

SB 20/2015

31 March 2015

Academic Achievement by Pupil Characteristics, 2014

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 2014 at Key Stage 3, 8.7 percentage points (pp), and the narrowest gap at Key Stage 2, 6.3 pp.

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. Black or Black British pupils continue to be the lowest achieving from the main ethnic groups.

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 19.7 per cent at Key Stage 4 to 57.7 per cent at Key Stage 2 in 2014.

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 2014.

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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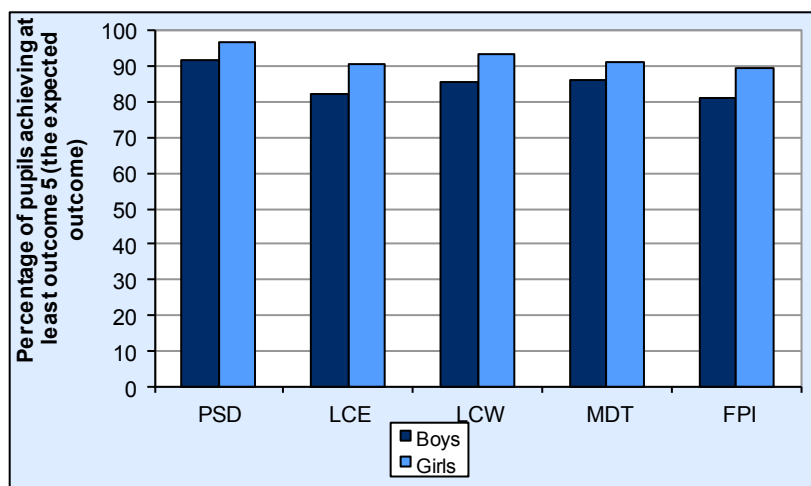
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Section 1: Academic Achievement by Gender

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

Foundation Phase (Chart 1 and Table 1)

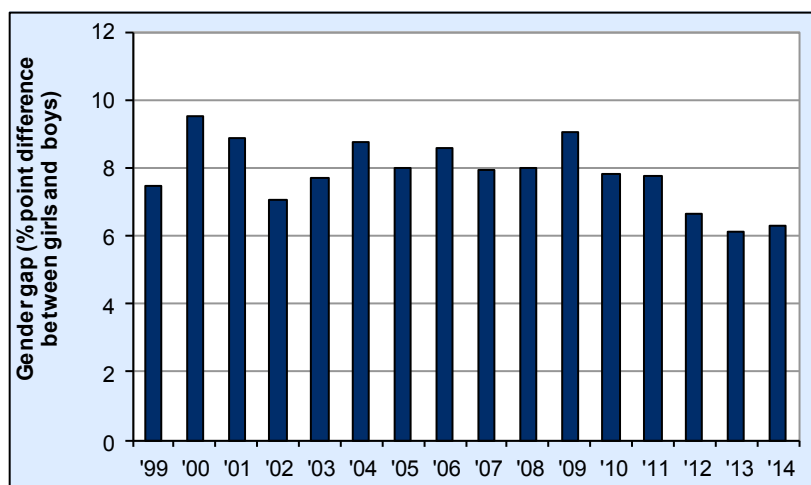
Chart 1: Performance of girls and boys in the Foundation Phase areas of learning, 2014



- The gender gap in FPI achievement stood at 8.5 pp in 2014.
- In 2014, the area of learning with the largest gender gap was “Language, literacy and communication skills” (English), with a gap of 8.3pp.
- In 2014, the area of learning with the smallest gender gap was “Mathematical development”, with a gap of 5.0pp.

Key Stage 2 (Chart 2 and Table 2)

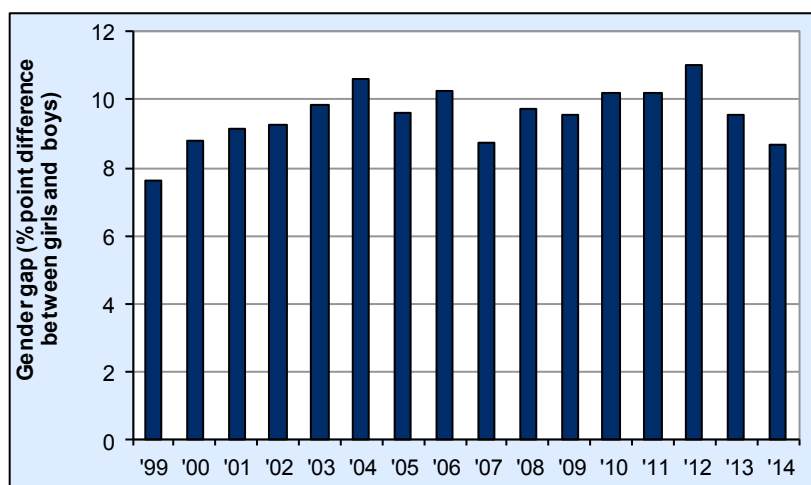
Chart 2: Difference between CSI performance of girls and boys at Key Stage 2, 1999-2014



- 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 2014 the gap stood at 6.3 pp, a small increase from 2013, when the gap was at its lowest over the period since 1999 (6.1pp).
- During the last five years, the largest gender gap has been seen in Welsh. In 2014, the gap stood at 8.5pp, compared with 6.9pp in English.

Key Stage 3 (Chart 3 and Table 3)

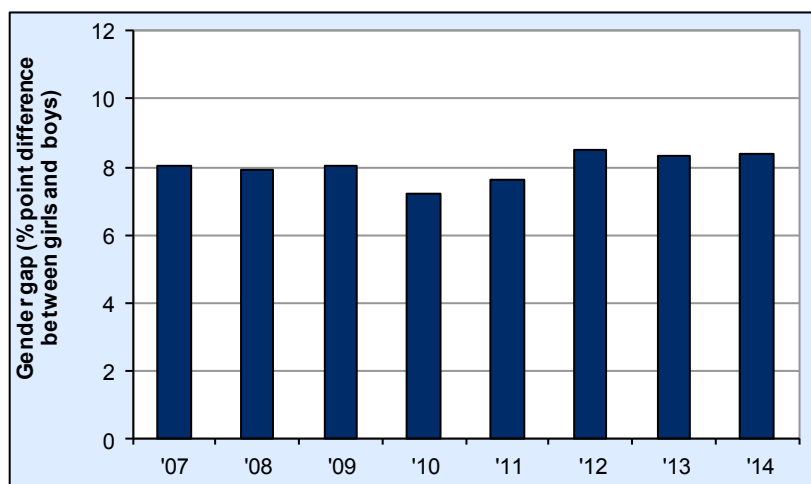
Chart 3: Difference between CSI performance of girls and boys at Key Stage 3, 1999-2014



- After a steady increase from 1999 to 2004, the gender gap in CSI achievement has been fluctuating since, with girls performing better than boys. 2014 saw the lowest gap since 1999, 8.7pp.
- During the last five years, the largest gender gap has been seen in either English or Welsh. In 2014, the gap was highest in English (10.2pp), with Welsh (8.7pp).
- The gender gap decreased for each subject between 2013 and 2014.

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, 2007-2014 (a)



- During the last five years the gender gap in L2EWM has fluctuated between 7.2pp in 2010 and 8.5pp in 2012.
- In 2014 the gap stood at 8.4 pp, a small increase from 2013, when the gap was 8.3 pp.
- The gender gap in Key Stage 4 performance indicators varied in 2014 (Level 1 and Level 2 threshold decreased and L2EWM, CSI and average capped wider points score increased).

- (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-16 use from 2009 onwards.

Table 1: Foundation Phase by gender, 2012-2014

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	Indicator (FPI) (a)		
							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
2014	Boys	13,683	82.6	3,793	85.9	17,476	91.6	86.3	81.0
	Girls	12,898	90.9	3,801	93.8	16,699	96.9	91.2	89.5
	All pupils	26,581	86.6	7,594	89.8	34,175	94.2	88.7	85.2

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, 2010-2014

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	%
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
2014	Boys	16,294	85.0	87.1	88.3	83.1	3,176	83.8
	Girls	15,510	92.0	90.9	92.5	89.4	3,235	92.3
	All pupils	31,804	88.4	88.9	90.3	86.1	6,411	88.1

Source: National Data Collection

Table 3: Key Stage 3 by gender, 2010-2014

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	%
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
2014	Boys	16,634	80.9	84.5	87.8	76.8	2,748	85.7
	Girls	15,720	91.2	88.6	93.1	85.5	2,792	94.4
	All pupils	32,354	85.9	86.5	90.4	81.0	5,540	90.1

Source: National Data Collection

Table 4: Key Stage 4 by gender, 2010-2014 (a)

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

Includes all qualifications approved for pre-16 use.

