	71.6	45.8	176	49.4
	Dyscalculia	44	*	*	*	*	14	*
	Dyspraxia	38	*	*	*	*	7	*
	Attention Defecit Hyperactivity Disorder	27	*	*	*	*	*	*
	Autistic Spectrum Disorders	205	43.9	47.8	49.3	37.6	20	*
	Physical and Medical Difficulties	225	72.9	71.6	75.1	59.6	33	*
	Hearing Impairment	112	75.0	83.9	90.2	68.8	23	*
	Visual Impairment	47	*	*	*	*	6	*
	Multi-Sensory Impairment	5	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	322	41.9	50.3	51.6	34.2	40	*
Behavioural, Emotional & Social Difficulties	1,045	56.1	57.7	59.7	41.7	89	55.1	
<i>No SEN</i>		26,091	90.8	91.6	93.3	85.2	4,633	92.7
2013	Moderate Learning Difficulties	2,087	49.5	51.3	61.1	37.4	333	58.9
	General Learning Difficulties	1,109	57.5	55.4	67.7	40.8	130	56.9
	Severe Learning Difficulties	89	*	*	5.6	*	6	*
	Profound & Multiple Learning Difficulties	22	*	*	*	*	*	*
	Dyslexia	1,012	63.2	71.9	80.5	55.0	210	62.4
	Dyscalculia	52	92.3	71.2	86.5	65.4	16	*
	Dyspraxia	47	*	*	*	*	13	*
	Attention Defecit Hyperactivity Disorder	50	44.0	62.0	58.0	40.0	5	*
	Autistic Spectrum Disorders	207	55.6	57.5	61.8	48.8	22	*
	Physical and Medical Difficulties	217	81.1	86.2	85.7	75.1	34	*
	Hearing Impairment	101	83.2	83.2	87.1	73.3	12	*
	Visual Impairment	38	*	*	*	*	6	*
	Multi-Sensory Impairment	6	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	335	49.9	60.9	63.0	43.9	44	*
Behavioural, Emotional & Social Difficulties	900	61.4	63.0	66.1	48.9	64	75.0	
<i>No SEN</i>		24,962	93.7	94.0	95.7	89.6	4,546	94.9

Source: National Pupil Database

(a) Some primary SEN types were re-categorised in 2012.

Table 20: Key Stage 4 by type of Special Educational Need, 2011-2013

Percentage of pupils aged 15 at the start of the academic year

*Includes those pupils with only one type of SEN.**Includes all qualifications approved for pre-16 use.*

Year	Primary SEN type (a)	Cohort	Percentage of pupils achieving:				Average capped wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2011	Moderate Learning Difficulties	2,190	79.4	28.2	9.7	9.2	229.2
	Severe Learning Difficulties	67	23.9	*	*	*	101.2
	Profound & Multiple Learning Difficulties	7	*	*	*	*	*
	Specific Learning Difficulties	1,314	90.4	48.3	24.3	23.7	278.0
	Autistic Spectrum Disorders	131	76.3	44.3	29.0	28.2	253.0
	Physical and Medical Difficulties	222	89.2	59.5	43.2	42.8	291.7
	Hearing Impairment	112	94.6	67.9	48.2	46.4	312.9
	Visual Impairment	58	96.6	77.6	46.6	46.6	341.0
	Multi-Sensory Impairment	*	*	*	*	*	*
	Speech, Language and Communication	217	77.4	36.9	19.8	19.4	242.6
Behavioural, Emotional & Social Difficulties	1,154	67.0	30.3	14.2	13.6	204.1	
<i>No SEN</i>	<i>27,405</i>	<i>96.7</i>	<i>77.3</i>	<i>59.3</i>	<i>57.6</i>	<i>338.8</i>	
2012	Moderate Learning Difficulties	1,736	81.0	35.3	9.6	8.9	245.5
	General Learning Difficulties	636	90.3	48.1	18.1	16.4	277.2
	Severe Learning Difficulties	64	23.4	10.9	*	*	111.6
	Profound & Multiple Learning Difficulties	*	*	*	*	*	*
	Dyslexia	935	93.8	61.7	27.5	25.7	303.1
	Dyscalculia	9	*	*	*	*	*
	Dyspraxia	46	*	*	*	*	*
	Attention Defecit Hyperactivity Disorder	36	*	*	*	*	*
	Autistic Spectrum Disorders	172	75.0	53.5	32.6	31.4	265.3
	Physical and Medical Difficulties	228	93.0	66.2	45.2	43.9	316.3
	Hearing Impairment	113	92.9	61.1	35.4	34.5	312.0
	Visual Impairment	41	*	*	*	*	*
	Multi-Sensory Impairment	5	*	*	*	*	*
	Speech, Language and Communication	221	85.5	44.3	17.6	16.7	266.7
Behavioural, Emotional & Social Difficulties	1,246	73.8	38.9	16.9	15.8	234.4	
<i>No SEN</i>	<i>26,720</i>	<i>97.4</i>	<i>82.3</i>	<i>60.7</i>	<i>58.7</i>	<i>349.0</i>	
2013	Moderate Learning Difficulties	1,678	85.5	45.8	9.1	8.0	262.6
	General Learning Difficulties	865	91.4	58.2	15.6	13.8	288.4
	Severe Learning Difficulties	70	22.9	*	*	*	103.5
	Profound & Multiple Learning Difficulties	8	*	*	*	*	*
	Dyslexia	988	97.2	70.6	28.4	27.1	320.7
	Dyscalculia	15	*	*	*	*	*
	Dyspraxia	40	*	*	*	*	*
	Attention Defecit Hyperactivity Disorder	41	*	*	*	*	*
	Autistic Spectrum Disorders	188	73.9	56.9	31.4	30.3	260.3
	Physical and Medical Difficulties	252	91.7	74.2	44.8	42.9	322.2
	Hearing Impairment	104	97.1	79.8	52.9	47.1	334.4
	Visual Impairment	59	96.6	81.4	47.5	44.1	339.9
	Multi-Sensory Impairment	*	*	*	*	*	*
	Speech, Language and Communication	266	91.7	60.5	21.4	19.5	296.1
Behavioural, Emotional & Social Difficulties	1,249	74.4	45.2	17.2	14.5	241.4	
<i>No SEN</i>	<i>27,572</i>	<i>98.0</i>	<i>86.7</i>	<i>63.2</i>	<i>59.7</i>	<i>356.6</i>	

Source: National Pupil Database

(a) Some primary SEN types were re-categorised in 2012.

