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## **Key Stage 2 Attainment by Pupil Characteristics, in England 2008/09**

### **INTRODUCTION**

This Statistical First Release (SFR) provides provisional 2008/09 information on Key Stage 2 attainment by pupil gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and English as an additional language (EAL). It provides the 2008/09 update to SFR 32/2008 <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>, and includes final figures for 2005/06, 2006/07 and 2007/08. It reports on the proportion of pupils achieving the expected level at Key Stage 2, i.e. level 4 or above.

The figures contained within this publication combine the information gathered through the School Census in January 2009 and the 2008/09 attainment data. This publication includes Local Authority tables based on provisional data but does not include the related National Indicators. These will be based on revised data and are due to be released in early 2010.

National figures in this SFR for the gaps in attainment are quoted to 1 decimal place. For transparency of calculation, the overall attainment figures from which the gaps are derived are also shown to 1 decimal place. All LA figures are quoted to whole numbers. Readers are reminded that small changes may not be significant and, particularly where some groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.

### **KEY POINTS**

- In 2009, 71.8 percent of pupils attained the expected level in English and maths combined compared with 72.7 percent in 2008. This decrease (previously reported in the provisional KS2 SFR at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000865/index.shtml> ) has been replicated, to a greater and lesser extent, across many of the characteristics.
- A higher percentage of pupils of Chinese, Mixed White and Asian, Indian, Irish and White British heritage reached the expected level than their peers in English and mathematics. A lower percentage of pupils of Black African, Black Caribbean, Pakistani, Gypsy/Roma and Irish Traveller heritage reached the expected level than their peers in English and mathematics.
- 65.2% of pupils for whom English is not their first language achieved the expected level in both English and mathematics. For pupils whose first language is English, the proportion rises to 72.9%. The gap in attainment between these two groups was 7.7 percentage points in 2009, compared with 7.9 percentage points

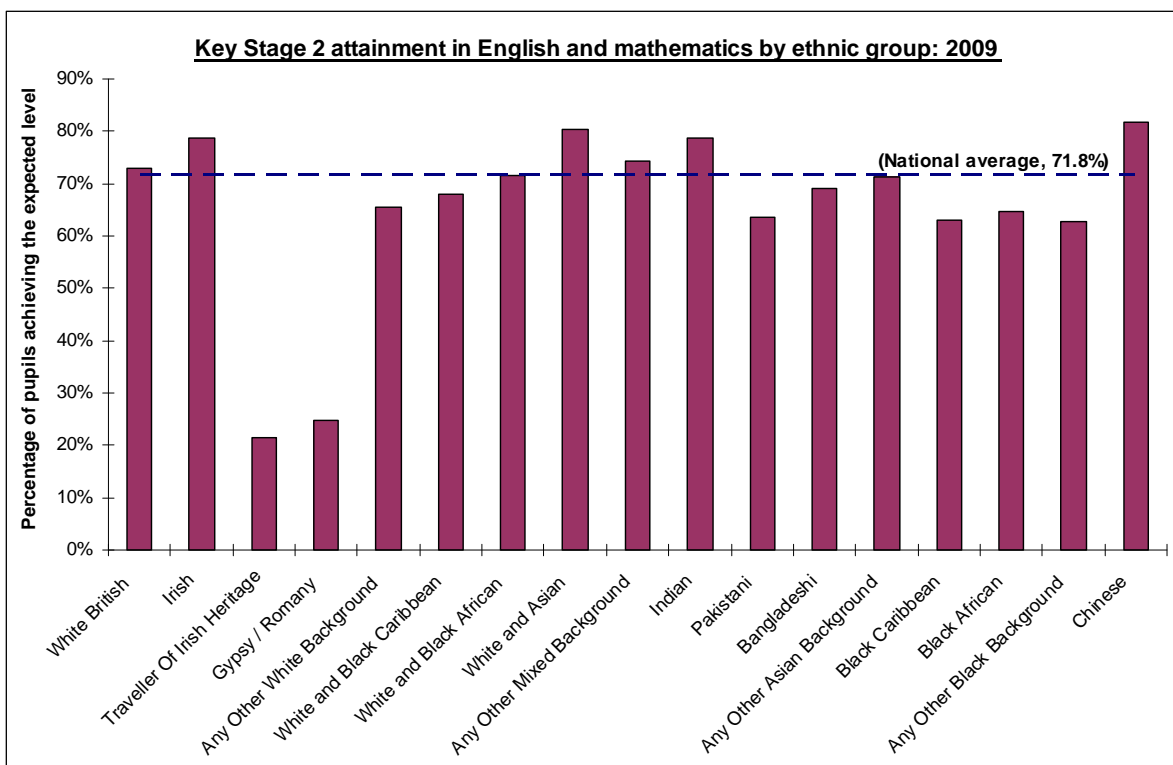
in the previous year and 8.7 percentage points in 2006.

