



## Statistical First Release

### Phonics screening check and national curriculum assessments at key stage 1 in England, 2014

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Further increase in the percentage of year 1 pupils (age 6) who met the expected standard in phonics.

74% of year 1 pupils met the expected standard of phonic decoding in 2014, compared with 69% in 2013 and 58% in 2012.

All key characteristic groupings have seen the proportions achieving the expected standard increasing in the last year.

Increase in the percentage of pupils who met the expected standard by the end of year 2 (age 7).

88% of pupils met the expected standard of phonic decoding by the end of year 2, an increase of 3 percentage points from 85% in 2013.

This includes the proportion reaching the expected standard in year 1 in 2013 and those retaking or taking the test for the first time in 2014.

Attainment at the end of key stage 1 (age 7) has risen.

The percentage of pupils achieving level 2 or above (the expected level) in all subjects except speaking & listening increased by 1 percentage point. The percentage of pupils achieving level 3 or above in all subjects except science increased.

Free school meal (FSM) attainment gap has narrowed.

The FSM attainment gap for year 1 phonics narrowed by 1 percentage point to 16 percentage points and for year 2 phonics by 2 percentage points to 10 percentage points.

The FSM attainment gaps at KS1 narrowed to 14 percentage points in writing, 11 percentage points in reading and science and 9 percentage points in mathematics.

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## 1. Background

This statistical first release (SFR) provides final 2013 and provisional 2014 information on the achievements of eligible pupils in the **phonics screening check** and of pupils at the end of **key stage 1 (KS1)** in their national curriculum teacher assessments by level, gender, ethnicity, English as a first language, free school meal eligibility, special educational need and the income deprivation affecting children index (IDACI).

The following tables are included as part of the SFR:

- Phonics tables SFR34/2014 (excel .xls)
- KS1 national tables SFR34/2014 (excel .xls)
- KS1 local authority tables SFR34/2014 (excel .xls)
- Underlying data SFR34/2014 (open format .csv and metadata .txt)

The following quality and methodology documents accompany the SFR and provide information on the data sources, their coverage, the quality and how the data is validated and processed:

- Attainment in primary schools in England SFR34/2014
- Pupil characteristic information SFR34/2014

The 2014 figures in this publication combine information gathered through the school census in January 2014 and the 2014 phonics and key stage 1 attainment data. Information is provided at national and local authority (LA) level.

These statistics are important as they show how pupils have performed in the statutory key stage 1 and phonics assessments. They enable users to benchmark results against national and

local authority attainment and report progress towards narrowing attainment gaps for disadvantaged groups.

### Phonics screening check

The phonics screening check was introduced in 2012. It is a statutory assessment for all children in year 1 (typically aged 6) to check whether they have reached 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 tested are re-checked at the end of year 2 (typically aged 7).

### Key stage 1: The national curriculum

National curriculum assessments at the end of key stage 1 are made through teacher assessments to measure pupils' attainment against the levels set by the national curriculum. The national curriculum standards have been designed so that by the end of KS1, pupils are expected to reach level 2.

## 2. Phonics results - end of year 1 (Tables 1 & 4)

Further increase in the percentage of pupils meeting the expected standard.	74% of pupils met the expected standard of phonic decoding at the end of year 1. This is an increase of 5 percentage points from 69% in 2013 (see table A).
Results differ across school types with more pupils in converter academies meeting the expected standard.	78% of pupils in converter academies met the expected standard. This compares to 77% in free schools, 75% in local authority maintained schools and 68% in sponsored academies.  However a difference between the figures for converter academies and sponsored academies is expected given the relative historic performance of the schools in these groups.

Table A: Time series of phonics attainment

Percentage of year 1 pupils meeting the expected standard of phonic decoding  
2012 - 2014 (all schools)

	2012	2013	2014
All pupils	58%	69%	74%

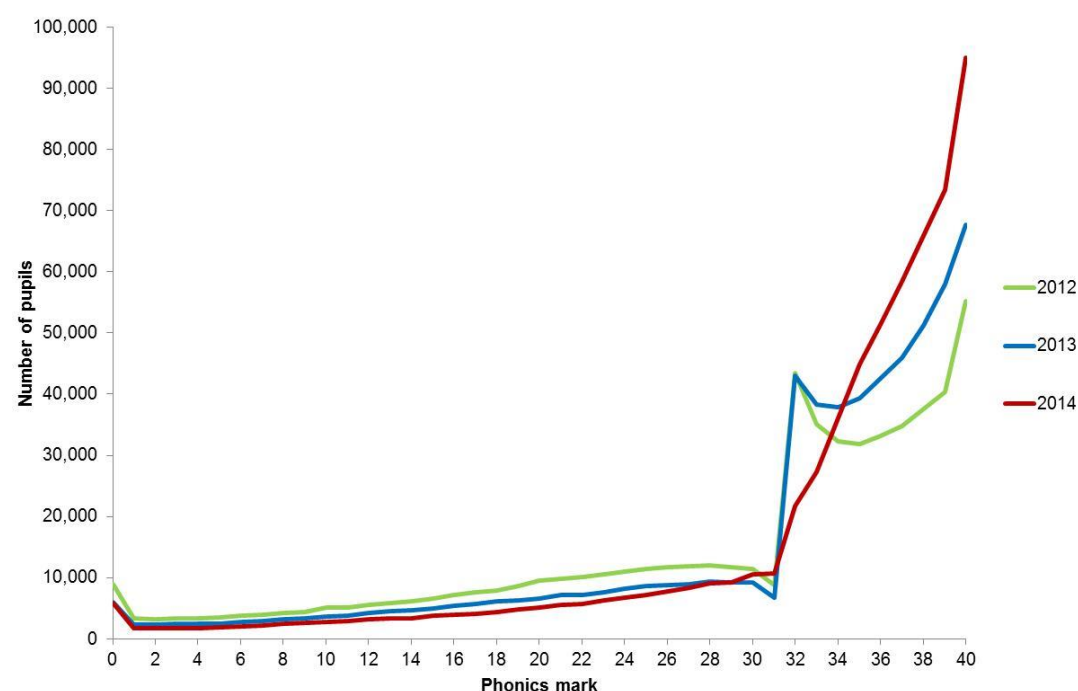
Teachers administer the screening check one-on-one with each pupil and record whether their response to each of the 40 words is correct. This mark is from 0 to 40 and for 2014, as in previous years, the threshold to determine whether a pupil had reached the expected standard was 32. In 2014, unlike previous years, this mark was not communicated to schools until after the screening check was completed.

Figure 1 shows the distribution of the phonics check scores in each year from 2012 to 2014. In both 2012 and 2013, there was a spike in the distribution at a score of 32, the expected standard for those pupils who took part. However, this spike is not seen in 2014.

In 2014, 15% of year 1 pupils who took the test achieved full marks (40 out of 40), an increase from 11% in 2013 and 9% in 2012.

Figure 1: Year 1 phonics screening check mark distribution

Number of year 1 pupils achieving each mark in the phonics screening check: 2012 to 2014



## Pupil characteristics - year 1 phonics (Tables 2 - 3c)

Girls outperformed boys and gap is unchanged from previous years.

78% of girls met the expected standard compared to 70% of boys. The attainment gap remains at 8 percentage points. (see table B)

Table B: Time series of phonics attainment by gender

Percentage of year 1 pupils meeting the expected standard of phonic decoding by gender  
2012 - 2014 (all schools)

	All pupils	Boys	Girls
<b>2014</b>	<b>74%</b>	<b>70%</b>	<b>78%</b>
2013	69%	65%	73%
2012	58%	54%	62%

Free school meal attainment gap narrowed by 1 percentage point.

61% of pupils eligible for free school meals (FSM) met the expected standard of phonic decoding, 16 percentage points lower than all other pupils (77% met the standard). This attainment gap has narrowed by 1 percentage point since 2013.

56% of boys eligible for FSM met the standard compared to 66% of girls eligible for FSM.

First language has no impact on phonics results.