Section 6: Academic Achievement by Absenteeism

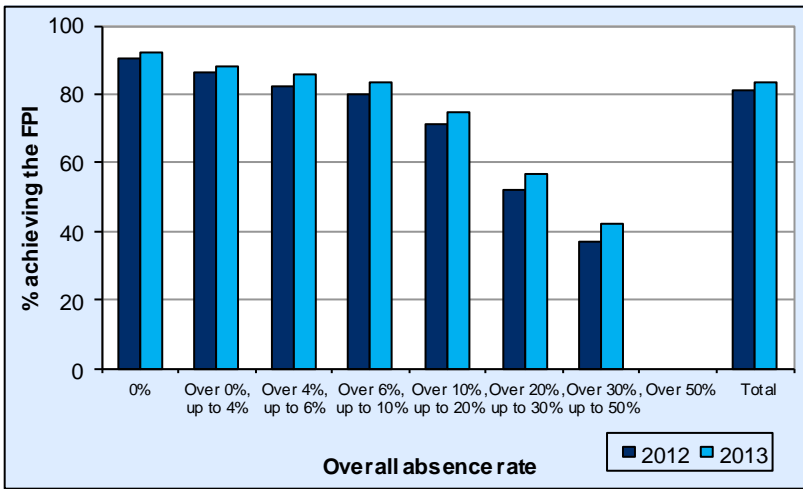
Further data for individual subjects and attainment levels can be found in tables 21 to 24.

Note that the percentages used with regard to absence in the charts and tables below represent the proportions of sessions missed during the year (one day is made up of two sessions).

Also note that due to issues with the attendance records of dual-registered pupils in secondary schools and pupils educated off-site, no separate attainment data are published for those with no absence at Key Stages 3 and 4.

Foundation Phase (Chart 13 and Table 21)

Chart 13: Percentage of pupils achieving the FPI at Foundation Phase by overall absence rates, 2012-2013 (a)

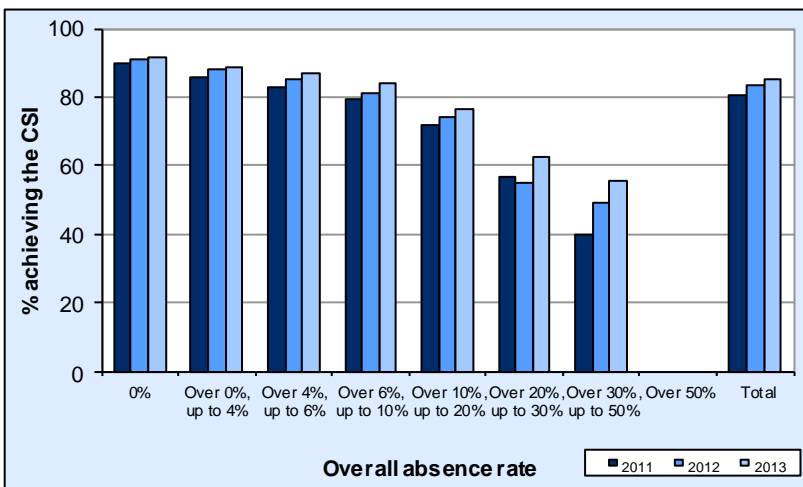


- Performance has improved in all absence groups since 2012.
- Levels of attainment decreased as overall absence rates increased, with only 42.1 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the FPI in 2013.

(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

Key Stage 2 (Chart 14 and Table 22)

Chart 14: Percentage of pupils achieving the CSI at KS2 by overall absence rates, 2011-2013 (a)

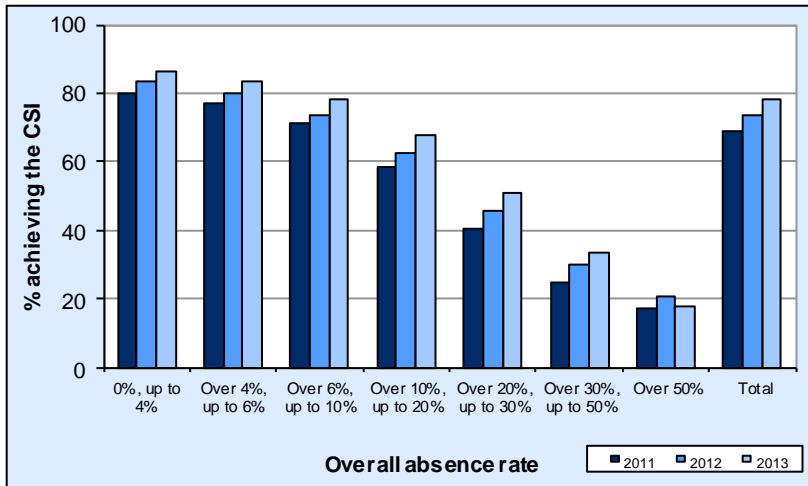


- In 2013, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the CSI (91.9 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 55.3 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the CSI in 2013.
- Performance has improved in all absence groups since 2011.

