



Academic Achievement by Pupil Characteristics, 2016

31 January 2017
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This Statistical First Release reports on academic achievement by pupil characteristics. It 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.

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 release, 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

Generally for the FPI, CSI and L2EWM in 2016, academic achievement was:

Gender	Higher for girls
Ethnicity	Higher for pupils from a Chinese or Chinese British ethnic background
English as an additional language (EAL)	Higher for pupils classified as 'competent' or 'fluent'
Special Educational Needs (SEN)	Higher for pupils without SEN
Absenteeism	Higher for pupils with lower absence rates
Month of Birth	Higher for pupils born earlier in the academic year

Note: Key Stage 4 cohort for 2016 is now based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year. The changes have previously been outlined in a [Statistical Article](#).

About this release

This release covers academic achievement by gender, ethnicity, English as an additional language, special educational needs, absenteeism and month of birth.

Data are shown for Wales and at a local authority level.

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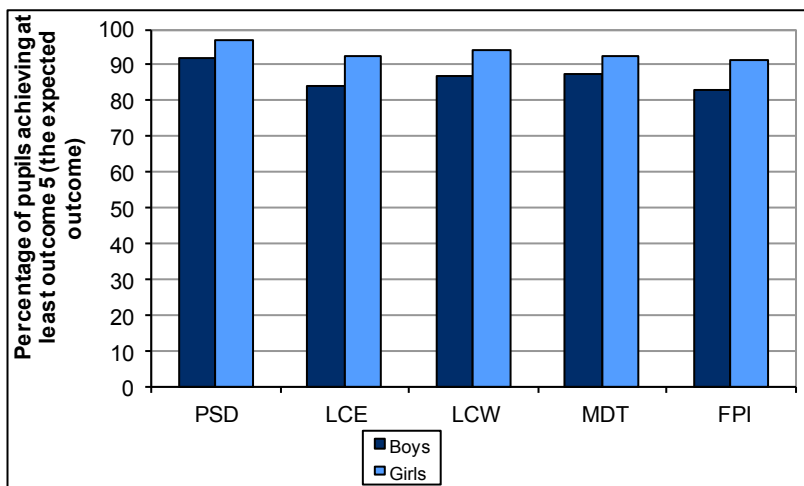
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Section 1: Academic achievement by gender

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

Foundation Phase (Chart 1 and Table 1)

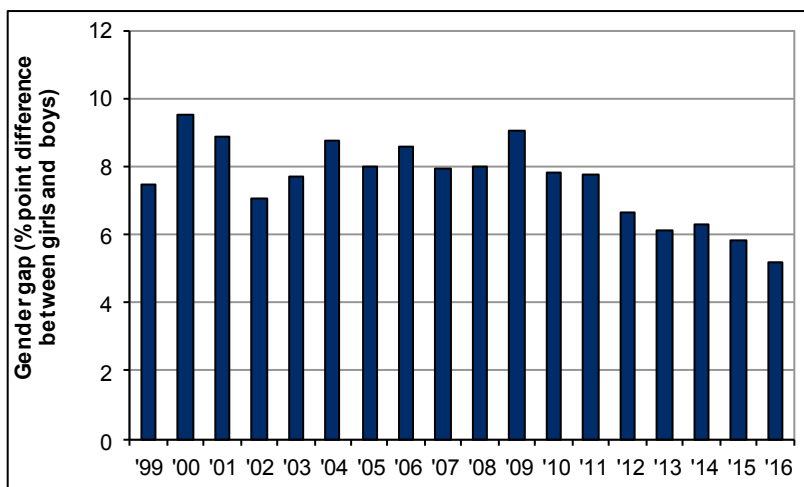
Chart 1: Performance of girls and boys in the Foundation Phase areas of learning, 2016



- The gender gap in FPI achievement stood at 8.2 percentage points (pp) in 2016.
- In 2016, the area of learning with the largest gender gap was “Language, literacy and communication skills” (English), with a gap of 8.3pp.
- In 2016, “Mathematical development” and Personal and social development” had the smallest gender gap, 5.3pp.

Key Stage 2 (Chart 2 and Table 2)

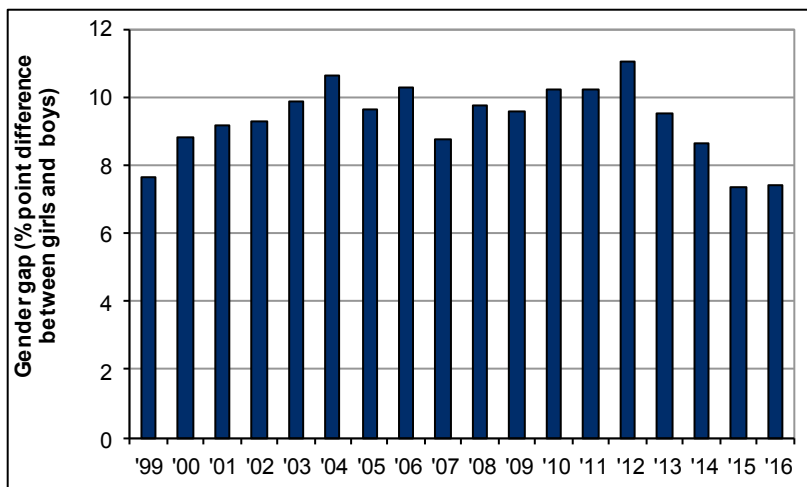
Chart 2: Difference between CSI performance of girls and boys at Key Stage 2, 1999-2016



- 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 2016 the gap stood at 5.2pp, the lowest over the period since 1999.
- In 2016, the largest gender gap stood at 5.6pp in English.

Key Stage 3 (Chart 3 and Table 3)

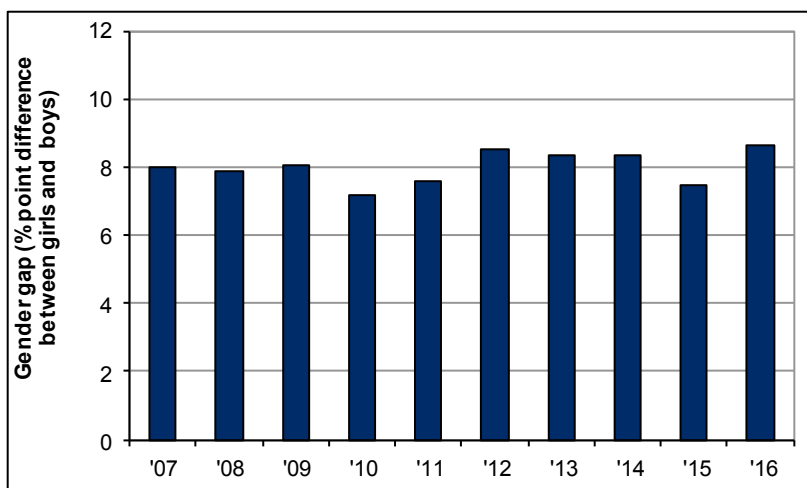
Chart 3: Difference between CSI performance of girls and boys at Key Stage 3, 1999-2016



- 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 past two years have seen the lowest gap since 1999, 7.4pp.
- During the last five years, the largest gender gap has been seen in English. In 2016, the gap was 8.0pp.
- The gender gap has decreased overall for each subject since 2012.

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, 2007-2016 (a) (b) (c)



- Since 2007, the gender gap in L2EWM has fluctuated between 7.2pp in 2010 and 8.6pp in 2016.
- The gap in 2016 has increased slightly compared with 2015, when the gap was 7.5 pp.
- The gender gap in Key Stage 4 performance indicators (Level 1 and Level 2 threshold, L2EWM, CSI and average capped wider points score) increased in 2016.

- (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.
 (c) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

Table 1: Foundation Phase by gender, 2012-2016

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	%	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
2015	Boys	14,412	84.3	3,883	87.9	18,295	92.5	87.5	83.0
	Girls	13,408	91.9	4,054	94.6	17,462	97.3	92.1	90.8
	All pupils	27,820	88.0	7,937	91.3	35,757	94.8	89.7	86.8
2016	Boys	14,130	84.0	3,798	87.1	17,928	91.9	87.3	83.0
	Girls	13,134	92.3	3,895	94.1	17,029	97.2	92.6	91.2
	All pupils	27,264	88.0	7,693	90.7	34,957	94.5	89.9	87.0

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, 2012-2016

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	%
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
2015	Boys	16,616	86.6	88.4	89.6	84.9	3,277	87.5
	Girls	15,680	92.8	92.1	93.3	90.7	3,252	93.5
	All pupils	32,296	89.6	90.2	91.4	87.7	6,529	90.5
2016	Boys	16,986	87.6	89.4	90.0	86.1	3,381	88.2
	Girls	16,212	93.2	92.6	93.6	91.3	3,394	93.4
	All pupils	33,198	90.3	91.0	91.7	88.6	6,775	90.8

Source: National Data Collection

Table 3: Key Stage 3 by gender, 2012-2016

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	%
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
2015	Boys	16,346	83.9	87.0	89.6	80.3	2,739	87.3
	Girls	15,409	92.1	90.4	94.1	87.7	2,899	94.3
	All pupils	31,755	87.9	88.7	91.8	83.9	5,638	90.9
2016	Boys	15,863	85.3	88.2	90.7	82.3	2,735	89.1
	Girls	14,924	93.3	92.1	95.1	89.7	2,782	94.9
	All pupils	30,787	89.2	90.1	92.8	85.9	5,517	92.0

Source: National Data Collection

Table 4: Key Stage 4 by gender, 2012-2016 (a)

Percentage of pupils in Year 11/aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Gender	Cohort	Percentage of pupils achieving:				CSI	Average capped (b) 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			
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	
2015	Boys	17,405	93.2	80.9	54.3	51.7	332.3	
	Girls	16,599	95.7	87.5	61.8	58.0	355.2	
	All pupils	34,004	94.4	84.1	57.9	54.8	343.5	
2016	Boys	16,614	93.9	80.7	56.1	53.7	333.2	
	Girls	15,634	96.7	87.6	64.7	61.8	356.7	
	All pupils	32,248	95.3	84.0	60.3	57.6	344.6	

Source: Welsh Examinations Data

- (a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.
- (b) Average capped wider points scores are calculated using the best 8 results.