Percentage of pupils achieving:							
Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics							
Year	Gender	Cohort	Level 1 threshold	Level 2 threshold	CSI	Average capped (a) wider points score	
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
2014	Boys	18,075	92.5	78.6	51.4	48.7	327.8
	Girls	17,093	95.6	86.3	59.7	56.8	354.5
	All pupils	35,168	94.0	82.3	55.4	52.6	340.8

Source: Welsh Examinations Data

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

Section 2: Academic Achievement by Ethnic Background

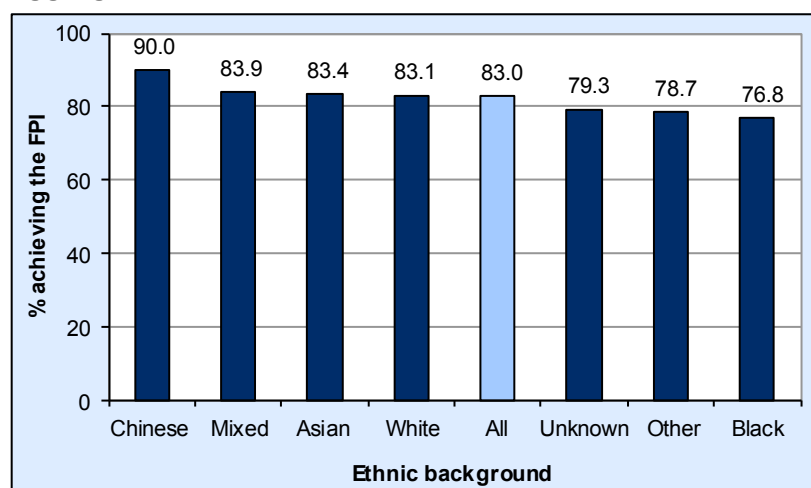
Data used in this section is a combined three-year average for 2012, 2013 and 2014. Data has been aggregated so that the number of pupils in each ethnic background group is larger, and to enable more robust conclusions to be drawn about the attainment of pupils in each group.

It should be noted that pupils from some 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. Therefore variation according to ethnic group will be influenced by variations in socio-economic background. See related published statistical bulletin [Achievement and Entitlement to Free School Meals, 2014](#). (and Key Quality Information section of this bulletin for further information).

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

Foundation Phase (Chart 5 and Table 5)

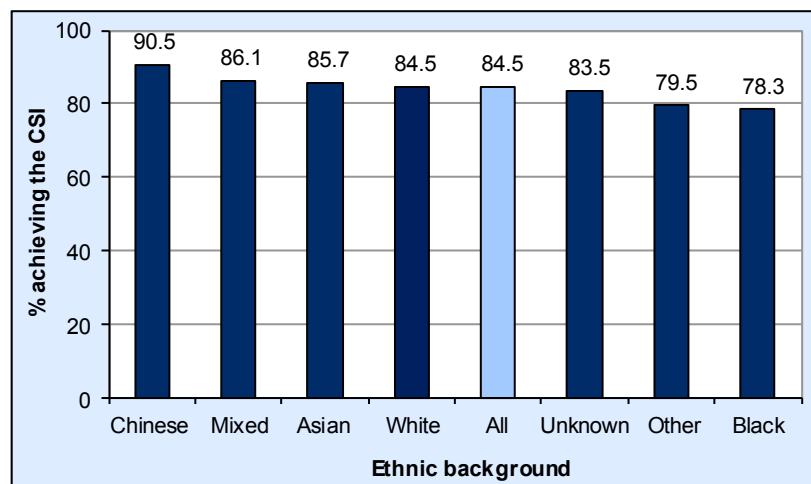
Chart 5: Percentage of pupils achieving the FPI at Foundation Phase by main ethnic group, 2012-2014 (aggregated)



- With regard to FPI achievement, pupils from Chinese ethnic backgrounds performed considerably above the national average for 2012-2014.
- Pupils from Black, Other and unknown ethnic backgrounds performed below the national average.
- Attainment ranged from 90.0 per cent (pupils from a Chinese or Chinese British ethnic background) to 76.8 per cent (pupils from a Black ethnic background).

Key Stage 2 (Chart 6 and Table 6)

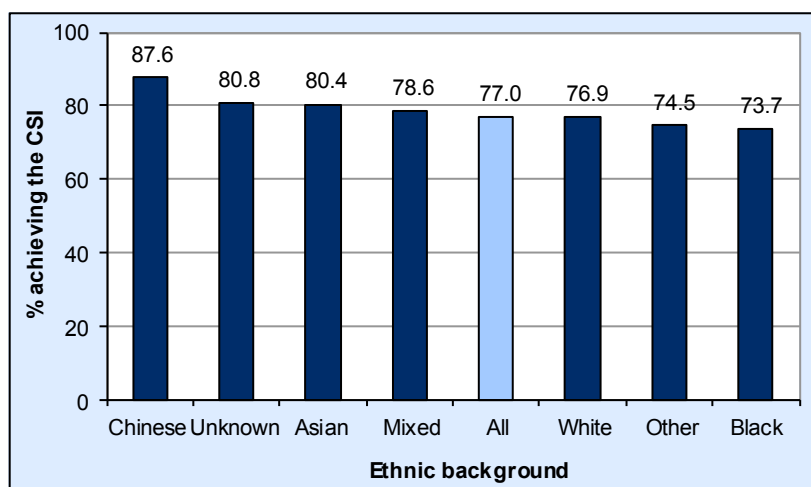
Chart 6: Percentage of pupils achieving the CSI at KS2 by main ethnic group, 2012-2014 (aggregated)



- With regard to CSI achievement, pupils from Chinese, Mixed, Asian and White ethnic backgrounds performed above the national average for 2012-2014.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 92.3 per cent (pupils from other Asian ethnic background) to 78.3 per cent (pupils from a Black ethnic background).

Key Stage 3 (Chart 7 and Table 7)

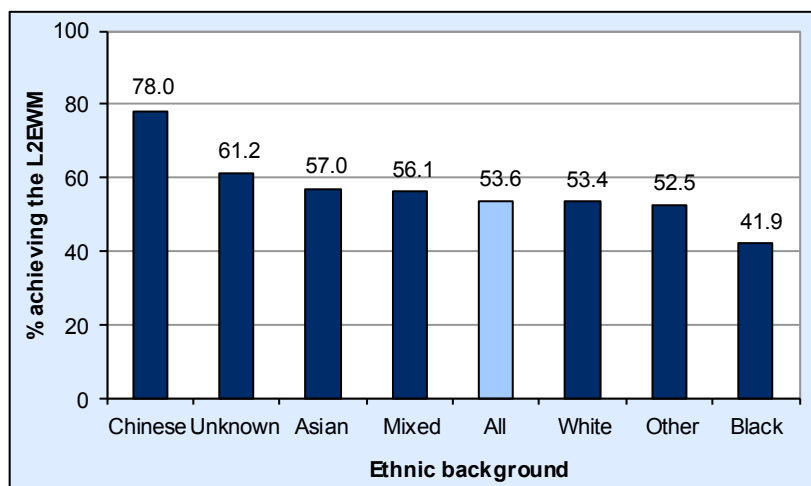
Chart 7: Percentage of pupils achieving the CSI at KS3 by main ethnic group, 2012-2014 (aggregated)



- With regard to CSI achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2012-2014.
- Pupils from White, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 87.9 per cent (pupils from an Indian ethnic background) to 22.5 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, 2012-2014 (aggregated)



- With regard to L2EWM threshold achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2012-2014.
- Pupils from White, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 78.0 per cent (pupils from Chinese or Chinese British ethnic background) to 12.5 per cent (pupils from a White Gypsy/Gypsy Roma ethnic background).