- 53.3% of pupils eligible for free school meals achieved the expected level in both English and mathematics compared with 75.5% of those who were not eligible. The gap in attainment between these two groups was 22.2 percentage points in 2009, compared with 22.3 percentage points in the previous year and 25.1 percentage points in 2006.
- The proportion of pupils with SEN without a statement who reached the expected level in both English and mathematics has fallen from 34.6 percent in 2008 to 33.6 percent in 2009. The proportion of pupils with a statement who achieved the expected level in English and mathematics has fallen from 14.2 percent in 2008 to 13.2 percent in 2009.
- 74.4% of girls reached the expected level in both English and mathematics compared with 69.3% of boys; a gap in attainment of 5.1 percentage points. Since 2008, the attainment gap between boys and girls has increased by 0.9 percentage points.

## Ethnicity

The proportion of pupils achieving the expected level in both English and mathematics (level 4 or above) continues to vary between different ethnic groups.

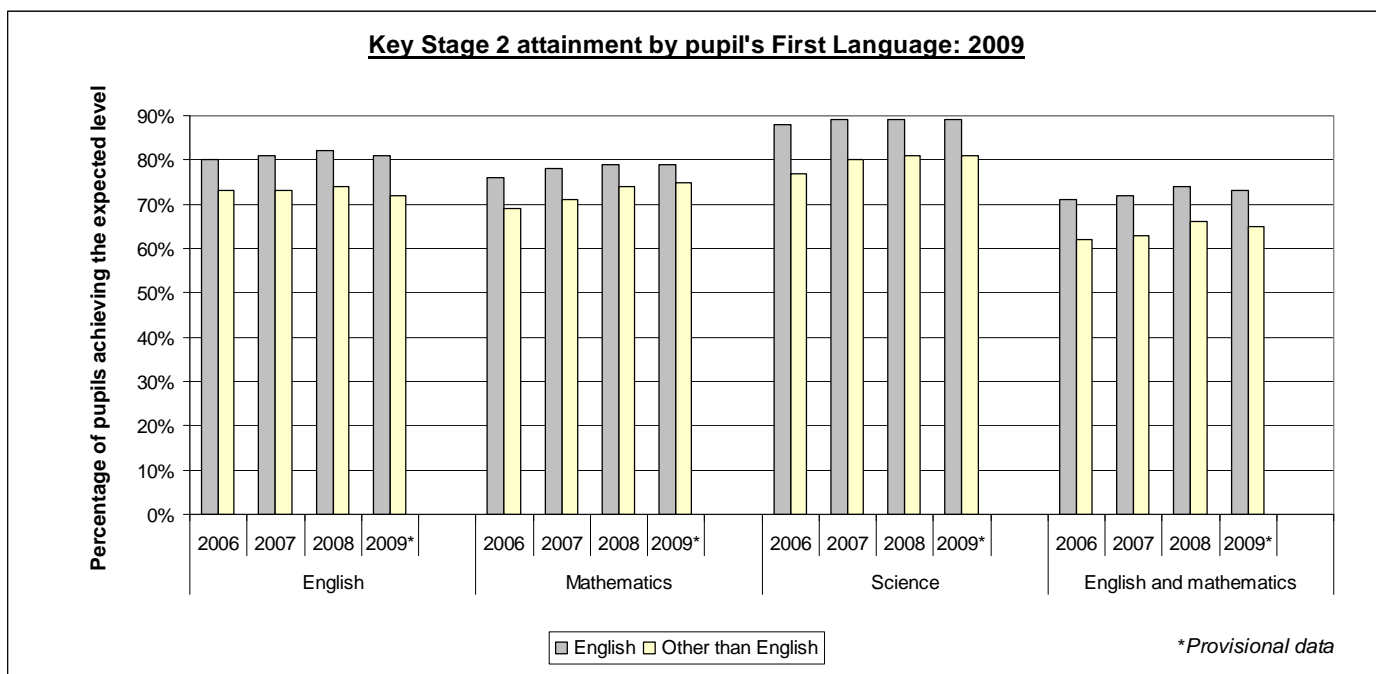
- Pupils in the 'Chinese' category remain the highest achieving group. However, the proportion of pupils in the 'Chinese' category achieving at least the expected level in both English and mathematics is now 10.0 percentage points above the national average, in comparison to 10.9 percentage points in 2008.
- The attainment of all 'Black' pupils is now 7.8 percentage points below the national average compared with 9.4 percentage points in 2008 and 12.0 percentage points in 2006.
- The proportion of pupils in the 'Gypsy/Romany' category reaching the expected level in both English and mathematics has fallen from 28.9% in 2008 to 24.8% in 2009; a drop of 4.1 percentage points. However, owing to the relatively small number of pupils within this category, year on year changes are less robust than for other ethnic categories.



