



Department
for Education

Secondary accountability measures – update

**Measures for the 2021 to 2022 academic
year**

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Summary

This update sets out our intended approach to the usual suite of key stage 4 (KS4) school and college performance measures in the 2021/22 academic year.

KS4 measures for 2021/22 will be affected by qualification results from 2020 and 2020/21 not being included. We have made adjustments to the methodology designed to minimise the impact of gaps in data for schools and colleges.

Progress 8 will also have changes to its baseline, as key stage 2 (KS2) outcomes have been reported as scaled scores instead of national curriculum levels since 2016. We intend to take a broadly similar approach to calculating Progress 8 using KS2 scaled scores as in previous years.

This update sets out the following:

- how we will calculate KS4 performance measures for 2021/22, including how we will use 1) early entries from 2019/20 and 2020/21 and 2) unit grades achieved in Technical Awards in 2019/20 and 2020/21 in KS4 performance measures for 2021/22;
- further clarification on EBacc entry and attainment measures, attainment in English and maths measures, early entries and re-entries in 2021/22 and science pathways; and
- changes to the KS2 baseline for Progress 8 from 2021/22, following the introduction of KS2 scaled scores in 2016, and how we define low, middle and high prior attainment at KS4 using KS2 scaled scores.
- how we will calculate KS4 MAT measures for 2021/22.

This update should be read alongside the [secondary accountability guidance](#) issued in February 2020, when KS4 revised data for 2018/19 was published.

Expiry or review date

We plan to update the full [secondary accountability guidance](#) document in autumn 2022, incorporating the changes set out in this update.

Who is this publication for?

This guidance is for:

- senior leaders working in secondary schools and trusts, including maintained schools, academies, alternative provision, free schools and special schools;
- independent schools or colleges with 14-16 provision seeking information on secondary accountability measures;

- governors and trustees
- local authorities

Introduction

Most exams and assessments did not take place in the 2019/20, or 2020/21 academic years, due to the impact of COVID-19. We did not publish school or college level results data on the performance measures website in autumn 2020 or autumn 2021, and we have been clear that this data will not be used to hold schools and colleges to account. We have also [stated](#) that we will not use qualification grades achieved in 2020 or in the 2020/21 academic year in future performance measures.

It is government policy that exams and assessments for GCSEs, AS and A levels (as well as for vocational and technical qualifications) should go ahead in summer 2022. In July 2021 we [announced](#) that, as we plan for exams to go ahead, we will publish results from qualifications achieved in 2021/22 on the [Compare School and College Performance website](#) (often known as the ‘school and college performance tables’), using our normal suite of KS4 accountability measures, as far as that is possible. With GCSE, AS and A level exams returning, it is important we move back to publicly available data about exam results in a school or college, for transparency and as a starting point to support parents and students when choosing schools or post-16 institutions.

We recognise the uneven impact on schools and colleges of the pandemic, and will ensure clear messages are placed on performance measures website to advise caution when considering the 2021/22 data. This will include strongly discouraging all users of the data from drawing comparisons with performance data from previous years. We will also advise caution when comparing a school’s performance with national or local authority averages, advising users to talk to the school or college to understand the context for the results.

For example, if performance data shows that 35% of pupils in a school achieve a grade 5 or above in English and maths, parents and other users will want to consider – cautiously, and as a first step - how this figure relates to local and national averages for 2021/22, but without drawing firm conclusions solely on that basis. The school’s figure then provides a starting point for discussion with the school. Talking to the school is a vital step to understand the broader context around this figure, and how it might have been impacted by the school and its pupils’ experience of the pandemic.

We will also strongly advise against direct comparisons between the performance data for one school or college and another school or college, without taking this broader context into account.

We will also provide KS4 data to Ofsted to go in the Inspection Data Summary Report (IDSR) to inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions. Inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the changes to the methodology outlined in this document and the uneven impact of the pandemic on pupils and schools. Inspectors will be sensitive in their use of this data.