Table 5: Foundation Phase by ethnic background, 2012-2014 (aggregated)

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

Ethnic background	Language, literacy and communication skills - English (LCE)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase			
	(a)		Indicator (FPI) (a)			
	Cohort	%	Cohort	PSD %	MDT %	FPI %
White	70,486	85.3	91,978	92.9	87.8	83.1
White - British	68,151	85.9	89,430	93.1	88.1	83.6
Traveller	101	42.6	109	63.3	46.8	41.3
Gypsy/Gypsy Roma	175	54.9	184	81.5	64.1	51.6
Any other White background	2,059	70.4	2,255	85.8	77.3	69.7
Mixed	2,339	86.8	2,717	93.1	88.8	83.9
White and Black Caribbean	478	84.5	582	93.3	85.7	80.4
White and Black African	314	86.3	379	93.1	87.9	83.9
White and Asian	540	90.0	632	94.1	92.6	86.4
Any other Mixed Background	1,007	86.3	1,124	92.3	88.6	84.3
Asian or Asian British	2,437	85.8	2,483	92.3	87.0	83.4
Indian	605	90.4	622	94.7	91.5	89.1
Pakistani	769	83.4	781	91.2	85.8	81.0
Bangladeshi	814	83.5	826	91.0	83.9	80.6
Any other Asian Background	249	89.2	254	93.7	89.4	85.8
Black or Black British	816	81.4	829	88.9	81.7	76.8
Caribbean	34	*	39	*	*	*
African	686	81.8	693	88.7	81.7	76.9
Any other Black background	96	78.1	97	86.6	79.4	75.3
Chinese or Chinese British	152	89.5	160	95.6	96.3	90.0
Any other ethnic group	1,082	80.2	1,135	90.6	84.8	78.7
Unknown	392	83.2	661	90.6	85.6	79.3
All pupils	77,704	85.3	99,963	92.8	87.7	83.0

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 6: Key Stage 2 by ethnic background, 2012-2014 (aggregated)

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

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	87,737	87.1	87.9	89.7	84.5
White - British	85,817	87.5	88.2	90.0	84.9
Traveller	94	50.0	53.2	53.2	46.8
Gypsy/Gypsy Roma	146	49.3	56.8	58.9	47.9
Any other White background	1,680	71.9	78.5	76.7	70.2
Mixed	2,098	88.8	88.5	91.2	86.1
White and Black Caribbean	518	85.1	84.6	88.6	81.3
White and Black African	232	87.9	87.1	90.9	84.1
White and Asian	473	92.0	91.5	94.3	90.3
Any other Mixed Background	875	89.6	89.6	91.1	87.3
Asian or Asian British	2,026	87.7	88.8	89.7	85.7
Indian	402	90.8	93.8	92.3	89.3
Pakistani	663	84.6	85.5	87.9	82.8
Bangladeshi	752	87.1	87.2	88.6	84.6
Any other Asian Background	209	93.3	95.2	94.3	92.3
Black or Black British	714	82.6	82.4	83.6	78.3
Caribbean	47	*	*	*	*
African	584	81.8	81.3	82.5	77.1
Any other Black background	83	81.9	81.9	84.3	78.3
Chinese or Chinese British	137	92.7	96.4	96.4	90.5
Any other ethnic group	923	81.8	85.8	85.5	79.5
Unknown	738	85.6	87.1	88.8	83.5
All pupils	94,373	87.0	87.9	89.6	84.5

Source: National Pupil Database

Table 7: Key Stage 3 by ethnic background, 2012-2014 (aggregated)

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

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	93,492	82.8	83.8	87.1	76.9
White - British	91,633	83.1	83.9	87.3	77.2
Traveller	57	40.4	33.3	43.9	26.3
Gypsy/Gypsy Roma	102	35.3	34.3	37.3	22.5
Any other White background	1,700	71.2	81.2	80.6	66.8
Mixed	1,988	84.0	86.3	88.6	78.6
White and Black Caribbean	528	80.9	81.3	86.7	73.5
White and Black African	211	87.2	89.6	90.5	82.5
White and Asian	447	89.9	91.5	92.2	86.6
Any other Mixed Background	802	81.9	85.8	87.3	76.4
Asian or Asian British	1,797	84.8	87.8	90.0	80.4
Indian	315	91.7	91.4	93.7	87.9
Pakistani	614	80.1	83.4	86.5	75.1
Bangladeshi	672	87.1	89.3	92.1	83.0
Any other Asian Background	196	80.6	90.3	87.8	76.0
Black or Black British	631	81.5	82.7	84.5	73.7
Caribbean	48	*	*	*	*
African	503	81.5	83.7	84.3	74.2
Any other Black background	80	82.5	82.5	86.3	78.8
Chinese or Chinese British	153	87.6	95.4	93.5	87.6
Any other ethnic group	895	78.1	88.2	87.0	74.5
Unknown	688	84.4	85.9	88.7	80.8
All pupils	99,644	82.8	83.9	87.1	77.0

Source: National Pupil Database

Table 8: Key Stage 4 by ethnic background, 2012-2014 (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:				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	
White	96,439	94.7	78.7	53.4	51.0	336.7
White - British	94,813	94.8	78.8	53.6	51.1	337.1
Traveller	28	*	*	*	*	*
Gypsy/Gypsy Roma	64	50.0	23.4	12.5	9.4	158.9
Any other White background	1,534	86.9	70.9	48.1	46.1	320.3
Mixed	1,904	93.8	79.7	56.1	53.7	341.4
White and Black Caribbean	510	93.1	72.2	42.7	40.2	320.4
White and Black African	212	96.7	83.5	55.2	50.9	342.6
White and Asian	428	94.4	85.5	66.4	64.7	358.0
Any other Mixed Background	754	93.1	80.4	59.5	57.4	345.8
Asian or Asian British	1,660	96.4	85.5	57.0	55.1	354.6
Indian	311	98.7	89.1	63.3	63.0	368.4
Pakistani	542	95.6	81.4	52.0	49.8	345.1
Bangladeshi	589	96.4	87.3	55.2	52.6	354.9
Any other Asian Background	218	95.0	85.8	65.6	63.8	357.4
Black or Black British	597	95.0	79.6	41.9	40.9	334.3
Caribbean	68	94.1	83.8	33.8	33.8	326.0
African	447	94.9	78.7	42.5	41.2	334.3
Any other Black background	82	96.3	80.5	45.1	45.1	341.5
Chinese or Chinese British	177	97.2	93.2	78.0	77.4	388.6
Any other ethnic group	828	93.0	80.8	52.5	50.6	342.2
Unknown	1,027	95.7	81.9	61.2	59.2	350.0
All pupils	102,632	94.7	78.9	53.6	51.2	337.3

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, 2012-2014
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
2014	New to English	570	52.1	598	76.4	60.7	50.7
	Early acquisition	945	86.6	954	94.8	88.2	84.0
	Developing competence	483	96.3	488	98.6	96.3	94.9
	Competent	166	97.0	171	100.0	98.2	97.1
	Fluent	278	91.4	302	96.7	92.7	90.4
	<i>Not applicable</i>	23,969	87.3	31,482	94.5	89.2	85.7

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, 2010-2014

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

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
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>	31,733	82.3	83.5	86.8	78.5
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>	30,441	83.9	85.2	87.5	80.5
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>	29,818	85.6	87.2	89.0	83.1
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>	28,881	87.6	87.8	90.1	84.8
2014	New to English	179	29.1	44.1	35.2	28.5
	Early acquisition	349	61.9	69.9	68.8	59.0
	Developing competence	719	91.9	93.9	95.5	90.4
	Competent	382	97.6	96.6	97.4	95.5
	Fluent	402	94.0	94.5	94.5	93.0
	<i>Not applicable</i>	29,639	88.9	89.2	90.8	86.6

Source: National Pupil Database

Table 11: Key Stage 3 by acquisition of English as an additional language, 2010-2014
Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
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
2014	New to English	79	11.4	49.4	46.8	11.4
	Early acquisition	188	37.2	63.3	58.5	31.9
	Developing competence	596	81.5	87.6	90.3	76.0
	Competent	502	95.2	96.6	97.6	93.2
	Fluent	390	95.6	94.4	95.9	93.1
	<i>Not applicable</i>	30,407	86.4	86.7	90.8	81.5

Source: National Pupil Database

Table 12: Key Stage 4 by acquisition of English as an additional language, 2010-2014

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

Includes all qualifications approved for pre-16 use.