(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

Key Stage 3 (Chart 15 and Table 23)

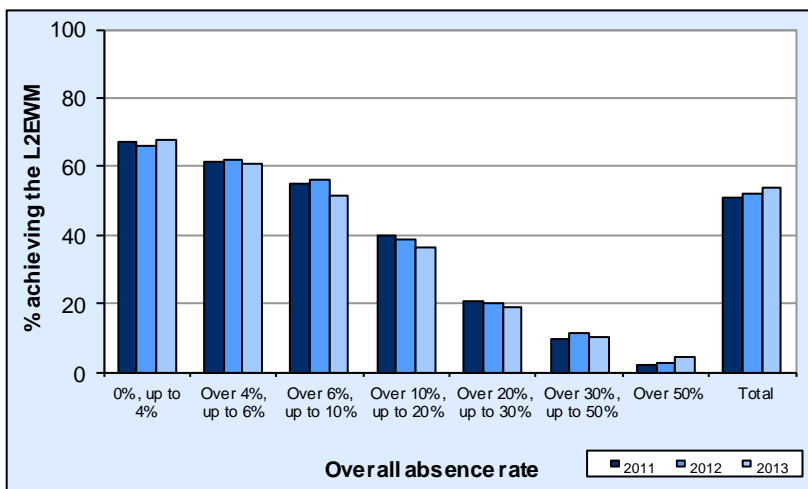
Chart 15: Percentage of pupils achieving the CSI at KS3 by overall absence rates, 2011-2013



- In 2013, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the CSI (86.3 per cent).
- Levels of attainment decreased as overall absence rates increased, with pupils missing over 50 per cent of sessions having the lowest attainment levels (17.7 per cent) in 2013.
- Performance has improved in all absence groups since 2011. However, despite still being higher than the 2011 figure, performance of pupils missing over 50 per cent of sessions fell between 2012 and 2013 by almost 3 percentage points.

Key Stage 4 (Chart 16 and Table 24)

Chart 16: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by overall absence rates, 2011-2013



- In 2013, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the L2EWM threshold (67.9 per cent).
- Levels of attainment decreased as overall absence rates increased, with pupils missing over 50 per cent of sessions having the lowest attainment levels (4.2 per cent).
- Performance has decreased in the last year with the exception of two absence groups, pupils missing between 0 and 4 per cent of sessions (1.9pp increase) and those missing over 50 per cent of sessions (1.3pp increase).

Table 21: Foundation Phase by overall absence rates, 2012-2013

Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments

Year	Overall absence rate	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	Cohort	PSD %	MDT %	FPI %
2012	0%	660	93.2	248	90.3	908	95.0	93.7	90.3
	Over 0%, but 4% at most	9,440	88.5	3,075	91.2	12,515	94.0	91.1	86.1
	Over 4%, but 6% at most	4,820	86.2	1,440	85.6	6,260	92.3	88.4	82.4
	Over 6%, but 10% at most	5,722	84.1	1,533	82.5	7,255	91.0	86.2	79.9
	Over 10%, but 20% at most	4,020	75.2	801	77.4	4,821	86.5	79.9	71.3
	Over 20%, but 30% at most	586	55.8	92	59.8	678	73.9	65.5	52.2
	Over 30%, but 50% at most	142	40.1	16	*	158	62.7	50.0	36.7
	Over 50%	19	*	6	0.0	25	*	*	*
Total	25,409	84.0	7,211	86.0	32,620	91.3	87.1	80.9	
2013	0%	550	94.0	171	93.6	721	98.1	95.3	92.4
	Over 0%, but 4% at most	9,176	90.3	3,108	90.0	12,288	95.6	91.3	88.0
	Over 4%, but 6% at most	4,757	88.0	1,387	87.4	6,145	94.7	89.6	85.6
	Over 6%, but 10% at most	6,243	85.9	1,735	85.8	7,979	93.6	87.7	83.2
	Over 10%, but 20% at most	4,186	77.7	953	78.9	5,140	89.8	81.0	74.4
	Over 20%, but 30% at most	510	63.9	81	56.8	591	78.0	65.0	56.7
	Over 30%, but 50% at most	134	45.5	18	*	152	68.4	57.2	42.1
	Over 50%	9	*	*	*	11	*	*	*
Total	25,565	86.0	7,455	86.8	33,027	93.6	87.9	83.6	

Source: National Pupil Database

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI. At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 22: Key Stage 2 by overall absence rates, 2011-2013

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Overall absence rate	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2011	0%	905	91.9	93.0	94.8	89.9	189	90.5
	Over 0%, but 4% at most	12,130	88.5	89.5	91.6	85.9	2,676	86.9
	Over 4%, but 6% at most	5,937	85.8	87.6	89.9	82.8	1,165	83.5
	Over 6%, but 10% at most	7,031	82.8	84.9	87.0	79.2	1,333	78.9
	Over 10%, but 20% at most	5,086	76.7	78.2	81.1	71.5	849	73.5
	Over 20%, but 30% at most	777	63.1	65.4	67.2	56.9	97	57.7
	Over 30%, but 50% at most	246	45.9	49.6	51.6	39.8	26	*
	Over 50%	49	*	*	*	*	5	*
Total		32,161	83.9	85.5	87.7	80.6	6,340	82.2
2012	0%	1,291	92.3	93.5	94.3	90.8	249	89.2
	Over 0%, but 4% at most	13,007	89.5	91.2	92.4	87.8	2,909	88.4
	Over 4%, but 6% at most	5,616	88.1	89.1	91.3	85.3	1,134	86.2
	Over 6%, but 10% at most	6,503	84.0	85.6	88.0	80.9	1,323	80.5
	Over 10%, but 20% at most	4,364	78.0	80.2	82.5	74.0	727	73.5
	Over 20%, but 30% at most	614	59.4	62.4	65.3	54.9	71	63.4
	Over 30%, but 50% at most	180	57.2	57.8	58.3	48.9	27	*
	Over 50%	28	*	*	*	*	*	0.0
Total		31,603	85.9	87.5	89.2	83.2	6,444	84.2
2013	0%	1,031	94.1	93.1	95.3	91.9	209	91.9
	Over 0%, but 4% at most	12,377	90.8	91.2	93.1	88.7	2,752	89.7
	Over 4%, but 6% at most	5,292	89.5	90.1	91.9	87.2	1,047	88.1
	Over 6%, but 10% at most	6,682	87.6	87.6	90.0	84.1	1,319	86.7
	Over 10%, but 20% at most	4,543	80.3	81.0	84.2	76.4	752	77.7
	Over 20%, but 30% at most	564	68.1	70.9	73.0	62.8	79	60.8
	Over 30%, but 50% at most	161	60.9	61.5	65.2	55.3	16	*
	Over 50%	34	*	*	*	*	6	*
Total		30,684	87.8	88.2	90.4	85.0	6,180	86.9