As set out in DfE [guidance](#), school and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of pupils. Performance management targets relating to pupil performance should not be used in isolation and other factors, in this case the uneven impact of the pandemic on pupils and schools and the considerable caution needed when using the 2021/22 performance data, should also be taken into account.

Changes to the Compare School and College Performance (CSCP) website for the 2021/22 academic year

To support appropriate use of the 2021/22 data, we plan to make changes to the performance measures website and the way we present school and college level data for 2021/22. We will be carrying out further work and testing over the coming months on these changes for this year, which will include:

- removing the “all schools and colleges in England” and local authority comparison tables (we will continue to show local authority and national averages for each performance measure on the individual school or college pages; and data on all schools/colleges and local authorities will still be available to download from the website);
- changing the name of the website to reduce the emphasis on comparison between institutions;
- stopping displaying pre-pandemic data (2018/19 and earlier) on the school/college pages and move these data to the usual archive with a link on the website; and
- changing the way we present progress measures, by removing the coloured “bandings” to discourage simplistic conclusions being drawn about a school or college’s overall performance.

Calculating key stage 4 performance measures in 2021/22

When calculating KS4 performance measures for 2021/22, we will include results from qualifications taken in academic year 2021/22¹. We will, however, exclude GCSE and AS qualifications taken as part of the extraordinary autumn 2021 examination series.² Results from qualifications **routinely** offered in autumn that count towards KS4 performance measures, such as technical awards and GCSE English and GCSE maths qualifications, will be included in the 2021/22 KS4 performance measures. The first entry rule³ will apply to these qualifications.

Early entries from 2019/20 and 2020/21

We have made clear that results data from 2020 and 2020/21 will not be used in school and college level performance measures in future years.⁴ In light of this, we need to adjust the methodology for calculating KS4 performance measures in 2021/22 to take account of pupils entered early⁵ for qualifications in 2019/20 and 2020/21, who will reach the end of KS4 in 2021/22.⁶

It is important to note that the changes to methodology minimise, but cannot eliminate completely, the impact of gaps in data. The approach is the best option available, given our commitment not to use qualification results data from 2020 and 2020/21. We will ensure messages are placed on the performance measures website to highlight the change in methodology and potential impact on a school's performance measures.

When calculating KS4 performance measures in 2021/22, we will count entries from 2019/20 and 2020/21, but will only include results from 2021/22.⁷ A worked example is included in Annex A. This means that, for example, where a pupil has taken

1 School and college performance measures for 2021/22 will be published on the performance measures website in October 2022 and February 2023.

2 The extraordinary autumn 2021 exams were provided solely in response to the cancellation of the summer 2021 exam series, and entry was restricted to students who received a teacher-assessed grade in summer 2021 and to students who, in the opinion of the exam board, would have entered summer 2021 exams had they not been cancelled.

3 The first entry rule is where a pupil's first entry in a particular subject counts towards the school's performance measures.

4 We will include results from qualifications taken in autumn 2019, as these were pre-pandemic. We will **not** include results from qualifications taken in autumn 2020.

5 Most commonly when pupils were in year 10 but also in year 9.

6 We intend to take a similar approach for the smaller number of pupils entered early in 2020/21 who will reach the end of key stage 4 in 2022/23.

7 We will also count the results of qualifications achieved in autumn 2019 for pupils reaching the end of KS4 in 2021/22, and first entry rules will apply.

GCSE English literature in summer 2021, and GCSE English language in summer 2022, we will count the summer 2021 entry in English literature for the purposes of triggering the double weighting for English in Progress 8 and Attainment 8. However, only the summer 2022 result in English language will count towards the Progress 8 and Attainment 8 scores, regardless of which grade is higher.

Technical Awards and unit grades achieved in 2019/20 and 2020/21

We will include qualification grades in Technical Awards achieved in 2021/22 in KS4 performance measures for 2021/22 and in future KS4 performance measures, even if some of the constituent units of that qualification were given a grade in 2019/20 or 2020/21 via Centre Assessed Grade, Teacher Assessed Grade or another process, such as remote invigilation or special consideration.

EBacc entry and attainment measures

When calculating EBacc entry and attainment measures for 2021/22, we will count entries from 2019/20 and 2020/21, but will only include results from 2021/22.