75% of pupils whose first language is English met the expected standard of phonic decoding compared with 74% of those whose first language was recorded as other than English. The attainment gap is less than 0.5 percentage points

Pupils with no identified special educational need (SEN) significantly outperformed pupils with a SEN.

The gap is 44 percentage points with 38% of SEN pupils meeting the expected standard compared to 81% of pupils with no identified SEN. This is a fall in the attainment gap of 1 percentage point compared to 2013.

Overall the SEN attainment gap for girls is 46 percentage points and for boys 42 percentage points.

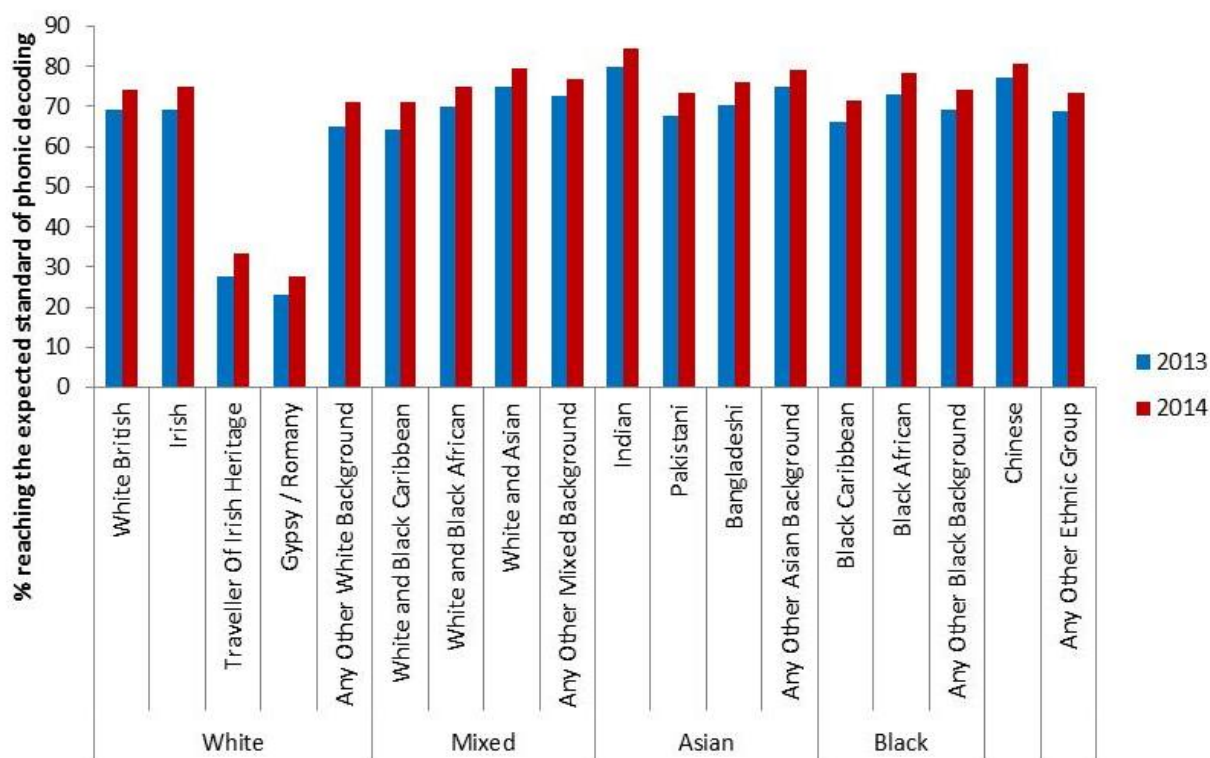
FSM gap for white British boys remains wider than the FSM gap for all boys.

Of those white British boys eligible for FSM, 53% met the standard expected in phonic decoding compared to 74% of all other white British boys, a gap of 20 percentage points. This gap has remained broadly the same since 2012.

Figure 2 shows that the proportion of pupils achieving the expected standard increased for all ethnic groupings when compared to 2013. As in previous years, pupils from an Indian background had the highest percentage achieving in 2014 at 84%. Travellers of Irish Heritage and those from a Gypsy/Roma background had the lowest percentages achieving at 33% and 28% respectively. Pupils from a white and black Caribbean background saw the largest improvement in 2014 with the proportion achieving increasing by 7 percentage points from 64% to 71%.

Figure 2: Year 1 phonics screening check by ethnicity

Percentage of year 1 pupils meeting the expected standard of phonic decoding by ethnicity



### 3. Phonics results - end of year 2 (Table 6)

The following section presents the outcomes of the phonics screening check for pupils by the end of year 2. The tables combine year 1 results and those retaking or taking for the first time in year 2.

Increase in the percentage of pupils meeting the expected standard by the end of year 2.	88% of pupils met the expected standard of phonic decoding by the end of year 2. This is an increase of 3 percentage points from 85% in 2013.
Results differ across school types with more pupils in converter academies meeting the expected standard.	<p>91% of pupils in converter academies met the expected standard by the end of year 2, compared to 89% in local authority maintained schools, 87% in free schools, and 84% in sponsored academies.</p> <p>However a difference between the figures for converter academies and sponsored academies is expected given the relative historic performance of the schools in these groups.</p> <p>The number of free schools with pupils at the end of key stage 1 is still relatively small so the figures should be interpreted with caution.</p>

### Pupil characteristics - year 2 phonics (Table 7)

No change in the gender gap at the end of year 2.	91% of girls and 86% of boys met the standard by the end of year 2 in 2014, an attainment gap of 5 percentage points. The gap at the end of year 2 in 2013 was also 5 percentage points.
The gender gap narrows between the end of year 1 and the end of year 2.	The gap in attainment between boys and girls at the end of year 2 in 2014 is 5 percentage points. The attainment gap for the same cohort at the end of year 1 was 8 percentage points.
80% of FSM pupils reach the expected standard by the end of year 2	compared to 56% of the same cohort at the end of year 1 in 2013, a 24 percentage point difference.
61% of SEN pupils reach the expected standard by the end of year 2	compared to 32% of the same cohort at the end of year 1 in 2013, a 29 percentage point difference.
Across all major ethnic groupings we see a similar increase in the proportion of the cohort reaching the expected standard.	Compared to the same cohort at the end of year 1 in 2013, in all major ethnic groupings the proportion of pupils reaching the expected standard by the end of year 2 increased by similar proportions.

End of year 2 proportions reaching expected standard increase for all characteristic groupings.

Compared with the end of year 2 cohort in 2013, the proportion of year 2 pupils at the end of 2014 reaching the expected standard had increased across all main characteristic groupings.

80% of FSM pupils met the expected standard, a narrowing of the end of year 2 attainment gap by 2 percentage points to 10 percentage points.

61% of pupils with a special educational need met the expected standard, an increase of 6 percentage points when compared with the end of year 2 cohort in 2013. This saw the phonics end of year 2 SEN gap narrow by 3 percentage points.

#### 4. Phonics - local authority results (Tables 5 - 5d & 8)

There is considerable variation between local authorities in the percentage of pupils meeting the expected standard of phonic decoding. However, there are differences in the organisation of schools and the characteristics of pupils by local authority which may explain some of this variation.

Table C shows the minimum and maximum percentages meeting the expected standard in year 1 and by the end of year 2 (excluding the City of London and Isles of Scilly which only have 1 school each).

The difference between the lowest and highest performing local authorities for both year 1 and year 2 have narrowed since 2013. However, the large change in year 2 is mostly due to an improvement in a single local authority.

Table C: Range of local authority achievement in phonics

Minimum and maximum local authority percentages of pupils meeting the standard for phonic decoding:

England, 2014 (state-funded schools only) - 2013 figures in brackets

	Minimum	Maximum	Range (percentage points)
Year 1	64% (59%)	82% (79%)	18 (20)
Year 2	81% (70%)	93% (92%)	13 (22)

Figure 3 shows the percentage meeting the expected standard of phonic decoding at the end of year 1 by local authority. The highest performing local authorities are concentrated in London and a few urban areas in the North West and North East. The poorest performing areas are in Yorkshire and a few rural areas.