		Percentage of pupils achieving:					
			Level 2 threshold including a GCSE grade A*-C in English or Welsh First				Average capped (a) wider points
Year	Stage of EAL development	Cohort	Level 1 threshold	Level 2 threshold	Language and Mathematics	CSI	score
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
	Not applicable	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
	Not applicable	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
	Not applicable	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
	Not applicable (r)	33,510	94.8	79.0	53.4	50.3	337.2
2014	New to English	50	44.0	30.0	*	*	188.0
	Early acquisition	109	74.3	53.2	12.8	11.9	256.7
	Developing competence	513	94.2	75.8	31.6	29.4	323.7
	Competent	532	97.6	92.1	67.3	64.5	367.9
	Fluent	439	97.9	90.2	74.7	73.6	376.8
	Not applicable	32,065	95.9	84.0	56.4	54.0	346.5

Source: National Pupil Database

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

(r) Revised due to error in calculation.

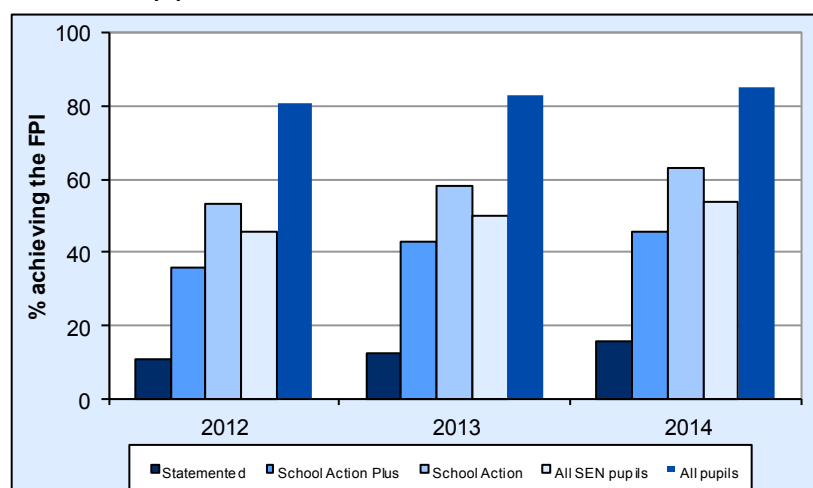
Section 4: Academic Achievement by Special Educational Need (SEN) Requirement

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, 2012-2014 (a)

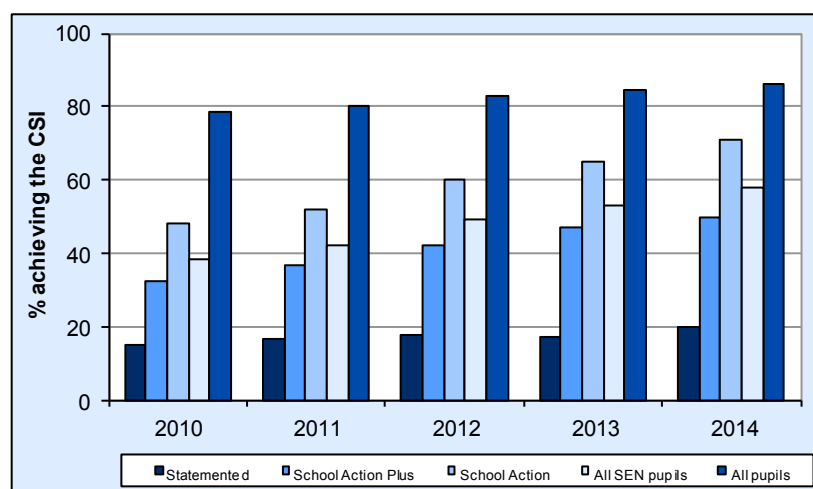


(a) Foundation Phase data is only available from 2012 onwards.

- The percentage of pupils with SEN achieving the FPI stood at 54.1 per cent in 2014.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the FPI at 15.5 per cent.
- For the last two years FPI achievement increased for all categories of SEN.

Key Stage 2 (Chart 10 and Table 14)

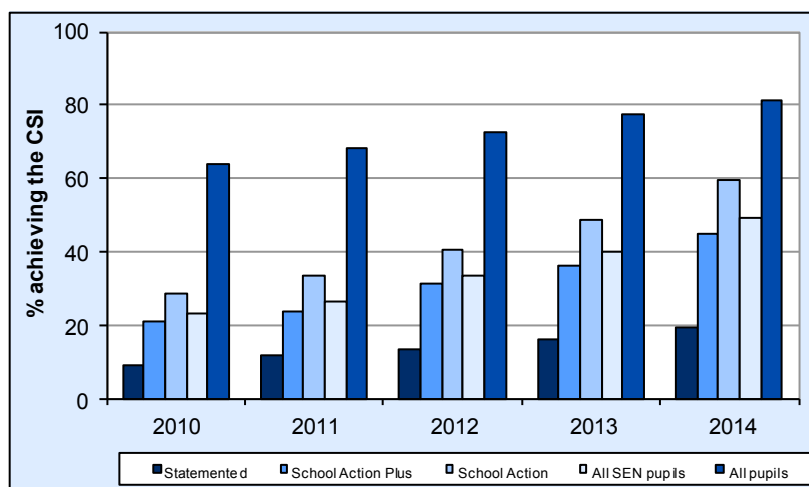
Chart 10: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS2, 2010-2014



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 57.7 per cent in 2014.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the CSI, but it has increased from 14.9 per cent in 2010 to 19.7 per cent in 2014.
- CSI achievement increased for all categories of SEN requirement between 2013 and 2014.

Key Stage 3 (Chart 11 and Table 15)

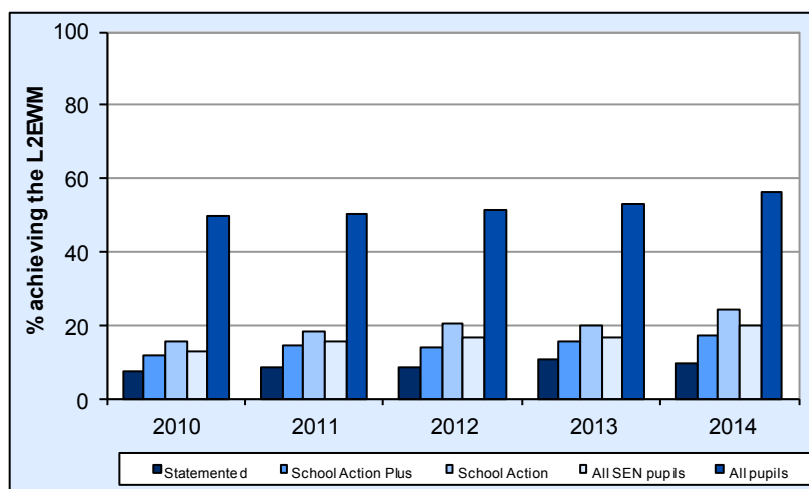
Chart 11: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS3, 2010-2014



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 49.2 per cent in 2014.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the CSI, but it has increased from 8.8 per cent in 2010 to 19.2 per cent in 2014.
- CSI achievement increased for all categories of SEN requirement between 2013 and 2014.

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, 2010-2014



- The percentage of pupils with SEN achieving the L2EWM threshold has increased year-on-year, reaching 19.7 per cent in 2014.
- 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 9.3 per cent in 2014, although lower than 2013 figure of 10.6 per cent.

Table 13: Foundation Phase by Special Educational Need provision, 2012-2014

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 (r)	MDT (r)	FPI
							%	%	%
2012	Total pupils on SEN register	6,805	53.1	1,571	54.5	8,376	71.3	60.4	45.4
	Statemented	479	19.2	54	27.8	533	18.9	21.6	10.5
	School Action Plus	2,038	44.6	476	44.5	2,514	58.0	53.3	36.0
	School Action	4,288	61.0	1,041	60.4	5,329	82.8	67.6	53.4
	All pupils	25,541	83.6	7,212	86.0	32,753	91.0	86.8	80.6
2013	Total pupils on SEN register	6,768	55.8	1,619	57.1	8,394	77.0	61.6	50.0
	Statemented	525	17.1	64	31.3	592	22.5	19.6	12.2
	School Action Plus	2,184	48.5	497	50.1	2,685	68.8	55.6	43.1
	School Action	4,059	64.7	1,058	62.0	5,117	87.6	69.6	58.1
	All pupils	25,752	85.4	7,456	86.8	33,215	93.1	87.5	83.1
2014	Total pupils on SEN register	6,763	58.3	1,611	64.7	8,374	80.1	63.7	54.1
	Statemented	526	18.6	66	42.4	592	24.5	22.6	15.5
	School Action Plus	2,152	50.4	523	57.0	2,675	71.0	57.6	45.7
	School Action	4,085	67.6	1,022	70.2	5,107	91.3	71.7	62.9
	All pupils	26,411	86.8	7,584	89.9	33,995	94.3	88.8	85.3

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.