Source: National Pupil Database

Table 23: Key Stage 3 by overall absence rates, 2011-2013

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Overall absence rate	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2011	0% to 4% at most	12,090	85.2	87.5	89.1	80.1	2,224	89.7
	Over 4%, but 6% at most	5,033	82.7	85.2	87.5	76.8	949	84.5
	Over 6%, but 10% at most	7,488	79.6	80.8	83.5	71.1	1,273	81.9
	Over 10%, but 20% at most	7,591	69.0	71.1	74.7	58.3	1,093	69.4
	Over 20%, but 30% at most	1,903	55.7	57.3	61.0	40.5	208	61.1
	Over 30%, but 50% at most	922	41.3	41.1	44.3	24.5	85	42.4
	Over 50%	258	29.1	27.1	27.1	17.1	16	*
Total		35,285	77.0	78.9	81.4	69.0	5,848	81.5
2012	0% to 4% at most	13,338	87.8	89.5	91.3	83.5	2,564	89.8
	Over 4%, but 6% at most	4,842	85.1	87.1	89.4	79.7	870	88.5
	Over 6%, but 10% at most	6,675	80.2	82.7	85.1	73.4	1,076	82.4
	Over 10%, but 20% at most	6,527	72.8	74.6	78.2	62.6	971	75.4
	Over 20%, but 30% at most	1,547	60.3	59.5	65.1	45.9	200	64.0
	Over 30%, but 50% at most	714	44.5	46.6	49.6	30.0	68	60.3
	Over 50%	249	34.9	35.3	34.9	20.5	23	*
Total		33,892	80.5	82.3	84.8	73.6	5,772	84.4
2013	0% to 4% at most	13,119	89.7	90.9	93.1	86.3	2,457	93.0
	Over 4%, but 6% at most	4,899	88.0	88.7	91.5	83.7	932	89.6
	Over 6%, but 10% at most	6,623	84.7	85.9	89.0	78.2	1,175	86.7
	Over 10%, but 20% at most	6,172	76.7	77.5	82.4	67.7	877	79.1
	Over 20%, but 30% at most	1,271	64.0	64.7	70.4	50.7	154	64.3
	Over 30%, but 50% at most	550	46.9	48.5	55.1	33.5	51	56.9
	Over 50%	175	32.6	33.1	33.7	17.7	13	*
Total		32,809	84.0	85.0	88.2	78.1	5,659	87.7

Source: National Pupil Database

Table 24: Key Stage 4 by overall absence rates, 2011-2013

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Overall absence rate	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2011	0% to 4% at most	10,143	93.2	80.7	67.2	65.7	343.7
	Over 4%, but 6% at most	4,419	97.6	79.6	61.3	59.7	344.3
	Over 6%, but 10% at most	7,207	97.0	74.9	54.7	53.1	334.1
	Over 10%, but 20% at most	8,033	95.2	63.1	40.1	38.5	308.4
	Over 20%, but 30% at most	2,398	87.8	40.7	20.9	19.8	261.9
	Over 30%, but 50% at most	1,413	73.8	22.5	9.7	9.1	205.7
	Over 50%	509	31.8	5.5	2.0	2.2	106.4
	Total	34,122	92.9	68.9	50.8	49.3	318.5
2012	0% to 4% at most	10,960	94.7	84.7	66.0	64.5	353.5
	Over 4%, but 6% at most	4,596	97.9	84.2	62.1	60.1	353.8
	Over 6%, but 10% at most	7,003	97.5	79.8	55.9	53.7	343.3
	Over 10%, but 20% at most	7,280	95.5	66.9	38.6	36.5	315.6
	Over 20%, but 30% at most	2,048	89.7	45.1	19.9	18.3	270.8
	Over 30%, but 50% at most	1,253	75.7	27.8	11.2	10.6	218.9
	Over 50%	414	36.2	6.3	2.9	3.1	114.6
	Total	33,554	94.2	74.3	51.8	50.0	330.2
2013	0% to 4% at most	14,241	96.0	87.7	67.9	65.3	359.5
	Over 4%, but 6% at most	4,827	98.5	87.2	60.9	57.7	356.3
	Over 6%, but 10% at most	6,500	98.0	82.2	51.7	48.3	343.7
	Over 10%, but 20% at most	6,205	96.2	71.7	36.6	32.6	320.6
	Over 20%, but 30% at most	1,743	88.9	50.3	18.9	15.8	275.9
	Over 30%, but 50% at most	995	79.2	32.3	10.3	8.5	232.9
	Over 50%	359	45.7	15.9	4.2	4.5	150.6
	Total	34,870	95.4	79.6	53.6	50.5	339.3

Source: National Pupil Database

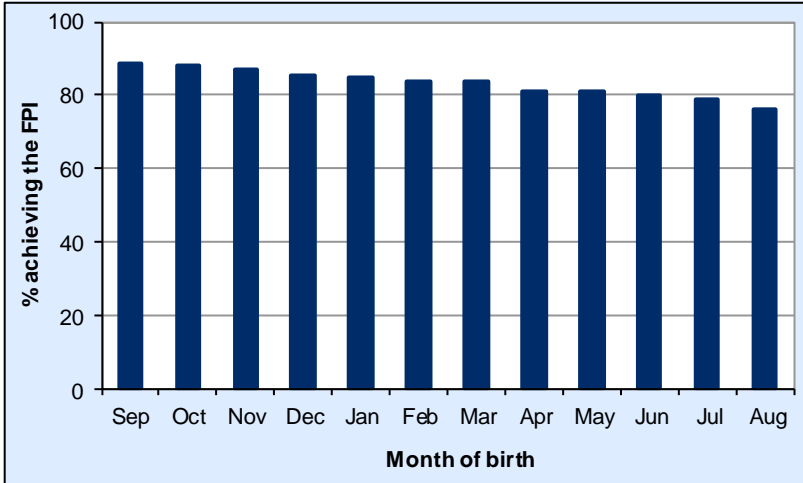
(a) Average capped wider points scores are calculated using the best 8 results.