Section 2: Academic achievement by ethnic background

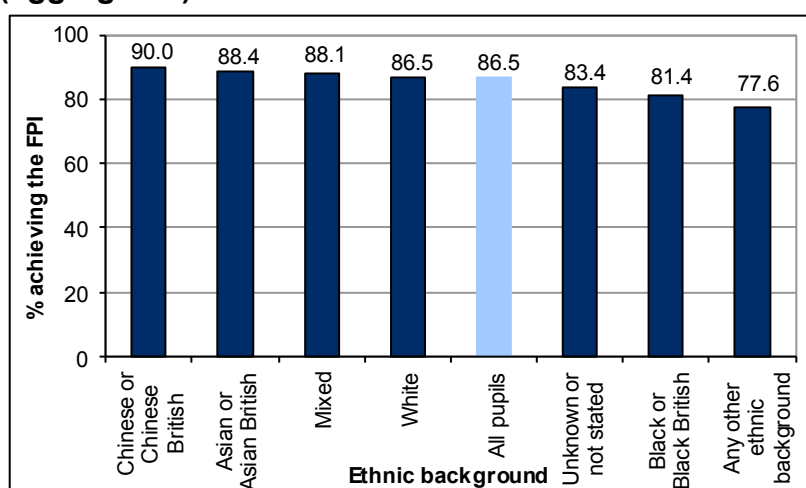
Data used in this section is a combined three-year average for 2014, 2015 and 2016. Data has been aggregated so that the number of pupils in each ethnic background group is larger, and to enable more robust conclusions to be drawn about the attainment of pupils in each group.

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, 2016](#). (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)

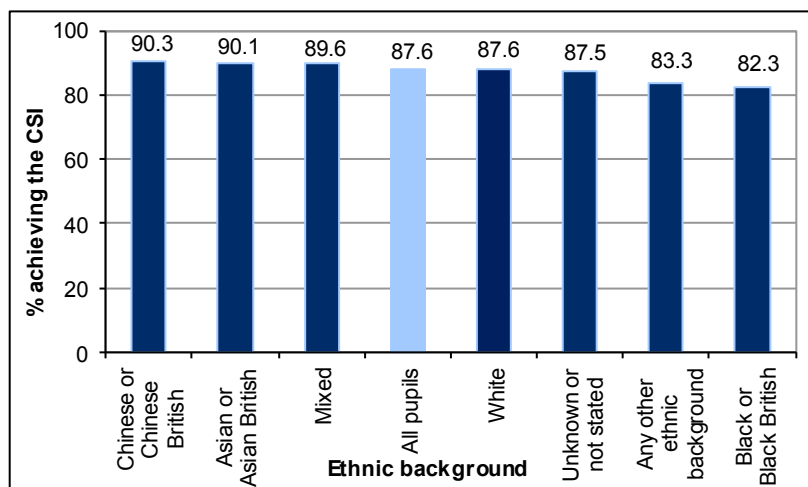
Chart 5: Percentage of pupils achieving the FPI at Foundation Phase by main ethnic group, 2014-2016 (aggregated)



- With regard to FPI achievement, pupils from Chinese ethnic backgrounds performed considerably above the national average for 2014-2016.
- 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 77.6 per cent (pupils from any other ethnic background).

Key Stage 2 (Chart 6 and Table 6)

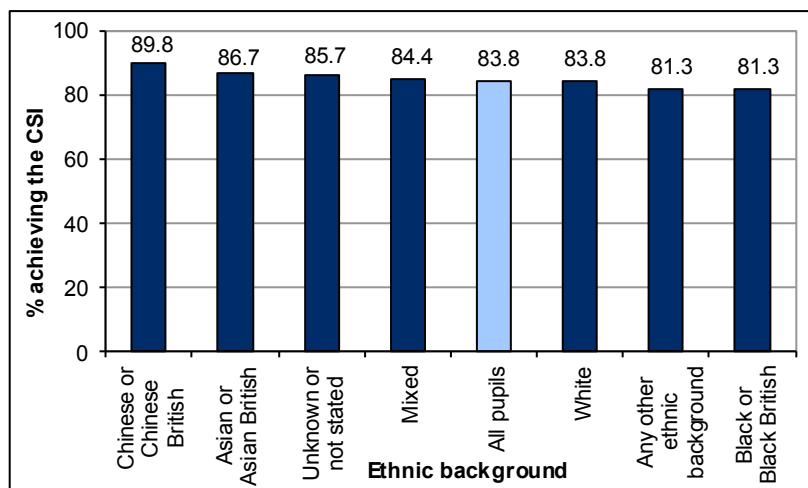
Chart 6: Percentage of pupils achieving the CSI at KS2 by main ethnic group, 2014-2016 (aggregated)



- With regard to CSI achievement, pupils from Chinese, Asian and Mixed ethnic backgrounds performed above the national average for 2014-2016.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 90.3 per cent (pupils from a Chinese ethnic background) to 82.3 per cent (pupils from a Black ethnic background).

Key Stage 3 (Chart 7 and Table 7)

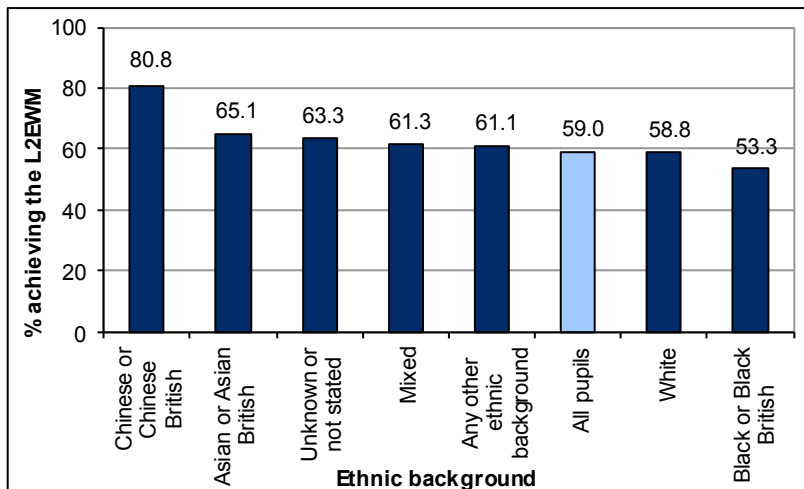
Chart 7: Percentage of pupils achieving the CSI at KS3 by main ethnic group, 2014-2016 (aggregated)



- With regard to CSI achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2014-2016.
- Pupils from, Other and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 89.8 per cent (pupils from a Chinese ethnic background) to 81.3 per cent (pupils from a Black 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, 2014-2016 (aggregated) (a)



(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

- With regard to L2EWM threshold achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2014-2016.
- Pupils from White and Black ethnic backgrounds performed below the national average.
- Attainment ranged from 80.8 per cent (pupils from a Chinese ethnic background) to 53.3 per cent (pupils from a Black ethnic background).

Table 5: Foundation Phase by ethnic background, 2014-2016 (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	73,284	87.7	95,692	94.7	89.7	86.5
White - British	70,050	88.3	92,211	94.9	90.0	87.0
Traveller	110	62.7	118	81.4	67.8	61.9
Gypsy/Gypsy Roma	201	58.2	214	82.2	60.3	53.7
Any other White background	2,923	76.8	3,149	90.7	82.1	76.1
Mixed	2,738	90.1	3,198	94.5	91.3	88.1
White and Black Caribbean	540	89.8	658	94.8	90.3	86.8
White and Black African	414	90.8	482	94.6	92.7	89.2
White and Asian	548	92.9	669	96.4	93.4	90.7
Any other Mixed Background	1,236	88.8	1,389	93.3	90.3	87.2
Asian or Asian British	2,555	89.9	2,604	94.9	90.1	88.4
Indian	672	94.0	694	96.4	94.2	92.8
Pakistani	773	88.4	788	94.7	88.6	87.2
Bangladeshi	824	88.1	836	93.8	87.6	85.6
Any other Asian Background	286	89.5	286	95.5	91.6	89.2
Black or Black British	897	83.8	907	91.1	84.1	81.4
Caribbean	47	*	49	*	*	*
African	753	83.3	758	90.8	83.6	80.7
Any other Black background	97	86.6	100	92.0	86.0	85.0
Chinese or Chinese British	211	90.0	219	97.7	95.9	90.0
Any other ethnic group	1,180	79.5	1,239	88.5	83.1	77.6
Unknown	287	86.4	489	93.0	88.1	83.4
All pupils	81,152	87.7	104,348	94.6	89.6	86.5

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, 2014-2016 (aggregated)

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

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	89,574	89.6	90.1	91.3	87.6
White - British	87,156	90.0	90.4	91.7	88.0
Traveller	107	57.9	57.9	59.8	56.1
Gypsy/Gypsy Roma	151	62.3	66.2	64.2	60.9
Any other White background	2,160	76.1	82.4	80.4	74.9
Mixed	2,423	91.4	91.7	92.3	89.6
White and Black Caribbean	535	92.0	91.4	92.3	89.5
White and Black African	293	90.1	89.4	91.5	87.0
White and Asian	558	94.3	95.2	96.1	93.7
Any other Mixed Background	1,037	89.9	90.5	90.5	88.0
Asian or Asian British	2,274	91.2	91.6	92.2	90.1
Indian	482	94.0	94.2	94.0	92.5
Pakistani	752	88.2	88.7	90.0	86.8
Bangladeshi	805	92.0	91.6	92.2	90.8
Any other Asian Background	235	92.8	95.7	95.7	92.8
Black or Black British	768	85.3	85.2	85.5	82.3
Caribbean	42	*	*	*	*
African	627	86.3	86.1	86.0	83.4
Any other Black background	99	81.8	80.8	83.8	78.8
Chinese or Chinese British	155	91.0	94.8	94.2	90.3
Any other ethnic group	1,111	84.6	88.7	86.9	83.3
Unknown	575	89.6	89.9	90.4	87.5
All pupils	96,880	89.6	90.1	91.3	87.6

Source: National Pupil Database

Table 7: Key Stage 3 by ethnic background, 2014-2016 (aggregated)