This means that the EBacc entry measure will reflect early entries made when pupils were in Year 10 or Year 9, as well as entries in year 11, as the measure usually does.

EBacc attainment measures including EBacc Average Point Score (APS), EBacc threshold attainment measures (9-5, 9-4, 9-1) and EBacc value added measures may be impacted by our commitment not to use results from 2020 or 2020/21, as we will only include results from 2021/22.

EBacc entry and attainment measures - example

If a pupil was entered for GCSE Spanish in summer 2021 and received a teacher assessment grade (TAG), and is entered for the other subjects required for EBacc entry in summer 2022, then the GCSE Spanish entry from summer 2021 would count towards the EBacc entry measure.

Given our previous commitment not to include results from 2020/21 in performance measures, the grade achieved in GCSE Spanish in summer 2021 would not count towards any of the EBacc attainment measures for 2021/22. This would mean that the pupil would not be counted as having achieved a grade 5 or above in all EBacc subjects (even if the summer 2021 result is a grade 5 or above), and their EBacc APS score would be affected as they would not receive a score for the languages pillar. A worked example is included in annex B.

Attainment in English and maths measures

When calculating Attainment in English and maths measures for 2021/22, we will count entries from 2019/20 and 2020/21, but will only include results from 2021/22.

These measures show the proportion of pupils achieving a grade 5 and above and the proportion of pupils achieving a grade 4 and above in GCSE English and maths. A pupil has to achieve the relevant threshold grade in either English literature or English language; there is no requirement to sit both.

Attainment in English and maths measures - example

If a pupil was entered for GCSE English literature in 2020/21 and received a TAG, and entered for GCSE English language and GCSE maths in 2021/22, then we will count the results from GCSE English language and GCSE maths in 2021/22.

In the event that the pupil achieved a grade 5 in GCSE English literature in 2020/21 and a grade 4 in GCSE English language in 2021/22, this means that their result in 2021/22 would count towards the attainment in English and maths at grade 4 and above, but not towards attainment in English and maths at grade 5 and above (because we would not count the result achieved in GCSE English literature in 2020/21).

If a pupil was entered for GCSE maths in 2020/21 and GCSE English language and/or GCSE English literature in 2021/22, they would count as “entered in both subject areas” but their GCSE maths grade from 2020/21 would not count towards the attainment in English and maths measure at grade 4 and above, or at grade 5 and above in 2021/22.

A worked example is included in annex C.

Early entries from 2019/20 and 2020/21 and re-entries in 2021/22

Where a pupil has been entered early in a subject in 2019/20 or 2020/21, and is then re-entered for the same subject in 2021/22, the first entry rule will apply and the result achieved in the re-entry in 2021/22 will not count towards any KS4 performance measures for 2021/22.

Early entries and re-entries in 2021/22 - example

If a pupil was entered early for GCSE history in summer 2021 and received a TAG, and is re-entered in summer 2022, the first entry rule will apply. This means that we will count the 2021 entry (but not the result) towards Attainment 8 and Progress 8 and the EBacc entry and attainment measures. The pupil could use the result achieved in the re-entry in 2021/22 for progression purposes (e.g. to meet admissions criteria for further or higher education), but it would not count towards any KS4 performance measures.

Science pathways

These will operate as set out in the full secondary accountability guidance published in February 2019. Worked examples for 2021/22 measures are included in annex D.

Changes to the KS2 baseline for calculating Progress 8

In 2016, changes were introduced to KS2 national curriculum tests, with pupil outcomes expressed as KS2 scaled scores instead of national curriculum levels. This means we will need to:

- create new Prior Attainment Groups based on KS2 scaled scores to calculate Progress 8 scores (including English, maths, EBacc and 'open' subject breakdowns) and EBacc value added scores for sciences, humanities and languages; and
- amend definitions of low, middle and high prior attainment used on the performance measures website to reflect KS2 scaled scores.