Academic Achievement by Month of Birth

Further data for attainment levels can be found in Tables 25 to 28.

Foundation Phase (Chart 17 and Table 25)

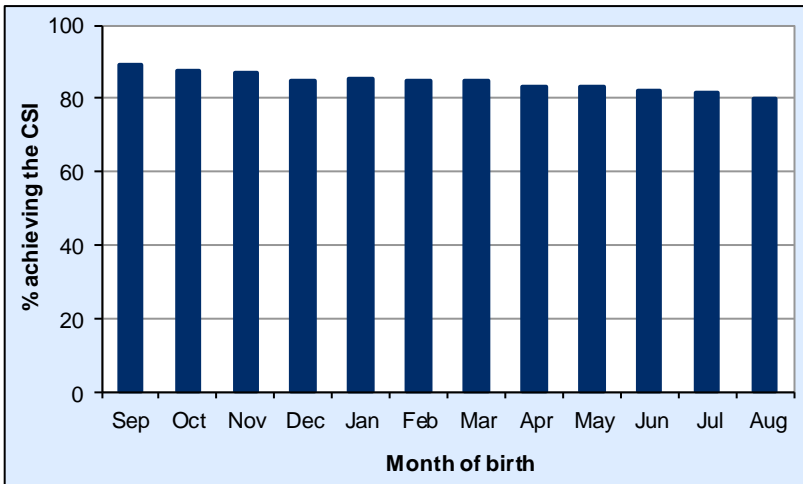
Chart 17: Percentage of pupils achieving the FPI at Foundation Phase by month of birth, 2013



- Those born earlier in the academic year have generally higher percentages achieving the FPI than those born later in the academic year.
- Pupils born in September performed best with 88.5 per cent achieving the FPI, whilst those born in August performed worst with 76.1 per cent.

Key Stage 2 (Chart 18 and Table 26)

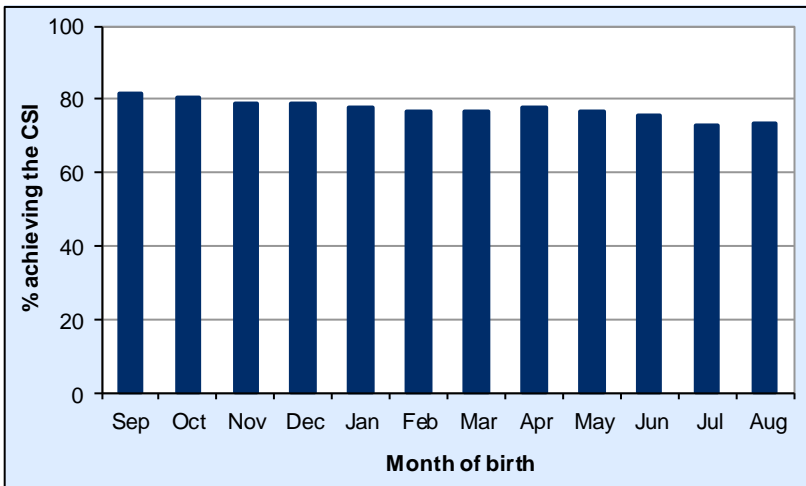
Chart 18: Percentage of pupils achieving the CSI at KS2 by month of birth, 2013



- Those born earlier in the academic year have generally higher percentages achieving the CSI than those born later in the academic year.
- Pupils born in September performed best with 88.9 per cent achieving the CSI, whilst those born in August performed worst with 79.8 per cent.

Key Stage 3 (Chart 19 and Table 27)

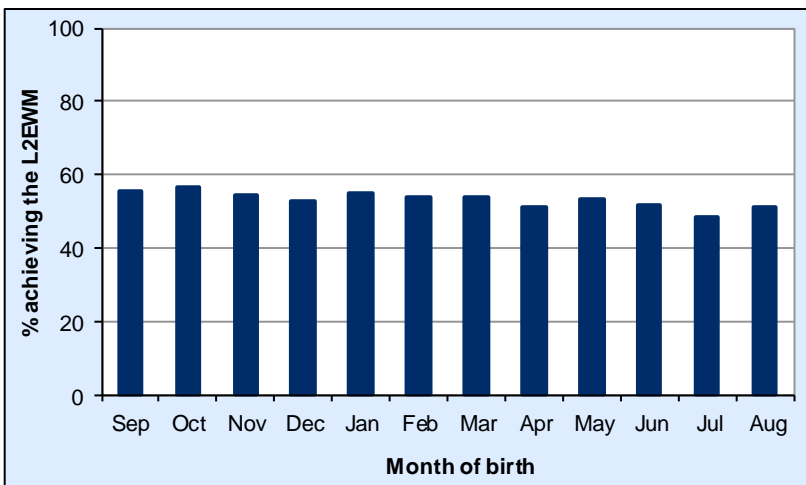
Chart 19: Percentage of pupils achieving the CSI at KS3 by month of birth, 2013



- Those born earlier in the academic year have generally higher percentages achieving the CSI than those born later in the academic year.
- Pupils born in September performed best with 81.6 per cent achieving the CSI, whilst those born in July performed worst with 72.7 per cent.

Key Stage 4 (Chart 20 and Table 28)

Chart 20: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by month of birth, 2013



- Those born earlier in the academic year have generally higher percentages achieving the L2EWM threshold than those born later in the academic year.
- Pupils born in October performed best with 56.8 per cent achieving the L2EWM threshold, whilst those born in July performed worst with 48.6 per cent.
- The difference between the maximum and minimum attainment by month of birth is smaller at Key Stage 4 than other Key Stages, but increased recently from 7.5pp in 2012 to 8.2pp in 2013.

