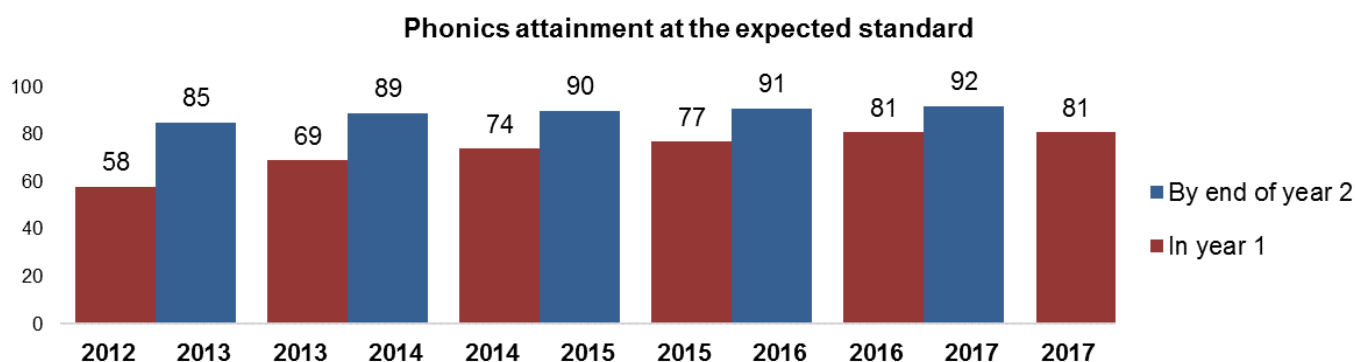




SFR 49/2017, 26 October 2017

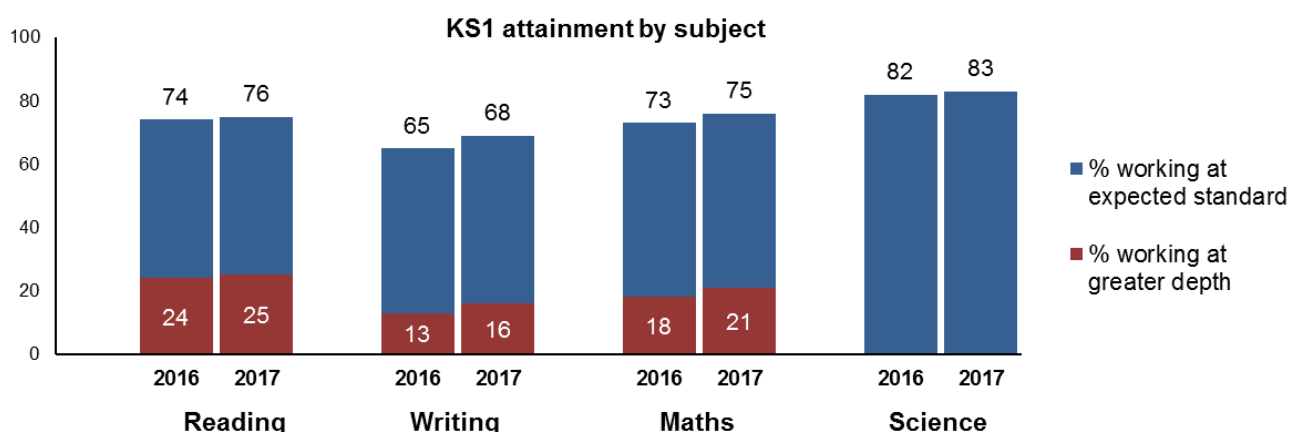
This statistical first release (SFR) provides data about the attainment of pupils in the 2017 phonics screening check and key stage 1 national curriculum teacher assessments. Pupils take the phonics screening check at the end of year 1 (typically aged 6) and those who do not meet the standard take the check again at the end of year 2 (typically aged 7). Pupils are teacher assessed in reading, writing, mathematics and science at the end of key stage 1 (typically aged 7). 2017 key stage 1 attainment figures are compared to 2016, when new assessments were introduced.

More than 9 in 10 pupils meet the expected standard in phonics by the end of year 2



More than 4 in 5 pupils (81%) met the expected standard¹ in the phonics screening check at the end of year 1 in 2017, a 1 percentage point increase from 2016². By the end of year 2, more than 9 in 10 pupils (92%) met the standard, an 11 percentage point increase since the end of year 1.

More pupils reach the expected standard in all subjects at key stage 1



More pupils reached the expected standard³ in all key stage 1 subjects - reading, writing, mathematics and science - in 2017 compared to 2016. The proportion of pupils who reached the standard rose by 3 percentage points in writing and mathematics, by 2 points in reading, and by 1 point in science compared to 2016.

¹ The expected standard is a minimum mark of 32 out of 40 in the phonics screening check

² All gaps are calculated using unrounded figures

³ The expected standard is a teacher assessment of working at the expected standard or at greater depth

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About this release

This statistical first release (SFR) provides 2017 phonics screening check and key stage 1 teacher assessment results for pupils in schools in England at national, regional and local authority level based on provisional data.

In this publication

The following tables are included in the SFR:

- Phonics national and local authority tables (Excel .xls and ODS)
- KS1 national tables (Excel .xls and ODS)
- KS1 local authority tables (Excel .xls and ODS)
- Underlying data (open format .csv, ODS and metadata .txt)

The accompanying quality and methodology information document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We welcome feedback on any aspect of this document at Primary.attainment@education.gov.uk

1. Phonics results (SFR tables 1, 2, and 4)

National phonics results

Table A shows the proportion of pupils who met the phonics standard by the end of year 2, compared to the proportion of pupils in their year group who had met the standard while in year 1.

81% of pupils met the expected standard in the phonics screening check at the end of year 1, an increase of 23 percentage points⁴ since the introduction of the check in 2012. The proportion of year 1 pupils who meet the expected standard in phonics has increased year-on-year from 58% in 2012 to 81% in 2017. This year's increase of 1 percentage point is smaller than in previous years, however such levelling out may be expected after the large rises that can follow the introduction of an assessment.