Most pupils who took national curriculum tests in summer 2016 reached the end of key stage 4 in 2020/21. We did not publish Progress 8 in 2020/21, so many of these changes will come into effect in performance measures for 2021/22. The way we define low, middle and high prior attainment at KS4 using KS2 scaled scores was reflected in [KS4 attainment statistics](#) and accompanying data files published in November 2021.

We have completed initial development work and are confident that much of the methodology for calculating Progress 8 will remain similar to previous years. For example, we plan to continue using pupils' average performance at KS2 across English reading and maths as our measure of prior attainment. We also do not anticipate significant changes to the number of prior attainment groups used in Progress 8.

We anticipate that these changes in methodology are likely to have minimal impact on the distribution of Progress 8 scores. We need to see the full data set for 2021/22 before we will be able to confirm how KS2 scaled scores will be assigned to Prior Attainment Groups, or to confirm Attainment 8 averages. This information will be included in an update of the full [secondary accountability guidance](#) in autumn 2022.

When reporting on prior attainment, we define low, middle and high prior attainment at KS4 using KS2 scaled scores as follows:

	Average scaled score in English reading and maths
Low prior attainers	Below 100
Middle prior attainers	Greater than or equal to 100 but less than 110
High prior attainers	Greater than or equal to 110

Using these definitions changes the percentage of pupils in each group, compared to when prior attainment was defined using national curriculum levels. This is discussed in the [KS4 attainment statistics publication](#) (on Explore Education Statistics) published in November 2021 and we expect to see similar patterns in the 2021/22 KS4 measures. We will ensure messages are placed on the performance measures website to highlight the change.

Pupils working below the standard of the test at KS2 are assigned nominal point scores for the purposes of including them in prior attainment measures. The process used to do this in 2021 to define low, middle and high prior attainment and is described in guidance accompanying the 2021 [KS4 attainment statistics publication](#). We expect to use a similar process when calculating KS4 measures in 2021/22.

Key stage 4 multi-academy trust (MAT) measures

We intend to produce and publish a set of KS4 MAT measures for 2021/22. As in previous years, we will produce the following KS4 measures at MAT level:

- Progress 8
- percentage entering EBacc
- EBacc Average Point Score (APS)
- percentage achieving EBacc at grade 5 and above/grade 4 and above⁸

This year, for the first time, we will also produce the following KS4 measures at MAT level:

- Attainment 8
- percentage of pupils achieving grade 5 or above in English and maths GCSE

Introducing these measures at MAT level, now and in future years, will ensure greater consistency between the school-level KS4 measures and MAT-level KS4 measures. We will also produce breakdowns of these measures for disadvantaged pupils.

When we calculate MAT measures, we intend to apply the adapted methodology set out earlier in this guidance for school level measures, as MAT measures are based on school level measures.

Eligibility for inclusion in the MAT measures

We publish performance data at MAT level for MATs that are sufficiently large and well established to a) have had time to have an impact on the performance of schools within the MAT and b) to have aggregated data that is meaningful.

For 2021/22, we will produce measures for MATs:

- that have at least three schools with results at key stage 4, and
- where those schools have been with the MAT for at least three academic years (as of 14 September 2021).

This means that we do not produce measures for all MATs. It also means that where we do produce measures for a MAT, the measures may be based on the results from only some of their schools (ie if they have at least three schools, that have been part of the MAT for 3 or more years that have results at KS4, but also have schools with results at KS4 that have been with the MAT for less than 3 years).

⁸ More information on what counts in EBacc can be found in the ['English Baccalaureate: eligible qualifications'](#) guidance.

We last produced MAT measures for the 2018/19 academic year. We did not publish most school or MAT level performance measures for 2019/20 or 2020/21, as most exams and assessments did not go ahead. Since then, we know that the number of MATs that have at least 3 secondary schools, that have been part of the MAT for at least 3 years has increased, as the MAT sector has continued to mature. This means that we expect that in 2021/22 we will be producing measures for significantly more MATs than we did in 2018/19, and some MATs will have MAT measures produced for the first time.

The measures cover state-funded mainstream schools within MATs only. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.

Previously, we have also reported at sponsor level, for the very small number of MATs this affects. We will no longer be reporting at this level.