Figure 3: Local authority attainment

Percentage of pupils meeting the standard of phonic decoding at the end of year 1, England, 2014

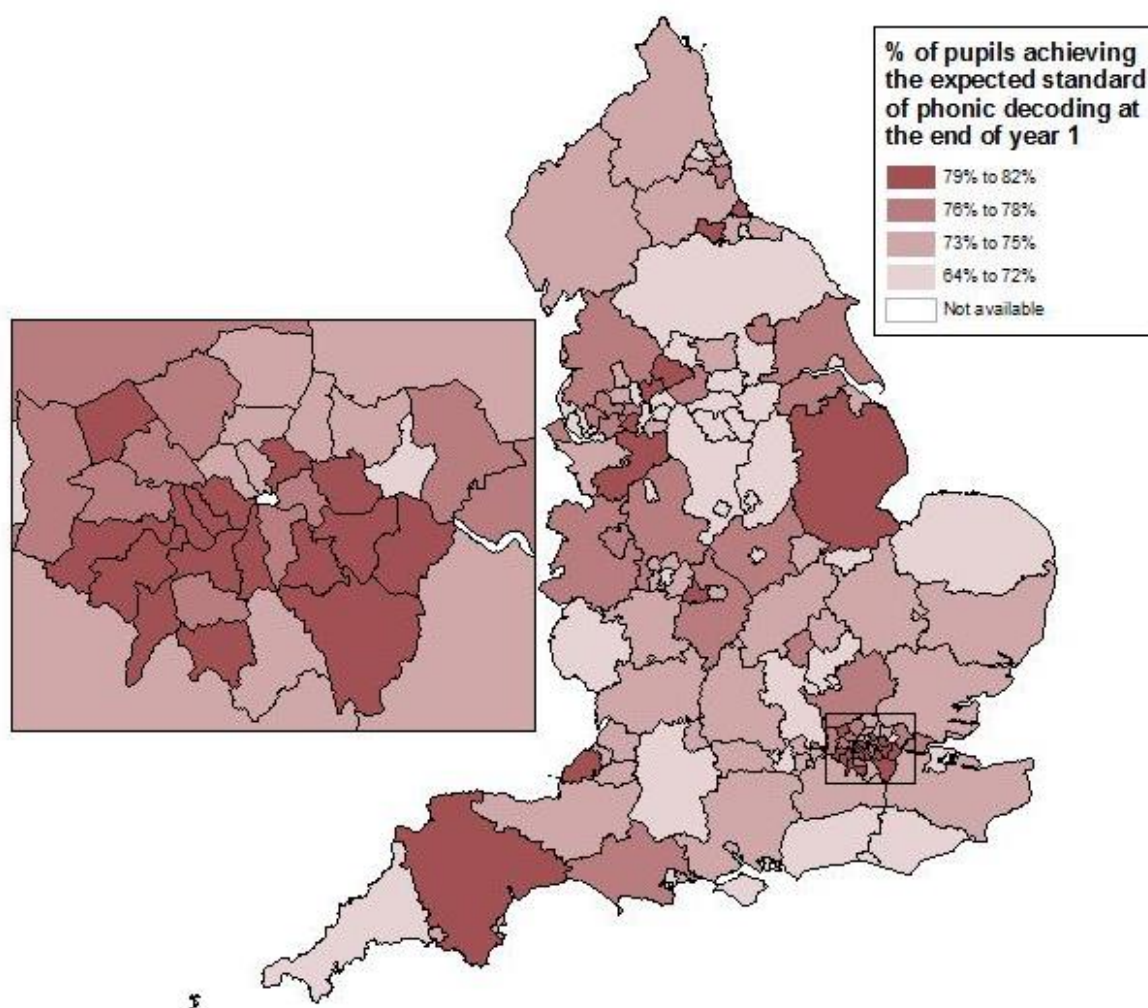
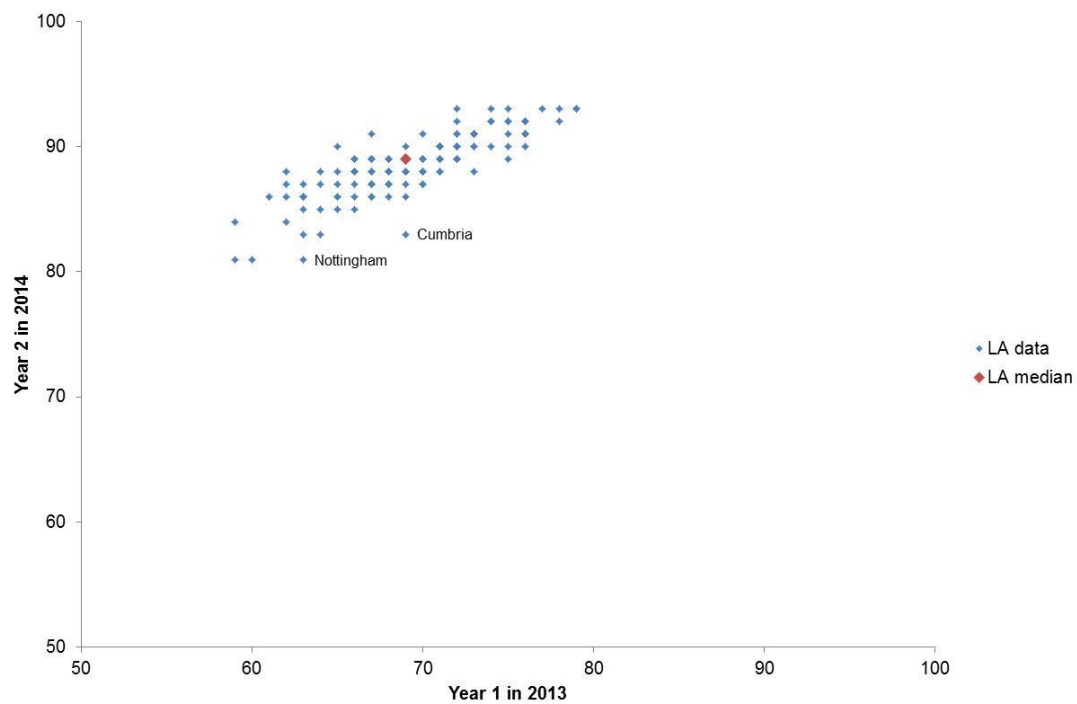


Figure 4 shows the percentage meeting the standard of phonic decoding in year 1 in 2013 and the percentage meeting the standard of phonic decoding by the end of year 2 in 2014 (note this is the same cohort of pupils).

As expected, there is a positive correlation between the figures - those local authorities with higher percentages meeting the standard in year 1 tend to have higher percentages meeting the standard by the end of year 2. There are however some outliers, for example Cumbria had average attainment at the end of year 1 but is considerably below average at the end of year 2.



Figure 4: Relationship between local authority phonics attainment in year 1 and year 2  
Phonics attainment in year 2 in 2014 by phonics attainment in year 1 in 2013



## 5. Key stage 1 (Tables 9 - 14)

Attainment at the end of key stage 1 has risen in most subjects at level 2 or above ...	<p>The percentage of pupils achieving level 2 or above in each of reading, writing, mathematics and science increased by 1 percentage point in 2014.</p> <p>The percentage of pupils achieving level 2 or above in speaking and listening was unchanged from 2013 (see table D).</p>
... and also at level 3 or above.	<p>The percentage of pupils achieving level 3 or above in reading increased by 2 percentage points.</p> <p>The percentage achieving level 3 or above in each of writing, speaking &amp; listening and mathematics increased by 1 percentage point.</p> <p>The percentage of pupils achieving level 3 or above in science is unchanged from 2013.</p>

Table D: Attainment at the end of key stage 1 by subject

Percentage of pupils achieving the stated level: (change in percentage points from 2013 shown in brackets), England, 2014 (all schools)