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

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	88,118	87.9	88.5	91.9	83.8
White - British	86,022	88.2	88.6	92.1	84.1
Traveller	59	47.5	50.8	62.7	37.3
Gypsy/Gypsy Roma	111	44.1	41.4	46.8	29.7
Any other White background	1,926	75.8	84.2	84.6	72.5
Mixed	2,010	89.0	90.1	92.2	84.4
White and Black Caribbean	524	85.7	85.9	90.8	79.0
White and Black African	216	88.9	90.3	92.1	83.8
White and Asian	445	94.2	95.3	95.7	91.7
Any other Mixed Background	825	88.2	89.9	91.3	84.0
Asian or Asian British	1,875	89.8	91.5	93.2	86.7
Indian	340	93.5	95.0	96.5	92.6
Pakistani	628	88.1	89.2	91.7	84.4
Bangladeshi	735	89.3	91.0	92.5	85.4
Any other Asian Background	172	91.3	95.3	94.8	89.0
Black or Black British	700	84.9	87.6	89.6	81.3
Caribbean	41	*	*	*	*
African	570	84.7	88.2	89.5	80.7
Any other Black background	89	80.9	79.8	86.5	78.7
Chinese or Chinese British	137	89.8	97.8	94.9	89.8
Any other ethnic group	921	84.3	91.6	91.0	81.3
Unknown	537	88.1	90.5	92.6	85.7
All pupils	94,298	87.9	88.6	91.9	83.8

Source: National Pupil Database

Table 8: Key Stage 4 by ethnic background, 2014-2016 (aggregated) (a)

Percentage of pupils in Year 11/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 (b) 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	91,451	96.4	85.2	58.8	56.1	348.7	
White - British	89,505	96.6	85.4	58.9	56.3	349.2	
Traveller	38	*	*	*	*	*	
Gypsy/Gypsy Roma	78	78.2	53.8	24.4	23.1	257.3	
Any other White background	1,830	89.5	76.1	51.9	49.3	328.9	
Mixed	1,997	95.3	85.0	61.3	59.4	350.9	
White and Black Caribbean	523	94.8	79.2	47.4	44.4	332.4	
White and Black African	211	96.7	89.6	59.2	57.8	352.2	
White and Asian	461	97.2	90.0	72.2	69.6	366.7	
Any other Mixed Background	802	94.1	84.7	64.7	63.7	353.6	
Asian or Asian British	1,801	98.3	89.5	65.1	62.7	362.7	
Indian	305	98.4	94.1	77.0	76.1	381.6	
Pakistani	619	97.4	84.5	58.5	56.5	349.7	
Bangladeshi	674	99.3	92.1	64.2	61.0	364.4	
Any other Asian Background	203	97.5	88.7	70.0	67.5	367.8	
Black or Black British	673	95.8	84.7	53.3	51.3	341.1	
Caribbean	50	90.0	78.0	40.0	38.0	324.5	
African	543	96.7	85.8	55.4	53.0	344.5	
Any other Black background	80	93.8	81.3	47.5	47.5	328.5	
Chinese or Chinese British	156	98.1	96.2	80.8	80.1	394.4	
Any other ethnic group	926	95.4	86.6	61.1	58.4	357.1	
Unknown	615	97.1	86.0	63.3	60.8	356.2	
All pupils	97,619	96.4	85.3	59.0	56.4	349.1	

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

(b) 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, 2012-2016 (a)

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) (b)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (b)			
		Cohort	LCE %	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>	23,038	84.7	30,081	91.7	87.5	81.5
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>	23,153	86.7	30,457	93.9	88.4	84.1
2014	New to English	569	52.2	597	76.5	60.8	50.8
	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>	23,806	87.9	31,317	95.0	89.6	86.2
2015	New to English	777	59.8	792	80.4	66.5	57.4
	Early acquisition	1,019	90.5	1,037	96.5	91.1	88.2
	Developing competence	484	97.1	495	99.2	96.8	96.6
	Competent	155	98.1	156	98.1	98.1	98.1
	Fluent	234	91.5	262	95.4	93.9	91.2
	<i>Not applicable</i>	24,781	89.4	32,633	95.8	90.7	87.9
2016	New to English	771	60.6	784	82.5	68.4	59.3
	Early acquisition	1,100	89.6	1,113	95.8	91.7	88.2
	Developing competence	603	97.5	615	99.2	97.6	96.1
	Competent	163	99.4	168	100.0	99.4	99.4
	Fluent	204	92.6	216	95.8	93.1	92.6
	<i>Not applicable</i>	24,055	89.4	31,670	95.3	90.9	88.1

Source: National Pupil Database

- (a) Special schools are not included in this table as they do not provide EAL data.
 (b) 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, 2012-2016 (a)

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

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
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>29,608</i>	<i>86.2</i>	<i>87.8</i>	<i>89.6</i>	<i>83.7</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>28,658</i>	<i>88.3</i>	<i>88.5</i>	<i>90.8</i>	<i>85.4</i>
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>	<i>29,408</i>	<i>89.6</i>	<i>89.9</i>	<i>91.5</i>	<i>87.3</i>
2015	New to English	178	29.8	49.4	37.6	29.8
	Early acquisition	479	72.2	78.1	76.2	69.3
	Developing competence	725	93.1	95.0	95.6	92.1
	Competent	331	97.6	97.0	97.9	96.7
	Fluent	358	95.8	95.5	95.5	94.4
	<i>Not applicable</i>	<i>29,836</i>	<i>90.8</i>	<i>91.2</i>	<i>92.6</i>	<i>88.9</i>
2016	New to English	168	31.0	46.4	35.1	28.6
	Early acquisition	422	68.0	77.3	72.5	65.4
	Developing competence	830	93.5	95.1	95.5	93.1
	Competent	516	98.8	98.8	99.0	98.6
	Fluent	376	97.9	96.5	97.9	96.5
	<i>Not applicable</i>	<i>30,499</i>	<i>91.5</i>	<i>91.9</i>	<i>92.9</i>	<i>89.8</i>

Source: National Pupil Database

(a) Special schools are not included in this table as they do not provide EAL data.

Table 11: Key Stage 3 by acquisition of English as an additional language, 2012-2016 (a)

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

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
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>	31,972	80.9	82.3	85.0	74.0
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>	31,059	84.3	85.1	88.4	78.4
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>	30,020	87.5	87.8	91.9	82.5
2015	New to English	94	28.7	68.1	51.1	23.4
	Early acquisition	201	52.2	67.7	64.7	46.3
	Developing competence	560	83.0	88.4	89.8	78.8
	Competent	466	97.4	97.9	98.9	95.5
	Fluent	589	95.9	96.9	97.6	94.4
	<i>Not applicable</i>	29,276	89.4	89.9	93.3	85.4
2016	New to English	86	27.9	55.8	51.2	23.3
	Early acquisition	229	47.2	65.9	70.3	42.4
	Developing competence	537	88.5	91.2	93.7	84.4
	Competent	486	98.1	97.7	98.6	96.7
	Fluent	383	97.9	97.9	98.7	96.6
	<i>Not applicable</i>	28,461	91.0	91.6	94.5	87.7

Source: National Pupil Database

(a) Special schools are not included in this table as they do not provide EAL data.

Table 12: Key Stage 4 by acquisition of English as an additional language, 2012-2016 (a)

Percentage of pupils in Year 11/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 (b) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
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>	<i>31,847</i>	<i>94.3</i>	<i>74.2</i>	<i>51.9</i>	<i>50.1</i>	<i>330.1</i>
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>	<i>33,213</i>	<i>95.5</i>	<i>79.7</i>	<i>53.9</i>	<i>50.8</i>	<i>339.6</i>
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
	<i>Not applicable</i>	<i>31,799</i>	<i>96.6</i>	<i>84.7</i>	<i>56.9</i>	<i>54.5</i>	<i>348.9</i>
2015	New to English	69	37.7	24.6	7.2	7.2	162.2
	Early acquisition	122	80.3	53.3	16.4	16.4	272.9
	Developing competence	421	95.7	81.2	43.7	40.9	335.1
	Competent	486	98.1	91.4	65.2	62.6	362.1
	Fluent	535	98.1	93.1	77.9	75.7	378.6
	<i>Not applicable</i>	<i>30,664</i>	<i>97.3</i>	<i>86.7</i>	<i>59.5</i>	<i>56.7</i>	<i>352.4</i>
2016	New to English	62	58.1	40.3	17.7	17.7	217.2
	Early acquisition	140	89.3	52.1	19.3	17.9	280.2
	Developing competence	453	97.1	77.3	42.6	40.4	334.6
	Competent	612	99.5	94.0	69.0	65.5	366.6
	Fluent	540	99.4	97.0	87.2	85.4	391.7
	<i>Not applicable</i>	<i>29,274</i>	<i>98.1</i>	<i>87.1</i>	<i>62.5</i>	<i>59.7</i>	<i>354.1</i>

Source: National Pupil Database

- (a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.
Special schools are not included in this table as they do not provide EAL data.
- (b) Average capped wider points scores are calculated using the best 8 results.