Calculating KS4 measures at MAT level

For each of the measures we publish at MAT level, the score or percentage for each MAT is based on the weighted average of its individual schools' respective progress/attainment scores, as detailed below. This is to ensure that a school's contribution to the overall MAT level score is proportional to its size when calculating the average.

For Progress 8, Attainment 8, EBacc entry and attainment measures, and attainment in English and maths, the score is weighted for:

- the number of pupils at the end of the key stage;
- the length of time the school has been with that MAT (those that have been with the MAT for three years are given a weight of three, those with the MAT for four years are given a weight of four and those with the MAT for five or more years are given a weight of five; as the usual combined duration of KS3 and KS4 is five years).

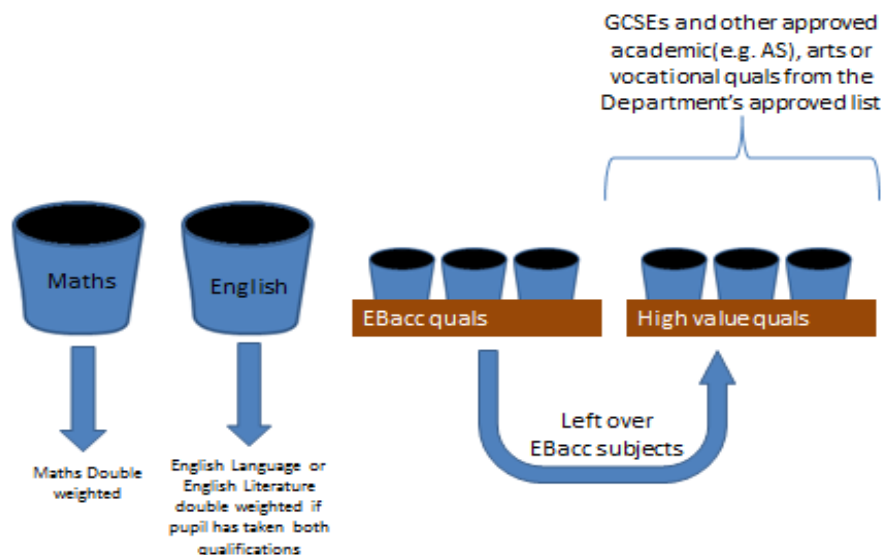
Disadvantaged pupils and MAT measures

We calculate breakdowns of all KS4 MAT level measures for disadvantaged pupils. Evidence shows that overall performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a MAT improves the performance of disadvantaged pupils. Disadvantaged pupils are those who were eligible for free school meals at any time during the last six years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

Worked examples of KS4 MAT measures are included in Annexes, E, F and G.

Annex A: worked examples of methodology for calculating Progress 8 and Attainment 8

Progress 8/Attainment 8 - 2021/22 methodology



Poppy has entered GCSE English literature early in year 10 in 2020/21, gaining a grade 7, and GCSE English language in year 11 in 2021/22, gaining a grade 6. The 2020/21 entry in English literature is used to trigger the double weighting for English. In line with the Department’s commitment not to use qualification results from 2020/21 in future measures, only the grade 6 in English language gained in 2021/22 would count towards her school’s performance measures.

Poppy would be assigned **12 performance table points** for English in Attainment 8/Progress 8 in 2021/22. The English literature grade from 2020/21 would not be included.

Proposed Approach towards 2021 Entries

Step 1: English & Maths:	Step 2: Ebacc Qualifications	Step 3: Other Qualifications	Final Attainment 8 Score:
English Literature 2021 7	Chemistry 2022 8	History 2022 5	English Language 2022 12
English Language 2022 6	Biology 2022 6	German 2022 4	Maths 2022 14
Maths 2022 7	Physics 2022 5	Music 2022 6	Chemistry 2022 8
	History 2022 5	Art 2022 8	Biology 2022 6
	German 2022 4		Physics 2022 5
Poppy has entered both English literature and English language, and so triggers double weighting. However, because her English Literature entry was in 2021, we cannot use the grade. Instead we double weight her English Language grade in the final calculation.	Poppy’s three highest scoring Ebacc Qualifications count towards the Ebacc bucket. The remaining qualifications can now count in the ‘Other’ bucket.	The three best results of the remaining qualifications are counted from the ‘Other’ bucket.	History 2022 5 Music 2022 6 Art 2022 8 64
			Poppy’s final attainment 8 score is 64

Progress 8/Attainment 8 - 2018/19 methodology

In previous years, the calculation would have been slightly different, as follows.