The percentage of pupils who met the expected standard in phonics by the end of year 2 is 92% in 2017, a similar proportion compared to 2016.

1,076 schools⁵ have at least 95% of pupils achieving the phonics standard in year 1 in 2017, fewer than in 2016 (1,138).

Phonics screening check

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not checked, must take part in the check at the end of year 2 (typically aged 7).

Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40 and in 2017, as in previous years, the threshold to determine whether a pupil had met the expected standard was 32. Since 2014, this threshold mark has not been communicated to schools until after the screening check has been completed, however its year-on-year stability means it is predictable.

Table A: Percentage of pupils who met the expected standard in phonics at year 1 and by the end of year 2
England, 2012-2017

	Year 1	Year 2	Change from year 1 to year 2 (percentage points)
2017	81%	92%	+11
2016	81%	91%	+14
2015	77%	90%	+16
2014	74%	89%	+20
2013	69%	85%	+27
2012	58%		

Source: National pupil database

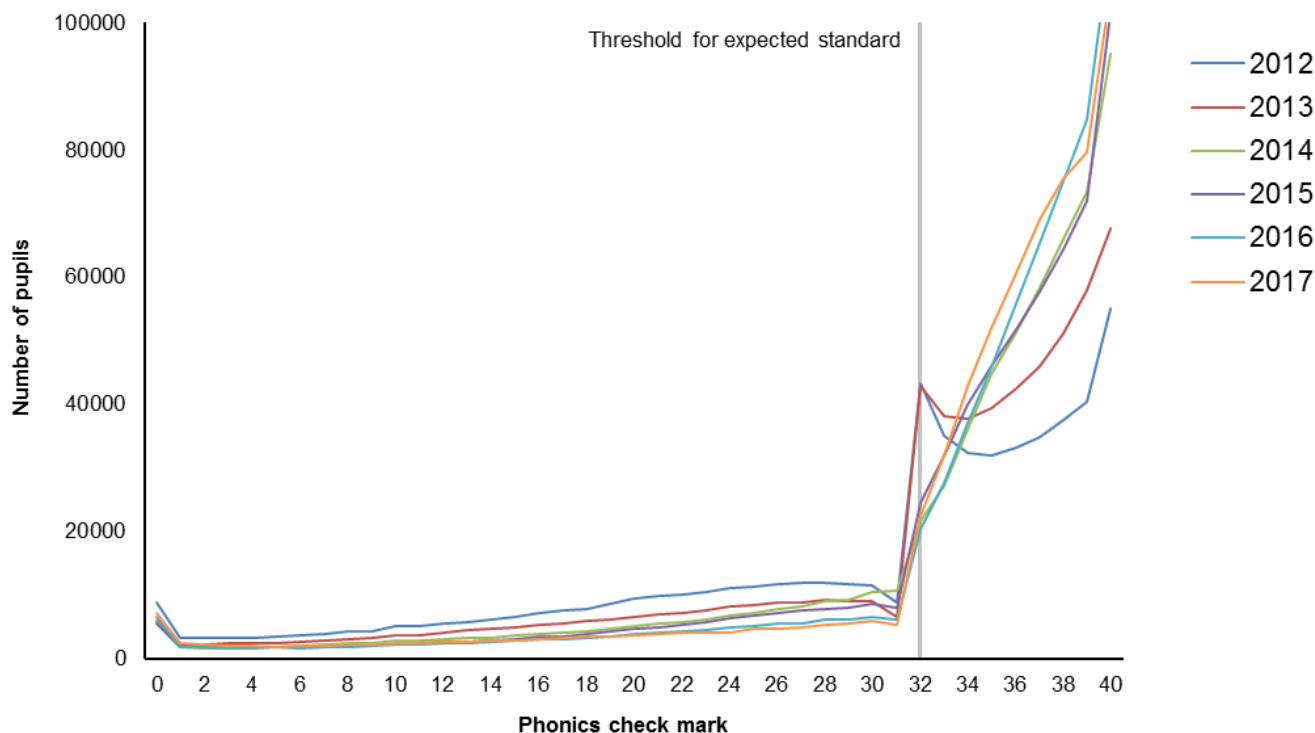
Phonics mark distribution

In 2017, 16% of year 1 pupils who took the test achieved full marks (40), a decrease of 2 percentage points since 2016. Prior to this, the percentage of pupils achieving full marks had increased each year from 9% in 2012 to 18% in 2016. Any change in the percentage of pupils achieving full marks is influenced by changes in the difficulty of the test, as well as the ability of the cohort, as the standard required to achieve 40 marks is not exactly equivalent year-on-year, the standard is anchored at the expected standard (currently 32 marks). Figure 1 shows the distribution of marks in the check in 2017, compared to previous years. In 2017, the mean mark is 33 and the median is 37.

⁴ All gaps are based on unrounded data

⁵ These figures exclude schools with fewer than 11 pupils

Figure 1: Year 1 phonics screening check mark distribution
England, 2012-2017



Source: National pupil database

Phonics by school characteristics

The percentage of pupils who met the expected standard in local authority maintained mainstream schools was 81% in 2017. More pupils meet the expected standard in free schools (86%) than in other types of school, although the number of free schools (151) is much smaller. More pupils met the expected standard in converter academies (84%) than in sponsored academies (79%). This reflects that many sponsored academies were low performing schools before becoming an academy, and converter academies were usually high performing schools before becoming an academy.

Phonics by pupil characteristics

Figure 2 shows the attainment gaps in 2017 by gender, free school meal (FSM) eligibility, first language and special educational needs (SEN) status.

Characteristics definitions

There were no changes to characteristics definitions in 2017, but there were a few changes to some definitions in previous years. See the characteristics methodology document for the definitions used.

Data on disadvantaged pupils will be added to the tables in December 2017, when this data becomes available.