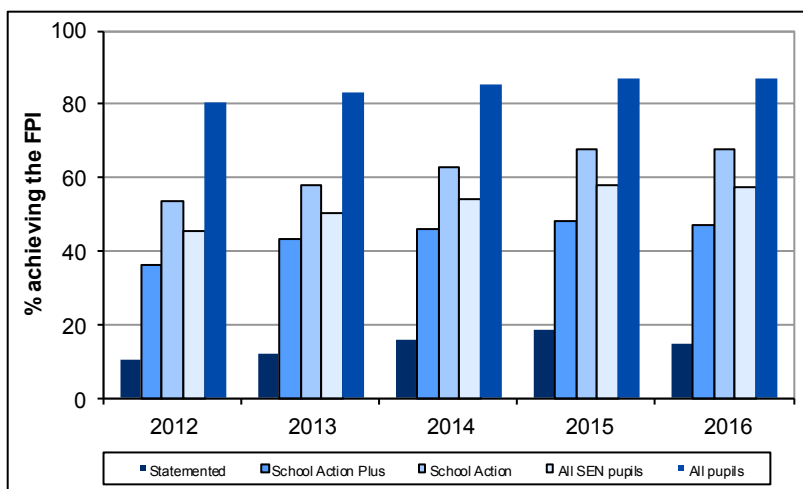
Section 4: Academic achievement by special educational need (SEN) requirement

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)

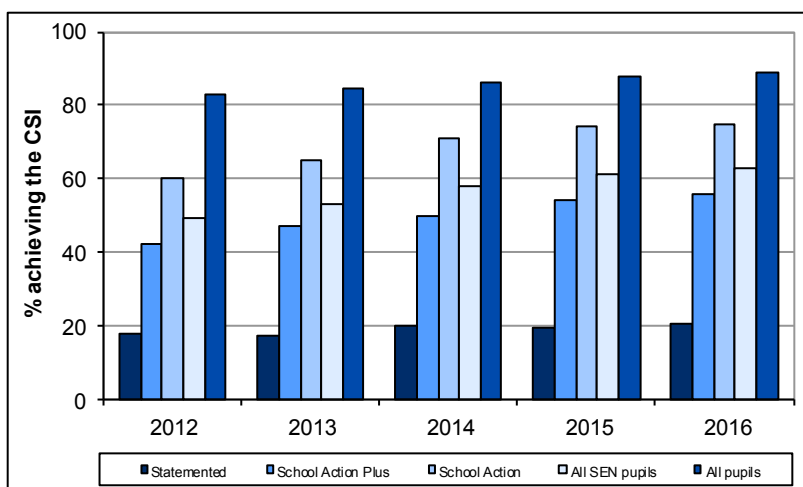
Chart 9: Percentage of pupils achieving the FPI by special educational need (SEN) requirement at Foundation Phase, 2012-2016 (a)



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

Key Stage 2 (Chart 10 and Table 14)

Chart 10: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS2, 2012-2016

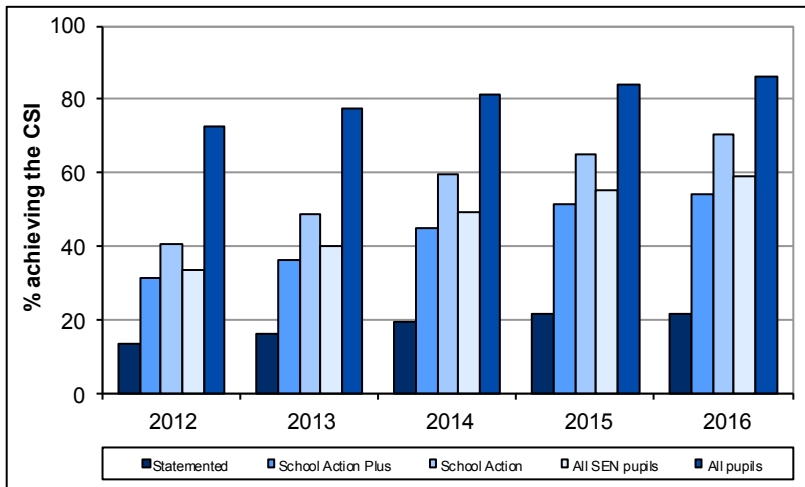


- The percentage of pupils with SEN achieving the FPI stood at 57.3 per cent in 2016.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the FPI, at 14.8 per cent.
- FPI achievement decreased for stated and School Action Plus pupils and increased slightly for School Action pupils between 2015 and 2016.

- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 62.6 per cent in 2016.
- Among those pupils with SEN, stated pupils have the lowest percentage achieving the CSI, but it has increased from 17.3 per cent in 2013 to 20.6 per cent in 2016.
- CSI achievement increased for all categories of SEN requirement between 2015 and 2016.

Key Stage 3 (Chart 11 and Table 15)

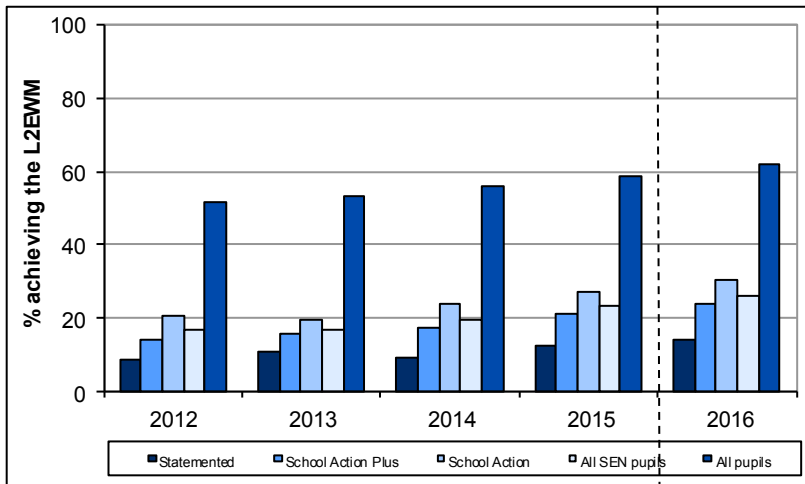
Chart 11: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS3, 2012-2016



- The percentage of pupils with SEN achieving the CSI has increased year-on-year, reaching 58.9 per cent in 2016.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the CSI, but it has increased from 13.3 per cent in 2012 to 21.7 per cent in 2016.
- CSI achievement increased for all categories of SEN requirement between 2015 and 2016.

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, 2012-2016 (a)



- The percentage of pupils with SEN achieving the L2EWM threshold has increased year-on-year, reaching 26.1 per cent in 2016.
- Among those pupils with SEN, statemented pupils have the lowest percentage achieving the L2EWM threshold, but it has increased from 8.4 per cent in 2012 to 14.1 per cent in 2016.
- L2EWM achievement increased for all categories of SEN requirement between 2015 and 2016.

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

Table 13: Foundation Phase by Special Educational Need provision, 2012-2016

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	71.3	60.4	45.4
	Stated	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
	Stated	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
	Stated	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
2015	Total pupils on SEN register	7,013	61.9	1,680	67.7	8,693	81.5	66.3	57.8
	Stated	630	20.5	68	33.8	698	26.5	24.4	18.5
	School Action Plus	2,063	53.4	522	58.0	2,585	72.6	59.2	47.9
	School Action	4,320	72.0	1,090	74.4	5,410	92.8	75.2	67.6
	All pupils	27,653	88.1	7,928	91.4	35,581	95.0	89.8	86.9
2016	Total pupils on SEN register	6,833	61.4	1,618	64.4	8,451	80.1	66.1	57.3
	Stated	581	16.9	82	32.9	663	23.4	21.3	14.8
	School Action Plus	2,080	52.4	494	56.3	2,574	70.2	59.2	47.2
	School Action	4,172	72.1	1,042	70.7	5,214	92.2	75.2	67.7
	All pupils	27,088	88.2	7,684	90.7	34,772	94.6	90.1	87.2

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, 2012-2016

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	%
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
2015	Total pupils on SEN register	8,924	66.1	68.6	72.0	61.2	1,836	69.3
	Statemented	966	23.4	24.4	26.4	19.0	98	22.4
	School Action Plus	3,050	58.6	62.8	66.5	53.9	662	59.4
	School Action	4,908	79.2	80.9	84.5	74.1	1,076	79.7
	All pupils	32,159	89.7	90.3	91.5	87.8	6,522	90.5
2016	Total pupils on SEN register	8,911	67.6	70.0	72.5	62.6	1,867	70.9
	Statemented	923	24.2	25.6	26.2	20.6	111	25.2
	School Action Plus	3,034	60.2	64.8	66.9	55.5	647	59.8
	School Action	4,954	80.3	81.4	84.5	74.8	1,109	82.0
	All pupils	33,051	90.5	91.1	91.9	88.8	6,765	90.9

Source: National Pupil Database

Table 15: Key Stage 3 by Special Educational Need provision, 2012-2016

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	%
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
2015	Total pupils on SEN register	8,444	64.2	66.8	75.2	55.2	1,332	71.1
	Statemented	1,119	27.6	29.4	36.9	21.4	90	41.1
	School Action Plus	2,455	61.3	64.2	72.8	51.6	311	61.7
	School Action	4,870	74.1	76.6	85.2	64.8	931	77.1
	All pupils	31,547	88.1	88.9	92.0	84.1	5,635	90.9
2016	Total pupils on SEN register	8,156	67.4	69.7	77.6	58.9	1,259	72.0
	Statemented	1,162	27.5	28.5	35.9	21.7	86	31.4
	School Action Plus	2,356	64.0	66.5	77.2	54.2	341	63.6
	School Action	4,638	79.2	81.6	88.2	70.6	832	79.7
	All pupils	30,589	89.5	90.3	93.1	86.2	5,511	92.1

Source: National Pupil Database

Table 16: Key Stage 4 by Special Educational Need provision, 2012-2016

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 (b) 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	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
2015	Total pupils on SEN register	7,469	88.0	64.9	23.3	22.0	294.9
	Statemented	1,086	61.5	35.5	12.5	12.2	212.8
	School Action Plus	2,183	86.1	59.8	21.0	19.7	285.0
	School Action	4,200	95.8	75.2	27.2	25.8	321.2
	All pupils	32,580	96.3	85.8	58.9	56.2	349.5
2016	Total pupils on SEN register	7,159	90.9	67.2	26.1	24.6	302.3
	Statemented	996	65.2	41.1	14.1	13.9	221.9
	School Action Plus	2,039	90.6	64.0	23.6	21.4	295.4
	School Action	4,124	97.2	75.1	30.3	28.8	325.1
	All pupils	31,331	97.3	86.3	62.0	59.3	351.8