	Level 2 or above	Level 2b or above	Level 3 or above
Reading	90%(+1)	81% (+1)	31% (+2)
Writing	86% (+1)	70% (+3)	16% (+1)
Speaking & listening	89% (0)	-	24% (+1)
Mathematics	92% (+1)	80% (+2)	24% (+1)
Science	91% (+1)	-	22% (0)

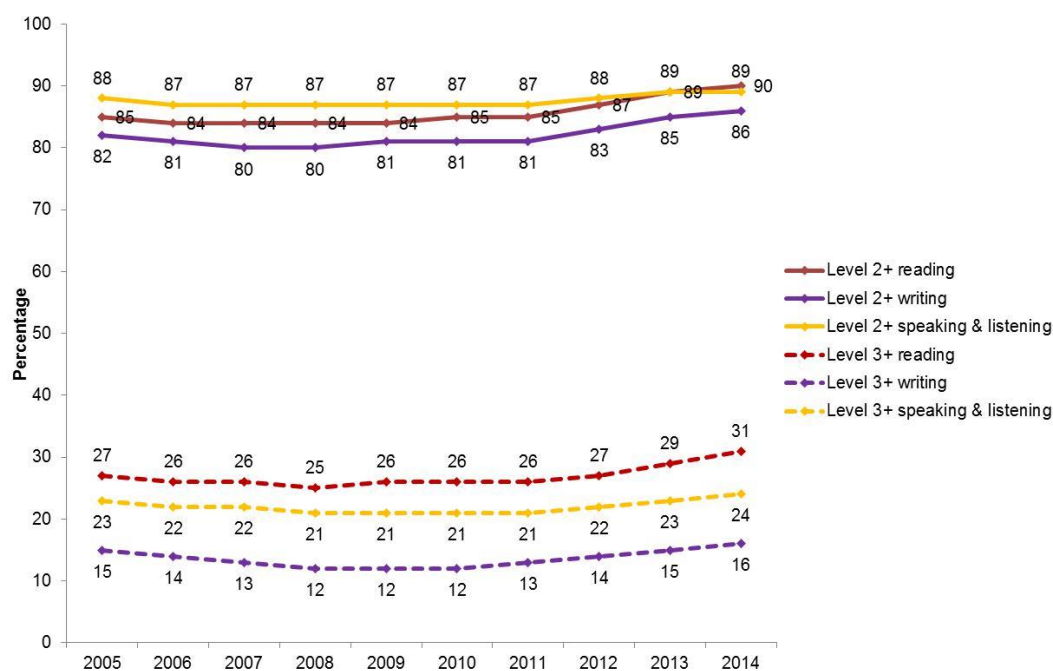
Note: Level 2 is not split into sub-levels for science and speaking and listening.

Longer time series for reading, writing and speaking & listening are shown in figure 5. There was little change in attainment at level 2 or above in these subjects before 2011. Since then, attainment has risen in all three subjects, with a larger increase in reading and writing than in speaking & listening.

Attainment at level 3 or above shows a slightly different pattern - attainment in all three subjects fell slightly until 2008, remained stable between 2008 and 2011 and has increased since, most notably in reading.

The 2014 figures for both level 2 or above and level 3 or above in all three subjects are the highest since 2005, although those for speaking & listening are only slightly higher than the 2005 figures.

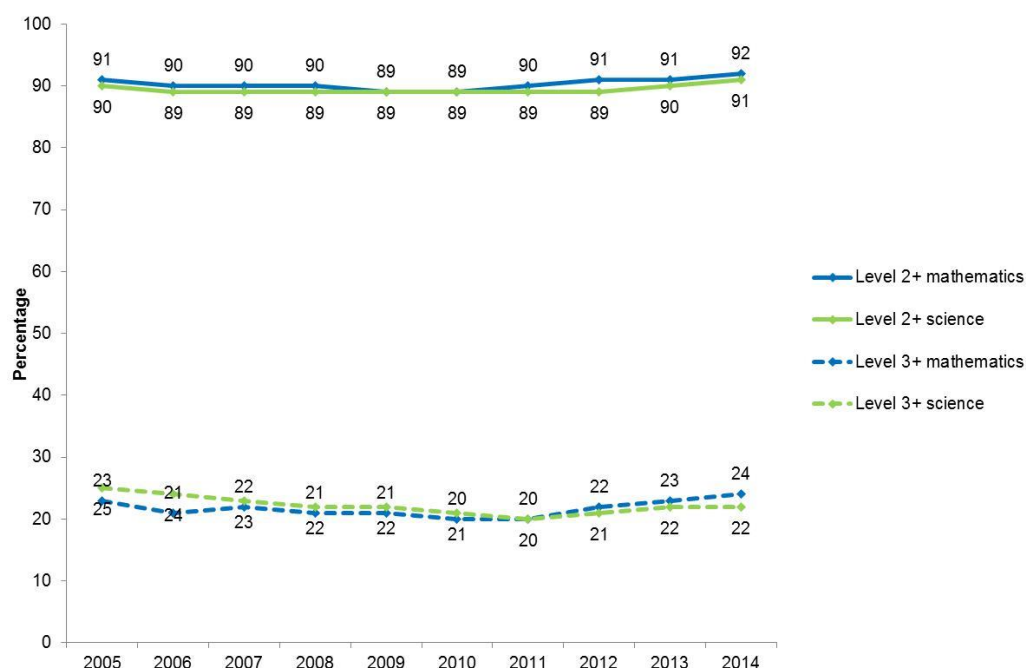
Figure 5: Key stage 1 attainment in reading, writing and speaking and listening  
Percentage of pupils achieving level 2 or above and level 3 or above, 2005-2014



Longer time series for mathematics and science are shown in figure 6. Attainment in mathematics at both level 2 or above and level 3 or above fell between 2005 and 2010 but has increased since. The 2014 figures at both levels are the highest since 2005 though they are only marginally higher than the 2005 figure.

Attainment in science at level 2 or above remained relatively stable between 2005 and 2012, but has increased since. Attainment in science at level 3 or above fell between 2005 and 2011 but has increased since. However, the 2014 figure is still below the 2005 figure.

Figure 6: Key stage 1 attainment in mathematics and science  
Percentage of pupils achieving level 2 or above and level 3 or above, 2005-2014



## Attainment by school type (Table 11)

Attainment levels in local authority maintained mainstream schools and all mainstream academies and free schools are very similar (see table E).

However, there are large differences in the attainment of sponsored and converter academies - pupils in converter academies are more likely to achieve level 2 or above than pupils in sponsored academies. This pattern of attainment is expected given the relative historic performance of the schools in these groups.

The number of free schools with pupils at the end of key stage 1 is still relatively small so the figures should be interpreted with caution.

Table E: Attainment in key stage 1 assessments by type of school

Percentage of pupils achieving level 2 or above by subject:

England, 2014 (mainstream schools)

	Reading	Writing	Speaking & listening	Maths	Science
LA maintained schools	90%	87%	90%	93%	91%
Academies and free schools	89%	86%	89%	92%	90%
Sponsored academies	84%	79%	82%	88%	84%
Converter academies	92%	89%	91%	94%	92%
Free schools	91%	87%	89%	94%	89%

## Attainment in reading at key stage 1 by phonics attainment (Table 14)

Pupils who do well in the phonics screening check do well in reading at the end of key stage 1.

99% of pupils who met the expected standard of phonic decoding in year 1 went on to achieve level 2 or above in reading at the end of key stage 1. 43% of these pupils achieved level 3 or above in reading.

88% of pupils who met the expected standard of phonic decoding at the end of year 2 achieved level 2 or above in reading.

Only 34% of pupils who didn't meet the expected standard of phonic decoding by the end of year 2 achieved level 2 or above in reading.