Table 25: Foundation Phase by month of birth, 2012-2013

Percentage of pupils achieving the FPI in teacher assessments

Month of birth	2012		2013	
	Cohort	%	Cohort	%
September	2,841	86.3	2,893	88.5
October	2,820	86.4	2,808	87.8
November	2,708	85.2	2,567	86.9
December	2,809	82.3	2,765	85.5
January	2,805	82.5	2,689	84.9
February	2,339	81.0	2,542	83.6
March	2,700	80.0	2,816	83.6
April	2,555	78.2	2,608	81.2
May	2,656	79.0	2,868	81.0
June	2,728	77.3	2,823	79.7
July	2,881	74.9	2,937	79.1
August	2,911	74.3	2,899	76.1

Source: National Pupil Database

Table 26: Key Stage 2 by month of birth, 2009-2013

Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2009		2010		2011		2012		2013	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,998	83.3	2,999	84.0	2,826	85.1	2,775	87.5	2,627	88.9
October	2,895	80.3	2,867	81.8	2,709	84.2	2,696	85.7	2,772	87.4
November	2,746	81.2	2,721	81.7	2,606	83.5	2,612	85.9	2,609	87.0
December	2,935	80.2	2,725	80.9	2,710	81.4	2,654	84.4	2,510	85.0
January	2,969	78.3	2,781	78.8	2,851	81.9	2,804	83.1	2,610	85.1
February	2,693	77.3	2,513	78.4	2,551	79.4	2,441	84.4	2,446	84.8
March	2,819	76.2	2,850	78.1	2,639	80.1	2,749	83.0	2,467	84.6
April	2,883	73.8	2,674	76.7	2,545	79.1	2,470	81.5	2,436	83.4
May	2,852	77.4	2,838	76.1	2,770	79.1	2,710	81.1	2,575	83.4
June	2,794	73.8	2,876	75.5	2,656	77.3	2,554	79.8	2,514	82.1
July	3,140	73.4	2,851	73.7	2,778	75.4	2,710	77.9	2,651	81.7
August	2,816	70.3	2,754	74.0	2,747	74.6	2,632	78.3	2,679	79.8

Source: National Pupil Database

Table 27: Key Stage 3 by month of birth, 2009-2013
Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2009		2010		2011		2012		2013	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,047	67.3	2,959	67.6	3,101	71.8	2,990	78.0	2,953	81.6
October	2,930	65.0	2,830	68.5	3,109	71.5	2,867	74.9	2,852	80.6
November	2,799	65.6	2,758	66.1	3,003	71.1	2,720	75.1	2,692	78.7
December	2,913	63.2	2,825	65.3	3,000	70.1	2,916	75.2	2,704	78.8
January	2,930	63.2	2,919	65.6	3,081	69.5	2,931	73.7	2,779	77.7
February	2,650	62.2	2,739	63.1	2,702	68.3	2,675	72.7	2,500	76.5
March	2,966	60.7	2,864	63.0	3,020	67.6	2,800	73.6	2,843	76.7
April	2,750	60.4	2,697	64.4	2,901	65.1	2,852	70.1	2,661	77.7
May	3,094	59.0	2,910	63.8	2,890	68.0	2,834	72.0	2,809	76.5
June	2,937	58.2	2,859	61.5	2,930	66.3	2,806	70.2	2,829	75.6
July	2,964	57.2	2,980	60.2	3,041	64.1	3,118	70.0	2,829	72.7
August	3,043	56.7	3,079	58.8	2,946	63.8	2,780	67.7	2,742	73.4

Source: National Pupil Database

Table 28: Key Stage 4 by month of birth, 2009-2013
Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM)
Includes all qualifications approved for pre-16 use.

Month of birth	2009		2010		2011		2012		2013	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,162	51.5	3,182	54.4	2,985	53.9	2,893	54.6	3,058	55.3
October	2,964	51.5	3,035	52.9	2,874	52.7	2,760	54.8	3,035	56.8
November	2,859	49.3	2,786	52.1	2,728	54.5	2,702	54.0	2,950	54.6
December	2,841	48.6	2,846	49.9	2,848	50.9	2,779	52.8	2,947	52.8
January	2,944	46.0	2,831	49.5	2,889	51.2	2,874	51.0	3,032	54.8
February	2,735	48.8	2,710	50.3	2,614	49.5	2,666	50.5	2,665	53.7
March	3,023	48.4	3,038	50.9	2,915	51.1	2,839	50.2	2,966	53.9
April	2,954	45.5	2,952	48.3	2,685	50.2	2,638	53.4	2,844	51.1
May	3,024	47.2	3,108	47.1	3,034	48.3	2,871	51.8	2,873	53.2
June	3,029	46.7	2,989	47.3	2,892	48.8	2,809	49.4	2,893	51.8
July	3,107	45.1	2,856	47.7	2,897	48.2	2,923	48.2	3,003	48.6
August	3,066	42.8	2,921	45.7	2,984	46.6	3,016	47.3	2,888	51.1

Source: National Pupil Database

Key Quality Information

Coverage and content

1. The datasets used to produce this bulletin have been produced by matching PLASC data from the January census to the attainment data obtained for assessments/examinations held in the following summer term. Absenteeism data from the Pupils' Attendance Record has also been matched to the matched dataset.
2. The matching process described above is only possible for local authority (LA) maintained primary, secondary and special schools. Data for Pupil Referral Units (PRUs) is also included in this bulletin and is provided by matching attainment data to the Educated Other Than at School (EOTAS) pupil level collection data. When publishing analyses based on these school types, pupils who have arrived from a non-English/Welsh based education system are removed from the school and LA summaries, but included in the overall summary for Wales.
3. Due to the movement of pupils between the PLASC/EOTAS census dates in January and the assessment period and the collection of attendance records, and some issues with data matching, full coverage of ethnicity, special educational needs and month of birth with attainment data are not available for all pupils. Therefore the national figures in Tables 5 to 8, 13 to 16 and 21 to 24 may not match those published in the End of Foundation Phase Outcomes and National Curriculum Assessments and the Examination Results statistical releases (SDR 128/2013 and SDR 205/2013 respectively).