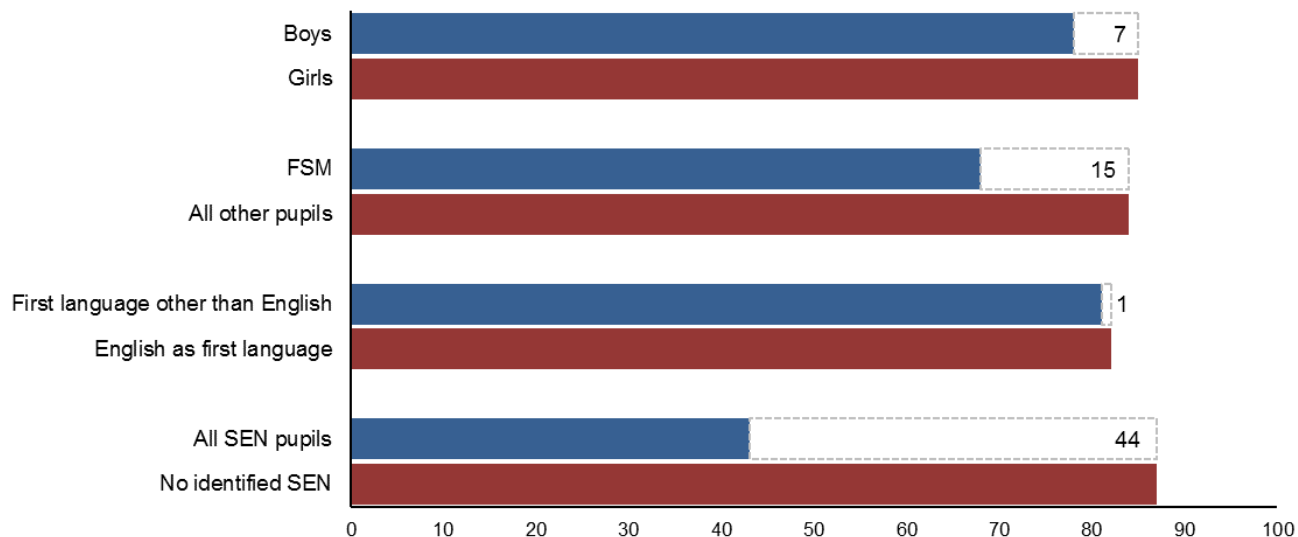
A greater proportion of girls continue to meet the phonics standard than boys, with 85% of girls and 78% of boys meeting the standard in 2017. The attainment gap remained at 7 percentage points compared to 2016.

In 2017, 68% of pupils eligible for free school meals (FSM) met the expected standard, compared to 83% of all other pupils. The gap increased slightly by 1 percentage point compared to 2016, following a narrowing of the gap in both 2016 and 2015 of 1 percentage point.

There is no noticeable difference between the attainment of pupils with a first language other than English (81%) and pupils with English as a first language (82%). This attainment gap was similar in 2016.

The biggest characteristics attainment gap is between pupils with special educational needs (SEN) and those with no identified SEN, with 43% of pupils with SEN and 87% of pupils with no identified SEN achieving the expected standard. The gap between these groups remains at 44 percentage points.

**Figure 2: Attainment gaps by pupil characteristics in the expected standard in phonics at year 1
England, 2017**

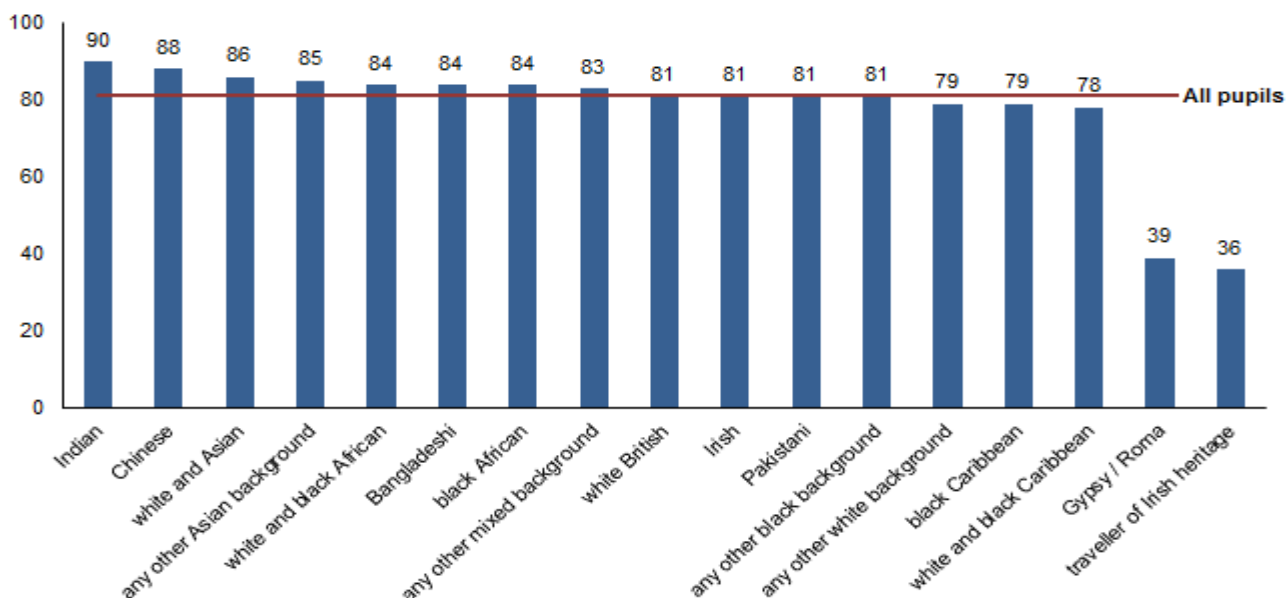


Source: National pupil database

Figure 3 shows the attainment of pupils by ethnic group. There was little change in the attainment of pupils from different ethnic groups compared to 2016, in line with the national results. More Indian and Chinese pupils continue to meet the expected standard than pupils from other ethnic groups, with Irish traveller and Gypsy/Roma pupils least likely to meet the standard.