Poppy enters GCSE English literature early in year 10, gaining a grade 7, and GCSE English language in year 11, gaining a grade 6. The higher of the two grades is double weighted for the English bucket – so Poppy gets **14 performance table points** for English that will count towards her Attainment 8/Progress 8 score. If the English language grade 6 is one of her highest grades, it can count in one of the open buckets (not the EBacc buckets), as a leftover EBacc subject.

Original Method

Step 1: English & Maths:	Step 2: EBacc Qualifications	Step 3: Other Qualifications	Final Attainment 8 Score:
English Literature 2021 7	Chemistry 2022 8	English Language 2022 6	English Literature 2021 14
English Language 2022 6	Biology 2022 6	History 2022 5	Maths 2022 14
Maths 2022 7	Physics 2022 5	German 2022 4	Chemistry 2022 8
Poppy has entered both English literature and English language so we take the higher of the two grades and double weight it in the final calculation, along with her maths grade. English Language can now count in the 'Other' bucket.	History 2022 5	Music 2022 6	Biology 2022 6
>>>	German 2022 4	Art 2022 8	Physics 2022 5
	Poppy's three highest scoring Ebacc Qualifications count towards the Ebacc bucket. The remaining qualifications can now count in the 'Other' bucket.	>>>	English Language 2022 6
		The three best results of the remaining qualifications are counted from the 'Other' bucket.	Music 2022 6
			Art 2022 8
			67
			Poppy's final attainment 8 score is 67

Annex B: worked example of 2021/22 methodology for calculating EBacc measures

Table 1 below sets out how the EBacc APS would be calculated in 2022 for Luke, based on his attainment in EBacc subjects in 2021 and 2022 exam years.

Table 1: EBacc average point score (EBacc APS)

Exam Number	Qualification	Grade	Points	Exam year	Exam season	Element	Points used toward EBacc APS
E1	GCSE English language	7	7	2022	Summer	English	7
E2	GCSE English literature	8	0	2021	Summer	English	No
E3	GCSE maths	7	7	2021	Winter	Maths	7
E4	GCSE combined science	55	10	2022	Summer	Science	10
E5	GCSE geography	6	6	2022	Summer	Humanities	6
E6	GCSE physical education	7	7	2022	Summer	None - does not count towards EBacc	No
E7	GCSE Spanish	9	0	2021	Winter	Languages	No
E8	GCSE French	8	8	2022	Summer	Languages	8
E9	GCSE history	7	0	2021	Summer	Humanities	No
E10	BTEC travel and tourism	Distinction	7	2022	Summer	None - does not count towards EBacc	No

Total EBacc point score = E1 + E3 + E4 + E5 + E8

= 7 + 7 + 10 + 6 + 8

= 38

EBacc average point score (EBacc APS) =

$38 \div 6 = 6.33$

Note that any exam from summer of 2021 has its points set to 0.

Therefore, despite Luke achieving a higher grade in GCSE English literature than GCSE English language, the GCSE English language score is the one used in the calculation.

The GCSE maths exam is a 2021 Autumn resit, taken in the winter season, but not classed as an extraordinary resit, so therefore the grade will be counted.

The GCSE Spanish exam is a 2021 Autumn resit, taken in the winter season, but falls into the extraordinary exam series, so the grade will not count.

Note that GCSE French and GCSE Spanish do not discount each other, so the GCSE French result in 2022 can be counted.