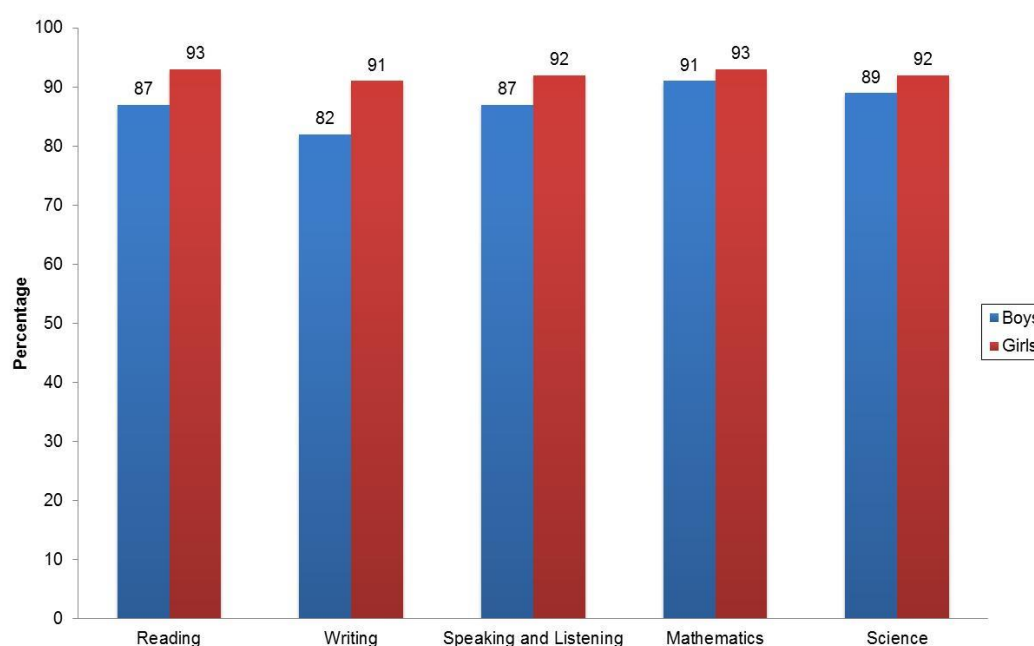
## Pupil characteristics - key stage 1 (Tables 15 - 16c)

The following sections examine where the largest and smallest attainment gaps exist for each of the characteristics in turn, and look at how these have changed compared with the previous year. Readers are encouraged to consider the longer term trends as well as individual year-on-year changes. For this reason, comparisons with 2010 have also been included.

Where the text refers to the four main elements, these are reading, writing, mathematics and science.

Figure 7: Key stage 1 attainment by gender

Percentage of pupils achieving level 2 or above, by gender, 2014



Girls continue to outperform boys at level 2 or above in all five subjects.

The largest difference is for writing, where the gap is 9 percentage points (no change from 2013).

Gender gaps for the other subjects are also unchanged from 2013 - 6 percentage points<sup>1</sup>, in reading and speaking & listening and 3 percentage points in mathematics and science (see figure 7).

Boys' attainment has increased by more than girls in writing and speaking & listening.

Boys' attainment at level 2 or above has increased in all subjects except science. Boys attainment increased by 2 percentage points in writing and 1 percentage point in reading, speaking & listening and mathematics.

Girls' attainment in reading, writing and mathematics increased by 1 percentage point. There was no change in girl's attainment in speaking & listening or science.

Girls continue to outperform boys at level 3 or above in reading, writing and speaking and listening.

The gender gap is largest where girls outperform boys at 10 percentage points in writing, 9 percentage points in reading and 8 percentage points in speaking & listening.

In the subjects where boys outperform girls, the gaps are much smaller at 4 percentage points in mathematics and 2 percentage points in science (see figure 8).

<sup>1</sup> All gaps and changes are calculated from unrounded percentages.

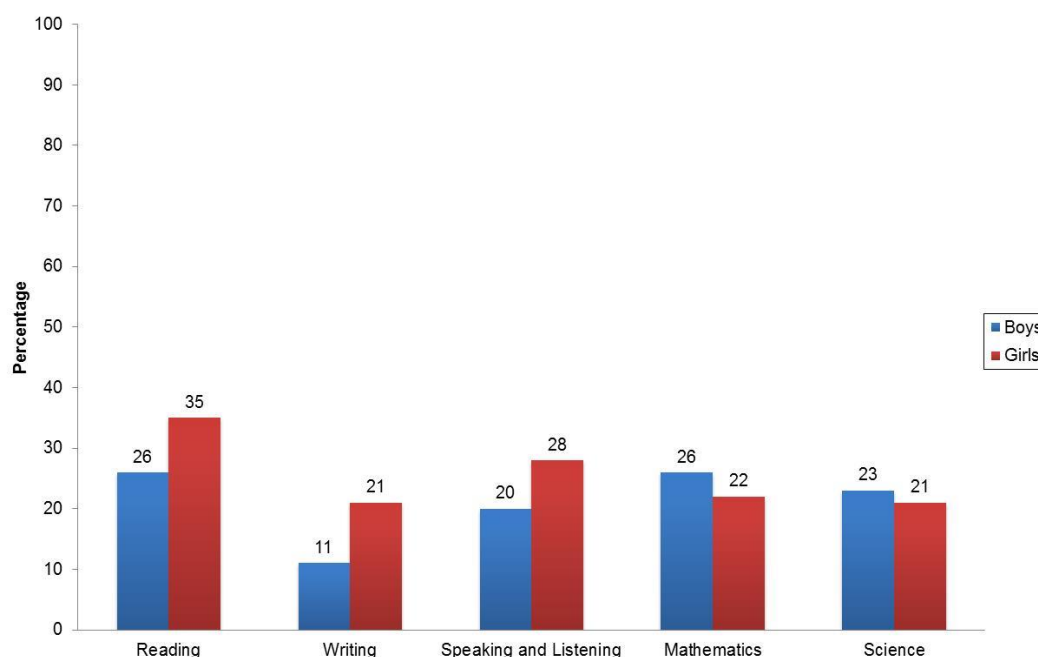
Boys' and girls' attainment at level 3 or above has increased by similar amounts.

Boys' attainment at level 3 or above has increased by 1 percentage points in all subjects except science where there was no change in attainment.

Girls' attainment at level 3 or above also increased by 1 percentage point in writing, speaking & listening and mathematics and there was also no change in their attainment in science. Girls' attainment in reading however increased by 2 percentage points.

Figure 8: Key stage 1 attainment by gender

Percentage of pupils achieving level 3 or above by gender, 2014



## Ethnicity

The percentage of pupils achieving the expected level in key stage 1 teacher assessments continues to vary between different ethnic groups. The overall pattern remains as seen in previous years.

Attainment at the expected level has risen for all ethnic groupings since 2010.

The greatest improvements between 2010 and 2014, amongst the major ethnic groupings are seen by black pupils in all subjects most notably in writing (10 percentage points) and reading (8 percentage points).

Indian pupils are highest achievers in most key stage 1 subjects. Travellers and Gypsy/Roma pupils are lowest achievers.

Pupils of Indian origin had the highest percentage achieving the expected level in reading, writing and science. Chinese pupils had the highest percentage achieving in mathematics with 96% achieving the expected level.

Pupils of traveller of Irish heritage and Gypsy/Roma origin, whilst being comparatively small populations, continue to have the lowest percentage of pupils achieving the expected level across all four main elements.

## English as a first language

Pupils with English as a first language outperformed those whose first language was not English in all elements of key stage 1. The gap is widest in speaking and listening. Attainment gaps have narrowed in all 4 main elements since 2010.

Of the 4 main elements science has the largest first language attainment gap. Science continues to have the largest attainment gap (6 percentage points) with 92% of pupils whose first language is English achieving the expected level, compared with 86% for pupils whose first language is not English.