When results are broken down by ethnic group, gender and free school meal (FSM) eligibility, the lowest performing group was White boys eligible for free school meals, with only 60% of these pupils meeting the standard. The highest performing groups were girls from Chinese and Asian ethnic groups not eligible for FSM. Again, there was little change compared to 2016.

**Figure 3: Percentage of pupils who met the expected standard in phonics at year 1 by ethnic group
England, 2017**



Source: National pupil database

2. Key stage 1 teacher assessments (SFR tables 11, 12, 13 and 15)

National key stage 1 results

Attainment at the expected standard has increased in each of the key stage 1 subjects compared to 2016. The proportion of pupils achieving the expected standards remains lowest in writing, at 68%. Table B summarises attainment in each subject compared to 2016.

Table B: Attainment in KS1 teacher assessments by subject
England, 2016-2017

	% reaching the expected standard		Change from 2016 to 2017 (percentage points)
	2017	2016	
Reading	76%	74%	+2
Writing	68%	65%	+3
Maths	75%	73%	+3
Science	83%	82%	+1

Source: National pupil database

Key stage 1 assessments

Teacher assessment judgments in English reading, English writing, mathematics and science are reported for each pupil at the end of key stage 1 (typically aged 7). Teacher assessments are based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. Pupils are required to take tests in English and mathematics at the end of key stage 1, however teacher assessments is the only data used in school performance accountability at the end of KS1.

New key stage 1 assessments were introduced in 2016 to assess the new, more challenging national curriculum and the expected standard was raised. As a result, figures from 2016 onwards are not comparable to earlier years.

Key stage 1 by school characteristics

Table C shows the attainment of pupils in KS1 teacher assessments by school type.

Attainment levels in local authority maintained mainstream schools and 'academies and free schools' are very similar. However, grouping together academies and free schools masks variation between the different types of schools within this group. More pupils meet the expected standard in free schools in all subjects than in other types of school, although the number of free schools (123) is much smaller. More pupils met the expected standard in converter academies than in sponsored academies in all subjects. This reflects that many sponsored academies were low performing schools before becoming an academy, and converter academies were usually high performing schools before becoming an academy.

Table C: Attainment in KS1 teacher assessments at the expected standard or above by school type
England, 2017 (mainstream schools)

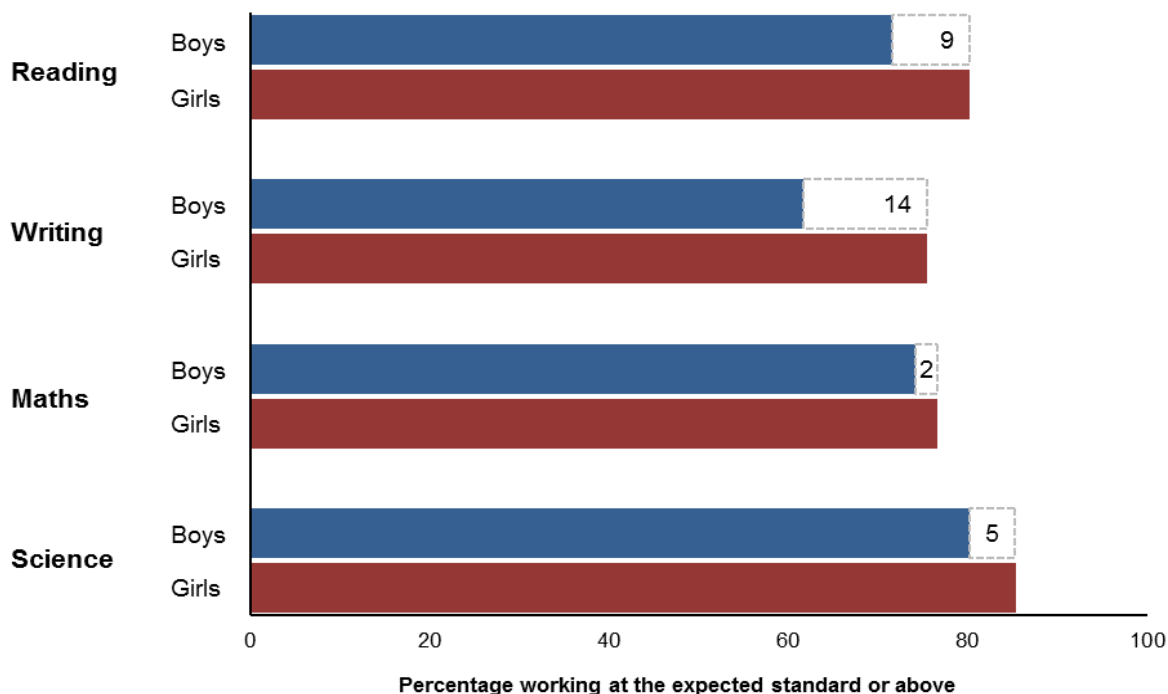
	No. eligible schools	Reading	Writing	Mathematics	Science
LA maintained schools	12,431	76%	69%	76%	84%
Academies and free schools	3,308	76%	69%	76%	82%
Sponsored academies	978	70%	63%	71%	76%
Converter academies	2,207	78%	71%	78%	85%
Free schools	123	80%	72%	80%	86%

Source: National pupil database

Key stage 1 by pupil characteristics

At key stage 1 more girls reach the expected standard than boys in all subjects. The subject with the largest difference in attainment by gender continues to be writing, with a gap of 14 percentage points between girls (75%) and boys (61%). The attainment gap is 9 percentage points in reading, with 80% of girls and 71% of boys reaching the standard, and 5 percentage points for science, with 85% of girls and 80% of boys reaching the standard. The gap is narrowest for mathematics at 2 percentage points, in which 76% of girls reached the standard compared to 74% of boys. These gaps all remained the same in 2017 compared to 2016, with similar increases in attainment for both boys and girls.

Figure 4: Attainment gaps by gender in pupils reaching the expected standard in KS1 teacher assessments
England, 2017



Source: National pupil database

Table E shows the attainment gaps between pupils who are eligible for free school meals (FSM) and all other pupils for reading, writing and mathematics. More pupils with FSM met the expected standard in all subjects in 2017 compared to 2016. In 2017, the attainment gap is 17 percentage points in reading, 18 percentage points in mathematics, and 19 percentage points in writing. The attainment gap increased

slightly by 1 percentage point in writing and remained the same in mathematics and reading compared to 2016.