Annex C: worked example of 2021/22 methodology for calculating Attainment in English and maths measures

Table 2:

Exam Number	Qualification	Grade	Exam year	Exam Season	Points	Discounted	Achieved 9-5
E1	GCSE English language	6	2021	Winter	6	No	Yes
E2	GCSE English literature	4	2022	Summer	4	No	No
E3	GCSE maths	7	2021	Summer	0	No	No
E4	GCSE maths	8	2022	Summer	0	Yes	No

Sumita has taken the above exams relating to English and maths GCSEs.

The GCSE English language exam is a 2021 Autumn resit, taken in the winter season, but not classed as an extraordinary resit, so therefore the grade will count.

Sumita has also re-entered for GCSE maths in 2022, after receiving a TAG in 2021.

The 2021 TAG result cannot be used in 2022 calculations. However, because there is already an entry to GCSE maths in 2021, the 2022 re-entry is still discounted.

So Sumita will receive a score of 0 for her maths element of this measure – and therefore not achieve the 9-5 English and maths measure overall.

Annex D: worked examples of science pathways in 2021/22 measures

Science pathways example 1

Table 3 below sets out how the science pathways would work when calculating EBacc APS in 2022 for Liam, based on his attainment in EBacc subjects in 2021 and 2022 exam years.

Table 3: Science pathways 1

Exam Number	Qualification	Grade	Points	Exam year	Exam Season	Element	Points used toward EBacc APS
E1	GCSE English language	6	6	2022	Summer	English	No
E2	GCSE English literature	8	8	2022	Summer	English	8
E3	GCSE maths	7	7	2022	Summer	Maths	7
E4	GCSE biology	7	0	2021	Summer	Science	No
E5	GCSE chemistry	6	0	2021	Summer	Science	No
E6	GCSE computer science	5	5	2022	Summer	Science	5
E7	GCSE history	7	7	2022	Summer	Humanities	7
E8	GCSE music	6	6	2022	Summer	None - does not count towards EBacc	No
E9	GCSE religious studies	7	6	2022	Summer	None - does not count towards EBacc	No
E10	GCSE German	6	6	2022	Summer	Languages	6

$$\begin{aligned} \text{Total EBacc point score} &= E2 + E3 + (E4 + E6) + E7 + E10 \\ &= 8 + 7 + (0+5) + 7 + 6 \\ &= 33 \end{aligned}$$

$$\begin{aligned} \text{EBacc average point score (EBacc APS)} &= \\ 33 \div 6 &= 5.5 \end{aligned}$$

Note how the Science results are treated.

Liam is on the Individual Science pathway because he entered GCSE biology and chemistry in summer 2021.

We are able to count his entries from summer 2021 but the results for those qualifications are allocated 0 points.

Therefore in the calculation (taking the two best grades in the individual sciences), we use the grade 5 from Computer Science, but it is coupled with a 0 from Biology.

The calculation is still divided by 6, despite two qualification results not counting in the Science pillar.

Science pathways example 2

Table 4 below sets out how the science pathways would work when calculating EBacc APS in 2022 for Noah, based on his attainment in EBacc subjects in 2021 and 2022 exam years.

Table 4: Science pathways 2

Exam Number	Qualification	Grade	Points	Exam year	Exam Season	Element	Points used toward EBacc APS
E1	GCSE English language	6	6	2022	Summer	English	None
E2	GCSE English literature	8	8	2022	Summer	English	8
E3	GCSE maths	7	7	2022	Summer	Maths	7
E4	GCSE physics	6	0	2021	Summer	Science	None
E5	GCSE combined science	7:7	0	2022	Summer	Science	None

E6	GCSE geography	4	4	2022	Summer	Humanities	4
E7	GCSE French	6	6	2022	Summer	Languages	6
E8	GCSE art	6	6	2022	Summer	None - not part of the EBacc	None
E9	GCSE drama	5	5	2022	Summer	None - not part of the EBacc	None
E10	GCSE physical education	7	7	2022	Summer	None - not part of the EBacc	None

Total EBacc point score = E2 + E3 + E6 + E7

= 8 + 7 + 0 + 4 + 6

= 25

EBacc average point score (EBacc APS) =

$25 \div 6 = 4.17$

This example highlights how a pupil is allocated to a Science pathway.