## English as an additional language

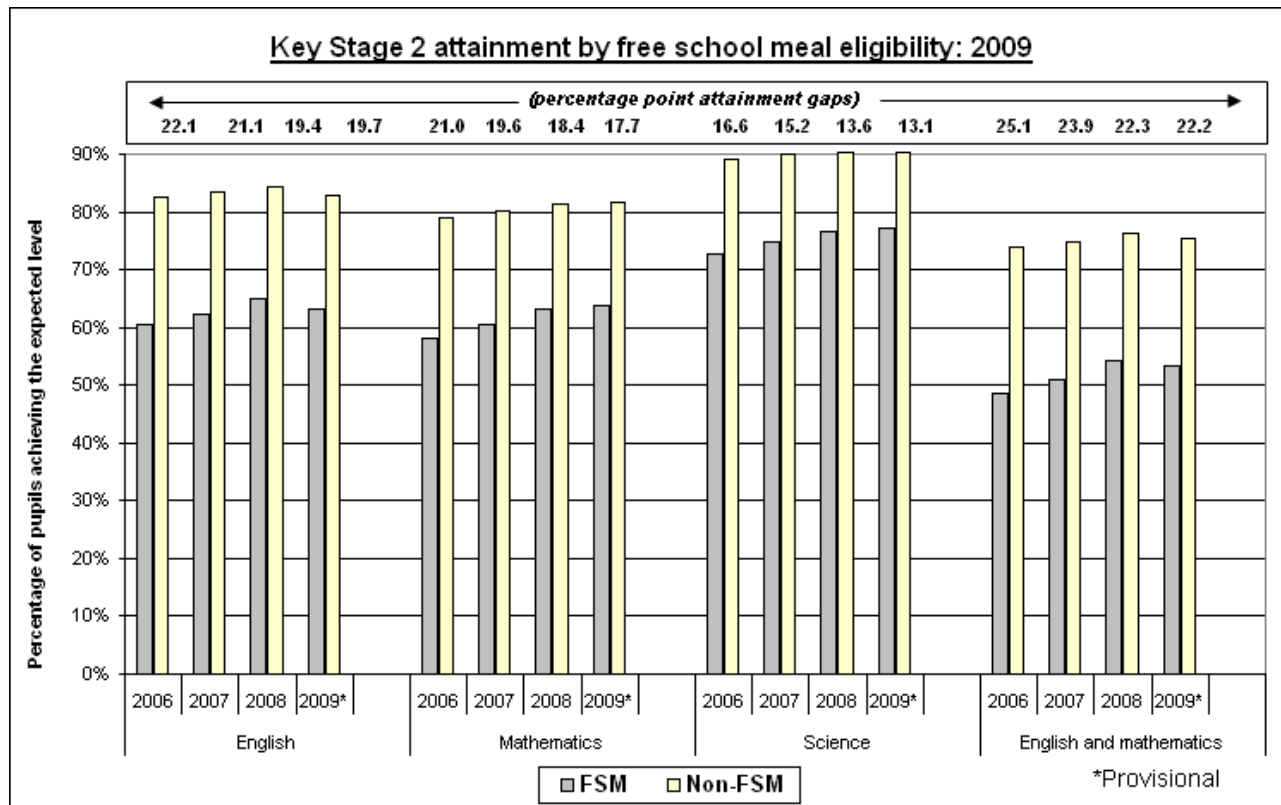
A higher proportion of pupils whose first language is English achieved the expected level or above in comparison to those with English as an additional language in each of the Key Stage 2 subject areas.