Table F: Key stage 1, first language attainment gaps by subject

First Language attainment gaps (English as a first language minus first language other than English), 2010-2014 (percentage points)

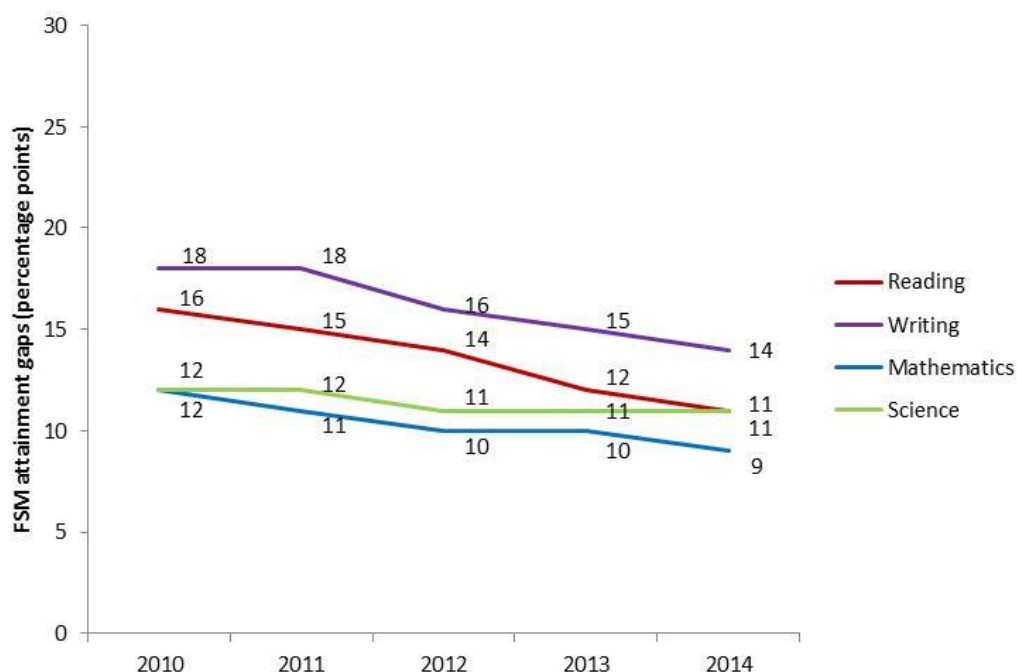
	2010	2011	2012	2013	2014
Reading	5	4	4	4	4
Writing	5	4	4	3	4
Speaking and listening	..	9	8	7	7
Mathematics	5	4	4	3	3
Science	8	8	7	6	6

## Free school meal (FSM) eligibility

A lower percentage of pupils known to be eligible for FSM achieved the expected level in all four main elements of key stage 1 compared to all other pupils. However, the gap continues to narrow.

Figure 9: Key stage 1, FSM attainment gaps

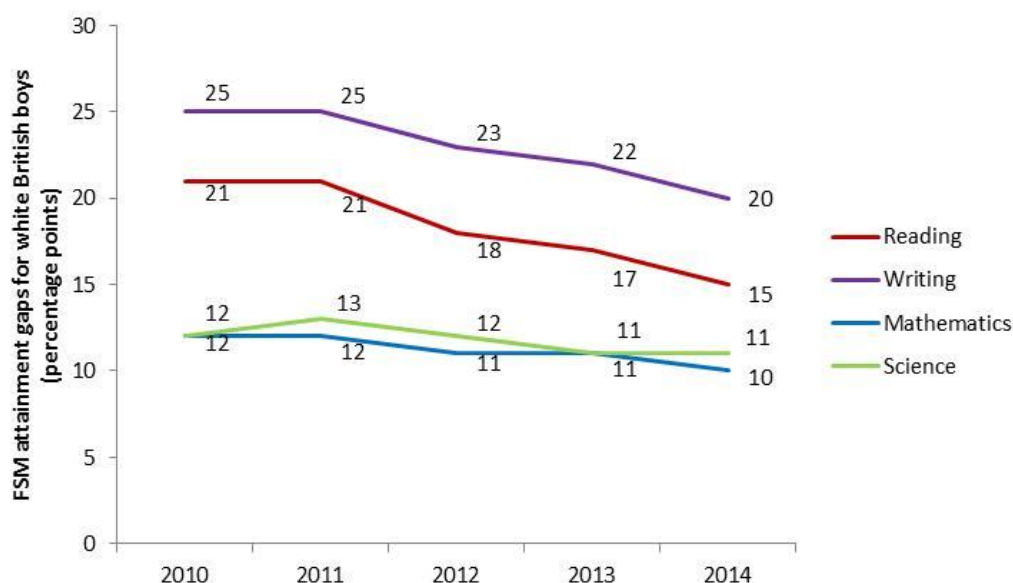
FSM attainment gaps (all other pupils minus FSM), 2010-2014 (percentage points)



Gradual narrowing of FSM attainment gaps for all four main elements.	Since 2010 there has been a gradual narrowing of the attainment gaps in all four main elements, most notably in reading, where the gap has narrowed by 5 percentage points, and in writing where the gap has narrowed by 4 percentage points.
FSM gap is largest in writing ...	The gap in attainment in 2014 was 14 percentage points in writing. 75% of pupils known to be eligible for FSM achieved the expected level in writing, compared to 89% of all other pupils.
... and smallest in mathematics	The gap in attainment in 2014 was 9 percentage points in mathematics. 85% of pupils known to be eligible for FSM achieved the expected level, compared to 94% of all other pupils.
White British boys eligible for FSM remain amongst the lowest attaining groups.	74% of white British boys eligible for free school meals achieved the expected level in reading compared with 90% of all pupils. The widest gap is seen in writing where 66% of white British boys eligible for FSM reached the expected standard compared to 86% of all pupils.
Attainment gap narrowing in reading and writing between white British boys eligible for FSM and all pupils.	<p>Further progress was made in 2014 towards narrowing the attainment gap between white British boys eligible for free school meals and all pupils in reading and writing, with the attainment gap narrowing by a further percentage point.</p> <p>Since 2010 the attainment gap has narrowed in all four main elements most notably by 6 percentage points in reading and 5 percentage points in writing (see figure 10).</p>

Figure 10: Key stage 1, FSM attainment gaps for white British boys

Attainment gaps for white British boys eligible for free school meals: All pupils minus White British boys eligible for FSM, 2010-2014 (percentage points)





## Special educational needs (SEN)

Of all reported characteristics, pupils with a special educational need have the largest attainment gaps when compared to those without SEN.

Table G: Key stage 1, SEN attainment gaps

Attainment gaps for pupils with a special educational need: Pupils with no identified SEN minus pupils with SEN, 2010-2014 (percentage points)

	2010	2011	2012	2013	2014
Reading	43	42	40	38	37
Writing	49	49	47	45	44
Speaking and listening	..	36	35	35	35
Mathematics	33	33	32	31	30
Science	32	33	32	32	32

SEN attainment gaps are widest in writing and reading.

The SEN attainment gap is widest in writing with 50% of pupils with SEN achieving the expected level compared with 94% of pupils with no identified SEN, an attainment gap of 44 percentage points.

In reading the gap is 37 percentage points with 60% of pupils with SEN achieving the expected level compared with 97% of pupils with no identified SEN.

Gradual narrowing of SEN attainment gaps.

The gap narrowed by a further percentage point in 2014 in reading, writing and mathematics.

Where a pupil has a statement of SEN or is school action plus, their primary need is recorded (see characteristics quality and methodology information for further explanation of SEN categories).

For pupils whose primary need is speech, language and communication needs (the largest group of SEN primary need), the percentage achieving the expected level increased in all four main elements and the gap compared to pupils with no identified SEN continued to narrow.

## 6. Key stage 1 - local authority results (Tables 17 - 24)

There is considerable variation between local authorities in attainment levels at the end of key stage 1. However, there are differences in the organisation of schools and the characteristics of pupils by local authority which may explain some of this variation.

Table H shows the minimum and maximum percentages of pupils achieving level 2 or above at key stage 1 in each local authority (excluding the City of London and Isles of Scilly which only have one school each and Stockton-on-Tees<sup>2</sup>).

The difference between the lowest and highest performing local authorities is greatest for writing and smallest for mathematics. The difference between the lowest and highest

<sup>2</sup> See page 22.

performing local authorities has narrowed for speaking and listening and for science but has widened slightly for writing since 2013.