(r) Previous bulletins showed PSD and MDT in different columns.

Table 14: Key Stage 2 by Special Educational Need provision, 2010-2014

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	%
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
2014	Total pupils on SEN register	8,933	63.5	65.8	69.7	57.7	1,816	63.9
	Statemented	986	22.9	24.4	24.1	19.7	131	27.5
	School Action Plus	3,181	55.5	59.6	63.9	49.5	672	52.5
	School Action	4,766	77.2	78.5	83.0	71.0	1,013	76.1
	All pupils	31,670	88.5	89.0	90.5	86.2	6,400	88.2

Source: National Pupil Database

Table 15: Key Stage 3 by Special Educational Need provision, 2010-2014

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	%
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
2014	Total pupils on SEN register	8,518	59.2	61.8	71.2	49.2	1,294	68.4
	Statemented	1,236	24.0	27.6	32.1	19.2	101	27.7
	School Action Plus	2,523	54.3	58.3	68.7	44.7	328	61.9
	School Action	4,759	70.9	72.5	82.7	59.4	865	75.6
	All pupils	32,162	86.1	86.7	90.6	81.3	5,537	90.1

Source: National Pupil Database

Table 16: Key Stage 4 by Special Educational Need provision, 2010-2014

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	
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
2014	Total pupils on SEN register	7,576	86.4	60.4	19.7	18.4	285.2
	Statemented	1,118	61.4	35.2	9.3	8.6	208.0
	School Action Plus	2,450	83.3	55.8	17.3	15.8	272.9
	School Action	4,008	95.3	70.3	24.1	22.8	314.2
	All pupils	33,708	95.8	83.9	56.2	53.9	346.4

Source: National Pupil Database

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

Table 17: Foundation Phase by type of Special Educational Need, 2012-2014

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

Includes those pupils with only one type of SEN.

		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)		(a)			
						PSD		MDT	FPI
Year	Primary SEN type	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	34	*	*	*	36	*	*	*
	Dyslexia	100	61.0	39	*	139	87.1	66.9	48.9
	Dyscalculia	6	*	*	*	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
No SEN	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
No SEN	18,980	96.0	5,835	95.0	24,815	98.6	96.2	94.3	
2014	Moderate Learning Difficulties	1,148	59.2	400	63.8	1,548	87.9	64.41	54.6
	General Learning Difficulties	2,034	65.6	381	67.7	2,415	92.0	68.90	60.7
	Severe Learning Difficulties	36	*	*	*	39	*	*	*
	Profound & Multiple Learning Difficulties	18	*	*	*	21	*	*	*
	Dyslexia	65	63.1	39	*	104	98.1	73.08	56.7
	Dyscalculia	10	*	*	*	14	*	*	*
	Dyspraxia	10	*	7	*	17	*	*	*
	Attention Defecit Hyperactivity Disorder	19	*	*	*	22	*	*	*
	Autistic Spectrum Disorders	135	40.0	13	*	148	37.8	47.30	29.1
	Physical and Medical Difficulties	171	75.4	51	90.2	222	82.0	75.23	73.4
	Hearing Impairment	121	90.1	24	*	145	96.6	91.72	91.0
	Visual Impairment	32	*	15	*	47	*	*	*
	Multi-Sensory Impairment	*	*	0	-	*	*	*	*
	Speech, Language and Communication Difficulties	947	61.8	256	68.8	1,203	84.2	69.08	60.3
	Behavioural, Emotional & Social Difficulties	517	76.2	158	72.2	675	72.9	80.44	62.8
No SEN	19,638	96.6	5,970	96.6	25,608	98.9	97.02	95.5	

(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, 2012-2014

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	%
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
2014	Moderate Learning Difficulties	2,165	64.5	66.1	70.9	57.5	549	64.1
	General Learning Difficulties	2,070	70.8	73.2	77.8	64.9	367	72.8
	Severe Learning Difficulties	108	7.4	4.6	8.3	*	19	*
	Profound & Multiple Learning Difficulties	23	*	*	*	*	0	-
	Dyslexia	703	74.4	81.1	86.3	69.8	188	64.4
	Dyscalculia	48	*	*	*	*	14	*
	Dyspraxia	36	*	*	*	*	14	*
	Attention Defecit Hyperactivity Disorder	61	75.4	80.3	83.6	68.9	8	*
	Autistic Spectrum Disorders	195	54.9	50.3	50.8	46.2	25	*
	Physical and Medical Difficulties	193	83.9	82.4	83.9	80.3	38	*
	Hearing Impairment	114	93.0	93.0	93.0	91.2	18	*
	Visual Impairment	33	*	*	*	*	10	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	428	64.0	68.9	71.0	60.5	121	53.7
	Behavioural, Emotional & Social Difficulties	650	84.0	85.4	87.4	80.3	121	79.3
	<i>No SEN</i>	22,734	98.4	98.1	98.6	97.5	4,584	97.8

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, 2012-2014

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	%
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
	No SEN	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
	No SEN	24,962	93.7	94.0	95.7	89.6	4,546	94.9
2014	Moderate Learning Difficulties	1,777	55.8	58.0	70.3	44.5	347	66.6
	General Learning Difficulties	1,560	69.7	70.3	81.4	58.0	236	67.4
	Severe Learning Difficulties	117	*	*	6.0	*	8	*
	Profound & Multiple Learning Difficulties	20	*	*	*	*	*	*
	Dyslexia	962	71.2	76.6	85.7	61.5	188	77.1
	Dyscalculia	94	94.7	85.1	97.9	84.0	44	*
	Dyspraxia	40	*	*	*	*	8	*
	Attention Defecit Hyperactivity Disorder	67	61.2	68.7	79.1	55.2	9	*
	Autistic Spectrum Disorders	200	59.5	63.0	61.5	53.0	27	*
	Physical and Medical Difficulties	185	84.9	82.7	86.5	79.5	26	*
	Hearing Impairment	100	90.0	87.0	95.0	79.0	14	*
	Visual Impairment	49	*	*	*	*	*	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	325	56.3	64.9	72.9	48.6	52	55.8
	Behavioural, Emotional & Social Difficulties	1,007	71.3	72.9	76.7	61.0	103	80.6
	No SEN	23,641	95.8	95.7	97.6	92.8	4,243	96.7

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, 2012-2014

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 inc. a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
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	*	*	*	*	*	*
	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>	26,720	97.4	82.3	60.7	58.7	349.0
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>	27,572	98.0	86.7	63.2	59.7	356.6
2014	Moderate Learning Difficulties	1,316	88.4	55.8	8.7	8.4	280.6
	General Learning Difficulties	1,089	94.8	65.2	22.1	20.9	308.9
	Severe Learning Difficulties	57	29.8	10.5	*	*	107.3
	Profound & Multiple Learning Difficulties	*	*	*	*	*	*
	Dyslexia	948	98.0	78.2	33.3	31.3	331.8
	Dyscalculia	23	*	*	*	*	*
	Dyspraxia	48	*	*	*	*	*
	Attention Defecit Hyperactivity Disorder	46	*	*	*	*	*
	Autistic Spectrum Disorders	194	80.4	60.3	28.4	27.8	272.3
	Physical and Medical Difficulties	251	94.4	83.3	47.4	43.8	340.5
	Hearing Impairment	102	99.0	91.2	51.0	48.0	350.6
	Visual Impairment	53	96.2	84.9	54.7	50.9	346.6
	Multi-Sensory Impairment	*	*	*	*	*	*
	Speech, Language and Communication	242	90.9	63.2	23.1	23.1	303.3
	Behavioural, Emotional & Social Difficulties	1,272	79.9	55.3	19.9	18.1	265.5
	<i>No SEN</i>	26,146	98.5	90.7	66.8	64.1	364.1