- The attainment gap is greatest in English and science assessments. In English, 80.9 percent of pupils whose first language is English achieved the expected level compared with 72.5 percent of pupils whose first language was not English (a gap of 8.4 percentage points). In science, 89.2 percent of pupils whose first language is English achieved the expected level compared with 80.9 percent of pupils whose first language was not English (a gap of 8.3 percentage points).
- The attainment gap is smallest for mathematics assessments where 79.3 percent of pupils whose first language is English achieved the expected level, compared with 74.6 percent of pupils whose first language was not English.



## Free school meals

The gap in attainment between those pupils known to be eligible for free school meals and those not eligible for free school meals in 2009 has stayed at a similar level to 2008. 53.3 percent of pupils eligible for free school meals reached the expected level in English and mathematics compared with 75.5 percent of pupils who were not eligible. This corresponds to an attainment gap of 22.2 percentage points.



Amongst those pupils eligible for free school meals, a higher proportion of some ethnic groups achieve the expected level in English and mathematics than others, for example:

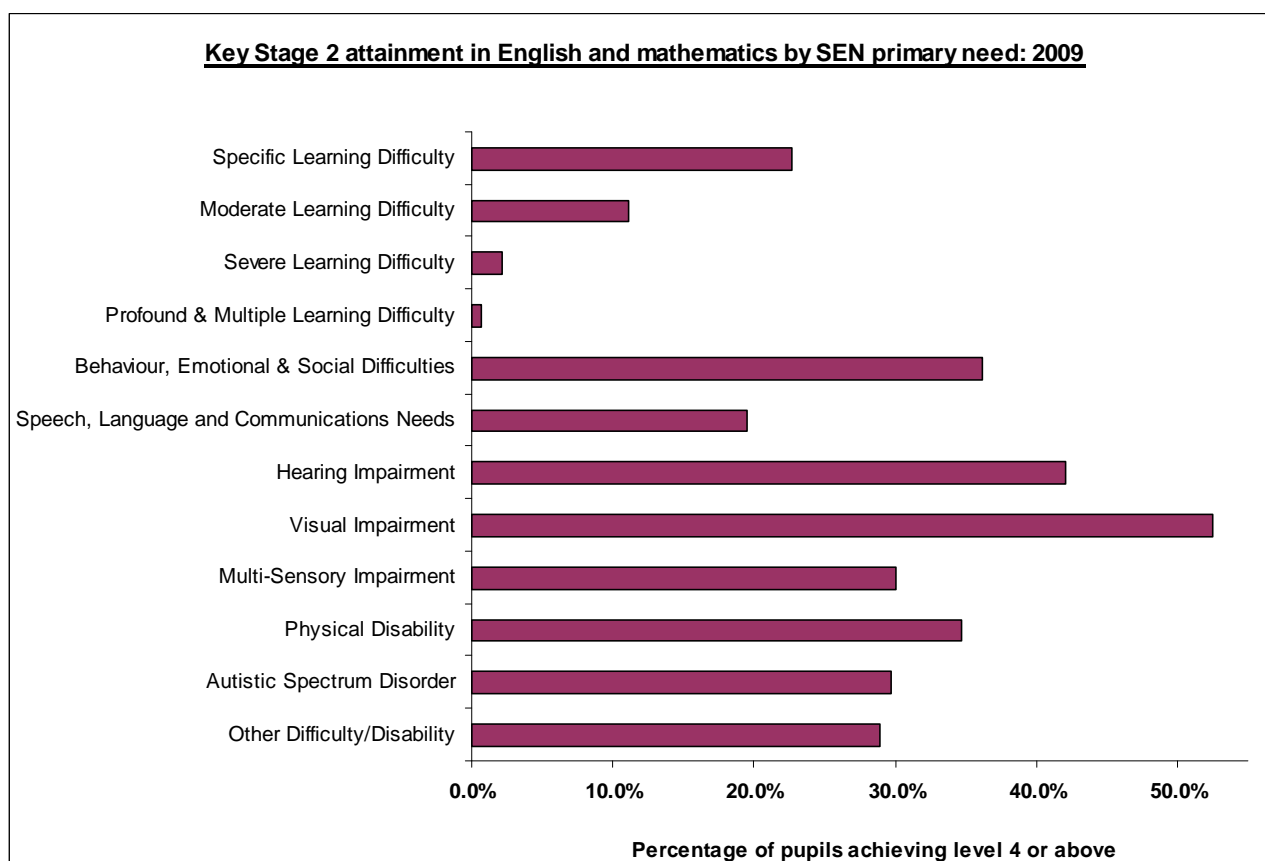
- 48.0 percent of 'White British' boys eligible for free school meals achieved the expected level in both English and mathematics compared to the national average of 71.8 percent (all pupils). This is a 23.8 percentage point attainment gap, compared with a 23.1 percentage point gap in the previous year.
- 51.6 percent of 'Black' boys eligible for free school meals achieved the expected level in English and mathematics compared with the national average of 71.8 percent (all pupils). This is a 20.2 percentage point attainment gap, compared with a gap of 21.8 percentage points in 2008.