Table E: Attainment in KS1 teacher assessments by pupil FSM eligibility
England, 2016-2017 (mainstream schools)

	FSM (% working at expected standard or above)	Other pupils	All pupils	Attainment gap (percentage points)	Change in attainment gap (percentage points)
Reading					
2017	61%	78%	76%	17	0
2016	60%	77%	74%	17	
Writing					
2017	52%	71%	68%	19	+1
2016	50%	68%	65%	18	
Mathematics					
2017	60%	78%	75%	18	0
2016	58%	75%	73%	18	
Science					
2017	69%	85%	83%	16	0
2016	69%	84%	82%	15	

Source: National pupil database

Table F shows the attainment gaps between pupils with a first language other than English and pupils with English as their first language. More pupils with a first language other than English met the expected standard in all subjects in 2017 compared to 2016. In 2017, the attainment gap is 5 points in reading, 2 points in writing and 1 point in mathematics which remain the same compared to 2016.

Table F: Attainment in KS1 teacher assessments by pupil first language
England, 2016-2017 (mainstream schools)

	Other than English (% working at expected standard or above)	English	All pupils	Attainment gap (percentage points)	Change in attainment gap (percentage points)
Reading					
2017	72%	77%	76%	5	0
2016	70%	75%	74%	5	
Writing					
2017	67%	69%	68%	2	0
2016	64%	66%	65%	2	
Mathematics					
2017	74%	76%	75%	1	0
2016	72%	73%	73%	1	
Science					
2017	78%	84%	83%	6	-1
2016	77%	83%	82%	7	

Source: National pupil database

Table G shows attainment gaps between pupils identified with special educational needs (SEN) and other pupils. More pupils with SEN met the expected standard in all subjects in 2017 compared to 2016. In 2017, the attainment gap is 53 points in reading, 56 points in writing and 51 points in mathematics. The gap has increased across all subjects compared to 2016, by 1 percentage point in reading and mathematics and by 2 percentage points in writing.

Table G: Attainment in KS1 teacher assessments by SEN status
England, 2016-2017 (mainstream schools)

	SEN (% working at expected standard or above)	Other pupils	All pupils	Attainment gap (percentage points)	Change in attainment gap (percentage points)
Reading					
2017	31%	84%	76%	53	+1
2016	30%	82%	74%	52	
Writing					
2017	21%	77%	68%	56	+2
2016	20%	74%	65%	54	
Mathematics					
2017	32%	83%	75%	51	+1
2016	30%	80%	73%	50	
Science					
2017	43%	90%	83%	47	+1
2016	42%	89%	82%	47	

Source: National pupil database

3. Local authority results (SFR tables 6, 9 and 18)

Phonics by local authority

Table G shows the minimum and maximum local authority percentages of pupils meeting the phonics expected standard in year 1 and by the end of year 2 (excluding the City of London and Isles of Scilly, which have 1 school each). The range across local authorities has narrowed by 1 percentage points at year 1. This is caused by a rise in the minimum and the maximum remaining at 89%. The range remained the same for year 2 at 8 percentage points.

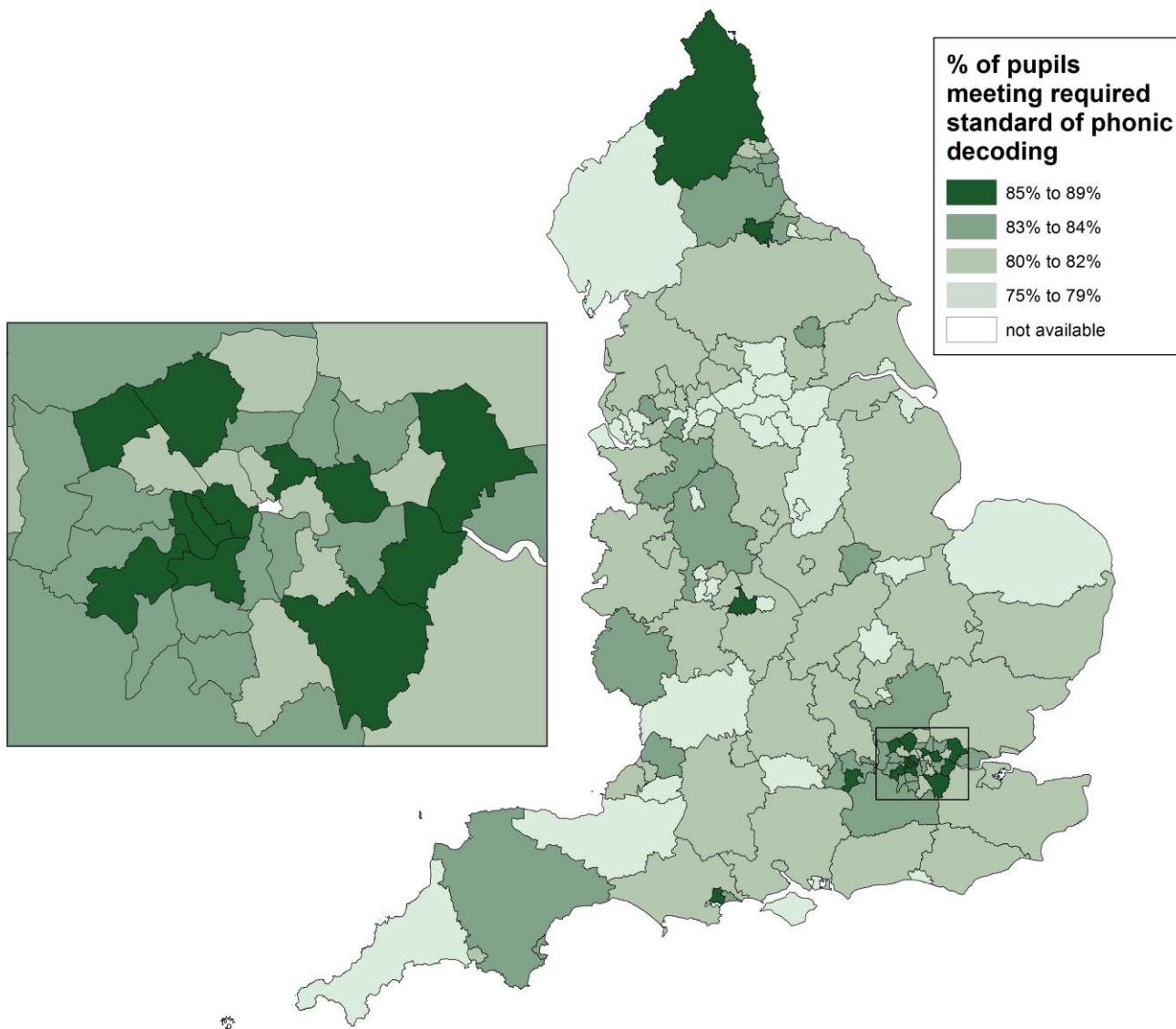
Table G: Minimum and maximum local authority percentages
England, 2017 (mainstream schools)