Source: National Pupil Database

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

Section 5: Academic Achievement by Absenteeism

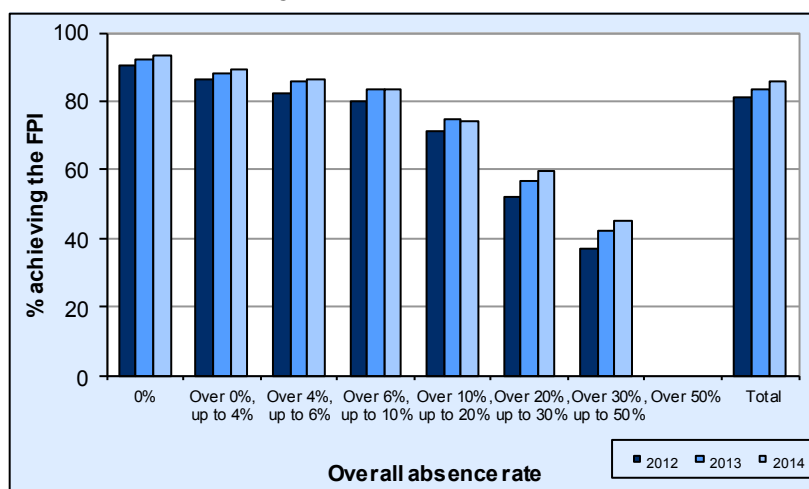
Further data for individual subjects and attainment levels can be found in tables 21 to 24.

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, 2012-2014 (a)

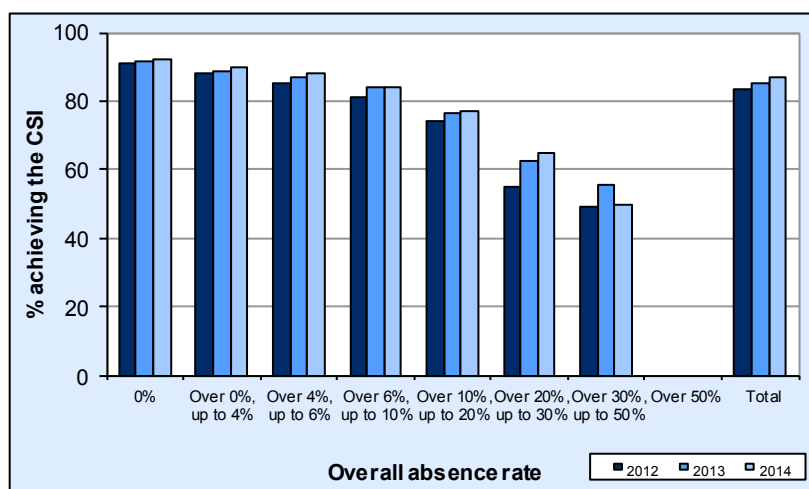


- Performance has improved in all absence groups since 2012.
- Levels of attainment decreased as overall absence rates increased, with only 45.3 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the FPI in 2014. In contrast 93.3 per cent of pupils with no absence achieved the FPI.

(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, 2012-2014 (a)

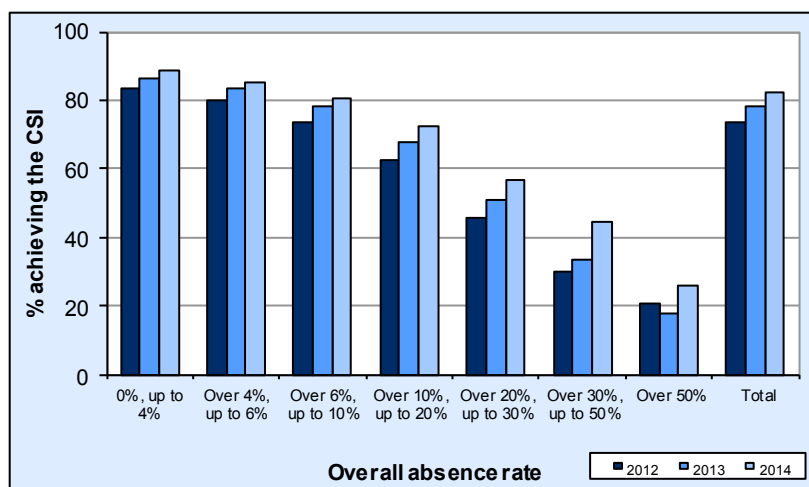


(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

- In 2014, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the CSI (92.1 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 50.0 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the CSI in 2014.
- Performance has improved in all absence groups since 2012. However, despite still being higher than the 2012 figure, performance of pupils missing between 30 and 50 per cent of sessions fell between 2013 and 2014 by 5.3 percentage points.

Key Stage 3 (Chart 15 and Table 23)

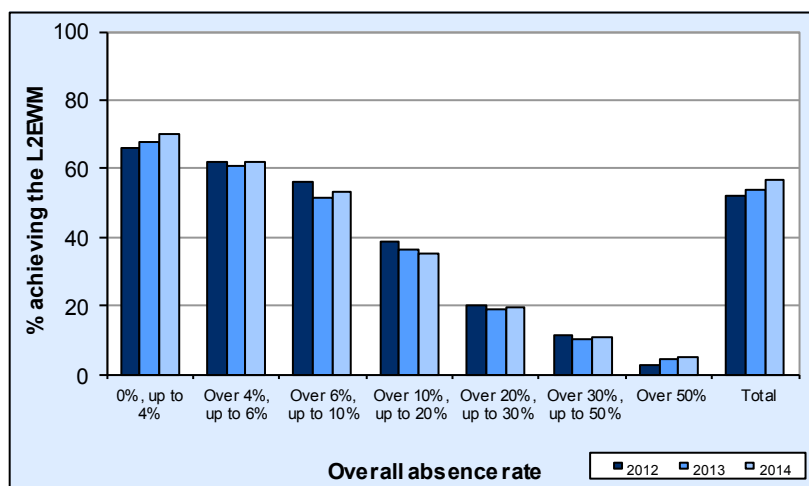
Chart 15: Percentage of pupils achieving the CSI at KS3 by overall absence rates, 2012-2014



- In 2014, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the CSI (88.7 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 (25.6 per cent) in 2014.
- Performance has improved in all absence groups since 2012.

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, 2012-2014



- In 2014, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the L2EWM threshold (70.0 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 (5.0 per cent).
- Overall performance has improved since 2012. However, only two absence groups, pupils missing between 0 and 4 per cent of sessions (4.0pp increase) and those missing over 50 per cent of sessions (2.1pp increase) have improved.

Table 21: Foundation Phase by overall absence rates, 2012-2014

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		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 mos	5,722	84.1	1,533	82.5	7,255	91.0	86.2	79.9
	Over 10%, but 20% at mc	4,020	75.2	801	77.4	4,821	86.5	79.9	71.3
	Over 20%, but 30% at mc	586	55.8	92	59.8	678	73.9	65.5	52.2
	Over 30%, but 50% at mc	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 mos	6,243	85.9	1,735	85.8	7,979	93.6	87.7	83.2
	Over 10%, but 20% at mc	4,186	77.7	953	78.9	5,140	89.8	81.0	74.4
	Over 20%, but 30% at mc	510	63.9	81	56.8	591	78.0	65.0	56.7
	Over 30%, but 50% at mc	134	45.5	*	*	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
2014	0%	1,014	94.4	348	95.7	1,362	97.9	95.7	93.3
	Over 0%, but 4% at most	11,791	91.0	3,785	92.3	15,576	96.2	92.4	89.5
	Over 4%, but 6% at most	4,580	87.7	1,322	91.0	5,902	95.0	89.5	86.2
	Over 6%, but 10% at mos	5,313	85.6	1,366	87.6	6,679	94.1	87.6	83.6
	Over 10%, but 20% at mc	3,085	77.0	681	78.4	3,766	90.3	80.1	74.4
	Over 20%, but 30% at mc	359	64.9	59	69.5	418	80.9	67.5	59.3
	Over 30%, but 50% at mc	92	45.7	*	*	106	74.5	51.9	45.3
	Over 50%	10	*	*	*	14	*	*	*
Total		26,244	87.3	7,579	89.9	33,823	94.7	89.2	85.7