## Special education needs

Combining the SEN categories into one group, 31.0 percent of all pupils with SEN achieved level 4 or above in both English and mathematics in 2009, this compares to 85.5 percent of pupils with no identified SEN. The attainment gap between pupils with SEN and those without is now 54.5 percentage points, 0.3 percentage points more than in 2008.

Where a pupil is supported by School Action Plus or has a statement of SEN, their primary need is also recorded showing, for example:

- 52.5 percent of pupils whose primary need was visual impairment reached level 4 or above in Key Stage 2 English and mathematics, 19.3 percentage points below the national average.
- 42.1 percent of pupils whose primary need was hearing impairment reached level 4 or above in Key Stage 2 English and mathematics, 29.7 percentage points below the national average.



## Income Deprivation Affecting Children Indices (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Indices (IDACI) 2007 (see the technical notes for more details). 60.7 percent of pupils in the most deprived 10% of areas achieved the expected level in English and mathematics compared with 85.0 percent in the least deprived 10% of areas. The attainment gap between the most and least deprived areas for English and mathematics was 24.3 percentage points in 2009 compared with 24.7 percentage points in 2008, but both the most deprived 10% and the least deprived 10% of areas had a smaller proportion of pupils achieving the expected level.

## TABLES

All figures for this publication are provided in an Excel workbook on the DCSF website:  
<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000889/index.shtml>.

The summary table and tables 1 to 6 show figures for each subject, gender and year (2006 to 2009).

<b>Summary:</b>	Percentage of pupils achieving level 4 or above at Key Stage 2
<b>Table 1:</b>	Percentage of pupils achieving each separate level at Key Stage 2
<b>Table 2:</b>	Percentage of pupils achieving level 4 or above by ethnicity and free school meal eligibility
<b>Table 3:</b>	Percentage of pupils achieving level 4 or above by ethnicity and Local Authority area
<b>Table 4:</b>	Percentage of pupils achieving level 4 or above by language and Local Authority area
<b>Table 5:</b>	Percentage of pupils achieving level 4 or above by school meal eligibility and Local Authority area
<b>Table 6:</b>	Percentage of pupils achieving level 4 or above by SEN provision and Local Authority area

Tables A1 to A4 cover IDACI and rurality measures.