**Table H: Range of local authority achievement by subject**

Minimum and maximum local authority percentages of pupils achieving level 2 or above:

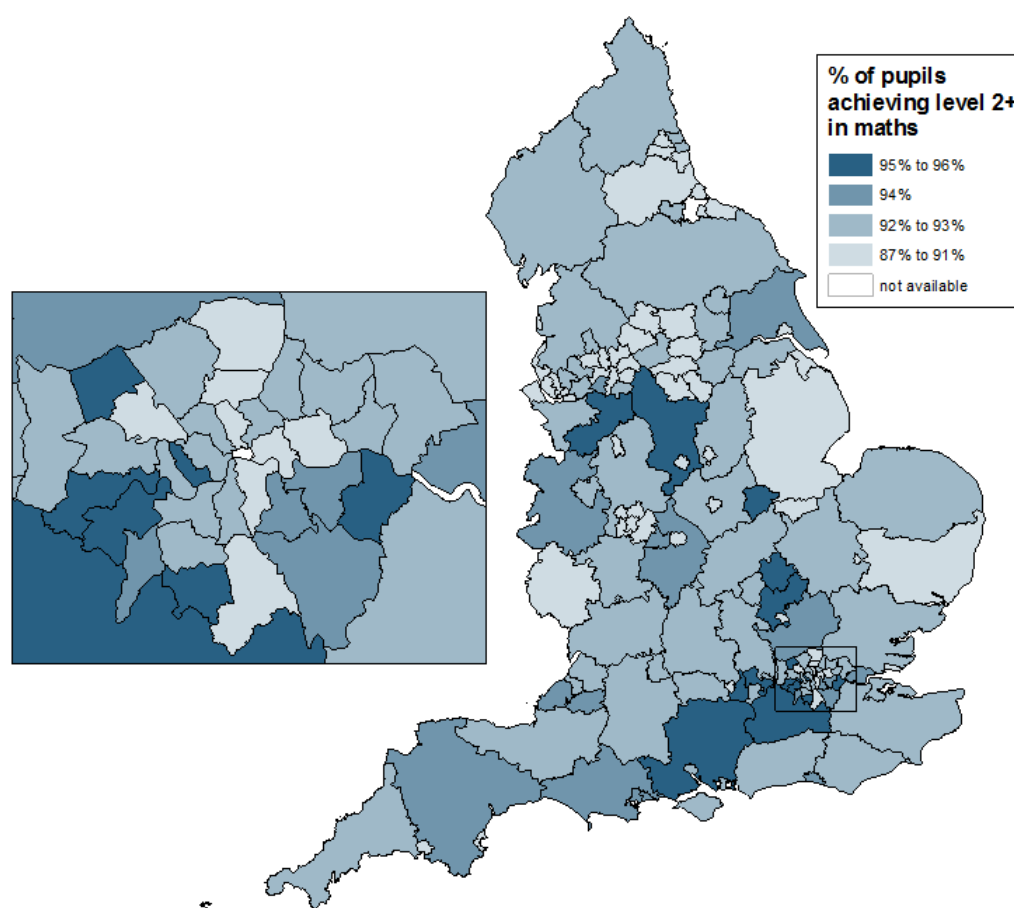
England, 2014 (state-funded schools only) - 2013 figures in brackets

	Minimum	Maximum	Range (percentage points)
Reading	84% (82%)	95% (93%)	11 (11)
Writing	79% (78%)	92% (90%)	13 (12)
Speaking and listening	84% (82%)	94% (95%)	10 (13)
Mathematics	87% (86%)	96% (95%)	9 (9)
Science	84% (81%)	96% (96%)	12 (15)

Figure 11 shows attainment at level 2 or above in mathematics by local authority. Maps for reading and writing are not included but show a similar pattern.

**Figure 11: Local authority attainment**

Percentage of pupils achieving level 2 or above in mathematics at the end of year 1, England, 2014



## 7. Accompanying tables

The following tables are available in excel format on the department's statistics [website](#):

### Phonics Year 1 screening check: National tables

- 1 Summary showing the percentage of year 1 pupils meeting the expected standard of phonic decoding by school type and school phase, 2014.
- 2 Percentage of year 1 pupils meeting the expected standard of phonic decoding by pupil characteristics, 2012-2014.
- 3a Percentage of year 1 pupils meeting the expected standard of phonic decoding by ethnicity, free school meal eligibility and gender, 2012-2014.
- 3b Percentage of year 1 pupils meeting the expected standard of phonic decoding by SEN provision, free school meal eligibility and gender, 2012-2014.
- 3c Percentage of year 1 pupils meeting the expected standard of phonic decoding by SEN provision, ethnicity and gender, 2012-2014.
- 4 Number and percentage of year 1 pupils achieving each phonic mark by gender, 2012-2014.

### Phonics Year 1 screening check: Local authority tables

- 5 Percentage of year 1 pupils meeting the expected standard of phonic decoding, 2012 - 2014
- 5a Percentage of year 1 pupils meeting the expected standard of phonic decoding by ethnicity, 2012-2014.
- 5b Percentage of year 1 pupils meeting the expected standard of phonic decoding by first language, 2012-2014.
- 5c Percentage of year 1 pupils meeting the expected standard of phonic decoding by free school meal eligibility, 2012-2014.
- 5d Percentage of year 1 pupils meeting the expected standard of phonic decoding by SEN provision, 2012-2014.

### Phonics Year 2 screening check: National and local authority tables

- 6 Summary showing the percentage of pupils meeting the expected standard of phonic decoding by school type and school phase by the end of year 2, 2014.

- 7 Percentage of pupils meeting the expected standard of phonic decoding by pupil characteristics by the end of year 2, 2013-2014.
- 8 Percentage of pupils meeting the expected standard of phonic decoding by local authority by the end of year 2, 2013-2014.

### Key stage 1: National tables

- 9 Summary showing the percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by pupil characteristics, 2014.
- 10 Percentage of pupils achieving level 2 or above, level 2B or above, and level 3 or above in key stage 1 teacher assessments in each subject by gender, 2010-2014.
- 11 Percentage of pupils achieving level 2 or above, level 2B or above, and level 3 or above in key stage 1 teacher assessments by school type and school phase, 2014.
- 12 Numbers and percentages of pupils achieving each level in key stage 1 teacher assessments by subject and gender, 2014.
- 13 Average point score by gender, 2010-2014.
- 14 KS1 reading levels by phonics prior attainment, 2014.

### Key stage 1: National by pupil characteristics

- 15 Percentage of pupils achieving each level in key stage 1 teacher assessments by pupil characteristics, 2010-2014.
- 16a Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by ethnicity, free school meal eligibility and gender, 2010-2014.
- 16b Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by SEN provision, free school meal eligibility and gender, 2010-2014.
- 16c Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by SEN provision, ethnicity and gender, 2010-2014.

### Key stage 1: Local authority tables

- 17 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments, 2011-2014.

18 Percentage of pupils achieving level 2B or above in key stage 1 teacher assessments, 2014.

19 Percentage of pupils achieving level 3 or above in key stage 1 teacher assessments, 2014.

20 Average point score by gender, 2014.

#### **Key stage 1: Local authority tables by pupil characteristics**

21 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by ethnicity, 2010-2014.

22 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by first language, 2010-2014.

23 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by free school meal eligibility, 2010-2014.

24 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by SEN provision, 2010-2014.

#### **Key stage 1: Pupil residency-based tables**

A1 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by IDACI decile of pupil residence, 2010-2014.

A2 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by degree of rurality of pupil residence, 2010-2014.

A3 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by local authority district and region of pupil residence, 2010-2014.

A4 Percentage of pupils achieving level 2 or above in key stage 1 teacher assessments by IDACI decile and degree of rurality of pupil residence, 2010-2014.

When reviewing the tables, please note the following:

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.

so we suppress some figures,

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. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.

This suppression is consistent with our [Statistical policy statement on confidentiality](#).

adopt symbols to help identify this

Symbols are used in the tables as follows:

- . not applicable
- .. not available
- x publication of that figure would be disclosive
- \* LA level data based on a single school

and round numbers

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.

All numbers at regional level are rounded to the nearest 10. However percentages have been calculated from unrounded data. This is so that it is not possible to deduce the figures for LAs which have been suppressed.