The tables below shows the coverage obtained for each data set:

PLASC and attainment data

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (a)	
Foundation Phase	2009	.	.	.
	2010	.	.	.
	2011	.	.	.
	2012	32,753	32,952	99.4
	2013	33,215	33,394	99.5
Key Stage 2	2009	34,540	34,683	99.6
	2010	33,449	33,648	99.4
	2011	32,388	32,498	99.7
	2012	31,807	31,958	99.5
	2013	30,896	31,018	99.6
Key Stage 3	2009	35,023	35,170	99.6
	2010	34,419	34,645	99.3
	2011	35,724	35,853	99.6
	2012	34,289	34,451	99.5
	2013	33,193	33,304	99.7
Key Stage 4	2009	35,708	36,434	98.0
	2010	35,254	35,875	98.3
	2011	34,345	34,830	98.6
	2012	33,770	34,203	98.7
	2013	35,154	35,434	99.2

(a) Excludes pupils in Independent schools.

Pupils' Attendance Record and attainment data

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (a)	
Foundation Phase	2011			
	2012	32,620	32,952	99.0
	2013	33,027	33,394	98.9
Key Stage 2	2011	32,161	32,498	99.0
	2012	31,603	31,958	98.9
	2013	30,684	31,018	98.9
Key Stage 3	2011	35,285	35,853	98.4
	2012	33,892	34,451	98.4
	2013	32,809	33,304	98.5
Key Stage 4	2011	34,122	34,830	98.0
	2012	33,554	34,203	98.1
	2013	34,870	35,434	98.4

(a) Excludes pupils in Independent schools.

4. Please note that the 'All pupils' or national average figures given in Sections 2, 3, 4 and 6 of this bulletin (Ethnic Background, SEN and Month of Birth) represent the attainment of all pupils in maintained primary, secondary, special schools or PRUs whose PLASC or EOTAS pupil level collection and attainment data were successfully matched within the database.

These figures may not match the national figures published in the main publications (see paragraph 19) because:

- independent schools do not produce a PLASC return therefore no ethnic background data at pupil level are available;
- pupils who leave or join the education system in Wales between the PLASC/EOTAS census days and the time of the assessments (May to July) are not included. Such pupils will either be missing pupil characteristics or an attainment level.

Data in Section 5, attainment by absenteeism levels, represent the attainment of all pupils in maintained primary, secondary and special schools whose attendance and attainment data were successfully matched.

Data in Section 1, attainment by gender, will match the national figures published as we have used our original sources for this analysis.

5. The Foundation Phase Indicator (FPI) represents the percentage of pupils achieving the expected outcome or above in "Language, literacy and communication skills" (in English (LCE) or Welsh (LCW)), "Personal and social development, well-being and cultural diversity" (PSD) and "Mathematical development" (MDT) in combination. The expected outcome of the majority of pupils is outcome 5 at the end of the Foundation Phase.

The Core Subject Indicator (CSI) represents the percentage of pupils achieving the expected level or above in English or Welsh (First Language), Mathematics and Science in combination. The expected level of the majority of pupils is level 4 at Key Stage 2 and level 5 at Key Stage 3.

6. Level thresholds represent a volume, or 'size', of qualifications at a specific level on the National Qualifications Framework (NQF). Three thresholds have been established: Level 1 – a volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grade D-G; Level 2 – a volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A*-C.

The **average capped wider points score** is calculated using the best 8 results and includes all approved qualifications. For information on all approved qualifications please see the Database of Approved Qualifications in Wales at www.daqw.org.uk. The calculation of the capped points score is explained in Annex A of the [Summary of Secondary School Performance: Notes for Guidance](#). The average capped wider points score is only available from 2010 onwards, since this was the first year in which it was calculated.

Ethnicity data

7. Please note that some of the ethnic background cohorts are very small. Care should be taken when comparing the performance of groups with relatively few pupils because results for such small groups will show more volatility year on year than for groups with larger numbers of pupils.
8. The 'Unknown' ethnic background category includes pupils for whom no data were available and those who explicitly stated that they did not want their schools to record a category for them.
9. Pupils from an ethnic minority background are not evenly dispersed around Wales. They are concentrated in four local authorities, and in particular schools within these LAs. The educational policies in place in such areas may have an impact on the academic achievement of such pupils.
10. Data for achievement in Foundation Phase 'Language, literacy and communication skills' (Welsh) and Key Stage 2-3 Welsh First Language teacher assessments has been omitted from the attainment by pupils' ethnicity tables (Tables 5-7) due to the very small numbers of pupils of an ethnic background (other than White-British) studying this subject.
11. Please note that in the PLASC data collection, pupils and their parents are encouraged to choose the most appropriate ethnic background. However, from 2009, the ethnic background for between around 11 and 16 per cent of pupils in the relevant key stages each year was chosen by the school after parents/pupils did not choose a category (and did not explicitly state that they did not want one recorded by the school). The category chosen by the school will have been made available to parents/pupils for amendment but in cases where it was not amended the chosen category may not reflect the ethnic background to which the pupils feel they belong.

English as an additional language

12. Pupils make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a '**best-fit**' basis in a similar manner to the National Curriculum level descriptions. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

The valid categories are:

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.**

0 = Not Applicable.

13. As with ethnicity data, data for achievement in Foundation Phase 'Language, literacy and communication skills' (Welsh) and Key Stage 2-3 Welsh First Language teacher assessments has been omitted from the EAL tables (Tables 9-11) due to the very small numbers of pupils coded A-E in their EAL development studying this subject.