<b>Table A1:</b>	Achievements at the expected level in Key Stage 2 by IDACI decile of pupil residence
<b>Table A2:</b>	Achievements at the expected level Key Stage 2 by degree of rurality of pupil residence
<b>Table A3:</b>	Achievements at the expected level in Key Stage 2 by Government Office Region and Local Authority District of pupil residence
<b>Table A4:</b>	Achievements at the expected level in Key Stage 2 by IDACI decile and degree of rurality of pupil residence

## TECHNICAL NOTES

### Data source and coverage

1. The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all children in maintained schools in England. KS2 NPD data are created when pupils' KS2 attainment records are 'matched' to their corresponding Census records and prior attainment records by a matching contractor, using fields such as Surname, Forename, Date of Birth, UPN and Gender. This successfully matches around 60-75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 97-98%. Occasionally, a pupil will appear more than once on the Census, resulting, for example, from a change of school, or dual registration. Rules for deriving the main Census record have been agreed to eliminate these duplicates. It is also possible when matching to prior attainment data that a pupil appears more than once, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or LAs. In these cases, 1 record is derived for each pupil, combining elements of different records.

2. The KS2 NPD extract used in the production of the tables in this SFR links KS2 test, teacher assessment and mark information with the pupils' Census characteristics at both the start (2006) and end (2009) of the Key Stage.

3. Further information on the NPD, including a 2009 KS2 User Guide, can be found at:

<http://www.bristol.ac.uk/cmpo/plugin/> . Requests for NPD extracts can be made to the Department by sending an email to [npd.requests@dcsf.gsi.gov.uk](mailto:npd.requests@dcsf.gsi.gov.uk) .

4. This SFR covers maintained schools only, including academies and CTCs and excluding independent schools, independent special schools, and non-maintained special schools.

5. In April 2009, Cheshire was replaced by the new Local Authorities of 'Cheshire East', and 'Cheshire West and Chester'. Bedfordshire was replaced by the new Local Authorities of 'Bedford' and 'Central Bedfordshire'. This SFR reports on the post April 2009 Local Authority structure. Figures for 2006, 2007 and 2008 have been recast on the basis of the post April 2009 Local Authority structure to allow comparison over time. Therefore all 152 LAs in existence in 2009 are also listed in the earlier years.

6. The residency of 4,196 children is unknown due to missing or invalid postcode information. These children are excluded from the figures in tables A1 to A4.

### **Pupil Level Characteristics information**

7. The pupil level characteristic information within this SFR is derived from census returns made by schools during a single selected period of the school day and provided to the Department in January each year. School census information for January 2009 has already been published at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000843/index.shtml> and detailed information on the coding of ethnicity, SEN, FSM and EAL can be found in the technical notes of that SFR.

### **National Curriculum Attainment information**

8. Key Stage National Curriculum assessments are reported at the end of Key Stage 2 by tests in English, mathematics and science. The tests at Key Stage 2 measure pupils' attainment against the levels set by the National Curriculum. Level 4 is the level expected of most pupils at the end of Key Stage 2. Key Stage 2 assessment statistics have already been published at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000804/index.shtml> and detailed information about these tests can be found in the technical notes of that SFR.

9. At Key Stage 2, the calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for the tests. The denominator for these calculations includes pupils who were working below the level of the tests, unable to access the tests, took the test but failed to register a level, or were absent. Pupils with missing results are not included in the calculations at either national or LA level.

### **Indicators of Deprivation**

#### Income Deprivation Affecting Children Index (IDACI)

IDACI is provided by the Department for Communities and Local Government (DCLG). The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation 2007. Each SOA is given a score showing the percentage of children aged under 16 that live in families that are income deprived, ie they are in receipt of certain benefits and their equivalised income is below 60% of median before housing costs. Further information about IDACI can be found on the DCLG website at: <http://www.communities.gov.uk/publications/communities/indicesdeprivation07>

IDACI bands for 2008 and 2009 are based on 2007 IDACI scores. Care should be taken when comparing to IDACI tables for 2007 and earlier, which are based on 2004 IDACI scores.

## **National Indicators**

10. National Indicators 102, 104 and 107 are due to be released in Spring 2010. These are:
- a. NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2
  - b. NI 104: Achievement gap between Special Educational Needs (SEN) and non-SEN pupils at Key Stage 2
  - c. NI 107: Key Stage 2 attainment for black and minority ethnic groups

Corresponding data can be found in this SFR but it differs to the National Indicators because it is not calculated from revised data and, in the case of NI 104, the SEN status is taken at the time of school census in the year of examination is used rather than at the beginning of the Key Stage.

## **Key to symbols**

'x' indicates that a figure has been suppressed due to small numbers of entries in that subject.

The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DCSF protect confidentiality.

## **Queries**

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