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

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

Table 17: Foundation Phase by type of Special Educational Need, 2014-2016

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	%	%	%
2014	Moderate Learning Difficulties	1,148	59.2	400	63.8	1,548	87.9	64.4	54.6
	General Learning Difficulties	2,034	65.6	381	67.7	2,415	92.0	68.9	60.7
	Severe Learning Difficulties	36	*	*	*	39	*	*	*
	Profound & Multiple Learning Difficulties	18	*	*	*	21	*	*	*
	Dyslexia	65	63.1	39	*	104	98.1	73.1	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	47.3	29.1
	Physical and Medical Difficulties	171	75.4	51	90.2	222	82.0	75.2	73.4
	Hearing Impairment	121	90.1	24	*	145	96.6	91.7	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	69.1	60.3
Behavioural, Emotional & Social Difficulties	517	76.2	158	72.2	675	72.9	80.4	62.8	
<i>No SEN</i>	19,638	96.6	5,970	96.6	25,608	98.9	97.0	95.5	
2015	Moderate Learning Difficulties	908	63.4	293	68.6	1,201	90.6	68.8	60.0
	General Learning Difficulties	2,097	69.6	479	70.6	2,576	93.1	72.1	64.9
	Severe Learning Difficulties	45	*	6	*	51	15.7	*	*
	Profound & Multiple Learning Difficulties	31	*	6	*	37	*	*	*
	Dyslexia	74	74.3	67	71.6	141	97.2	80.9	69.5
	Dyscalculia	7	*	*	*	11	*	*	*
	Dyspraxia	9	*	12	*	21	*	*	*
	Attention Defecit Hyperactivity Disorder	10	*	11	*	21	*	*	*
	Autistic Spectrum Disorders	173	27.2	15	*	188	26.1	30.9	21.3
	Physical and Medical Difficulties	217	69.1	54	72.2	271	82.3	71.6	66.8
	Hearing Impairment	91	85.7	27	*	118	94.9	88.1	85.6
	Visual Impairment	33	*	10	*	43	*	*	*
	Multi-Sensory Impairment	5	*	*	*	6	*	*	*
	Speech, Language and Communication Difficulties	1,170	67.0	312	66.7	1,482	87.3	72.8	64.0
Behavioural, Emotional & Social Difficulties	695	77.6	154	78.6	849	77.1	79.6	67.6	
<i>No SEN</i>	20,640	97.0	6,248	97.8	26,888	99.3	97.4	96.4	
2016	Moderate Learning Difficulties	854	65.3	274	69.0	1,128	90.4	68.3	61.8
	General Learning Difficulties	2,122	70.0	430	64.7	2,552	92.2	71.8	65.0
	Severe Learning Difficulties	41	*	13	*	54	20.4	9.3	9.3
	Profound & Multiple Learning Difficulties	32	*	*	*	35	*	*	*
	Dyslexia	41	*	61	70.5	102	99.0	82.4	70.6
	Dyscalculia	*	*	*	*	6	*	*	*
	Dyspraxia	8	*	9	*	17	*	*	*
	Attention Defecit Hyperactivity Disorder	14	*	5	*	19	*	*	*
	Autistic Spectrum Disorders	198	31.3	21	*	219	24.7	31.1	21.5
	Physical and Medical Difficulties	210	73.3	61	78.7	271	84.5	76.8	72.7
	Hearing Impairment	120	85.0	35	*	155	95.5	89.0	85.2
	Visual Impairment	47	*	14	*	61	86.9	78.7	73.8
	Multi-Sensory Impairment	*	*	0	.	*	*	*	*
	Speech, Language and Communication Difficulties	1,168	64.1	322	61.8	1,490	83.4	70.5	59.7
Behavioural, Emotional & Social Difficulties	635	72.9	186	78.5	821	75.5	79.2	64.6	
<i>No SEN</i>	20,253	97.2	6,063	97.8	26,316	99.3	97.8	96.8	

(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, 2014-2016

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	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
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	
2015	Moderate Learning Difficulties	1,703	68.8	71.5	74.2	63.4	402	71.6
	General Learning Difficulties	2,394	72.9	74.4	79.3	67.4	489	74.6
	Severe Learning Difficulties	92	6.5	6.5	6.5	6.5	15	*
	Profound & Multiple Learning Difficulties	21	*	*	*	*	*	*
	Dyslexia	637	77.2	83.7	88.4	74.9	205	74.1
	Dyscalculia	57	93.0	61.4	87.7	59.6	10	*
	Dyspraxia	47	*	*	*	*	20	*
	Attention Defecit Hyperactivity Disorder	73	69.9	71.2	71.2	65.8	8	*
	Autistic Spectrum Disorders	217	52.5	51.2	52.5	46.1	26	*
	Physical and Medical Difficulties	214	77.6	73.4	76.6	72.0	44	*
	Hearing Impairment	140	84.3	85.7	87.1	83.6	33	*
	Visual Impairment	33	*	*	*	*	10	*
	Multi-Sensory Impairment	0	0	.
	Speech, Language and Communication Difficulties	489	59.9	65.2	65.8	54.6	140	61.4
	Behavioural, Emotional & Social Difficulties	739	86.6	88.2	90.0	83.8	126	88.1
<i>No SEN</i>	23,234	98.7	98.6	98.9	98.0	4,686	98.8	
2016	Moderate Learning Difficulties	1,537	69.1	71.0	73.8	63.6	423	75.2
	General Learning Difficulties	2,484	74.8	75.5	79.7	68.8	455	76.0
	Severe Learning Difficulties	94	10.6	12.8	10.6	7.4	13	*
	Profound & Multiple Learning Difficulties	31	*	*	*	*	*	*
	Dyslexia	552	74.6	82.8	85.1	72.1	203	69.5
	Dyscalculia	36	*	*	*	*	13	*
	Dyspraxia	44	*	*	*	*	13	*
	Attention Defecit Hyperactivity Disorder	75	78.7	82.7	81.3	74.7	15	*
	Autistic Spectrum Disorders	219	55.7	55.3	57.1	50.2	27	*
	Physical and Medical Difficulties	235	80.0	81.3	81.3	77.0	40	*
	Hearing Impairment	136	88.2	88.2	89.7	83.8	31	*
	Visual Impairment	32	*	*	*	*	8	*
	Multi-Sensory Impairment	*	*	*	*	*	0	.
	Speech, Language and Communication Difficulties	546	61.4	68.9	69.2	59.7	158	60.8
	Behavioural, Emotional & Social Difficulties	893	84.7	85.4	86.1	81.6	173	84.4
<i>No SEN</i>	24,138	98.9	98.9	99.1	98.5	4,898	98.5	

Source: National Pupil Database

Table 19: Key Stage 3 by type of Special Educational Need, 2014-2016

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	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
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
<i>No SEN</i>	23,641	95.8	95.7	97.6	92.8	4,243	96.7	
2015	Moderate Learning Difficulties	1,590	65.0	65.7	75.0	54.6	246	72.4
	General Learning Difficulties	1,884	68.1	71.7	82.5	58.6	365	70.1
	Severe Learning Difficulties	77	*	*	10.4	*	5	*
	Profound & Multiple Learning Difficulties	24	*	*	*	*	*	*
	Dyslexia	902	79.2	84.5	91.8	74.4	207	80.7
	Dyscalculia	61	91.8	78.7	91.8	75.4	25	*
	Dyspraxia	35	*	*	*	*	9	*
	Attention Defecit Hyperactivity Disorder	75	69.3	72.0	80.0	61.3	7	*
	Autistic Spectrum Disorders	222	56.8	59.5	63.5	51.4	19	*
	Physical and Medical Difficulties	185	85.4	83.2	89.7	81.1	24	*
	Hearing Impairment	111	91.9	91.0	92.8	82.9	15	*
	Visual Impairment	45	*	*	*	*	10	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	294	55.8	61.9	67.7	47.6	47	*
	Behavioural, Emotional & Social Difficulties	921	75.5	77.9	80.5	66.6	74	85.1
<i>No SEN</i>	23,099	96.8	97.0	98.1	94.7	4,303	97.0	
2016	Moderate Learning Difficulties	1,231	68.7	68.9	78.7	58.3	194	77.8
	General Learning Difficulties	1,894	76.6	77.8	87.2	67.3	358	76.0
	Severe Learning Difficulties	100	5.0	*	10.0	*	10	*
	Profound & Multiple Learning Difficulties	21	*	*	*	*	*	*
	Dyslexia	870	79.5	84.4	91.1	72.8	195	73.8
	Dyscalculia	34	*	*	*	*	11	*
	Dyspraxia	32	*	*	*	*	12	*
	Attention Defecit Hyperactivity Disorder	96	80.2	88.5	90.6	72.9	10	*
	Autistic Spectrum Disorders	256	55.5	57.8	59.8	51.6	18	*
	Physical and Medical Difficulties	173	85.0	85.0	90.8	82.1	23	*
	Hearing Impairment	106	91.5	94.3	96.2	89.6	13	*
	Visual Impairment	43	*	*	*	*	14	*
	Multi-Sensory Impairment	*	*	*	*	*	0	.
	Speech, Language and Communication Difficulties	274	66.1	69.7	79.2	56.9	39	*
	Behavioural, Emotional & Social Difficulties	959	78.1	80.0	83.2	69.9	88	75.0
<i>No SEN</i>	22,431	97.5	97.8	98.7	96.1	4,252	98.0	

Source: National Pupil Database

Table 20: Key Stage 4 by type of Special Educational Need, 2014-2016 (a)

Percentage of pupils in Year 11/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	Cohort	Percentage of pupils achieving:				Average capped wider points score
			Level 1 threshold	Level 2 threshold	Language and Mathematics	CSI	
					Level 2 threshold inc. a GCSE grade A*-C in English or Welsh First		
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
	No SEN	26,146	98.5	90.7	66.8	64.1	364.1
2015	Moderate Learning Difficulties	1,358	91.0	66.1	13.8	13.3	298.4
	General Learning Difficulties	1,183	95.0	71.8	23.4	22.1	314.0
	Severe Learning Difficulties	54	29.6	9.3	*	*	111.4
	Profound & Multiple Learning Difficulties	6	*	*	*	*	*
	Dyslexia	909	97.8	80.6	38.3	36.6	334.3
	Dyscalculia	40	*	*	*	*	*
	Dyspraxia	59	96.6	81.4	52.5	45.8	331.0
	Attention Defecit Hyperactivity Disorder	65	89.2	58.5	21.5	21.5	281.9
	Autistic Spectrum Disorders	192	81.8	64.6	41.7	39.1	290.3
	Physical and Medical Difficulties	236	94.1	83.1	51.7	48.3	335.4
	Hearing Impairment	103	99.0	87.4	63.1	59.2	361.0
	Visual Impairment	44	*	*	*	*	*
	Multi-Sensory Impairment	*	*	*	*	*	*
	Speech, Language and Communication	253	92.1	62.5	24.1	21.3	304.2
	Behavioural, Emotional & Social Difficulties	1,159	82.1	61.1	26.1	24.6	281.7
	No SEN	25,110	98.8	92.0	69.5	66.4	365.8
2016	Moderate Learning Difficulties	1,079	93.1	65.3	17.7	16.8	302.6
	General Learning Difficulties	1,360	97.0	73.5	27.6	26.1	323.4
	Severe Learning Difficulties	62	35.5	19.4	*	*	126.9
	Profound & Multiple Learning Difficulties	9	*	*	*	*	*
	Dyslexia	829	98.1	79.3	38.7	37.5	331.9
	Dyscalculia	39	*	*	*	*	*
	Dyspraxia	43	*	*	*	*	*
	Attention Defecit Hyperactivity Disorder	79	97.5	81.0	32.9	30.4	323.4
	Autistic Spectrum Disorders	201	86.1	67.7	42.3	42.8	296.3
	Physical and Medical Difficulties	180	96.1	84.4	63.3	56.7	342.2
	Hearing Impairment	101	97.0	92.1	54.5	48.5	349.4
	Visual Impairment	45	*	*	*	*	*
	Multi-Sensory Impairment	*	*	*	*	*	*
	Speech, Language and Communication	248	94.8	64.9	24.2	23.4	312.5
	Behavioural, Emotional & Social Difficulties	1,114	87.1	64.3	27.7	25.2	291.5
	No SEN	24,170	99.2	92.0	72.6	69.5	366.4