We've made some changes this year

With the exception of those changes stated in this section, all other figures published in this 2014 SFR have been calculated using the same methodology as the 2013 figures so that valid comparisons can be made. Any changes prior to 2013 are described in the quality and methodology information document which accompanies this release.

### **Communicating the phonics threshold mark to schools**

The threshold mark for the phonics check in both 2012 and 2013 was 32 marks out of 40 and the mark was pre-announced. Following concerns over the distribution of marks, it was decided that the threshold mark would be announced following submission of the check results in 2014. The mark was communicated to schools on 30th June and was again 32 out of 40.

### **Definition of the phonics year 2 cohort**

Following local authority feedback on the 2013 publication of this statistical first release, we have revised the way we define the end of year 2 phonics cohort in 2014. Figures for 2013 have been revised using the new methodology to ensure comparability. Changes to the attainment percentages as a result of the methodology change are minimal and the revisions have no significant impact on local authority results.

The revised methodology can be viewed in full in this publication's accompanying quality and methodology information document. In summary, the 2013 publication included any pupil in the year 2 cohort who had a phonics result in either year 1 or year 2. This included results for pupils whom were no longer on roll in a mainstream school in England at the end of year 2. The revised methodology ensures that year 1 phonics results are only reported in the end of year 2 tables if the pupil was still on roll at the end of key stage 1.

Also the pupil's local authority in the 2013 end of year 2 phonics tables was reported as that at the time of the latest screening check i.e. for those pupils not re-checked in year 2, the LA which submitted the result at the end of year 1 would have been attributed that result. The revised methodology allocates the year 1 result to the LA which submitted the KS1 teacher assessment in year 2. This gives local authorities a more robust assessment of the number of pupils requiring additional phonics support on roll in their LA at the end of year 2.

### **Additional table showing KS1 results by phonics outcomes**

We have also introduced an additional table showing KS1 reading levels by phonics attainment.

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This is provisional data

2014 figures in this publication are provisional. There is no plan to re-issue the publication with final 2014 figures. Final national and LA figures for 2014 will be made available in next year's release.

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Key stage 1 data for Stockton-on-Tees was not available in time to be included in this publication. Data for Stockton-on-Tees and revised figures for the North East region will be added to this publication before the end of 2014. The omission of data for Stockton-on-Tees is expected to have a negligible impact on the national figures and we do not plan to recalculate the national figures until next year's release.

Any unplanned revisions will be made in accordance with our [Statistical policy statement on revisions](#).

We provide underlying data

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.

## 8. Further information

School level figures

School level data is not published for the phonics screening check or key stage 1 teacher assessments.

Lower level geographic data

Pupil residency based tables showing 2014 small area attainment data by pupil characteristics at key stage 1 (KS1) are due to be published by the Office for National Statistics (ONS) on the neighbourhood statistics service (NeSS) [website](#) in June 2015.

The ONS neighbourhood statistics data in 2014 was accompanied by the Department for Education publication:

[Statistics: neighbourhood \(absence and attainment\)](#)

Previously published figures

SFR37/2013: [Phonics screening check and national curriculum assessments at key stage 1 in England: 2013](#)

Attainment for other key stages

SFR43/2013: [Early years foundation stage profile results: 2012 to 2013](#)

SFR47/2013: [EYFSP attainment by pupil characteristics: 2013](#)

SFR30/2014: [National curriculum assessments at key stage 2 in England: 2014 \(provisional\)](#)

SFR01/2014: [GCSE and equivalent results in England, 2012 to 2013 \(revised\)](#)

SFR05/2014: [GCSE and equivalent attainment by pupil characteristics](#)

SFR02/2014 [A level and other level 3 results: academic year 2012 to 2013 \(revised\)](#)

[School Performance Tables](#) 2013

Pupil numbers

SFR15/2014: [Schools, Pupils and their Characteristics: January 2014](#)

SEN attainment	SFR31/2014: <a href="#">Children with special educational needs: an analysis 2014</a>
Attainment in Wales, Scotland and Northern Ireland	<p>The Welsh Government publishes similar attainment data for schools in Wales. As in England, the national curriculum is divided into key stages and pupils are assessed at the end of key stage 1, 2 and 3 at ages 7, 11, and 14 respectively. Pupils are expected to achieve level 4 at the end of key stage 2 and level 5 at the end of key stage 3. Statutory assessment in Wales is by teacher assessments for all key stages. Further information is available on the <a href="#">Welsh Government website</a>.</p> <p>The Scottish Government measures attainment nationally using the Scottish Survey of Literacy and Numeracy (SSLN), an annual sample survey of pupil attainment in primary and early secondary school. Further information is available on the <a href="#">Scottish Government website</a>.</p> <p>Information on educational attainment for post-primary schools in Northern Ireland is available from the <a href="#">Northern Ireland Statistics and Research Agency</a>.</p>
International comparisons	<p>There are no international comparisons of attainment for pupils of this age.</p> <p>Pupils in England take part in international surveys such as the Trends in International Mathematics and Science Study (TIMSS). This is a comparative international survey of mathematics and science achievement of 9-10 year olds and 13-14 year olds, carried out on pupils from a sample of schools. <a href="#">2011 results</a> were published on 11 December 2012.</p>

## 9. 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.

## 10. Technical information:

### Methodology and quality

The following quality and methodology documents accompany this SFR:

- Attainment in primary schools in England
- Pupil characteristic information

The documents provide further information on the data sources, their coverage, the quality and how the data is validated and processed.

### Data sources

The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil characteristics sourced from the school census to the national curriculum assessment results for all pupils in state-funded schools in England.

The phonics and key stage 1 NPD extracts used in the production of the 2014 tables include provisional assessment information, provided by schools and local authorities to the department by 5 August 2014 linked to the January 2014 school census.

The assessment data will be subsequently updated with any additional or revised submissions made between 5 August and mid-September 2014 (phonics) and end October (key stage 1). The effect of these amendments on the national results has previously been of the order of plus or minus one percentage point.

### Coverage

#### What geography breakdowns are included?

This publication includes:

- national and local authority results from the 2014 phonics screening check including the results for those pupils who did not reach the standard at the end of year 1 in 2013 and were re-checked in year 2 in 2014.
- national and local authority results from the 2014 key stage 1 teacher assessments.

#### Which schools are included?

School type	Phonics tables			KS1 tables		
	national attainment	national attainment by pupil characteristics	local authority	national attainment	national attainment by pupil characteristics	local authority
State-funded schools	✓	✓	✓	✓	✓	✓
Pupil referral units & hospital schools	✓	✗	✗	✓	✗	✗
Independent schools	N/A	N/A	N/A	✓	✗	✗



## Which pupils are included?

### Phonics

Pupils that do not have a valid level are excluded and do not appear in the number of eligible pupils or in the outcome percentages. The valid levels in the phonics screening check are:

Phonics outcome code	Description
Wa	Took the phonics screening check and met the expected standard
Wt	Took the phonics screening check and did not meet the expected standard
A	Absent
D	Did not take the phonics screening check
Q	Maladministration of the phonics screening check took place

### Key Stage 1

Pupils are only included in calculations for a subject in the key stage 1 teacher assessments if they have a valid level in that subject. Pupils that do not have a valid level are excluded, so they do not appear in the number of eligible pupils or in the percentage achieving figures for that subject. The valid levels are: 'working towards level 1' (W), 1, 2C, 2B, 2A, 3, 4, absent (A), disapplied (D), 'unable to access' (U) (for science only) and Q (maladministration).

## 11. Got a query? Like to give feedback?

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If from the media      Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.  
020 7783 8300

If non-media      For main attainment figures:  
Jayne Middlemas, Education Data Division, Department for Education, 2 St Paul's Place, 125 Norfolk Street, Sheffield S1 2FJ.  
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For characteristics breakdowns:  
Sally Marshall, Education Standards Evidence and Dissemination Division, Department for Education, 2 St Paul's Place, 125 Norfolk Street, Sheffield S1 2FJ.  
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Department  
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This document is also available from our [website](#).