Special Educational Needs (SEN) data

14. Children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of children of the same age.
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
 - are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority (LA), other than special schools, in the area.
- for children under two, educational provisions of any kind.

Where children do not respond to differentiation and do not make adequate progress, there is a need for the school to do something additional or different. This school based SEN is described in the code as *School Action* and *School Action Plus*. For further information please see the [Special Educational Needs Code of Practice for Wales](#).

15. Local authorities have different policies for issuing statements of special educational needs so they will vary and differ across Wales.
16. Tables 17 to 20 show the attainment of pupils with a primary SEN type only. Some pupils may have more than one type of SEN but, since their secondary (tertiary etc) SEN may also have an effect on their attainment levels, it was felt that including them would skew the figures. For that reason, they have not been included in these tables.

Absenteeism data

17. Absenteeism data is based on 2011, 2012 and 2013; pupil-level absence data was collected from maintained primary and secondary schools for the first time in 2007/08. The results therefore should be treated with caution when looking at historical trends.
18. Due to issues with the attendance records of dual-registered pupils in secondary schools and pupils educated off-site, no separate attainment data are published for those with no absence at Key Stages 3 and 4.

Related published statistics

19. Further information on the numbers of pupils by ethnic background and special educational needs can be found in the [Schools Census Results, 2013](#) statistical release.
20. Further information on attainment in National Curriculum Assessments, and GCSE and equivalents can be found in [Schools in Wales: Examination Performance, 2012](#) publication. 2013 attainment data can be found in [End of Foundation Phase Outcomes and National Curriculum Teacher Assessments of Core Subjects at Key Stages 2 and 3, 2013](#), [National Curriculum Teacher Assessments of the Non-core Subjects, 2013](#) and [Examination Results, 2012/13](#).
21. Further information on absence in schools can be found in [Absenteeism from Primary Schools, 2012/13](#) and [Absenteeism from Secondary Schools, 2012/13](#).
22. Further information on pupils Educated Other Than At School (EOTAS) can be found in [Pupils Educated Other Than At School, 2012,13](#)
23. An analysis of attainment data by a pupil's free school meal eligibility has been included in the separate [Achievement and Entitlement to Free School Meals, 2013](#) bulletin, released on 22 January 2014. Free school meal entitlement has often been taken as a measure of the socio-economic conditions of a school's population. It should be noted however that whilst there is a link between pupil characteristics and performance, many other factors affect school assessment and examination results. Some schools in disadvantaged areas perform well whilst others in more advantaged areas perform poorly.
24. For school-level data and further information please visit My Local School (mylocalschool.wales.gov.uk / fyysgolleol.cymru.wales.gov.uk). The site contains a wealth of data from contextual information, such as data on pupil numbers and characteristics, to school performance, attendance and data on staffing and finance.

Comparability

25. Key Stage 2 and 3 performance by pupil characteristics in Wales can be compared with that in England. However Foundation Phase and Key Stage 4 performance by pupil characteristics in Wales is not comparable. This is because Foundation Phase outcomes can not be compared with Key Stage 1 in England and in Wales the data are based on pupils aged 15 at the start of the academic year, whereas in England they are based on pupils at the end of Key Stage 4. Developments are underway in Wales in moving towards producing indicators based on pupils at the end of Key Stage 4. Comparisons can not be made with Scotland due to the differences in qualification structure. For further information or advice on the constraints of international comparisons please e-mail school.stats@wales.gsi.gov.uk.

For reference, performance by pupil characteristics at Key Stage 2 and Key Stage 4 in England in 2012 can be found by following the links below:

[Key Stage 2](#)

[SFR33/2012 National Curriculum Assessments at Key Stage 2 in England 2012/2013 \(revised\)](#)

[Key Stage 4](#)

[SFR04/2013: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2012/13](#)

26. Up to 2007/08, the Key Stage 4 statistics include GCSEs, GCSE short course, GNVQs and NVQs only. From 2008/09, the statistics include all qualifications approved for pre-16 or 16-18 use in Wales. The introduction of the wider definition has meant the inclusion of a larger range of qualifications and thus an increase in the headline indicators of performance.

Who are the key users of this data?

27. These statistics are used widely both within and outside the Welsh Assembly Government. Some of the key users are:
- Ministers and the Members Research Service in the National Assembly for Wales;
 - The Department for Education in England;
 - Other government departments;
 - Local authorities;
 - Schools;
 - Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
 - Wales Audit Office;
 - The Department for Education and Skills in the Welsh Government;
 - Other areas of the Welsh Government;
 - The research community;
 - Students, academics and universities;
 - Individual citizens and private companies.

What are the data used for?

28. These statistics are used in a variety of ways. Some examples of these are:
- Advice to Ministers;
 - The all-Wales education core data packs;
 - Local authority and school comparisons and benchmarks;
 - To inform the education policy decision-making process in Wales;
 - To assist in research in educational attainment.
29. The Programme for Government indicators included within this release are:
- Percentage of pupils achieving the FPI at Foundation Phase (as seen in Tables 1, 5, 9, 13, 17, 21 and 25);
 - Pupils assessed in Welsh First Language at Key Stage 3 (as seen in Tables 3, 15, 19, 23 and 27);
 - Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics (L2EWM) at Key Stage 4 (as seen in Tables 4, 8, 12, 16, 20, 24 and 28).

More information on the Programme for Government can be found here:

<http://wales.gov.uk/about/programmeforgov/?lang=en>

Symbols:

30. The following symbols have been used throughout the release:

- .. not available
- . not applicable
- the data item is not exactly zero but less than 0.5
- * data which cannot be given for reasons of confidentiality

*Cohort sizes have been replaced by a * where there are fewer than 5 but more than zero pupils in a category.*

*Percentages have been replaced by a * where there are fewer than 50 but more than zero pupils in a cohort, or where the number of pupils achieving is less than 5 but more than zero.*

This is to make users aware of the very small numbers in certain categories and to show that care should be taken when making comparisons between attainment data for such categories.