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

Section 5: Academic achievement by absenteeism

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

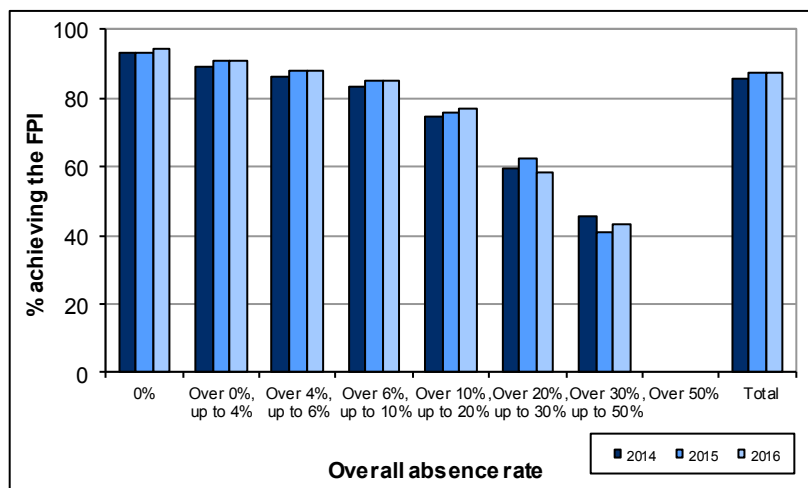
Note that the percentages used with regard to absence in the charts and tables below represent the proportions of sessions missed during the year (one day is made up of two sessions).

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, 2014-2016

(a)

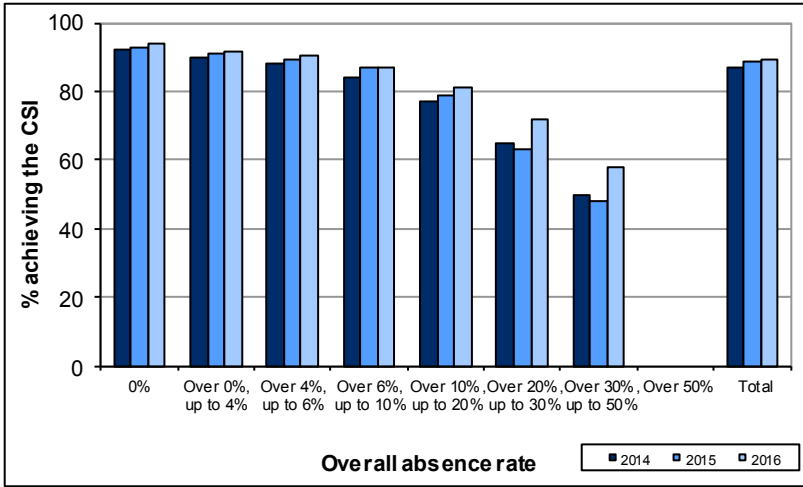


- Performance has fluctuated in all absence groups since 2014.
- Levels of attainment decreased as overall absence rates increased, with only 43.3 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the FPI in 2016. In contrast 94.6 per cent of pupils with no absence achieved 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, 2014-2016 (a)

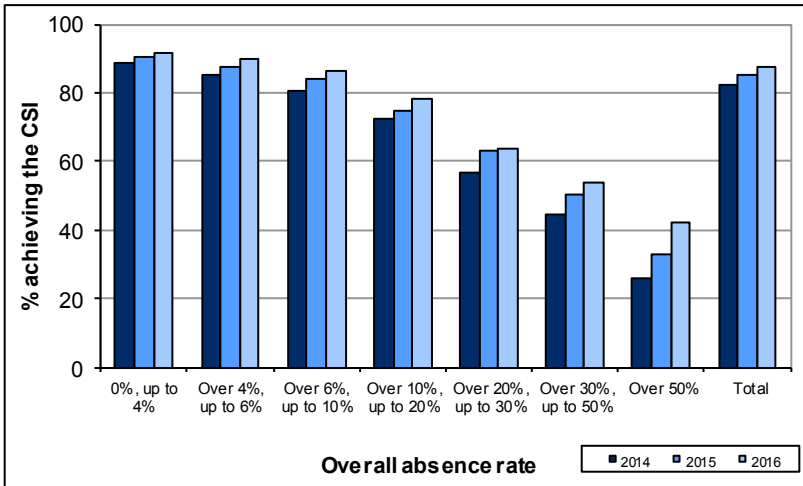


(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

- In 2016, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the CSI (94.1 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 57.6 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the CSI in 2016.
- Performance has improved in all absence groups since 2014.

Key Stage 3 (Chart 15 and Table 23)

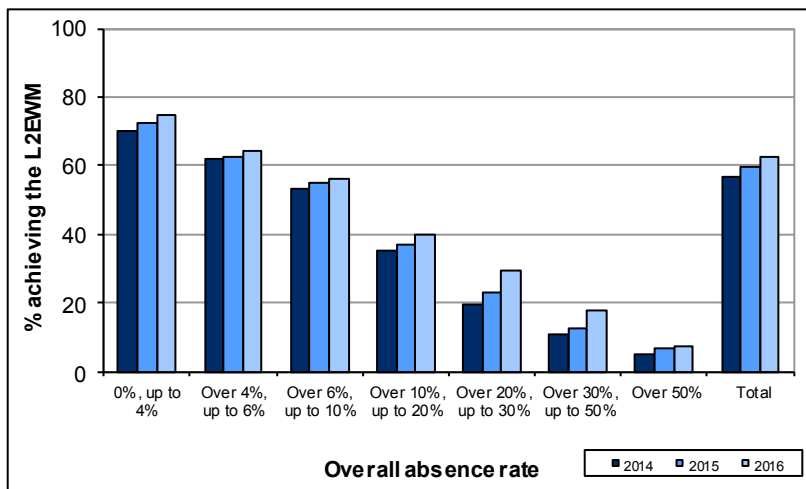
Chart 15: Percentage of pupils achieving the CSI at KS3 by overall absence rates, 2014-2016



- In 2016, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the CSI (91.8 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 (42.2 per cent) in 2016.
- Performance has improved in all absence groups since 2014.

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, 2014-2016 (a)



- In 2016, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the L2EWM threshold (74.8 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 (7.5 per cent).
- Overall performance has improved since 2014.

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

Table 21: Foundation Phase by overall absence rates, 2014-2016

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
							%	%	%
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 most	5,313	85.6	1,366	87.6	6,679	94.1	87.6	83.6
	Over 10%, but 20% at most	3,085	77.0	681	78.4	3,766	90.3	80.1	74.4
	Over 20%, but 30% at most	359	64.9	59	69.5	418	80.9	67.5	59.3
	Over 30%, but 50% at most	92	45.7	14	*	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
2015	0%	1,063	94.7	352	93.2	1,415	97.8	95.2	93.2
	Over 0%, but 4% at most	12,686	92.0	4,143	93.9	16,829	97.0	93.1	91.0
	Over 4%, but 6% at most	4,652	89.5	1,299	92.1	5,951	95.6	90.6	87.8
	Over 6%, but 10% at most	5,813	87.4	1,473	87.7	7,286	94.6	88.4	85.1
	Over 10%, but 20% at most	2,858	77.5	602	83.4	3,460	91.0	81.6	76.0
	Over 20%, but 30% at most	302	65.2	44	*	346	81.8	69.7	62.7
	Over 30%, but 50% at most	73	43.8	12	*	85	78.8	50.6	41.2
	Over 50%	8	*	0	.	8	*	*	0.0
	Total	27,455	88.8	7,925	91.4	35,380	95.5	90.3	87.4
2016	0%	1,174	94.9	429	96.3	1,603	97.4	96.0	94.6
	Over 0%, but 4% at most	12,479	92.1	3,903	92.9	16,382	96.8	93.2	90.9
	Over 4%, but 6% at most	4,692	89.3	1,329	90.7	6,021	95.1	90.9	88.0
	Over 6%, but 10% at most	5,446	86.6	1,367	88.7	6,813	94.1	88.6	85.2
	Over 10%, but 20% at most	2,698	79.2	580	81.9	3,278	90.8	82.6	77.2
	Over 20%, but 30% at most	313	62.3	51	64.7	364	81.0	67.0	58.5
	Over 30%, but 50% at most	90	48.9	14	*	104	66.3	56.7	43.3
	Over 50%	16	*	*	0.0	18	*	*	*
	Total	26,908	88.8	7,675	90.8	34,583	95.1	90.6	87.6

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, 2014-2016

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	
			%	%	%	%	Cohort	%
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	*	*	*	*	0	.
Total		31,452	89.1	89.6	91.1	86.8	6,392	88.3
2015	0%	1,862	93.8	94.4	94.9	92.9	405	92.8
	Over 0%, but 4% at most	15,455	92.6	93.3	94.3	91.2	3,389	92.9
	Over 4%, but 6% at most	5,020	90.9	91.1	92.5	89.1	1,032	90.9
	Over 6%, but 10% at most	6,080	89.1	89.4	91.2	86.6	1,118	88.6
	Over 10%, but 20% at most	3,090	81.9	83.2	84.4	78.9	520	80.4
	Over 20%, but 30% at most	314	68.8	68.2	70.1	63.1	40	*
	Over 30%, but 50% at most	77	49.4	53.2	54.5	48.1	10	*
	Over 50%	20	*	*	*	*	*	*
Total		31,918	90.3	90.9	92.1	88.5	6,516	90.6
2016	0%	2,152	95.0	95.7	96.2	94.1	487	95.7
	Over 0%, but 4% at most	15,595	93.1	93.7	94.3	91.7	3,400	92.7
	Over 4%, but 6% at most	5,214	92.1	92.3	93.0	90.4	1,092	91.6
	Over 6%, but 10% at most	6,083	89.3	89.9	91.2	87.0	1,182	88.0
	Over 10%, but 20% at most	3,261	83.8	85.5	86.4	81.4	529	83.0
	Over 20%, but 30% at most	403	76.4	75.2	77.4	72.0	57	77.2
	Over 30%, but 50% at most	92	63.0	63.0	65.2	57.6	10	*
	Over 50%	23	*	*	*	*	*	*
Total		32,823	91.1	91.7	92.5	89.4	6,758	91.0