	National average	Minimum	Maximum	Range (percentage points)
Year 1 phonics	81%	75%	89%	13
Year 2 phonics	92%	87%	96%	8

Source: National pupil database

Figure 5 shows the variation in the percentage of pupils who met the expected standard in phonics between local authorities in England. Local authorities with over 85% of pupils meeting the standard are mostly concentrated in London.

Figure 5: Phonics attainment of year 1 pupils by local authority
England, 2017



Source: National pupil database

Key stage 1 by local authority

Table H shows the minimum and maximum local authority percentages for attainment of each key stage 1 subject (excluding the City of London and Isles of Scilly, which have 1 school each).

Writing has the largest range in attainment across local authorities, as it did last year; however the range has narrowed by 5 percentage points compared to 2016. The range in mathematics attainment has also narrowed, by 3 percentage points to 17. The range in reading and science both dropped by 1 percentage point.

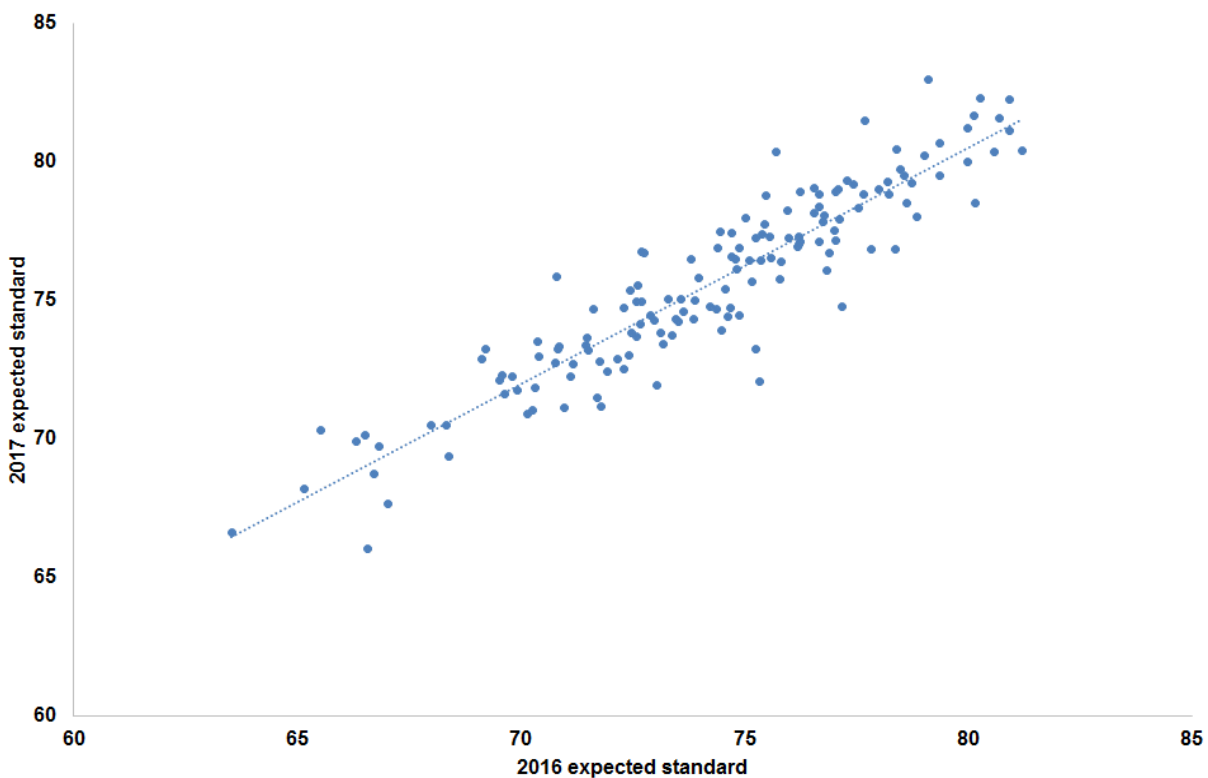
Table H: Minimum and maximum local authority percentages
 England, 2017 (mainstream schools)

	National average	Minimum	Maximum	Range (percentage points)
Reading	76%	66%	83%	17
Writing	68%	57%	77%	20
Mathematics	75%	65%	82%	17
Science	83%	74%	91%	17