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, 2012-2014

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	%
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	*	*
	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	92.0	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
2014	0%	1,830	93.7	93.7	94.9	92.1	368	90.8
	Over 0%, but 4% at most	15,044	91.8	92.1	93.4	89.8	3,309	90.4
	Over 4%, but 6% at most	4,877	90.4	90.9	92.3	88.3	1,014	89.7
	Over 6%, but 10% at most	5,771	86.9	87.8	89.6	84.2	1,077	86.4
	Over 10%, but 20% at most	3,377	80.7	81.6	83.4	77.3	568	76.2
	Over 20%, but 30% at most	395	69.4	70.4	71.1	64.6	45	*
	Over 30%, but 50% at most	136	54.4	55.9	55.1	50.0	11	*
	Over 50%	22	*	*	*	*	-	.
Total		31,452	89.1	89.6	91.1	86.8	6,392	88.3

Source: National Pupil Database

Table 23: Key Stage 3 by overall absence rates, 2012-2014

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	%
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
2014	0% to 4% at most	15,022	91.6	92.5	94.7	88.7	2,871	93.6
	Over 4%, but 6% at most	4,453	88.7	90.2	94.1	85.0	823	90.5
	Over 6%, but 10% at most	5,883	86.1	86.8	91.2	80.5	1,001	87.5
	Over 10%, but 20% at most	4,801	81.0	80.2	87.8	72.3	692	83.2
	Over 20%, but 30% at most	999	68.1	68.9	76.9	56.7	95	71.6
	Over 30%, but 50% at most	470	57.2	56.2	64.7	44.7	43	*
	Over 50%	160	41.3	40.6	44.4	25.6	6	*
	Total	31,788	87.1	87.7	91.7	82.2	5,531	90.2

Source: National Pupil Database

Table 24: Key Stage 4 by overall absence rates, 2012-2014

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	
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
2014	0% to 4% at most	15,434	96.9	90.7	70.0	67.8	365.0
	Over 4%, but 6% at most	4,596	98.5	89.4	61.9	58.8	359.4
	Over 6%, but 10% at most	5,962	98.4	85.6	53.0	50.2	349.3
	Over 10%, but 20% at most	5,088	96.8	76.6	35.1	32.7	326.8
	Over 20%, but 30% at most	1,355	92.0	60.3	19.3	17.6	295.0
	Over 30%, but 50% at most	724	81.6	40.2	10.8	10.1	248.9
	Over 50%	281	48.0	21.7	5.0	3.6	164.1
	Total	33,440	96.5	84.6	56.6	54.3	348.6

Source: National Pupil Database

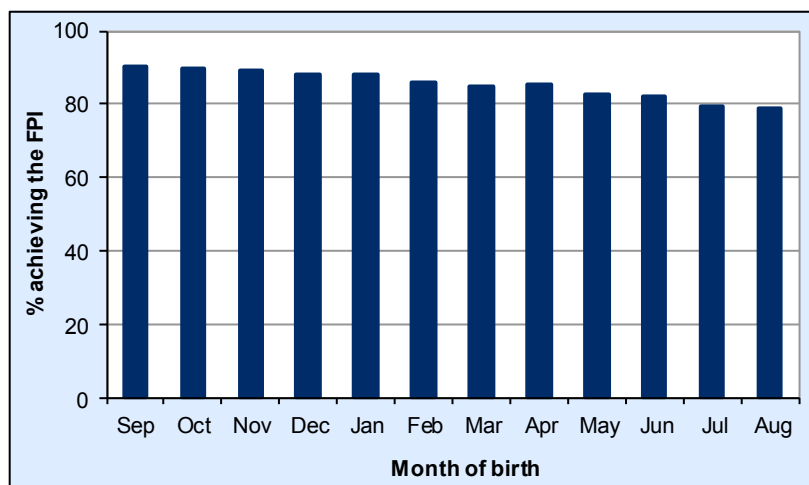
(a) Average capped wider points scores are calculated using the best 8 results.

Section 6: 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*)

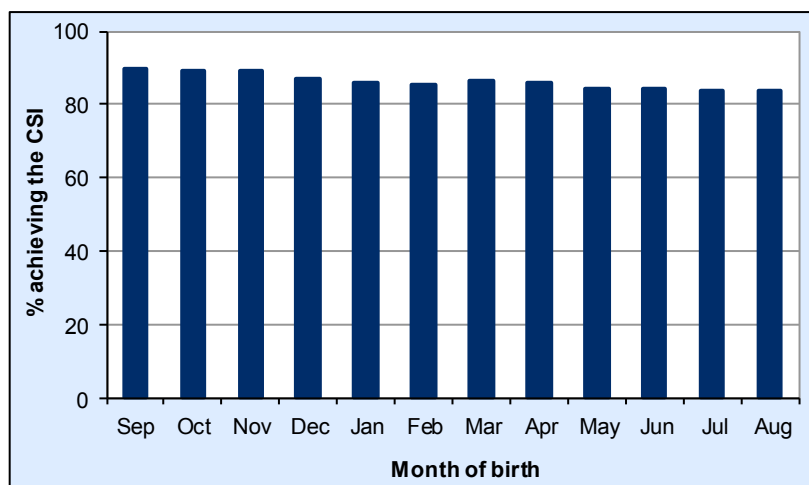
Chart 17: Percentage of pupils achieving the FPI at Foundation Phase by month of birth, 2014



- 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 90.2 per cent achieving the FPI, whilst those born in August performed worst with 78.8 per cent.

Key Stage 2 (*Chart 18 and Table 26*)

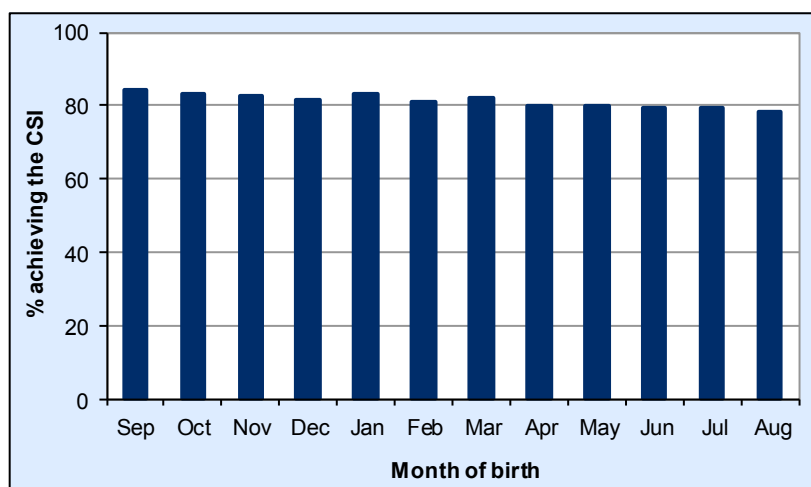
Chart 18: Percentage of pupils achieving the CSI at KS2 by month of birth, 2014



- 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 89.5 per cent achieving the CSI, whilst those born in July and August performed worst with 83.9 per cent.

Key Stage 3 (Chart 19 and Table 27)

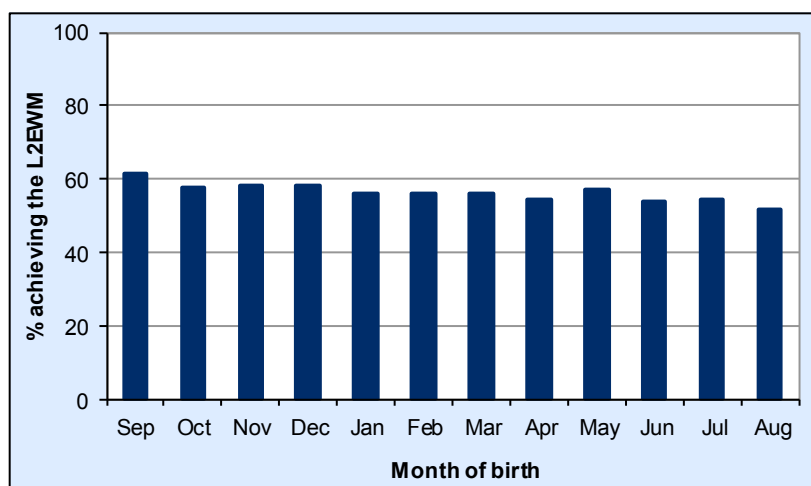
Chart 19: Percentage of pupils achieving the CSI at KS3 by month of birth, 2014



- 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 84.4 per cent achieving the CSI, whilst those born in August performed worst with 78.2 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, 2014



- 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 September performed best with 61.4 per cent achieving the L2EWM threshold, whilst those born in August performed worst with 51.7 per cent.