Source: National Pupil Database

Table 23: Key Stage 3 by overall absence rates, 2014-2016

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	%
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
2015	0% to 4% at most	15,030	92.6	93.4	95.4	90.2	2,878	93.7
	Over 4%, but 6% at most	4,593	90.8	91.9	94.7	87.7	863	91.4
	Over 6%, but 10% at most	5,939	88.6	89.6	93.3	84.1	1,097	89.0
	Over 10%, but 20% at most	4,336	81.6	82.6	87.8	74.6	666	85.3
	Over 20%, but 30% at most	814	74.9	72.2	80.3	63.1	82	82.9
	Over 30%, but 50% at most	356	63.2	63.5	68.0	50.6	27	*
	Over 50%	136	54.4	44.1	55.9	33.1	12	*
Total		31,204	89.0	89.9	93.0	85.1	5,625	91.1
2016	0% to 4% at most	14,894	93.7	94.6	96.5	91.8	2,914	94.4
	Over 4%, but 6% at most	4,427	92.2	93.5	95.6	89.8	836	94.3
	Over 6%, but 10% at most	5,577	90.4	90.7	94.0	86.2	1,019	90.1
	Over 10%, but 20% at most	4,094	84.3	85.4	90.4	78.3	608	86.0
	Over 20%, but 30% at most	732	73.1	74.0	81.3	63.4	89	75.3
	Over 30%, but 50% at most	343	65.3	68.2	71.4	53.9	24	*
	Over 50%	128	53.1	57.0	60.2	42.2	9	*
Total		30,195	90.6	91.5	94.3	87.3	5,499	92.3

Source: National Pupil Database

Table 24: Key Stage 4 by overall absence rates, 2014-2016

Percentage of pupils in Year 11/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 (b) 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	
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	
2015	0% to 4% at most	15,508	98.1	92.3	72.2	69.6	368.5
	Over 4%, but 6% at most	4,578	98.9	90.6	62.7	59.7	359.5
	Over 6%, but 10% at most	5,631	98.5	87.6	55.1	51.9	351.0
	Over 10%, but 20% at most	4,574	96.4	77.5	36.8	33.8	328.0
	Over 20%, but 30% at most	1,068	91.7	62.2	23.0	21.0	295.8
	Over 30%, but 50% at most	654	81.8	44.0	12.4	10.6	256.3
	Over 50%	287	49.5	20.2	6.6	5.9	165.7
Total	32,300	97.1	86.5	59.4	56.7	352.0	
2016	0% to 4% at most	15,272	98.8	92.8	74.8	72.4	370.3
	Over 4%, but 6% at most	4,569	99.3	90.1	64.3	61.8	358.8
	Over 6%, but 10% at most	5,308	99.0	86.6	56.0	52.3	349.0
	Over 10%, but 20% at most	4,097	97.2	77.1	40.1	36.7	328.4
	Over 20%, but 30% at most	976	93.5	64.7	29.1	25.9	302.7
	Over 30%, but 50% at most	523	85.3	46.7	17.8	15.9	262.7
	Over 50%	212	52.8	19.8	7.5	6.1	178.7
Total	30,957	98.0	87.1	62.6	59.8	354.1	

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

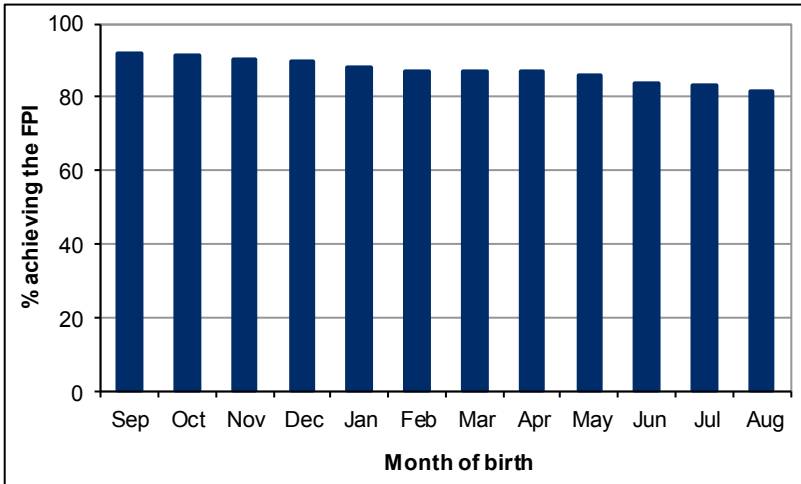
(b) Average capped wider points scores are calculated using the best 8 results.

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)

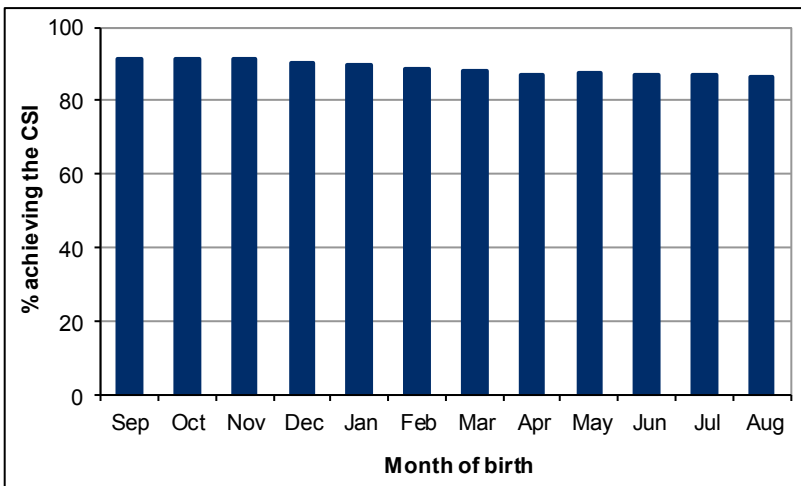
Chart 17: Percentage of pupils achieving the FPI at Foundation Phase by month of birth, 2016



- 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 91.7 per cent achieving the FPI, whilst those born in August performed worst with 81.4 per cent.

Key Stage 2 (Chart 18 and Table 26)

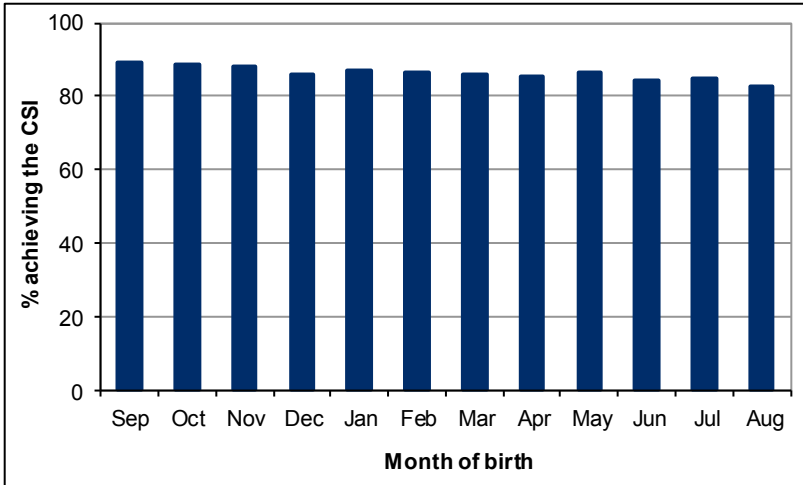
Chart 18: Percentage of pupils achieving the CSI at KS2 by month of birth, 2016



- 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 91.2 per cent achieving the CSI, whilst those born in August performed worst with 86.4 per cent.

Key Stage 3 (Chart 19 and Table 27)

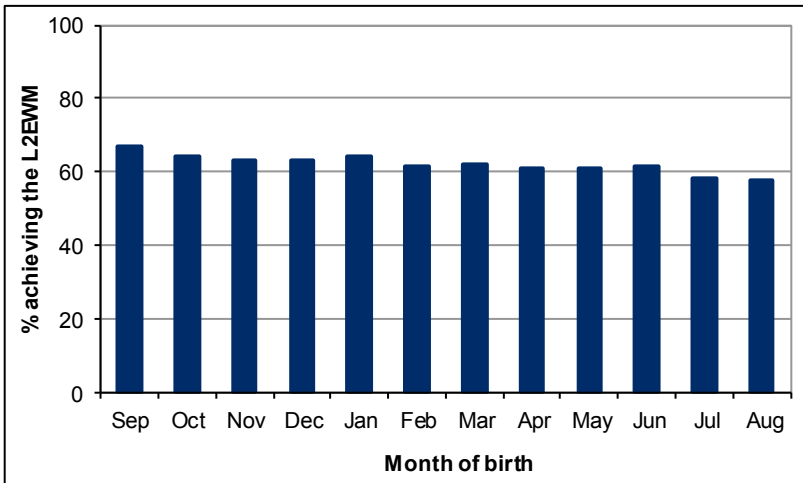
Chart 19: Percentage of pupils achieving the CSI at KS3 by month of birth, 2016



- 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 89.4 per cent achieving the CSI, whilst those born in August performed worst with 82.8 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, 2016 (a)



- 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 66.6 per cent achieving the L2EWM threshold, whilst those born in August performed worst with 57.7 per cent.