Source: National pupil database

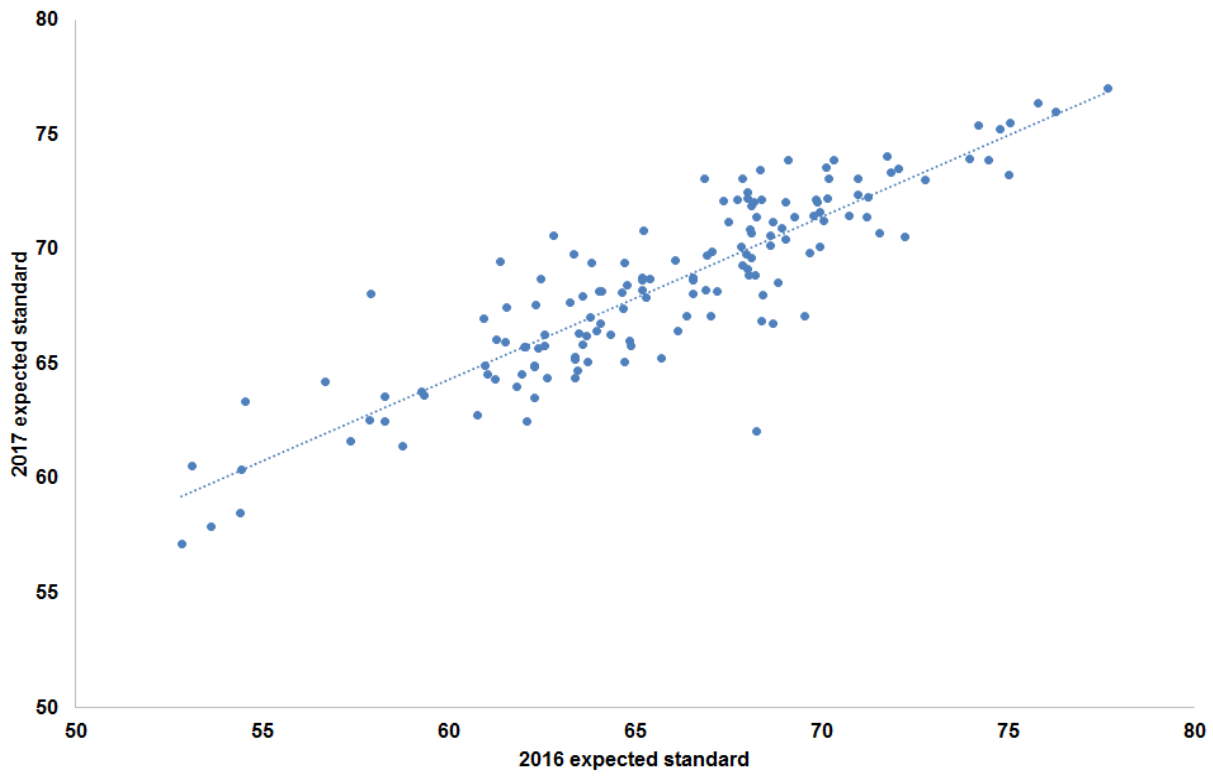
At key stage 1, figures 6 to 8 show the correlation between the percentage of pupils achieving the expected standard in 2016 and the percentage achieving the expected standard in 2017 at local authority level for each of the key stage 1 subjects reading, writing and mathematics. These show that the majority of areas which were high performing in 2016 remain high performing in 2017. Similarly, the majority of low performing areas in 2016, remain low performing in 2017.

Figure 6: Key stage 1 reading attainment by local authority
 England, 2017



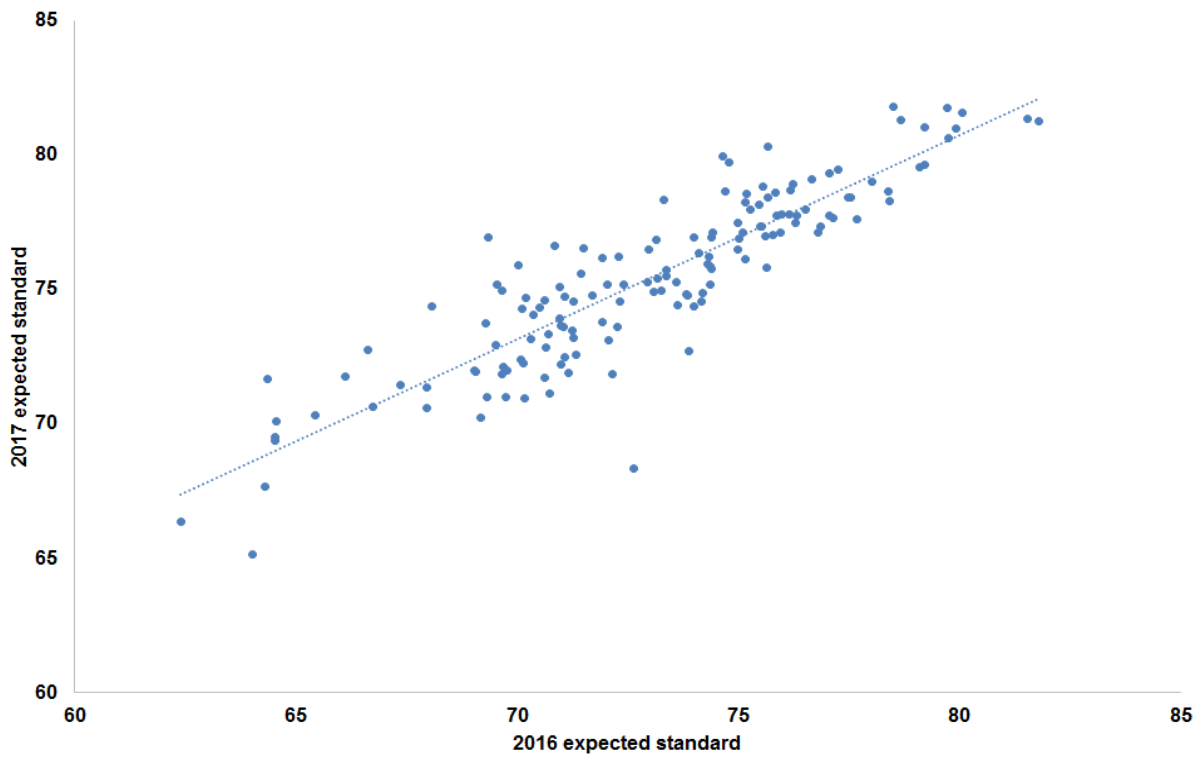
Source: National pupil database

Figure 7: Key stage 1 writing attainment by local authority
England, 2017



Source: National pupil database

Figure 8: Key stage 1 mathematics attainment by local authority
England, 2017



Source: National pupil database

4. Advice on comparability over time for key stage 1 data

In 2016, children were assessed under the new national curriculum, where the expected standard has been raised. These changes mean that the key stage 1 expected standard set in 2016 and maintained in 2017 is higher and therefore not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