Table 25: Foundation Phase by month of birth, 2012-2014

Percentage of pupils achieving the FPI in teacher assessments

Month of birth	<u>2012</u>		<u>2013</u>		<u>2014</u>	
	Cohort	%	Cohort	%	Cohort	%
September	2,841	86.3	2,893	88.5	3,001	90.2
October	2,820	86.4	2,808	87.8	2,943	89.8
November	2,708	85.2	2,567	86.9	2,766	89.0
December	2,809	82.3	2,765	85.5	2,731	88.0
January	2,805	82.5	2,689	84.9	2,788	88.1
February	2,339	81.0	2,542	83.6	2,524	86.1
March	2,700	80.0	2,816	83.6	2,759	84.9
April	2,555	78.2	2,608	81.2	2,777	85.3
May	2,656	79.0	2,868	81.0	2,912	82.7
June	2,728	77.3	2,823	79.7	2,775	81.8
July	2,881	74.9	2,937	79.1	3,021	79.4
August	2,911	74.3	2,899	76.1	2,998	78.8

Source: National Pupil Database

Table 26: Key Stage 2 by month of birth, 2010-2014

Percentage of pupils achieving the CSI in teacher assessments

Month of birth	<u>2010</u>		<u>2011</u>		<u>2012</u>		<u>2013</u>		<u>2014</u>	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,999	84.0	2,826	85.1	2,775	87.5	2,627	88.9	2,707	89.5
October	2,867	81.8	2,709	84.2	2,696	85.7	2,772	87.4	2,771	89.3
November	2,721	81.7	2,606	83.5	2,612	85.9	2,609	87.0	2,470	89.0
December	2,725	80.9	2,710	81.4	2,654	84.4	2,510	85.0	2,597	87.2
January	2,781	78.8	2,851	81.9	2,804	83.1	2,610	85.1	2,546	85.6
February	2,513	78.4	2,551	79.4	2,441	84.4	2,446	84.8	2,329	85.6
March	2,850	78.1	2,639	80.1	2,749	83.0	2,467	84.6	2,693	86.1
April	2,674	76.7	2,545	79.1	2,470	81.5	2,436	83.4	2,563	86.1
May	2,838	76.1	2,770	79.1	2,710	81.1	2,575	83.4	2,692	84.5
June	2,876	75.5	2,656	77.3	2,554	79.8	2,514	82.1	2,671	84.4
July	2,851	73.7	2,778	75.4	2,710	77.9	2,651	81.7	2,873	83.9
August	2,754	74.0	2,747	74.6	2,632	78.3	2,679	79.8	2,758	83.9

Source: National Pupil Database

Table 27: Key Stage 3 by month of birth, 2010-2014
Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2010		2011		2012		2013		2014	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,959	67.6	3,101	71.8	2,990	78.0	2,953	81.6	2,828	84.4
October	2,830	68.5	3,109	71.5	2,867	74.9	2,852	80.6	2,711	83.3
November	2,758	66.1	3,003	71.1	2,720	75.1	2,692	78.7	2,589	82.5
December	2,825	65.3	3,000	70.1	2,916	75.2	2,704	78.8	2,674	81.3
January	2,919	65.6	3,081	69.5	2,931	73.7	2,779	77.7	2,821	83.3
February	2,739	63.1	2,702	68.3	2,675	72.7	2,500	76.5	2,506	81.2
March	2,864	63.0	3,020	67.6	2,800	73.6	2,843	76.7	2,648	82.1
April	2,697	64.4	2,901	65.1	2,852	70.1	2,661	77.7	2,520	80.0
May	2,910	63.8	2,890	68.0	2,834	72.0	2,809	76.5	2,737	80.0
June	2,859	61.5	2,930	66.3	2,806	70.2	2,829	75.6	2,646	79.5
July	2,980	60.2	3,041	64.1	3,118	70.0	2,829	72.7	2,749	79.1
August	3,079	58.8	2,946	63.8	2,780	67.7	2,742	73.4	2,733	78.2

Source: National Pupil Database

Table 28: Key Stage 4 by month of birth, 2010-2014

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	2010		2011		2012		2013		2014	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,182	54.4	2,985	53.9	2,893	54.6	3,058	55.3	2,939	61.4
October	3,035	52.9	2,874	52.7	2,760	54.8	3,035	56.8	2,826	57.6
November	2,786	52.1	2,728	54.5	2,702	54.0	2,950	54.6	2,669	58.2
December	2,846	49.9	2,848	50.9	2,779	52.8	2,947	52.8	2,860	58.3
January	2,831	49.5	2,889	51.2	2,874	51.0	3,032	54.8	2,902	56.0
February	2,710	50.3	2,614	49.5	2,666	50.5	2,665	53.7	2,640	55.8
March	3,038	50.9	2,915	51.1	2,839	50.2	2,966	53.9	2,759	55.7
April	2,952	48.3	2,685	50.2	2,638	53.4	2,844	51.1	2,800	54.4
May	3,108	47.1	3,034	48.3	2,871	51.8	2,873	53.2	2,788	57.1
June	2,989	47.3	2,892	48.8	2,809	49.4	2,893	51.8	2,756	53.7
July	2,856	47.7	2,897	48.2	2,923	48.2	3,003	48.6	3,059	54.2
August	2,921	45.7	2,984	46.6	3,016	47.3	2,888	51.1	2,710	51.7

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 126/2014 (R) and SDR 201/2014 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	2010	.	.	.
	2011	.	.	.
	2012	32,753	32,952	99.4
	2013	33,215	33,394	99.5
	2014	33,995	34,170	99.5
Key Stage 2	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
	2014	31,670	31,786	99.6
Key Stage 3	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
	2014	32,162	32,255	99.7
Key Stage 4	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
	2014	33,708	33,947	99.3

(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	2012	32,620	32,952	99.0
	2013	33,027	33,394	98.9
	2014	33,823	34,170	99.0
Key Stage 2	2012	31,603	31,958	98.9
	2013	30,684	31,018	98.9
	2014	31,452	31,786	98.9
Key Stage 3	2012	33,892	34,451	98.4
	2013	32,809	33,304	98.5
	2014	31,788	32,255	98.6
Key Stage 4	2012	33,554	34,203	98.1
	2013	34,870	35,434	98.4
	2014	33,440	33,947	98.5

(a) Excludes pupils in Independent schools.

- 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.

- 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.

- 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 <https://www.dagw.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:
- a) have a significantly greater difficulty in learning than the majority of children of the same age.
 - b) 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.
 - c) 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:

- a) 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.
- b) 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 2012, 2013 and 2014; 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, 2014](#) statistical release.
20. Further information on attainment in National Curriculum Assessments, and GCSE and equivalents can be found in [Schools in Wales: Examination Performance, 2013](#) publication. 2014 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, 2014](#), [National Curriculum Teacher Assessments of the Non-core Subjects, 2014](#) and [Examination Results, 2013/14](#).
21. Further information on absence in schools can be found in [Absenteeism from Primary Schools, 2013/14](#) and [Absenteeism from Secondary Schools, 2013/14](#).
22. Further information on pupils Educated Other Than At School (EOTAS) can be found in [Pupils Educated Other Than At School, 2013/14](#)
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, 2014](#) bulletin, released on 28 January 2015. 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. For GCSEs the data produced by England are based on pupils at the end of Key Stage 4, whereas we publish on the basis of pupils aged 15. Following the Wolf Review of Vocational Education in England and their new early entry policy, caution should be used when making comparisons with England from 2013/14. England have published 2013/14 proxy figures based on their old methodology. This additional '2013 methodology' data removes the rules regarding the Wolf Review recommendations and early entry policy from the calculation of performance measures. It is intended to provide a point of comparison, using a proxy set of results based on 2012/13 rules. However, there are limitations to

this data. For example, it cannot reverse the behaviour of some schools that happened in response to the policy changes. Comparisons can not be made with Scotland due to 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 can be found by following the links below:

[Key Stage 2](#)

[SFR50/2014 National curriculum assessments at key stage 2, 2014 \(revised\)](#)

[Key Stage 4](#)

[SFR05/2014: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2014](#)

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:

[Programme for Government](#)

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.