Noah starts on the Individual Science pathway in 2021, because he is entered for GCSE physics. Noah then enters GCSE combined science in 2022. Noah is considered to be on the Individual Science pathway, and therefore his GCSE combined science results are discounted.

Note that Noah has also not met EBacc requirements for individual sciences. If a pupil is on the individual science pathway, three out of four single sciences must be chosen, and the two best grades will count towards EBacc APS.

Annex E: worked example of MAT level Progress 8

Table 5 shows a MAT with 5 eligible academies, with a range of Progress 8 scores. In the worked example each academy is given a weighted score by multiplying the academy's Progress 8 score by the total weight (number of pupils at the end of key stage 4 multiplied by number of years in the MAT) of the academy. To get the MAT Progress 8 score, the total weight of all academies in the MAT is divided by the total weighted score also of all academies in the MAT. This value is then rounded to one decimal place.

Table 5: Progress 8 for a MAT

	(i) Progress 8 score	(ii) Number of pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	2.5	140	5	700	1,750
Academy 2	-2.5	224	3	672	-1,680
Academy 3	3.3	188	4	752	2,481.6
Academy 4	-1.5	111	3	333	-499.5
Academy 5	-1.5	124	3	372	-558
Total		787		2,829	1,494.1
					+0.5
				MAT score (sum of v / sum of iv)	

Annex F: worked example of MAT level EBacc entry

Table 6 outlines a MAT with 5 eligible academies, with a range of EBacc entry percentages. Each academy is given a total weighted pupils entered for EBacc score by multiplying the pupils entered for the EBacc in that academy by the number of years in the MAT. The total weighted pupils entered for EBacc in all academies in the MAT is then divided by the total weighted pupils at end of key stage (number of pupils at end of key stage multiplied by number of years in the MAT) in all academies in the MAT, to give the MAT EBacc entry percentage.

Table 6: EBacc entry for a MAT

	(i) Number of pupils at end of key stage	(ii) Pupils entered for the EBacc	% of pupils entered for the EBacc	(iii) Number of years with MAT	(iv) Total weighted pupils at end of key stage (i) *(iii)	(v) Total weighted pupils entered for EBacc (ii) * (iii)
Academy 1	172	13	8%	5	860	65
Academy 2	264	121	46%	4	1,056	484
Academy 3	194	83	43%	5	970	415
Academy 4	102	25	25%	4	408	100
Academy 5	89	71	80%	3	267	213
Total	821	313			3,561	1,277
Unweighted MAT EBacc entry rate ((sum of ii / sum of i) * 100)		38%	Weighted MAT EBacc entry rate ((sum of v / sum of iv) * 100)			36%

Annex G: worked example of MAT level Attainment 8

Table 7 shows the Attainment 8 score for a MAT, with 5 eligible academies, each with their own Attainment 8 score. Each academy is given their own weighted score by multiplying the academy's Attainment 8 score by the total weight of that academy (number of pupils at end of key stage 4 multiplied by the number of years in the MAT). To get the MAT score the total weighted score of all academies in the MAT is divided by the total weight of all academies in the MAT. This value is then rounded to the nearest decimal place.

Table 7: Attainment 8 for a MAT

	(i) Attainment 8 score	(ii) Number of pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	54	140	5	700	37,800
Academy 2	41	224	3	672	27,552
Academy 3	36	188	4	752	27,072
Academy 4	61	111	3	333	20,313
Academy 5	58	124	3	372	21,576
Total		787		2,829	134,313
MAT score (sum of v / sum of iv)					47.5

The same measure is also produced for disadvantaged pupils in the MAT:

Table 8: Attainment 8 for disadvantaged pupils in a MAT

	(i) Disadvantaged attainment 8 score	(ii) Number of disadvantaged pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	40	30	5	150	6,000
Academy 2	45	59	3	177	7,965
Academy 3	39	50	4	200	7,800
Academy 4	51	22	3	66	3,366
Academy 5	47	90	3	270	12,690
Total		251		863	37,821
MAT score (sum of v / sum of iv)					43.8



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