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

Table 25: Foundation Phase by month of birth, 2012-2016

Percentage of pupils achieving the FPI in teacher assessments

Month of birth	<u>2012</u>		<u>2013</u>		<u>2014</u>		<u>2015</u>		<u>2016</u>	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,841	86.3	2,893	88.5	3,001	90.2	3,076	91.3	3,001	91.7
October	2,820	86.4	2,808	87.8	2,943	89.8	2,959	90.2	2,928	91.5
November	2,708	85.2	2,567	86.9	2,766	89.0	2,789	90.6	2,871	90.4
December	2,809	82.3	2,765	85.5	2,731	88.0	2,852	88.4	2,914	89.6
January	2,805	82.5	2,689	84.9	2,788	88.1	3,038	87.8	2,827	88.3
February	2,339	81.0	2,542	83.6	2,524	86.1	2,800	87.1	2,653	87.1
March	2,700	80.0	2,816	83.6	2,759	84.9	2,940	86.6	2,963	86.9
April	2,555	78.2	2,608	81.2	2,777	85.3	2,963	86.8	2,742	86.9
May	2,656	79.0	2,868	81.0	2,912	82.7	3,056	84.8	2,962	85.7
June	2,728	77.3	2,823	79.7	2,775	81.8	2,931	84.2	2,973	83.6
July	2,881	74.9	2,937	79.1	3,021	79.4	3,079	84.2	2,991	83.2
August	2,911	74.3	2,899	76.1	2,998	78.8	3,098	81.8	2,947	81.4

Source: National Pupil Database

Table 26: Key Stage 2 by month of birth, 2012-2016

Percentage of pupils achieving the CSI in teacher assessments

Month of birth	<u>2012</u>		<u>2013</u>		<u>2014</u>		<u>2015</u>		<u>2016</u>	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,775	87.5	2,627	88.9	2,707	89.5	2,854	91.8	2,871	91.2
October	2,696	85.7	2,772	87.4	2,771	89.3	2,817	89.8	2,847	91.1
November	2,612	85.9	2,609	87.0	2,470	89.0	2,582	89.5	2,758	91.0
December	2,654	84.4	2,510	85.0	2,597	87.2	2,555	88.5	2,820	90.1
January	2,804	83.1	2,610	85.1	2,546	85.6	2,673	88.6	2,816	89.7
February	2,441	84.4	2,446	84.8	2,329	85.6	2,502	87.7	2,334	88.6
March	2,749	83.0	2,467	84.6	2,693	86.1	2,658	87.8	2,753	88.2
April	2,470	81.5	2,436	83.4	2,563	86.1	2,668	88.2	2,572	86.9
May	2,710	81.1	2,575	83.4	2,692	84.5	2,559	86.1	2,682	87.7
June	2,554	79.8	2,514	82.1	2,671	84.4	2,627	85.3	2,732	87.2
July	2,710	77.9	2,651	81.7	2,873	83.9	2,860	85.8	2,931	87.1
August	2,632	78.3	2,679	79.8	2,758	83.9	2,804	84.7	2,935	86.4

Source: National Pupil Database

Table 27: Key Stage 3 by month of birth, 2012-2016

Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2012		2013		2014		2015		2016	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,990	78.0	2,953	81.6	2,828	84.4	2,755	87.7	2,612	89.4
October	2,867	74.9	2,852	80.6	2,711	83.3	2,674	85.8	2,718	88.7
November	2,720	75.1	2,692	78.7	2,589	82.5	2,594	86.0	2,593	88.0
December	2,916	75.2	2,704	78.8	2,674	81.3	2,652	84.7	2,493	85.9
January	2,931	73.7	2,779	77.7	2,821	83.3	2,757	85.3	2,572	86.7
February	2,675	72.7	2,500	76.5	2,506	81.2	2,413	85.2	2,430	86.5
March	2,800	73.6	2,843	76.7	2,648	82.1	2,738	84.0	2,438	85.8
April	2,852	70.1	2,661	77.7	2,520	80.0	2,443	83.3	2,410	85.3
May	2,834	72.0	2,809	76.5	2,737	80.0	2,686	83.0	2,559	86.4
June	2,806	70.2	2,829	75.6	2,646	79.5	2,545	82.6	2,481	84.1
July	3,118	70.0	2,829	72.7	2,749	79.1	2,688	81.9	2,634	84.6
August	2,780	67.7	2,742	73.4	2,733	78.2	2,602	79.9	2,649	82.8

Source: National Pupil Database

Table 28: Key Stage 4 by month of birth, 2012-2016 (a)

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	2012		2013		2014		2015		2016	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,893	54.6	3,058	55.3	2,939	61.4	2,906	62.2	2,748	66.6
October	2,760	54.8	3,035	56.8	2,826	57.6	2,818	61.7	2,626	64.1
November	2,702	54.0	2,950	54.6	2,669	58.2	2,633	60.0	2,502	63.3
December	2,779	52.8	2,947	52.8	2,860	58.3	2,646	59.6	2,616	63.1
January	2,874	51.0	3,032	54.8	2,902	56.0	2,716	60.3	2,759	64.3
February	2,666	50.5	2,665	53.7	2,640	55.8	2,437	57.7	2,427	61.6
March	2,839	50.2	2,966	53.9	2,759	55.7	2,796	60.2	2,574	62.2
April	2,638	53.4	2,844	51.1	2,800	54.4	2,627	58.8	2,446	60.6
May	2,871	51.8	2,873	53.2	2,788	57.1	2,766	59.0	2,663	60.8
June	2,809	49.4	2,893	51.8	2,756	53.7	2,771	57.6	2,584	61.6
July	2,923	48.2	3,003	48.6	3,059	54.2	2,761	54.8	2,715	58.0
August	3,016	47.3	2,888	51.1	2,710	51.7	2,703	54.8	2,672	57.7

Source: National Pupil Database

(a) Cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

Key quality information

Relevance

Who are the key users of this data?

1. These statistics are used widely both within and outside the Welsh 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?

2. 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.

Related published statistics

3. Further information on the numbers of pupils by ethnic background and special educational needs can be found in the [Schools Census Results, 2016](#) statistical release.
4. Further information on attainment in National Curriculum Assessments, and GCSE and equivalents can be found in [Schools in Wales: Examination Performance, 2013](#) publication. 2016 attainment

data can be found in [Foundation Phase Outcomes and National Curriculum Teacher Assessments of Core Subjects at Key Stages 2 and 3, 2016](#), [National Curriculum Teacher Assessments of the Non-core Subjects, 2016](#) and [Examination Results, 2015/16](#).

5. Further information on absence in schools can be found in [Absenteeism from Primary Schools, 2015/16](#) and [Absenteeism from Secondary Schools, 2015/16](#).
6. Further information on pupils Educated Other Than At School (EOTAS) can be found in [Pupils Educated Other Than At School, 2015/16](#)
7. 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, 2016](#), released on 8 December 2016. 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.
8. 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.

Accuracy

9. 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.
10. 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.
11. 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 (a)

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (b)	
Foundation Phase	2012	32,753	32,952	99.4
	2013	33,215	33,394	99.5
	2014	33,995	34,170	99.5
	2015	35,581	35,751	99.5
	2016	34,772	34,949	99.5
Key Stage 2	2012	31,807	31,958	99.5
	2013	30,896	31,018	99.6
	2014	31,670	31,786	99.6
	2015	32,159	32,286	99.6
	2016	33,051	33,169	99.6
Key Stage 3	2012	34,289	34,451	99.5
	2013	33,193	33,304	99.7
	2014	32,162	32,255	99.7
	2015	31,547	31,665	99.6
	2016	30,589	30,690	99.7
Key Stage 4	2012	33,770	34,203	98.7
	2013	35,154	35,434	99.2
	2014	33,708	33,947	99.3
	2015	32,580	32,788	99.4
	2016	31,332	31,533	99.4

(a) Key Stage 4 cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

(b) Excludes pupils in Independent schools.

Pupils' Attendance Record and attainment data (a)

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (b)	
Foundation Phase	2014	33,823	34,170	99.0
	2015	35,380	35,751	99.0
	2016	34,583	34,949	99.0
Key Stage 2	2014	31,452	31,786	98.9
	2015	31,918	32,286	98.9
	2016	32,823	33,169	99.0
Key Stage 3	2014	31,788	32,255	98.6
	2015	31,204	31,665	98.5
	2016	30,195	30,690	98.4
Key Stage 4	2014	33,440	33,947	98.5
	2015	32,300	32,788	98.5
	2016	30,957	31,533	98.2

(a) Key Stage 4 cohort for 2016 is based on pupils who were in Year 11. Up to 2015, the cohort is based on pupils aged 15 at the start of the academic year.

(b) Excludes pupils in Independent schools.

12. 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 3) 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.

13. 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.

14. 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](#). 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

15. 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.
16. 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.
17. 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.
18. 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.
19. 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

20. 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.

21. 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

22. 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](#).

23. Local authorities have different policies for issuing statements of special educational needs so they will vary and differ across Wales.
24. 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

25. Absenteeism data is based on 2014, 2015 and 2016; 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.
26. 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.

Timeliness and punctuality

27. Foundation Phase, Key Stage 2 and Key Stage 3 attainment data was published in August 2016, whilst the Key Stage 4 attainment data and absenteeism data was published in December 2016. This was linked to January 2016 PLASC data to produce the datasets used for this Statistical First Release.

Accessibility and clarity

28. This Statistical First Release is pre-announced and then published on the Statistics and Research section of the Welsh Government website. The tables are also available in an Open Document Spreadsheet. The spreadsheet contains an additional table which links data to the Educated Other Than at School (EOTAS) pupil level collection and shows Key Stage 4 results for pupils whose main education is at a Pupil Referral Unit (table 29).

Comparability and coherence

29. Data should not be compared between England and Wales for Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4. Foundation Phase outcomes can not be compared with Key Stage 1 in England. From 2016 in England, Key Stage 2 assessment results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessment judgements are based on the standards in the interim framework. England no longer publishes a release for Key Stage 3 and for GCSEs the Statistical Article [Key Stage 4 Performance Measures in Wales: Changes and comparability](#) examines comparisons with England and the rest of the UK. 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.
30. 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.
31. For the 2016 Key Stage 4 results Wales has moved to reporting school performance on a Year 11 cohort basis rather than for pupils aged 15 at the start of the year. The changes have previously been outlined in a [Statistical Article](#).

Symbols

32. 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.

National Statistics status

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

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at:

<http://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics>

Next update

January 2018 – Statistical Headline and web tables only.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to school.stats@wales.gsi.gov.uk.

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