5. Accompanying tables

The following tables are available in Excel format on the department's statistics [Statistics: key stage 1 - GOV.UK](#):

Phonics national and local authority tables

- 1 Summary showing the percentage of year 1 pupils meeting the expected standard of phonic decoding by gender, school type, school phase and religious character, 2017
- 2 Percentage of year 1 pupils meeting the expected standard of phonic decoding by pupil characteristics, 2017
- 3 Percentage of year 1 pupils meeting the expected standard of phonic decoding by ethnicity, free school meal eligibility and gender, 2017
- 4 Number and cumulative percentage of year 1 pupils achieving each phonic mark by gender, 2012 to 2017
- 5 Percentage of year 1 pupils meeting the expected standard of phonic decoding, 2017
- 6 Percentage of year 1 pupils meeting the expected standard of phonic decoding, 2012 to 2017
- 6a Percentage of year 1 pupils meeting the expected standard of phonic decoding by ethnicity, 2017
- 6b Percentage of year 1 pupils meeting the expected standard of phonic decoding by first language, 2017
- 6c Percentage of year 1 pupils meeting the expected standard of phonic decoding by free school meal eligibility, 2017
- 6d Percentage of year 1 pupils meeting the expected standard of phonic decoding by SEN provision, 2017
- 7 Summary showing the percentage of pupils meeting the expected standard of phonic decoding by gender, school type, school phase and religious character by the end of year 2, 2017
- 8 Percentage of pupils meeting the expected standard of phonic decoding by pupil characteristics by the end of year 2, 2017
- 9 Percentage of pupils meeting the expected standard of phonic decoding by local authority by the end of year 2, 2017

Key stage 1 national tables

- 10 Summary showing the percentage of pupils reaching the expected standard by pupil characteristics, 2017
- 11 Attainment in key stage 1 teacher assessments by gender, 2017
- 12 Attainment of pupils at the end of key stage 1 by school type, 2017
- 13 Attainment of pupils at the end of key stage 1 by school phase, school cohort size and religious character, 2017
- 14 Key stage 1 reading by phonics prior attainment and gender, 2017
- 15 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by pupil characteristics, 2017
- 16 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by ethnicity, free school meal eligibility and gender, 2017
- 17 Percentage of pupils reaching the expected standard by month of birth and gender, 2017

Key stage 1 local authority tables

- 18 Attainment in key stage 1 teacher assessments by region, local authority (LA) and gender, 2017
- 19 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by ethnicity, 2017
- 19b Percentage of boys reaching the expected standard in key stage 1 teacher assessments by ethnicity, 2017

- 19c Percentage of girls reaching the expected standard in key stage 1 teacher assessments by ethnicity, 2017
- 20 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by first language and gender, 2017
- 21 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by free school meal eligibility and gender, 2017
- 22 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by SEN provision and gender, 2017

Key stage 1 pupil residency tables

- A1 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by degree of rurality of pupil residence, 2017
- A2 Percentage of pupils reaching the expected standard in key stage 1 teacher assessments by local authority district and region of pupil residence, 2017

When reviewing the tables, please note that:

we preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
we suppress some figures	<p>Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved; or 0, 1 or 2 pupils who did not achieve a particular level are suppressed.</p> <p>Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.</p> <p>This suppression is consistent with our Statistical policy statement on confidentiality.</p>
we adopt symbols to help identify this	<p>Symbols are used in the tables as follows:</p> <ul style="list-style-type: none"> . not applicable * LA level data based on a single school
	<p>Percentages in this SFR are given to the nearest whole number but all gaps and differences have been calculated on unrounded data. Therefore some figures may not match those produced from the rounded figures shown in the tables.</p> <p>All pupil numbers at regional level are rounded to the nearest 10. This is so that it is not possible to deduce the figures for LAs which have been suppressed. However, percentages have been calculated from unrounded data.</p>
This is provisional data	<p>Figures are based on provisional data. There is no plan to reissue the publication considering the negligible changes, if any, at national level. However, we will consider whether to revise the 2017 figures in next year's release, if any difference in the national figures between the provisional and final figures.</p>
We provide underlying data	<p>The SFR is accompanied by national and local authority underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.</p>

6. Further information available

School level figures	School level data is not published for the phonics screening check or key stage 1 teacher assessments.
Previously published figures	SFR32/2015: Phonics screening check and key stage 1 assessments: England 2015 - Publications - GOV.UK
Attainment for other key stages	Statistics: early years foundation stage profile - GOV.UK Statistics: GCSEs (key stage 4) - GOV.UK Statistics: 16 to 19 attainment - GOV.UK School Performance Tables
Pupil numbers	Statistics: school and pupil numbers - GOV.UK
Lower level geographical data	<p>Pupil residency tables showing 2014 small area attainment data by pupil characteristics at key stage 1 (KS1) were published by the Office for National Statistics (ONS) on the neighbourhood statistics service (NeSS) in June 2015 website</p> <p>The ONS neighbourhood statistics data was accompanied by the Department for Education publication: Statistics: neighbourhood (absence and attainment)</p>
SEN statistics	Statistics: special educational needs (SEN) - GOV.UK
Attainment in Wales, Scotland and Northern Ireland	See the quality and methodology information which accompanies this release for details of similar data available for other areas.
International comparisons.	There are no international comparisons of attainment for pupils at this age.

7. National Statistics

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

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

8. Technical information

A quality and methodology information document accompanies this SFR. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

9. Get in touch

Media enquiries

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Department
for Education



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[Statistics: key stage 1 - GOV.UK](#)

Reference: [SFR 49/2017]



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