



Department  
for Education

# **Education statistics by local authority district and pupil disadvantage**

**Ad hoc statistics**

**October 2017**

# Contents

Introduction	3
Data coverage and methodology	3
Guidance on interpretation of Area Names and Codes	4
Data tables	5

## Introduction

This ad hoc statistical release presents further breakdowns of educational outcome statistics which the Department for Education has published within a range of Statistical First Releases. The tables alongside this release provide detailed statistics disaggregated to a more granular level of geography (local authority district) than most previously published statistics, and by pupil groups relating to socio-economic background.

This data is being published to support the delivery of the Department's Opportunity Areas programme. The programme was announced in [October 2016](#) when the Secretary of State for Education unveiled the first six areas (West Somerset, Norwich, Blackpool, North Yorkshire Coast<sup>1</sup>, Derby and Oldham). A further six areas were then announced in [January 2017](#) (Bradford, Doncaster, Fenland & East Cambridgeshire, Hastings, Ipswich and Stoke-on-Trent).

## Data coverage and methodology

This release presents statistics disaggregated down to local authority district (LAD) level. This is a well-known geographical grouping which provides a balance between the ability to identify granular local level outcomes (less affected than higher tiers of geography by combining pockets of lower and higher performance) without disaggregating to a level which would be focusing on individual schools.

The release includes data on five different pupil groups (where possible<sup>2</sup>). These five groups are:

- all pupils
- pupils known to be eligible for free school meals
- pupils not known to be eligible for free school meals
- disadvantaged<sup>3</sup> pupils
- non-disadvantaged pupils (those not known to be disadvantaged)

This data release covers state funded schools within England. For some statistics, this will be restricted to mainstream schools only, and variations in coverage are specified

---

<sup>1</sup> Since this initial announcement, we are now referring to the Opportunity Area covered by the Scarborough local authority district as the North Yorkshire Coast Opportunity Area, to better distinguish between references to Scarborough town and the wider area.

<sup>2</sup> Details on the breakdowns available are included within individual tables.

<sup>3</sup> The definition of 'disadvantaged' varies slightly between the tables, with the relevant definition provided within individual table footnotes. In all cases, the bulk of the cohort is made up of those pupils who were eligible for free school meals at any point in the previous six years.

within the data tables. Unless otherwise stated, LAD level statistics are calculated by the school/institution location. Please note that there may be differences between these measures (based on school location) and some other published figures where those other figures are based on the local authority maintaining the school. This is due to a small number of schools where the school is maintained by a different local authority to the one they are geographically located within.

## Guidance on interpretation of Area Names and Codes

This release presents breakdowns of national figures down to both local authority (LA) and local authority district (LAD) level. Some local authorities (those with an area code starting with E06, E08 or E09) share the same boundary as the local authority district. Other local authorities (those with an area code starting with E10) are made up of multiple districts – these areas are shown in the data tables in *italics*. The tables also present figures for the Fenland & East Cambridgeshire Opportunity Area, which is the area covered by the combination of the Fenland and East Cambridgeshire local authority districts. The below gives some further explanation of the nine-character GSS codes used in these tables:

Code prefix	Entity	Geography
E06	Unitary Authority	LAD & LA
E07	Non-Metropolitan District (two-tier)	LAD only
E08	Metropolitan Borough	LAD & LA
E09	London Borough	LAD & LA
E10	County	LA only
E12	English Region	Region
E92	Country	England

For further information on the administrative structures within England please see:

<https://www.ons.gov.uk/methodology/geography/ukgeographies/administrativegeography/england>

## Data tables

The statistics published within this ad hoc cover a range of education life stages and have been grouped into five sets of tables, covering:

1. Early Years
2. School attainment – split into a) primary and b) secondary
3. School quality
4. 16-19
5. Post 19

This publication does not present any new statistical measures, but provides further disaggregation of existing published statistics to a more granular level of geography (LAD) and by individual disadvantage. Links to the parent Official Statistics releases associated with each set of data tables, and hence the methodological and source guidance for each statistical measure, can be found in the 'Index' tab within each set of data tables.

The data tables included in this release are listed below.

<b>1. Early Years</b>	
Table EY1	Number and percentage of children achieving a good level of development at the end of Early Years Foundation Stage
Table EY2	Number and percentage of children achieving at least the expected level across all 17 early learning goals
Table EY3	Total and average point score at the end of Early Years Foundation Stage
Table EY4a	Number of all children achieving emerging, expected and exceeded across each of the 17 Early Learning Goals
Table EY4b	Percentage of all children achieving emerging, expected and exceeded across each of the 17 Early Learning Goals
Table EY4c	Number of children eligible for free school meals achieving emerging, expected and exceeded across each of the 17 Early Learning Goals
Table EY4d	Percentage of children eligible for free school meals achieving emerging, expected and exceeded across each of the 17 Early Learning Goals
Table EY4e	Number of all other children achieving emerging, expected and exceeded across each of the 17 Early Learning Goals
Table EY4f	Percentage of all other children achieving emerging, expected and exceeded across each of the 17 Early Learning Goals
Table EY5	Number and percentage of 3 and 4 year old children benefitting from funded early education by Ofsted rating of provider
Table EY6a	Number of 2 year old children benefitting from funded early education by Ofsted rating of provider
Table EY6b	Percentage of 2 year old children benefitting from funded early education by Ofsted rating of provider
Table EY7	Number of 3 and 4 year old children benefitting from funded early education and take up rate of eligible population
Table EY8	Number of 2 year old children benefitting from funded early education by reason for funding

<b>2. Attainment</b>	
<b>2a. Primary Attainment</b>	
Table PA1	Attainment of pupils at key stage 2 in Reading, Writing and Mathematics
Table PA2	Attainment of pupils at key stage 2 for reading
Table PA3	Attainment of pupils at key stage 2 for writing
Table PA4	Attainment of pupils at key stage 2 for mathematics
Table PA5	Attainment of pupils at key stage 2 for grammar, punctuation and spelling
Table PA6	Reading KS1-KS2 progress scores of pupils
Table PA7	Writing KS1-KS2 progress scores of pupils
Table PA8	Mathematics KS1-KS2 progress scores of pupils
Table PA9	Average scaled scores in key stage 2 tests by subject
Table PA10	Attainment of year 1 pupils in the phonics screening check
Table PA11	Attainment of pupils at key stage 1
<b>2b. Secondary Attainment</b>	
Table SA1	Average Attainment 8 scores of pupils at the end of key stage 4
Table SA2	Average Attainment 8 score in each of the components of the Attainment 8 measure for pupils at the end of key stage 4
Table SA3	Average Progress 8 scores of pupils at the end of key stage 4
Table SA4	Average Progress 8 score in each of the components of the Progress 8 measure for pupils at the end of key stage 4
Table SA5	Number and percentage of pupils at the end of key stage 4 entered for the English Baccalaureate
Table SA6a	Number of pupils at the end of key stage 4 entered in each of the elements of the English Baccalaureate
Table SA6b	Percentage of pupils at the end of key stage 4 entered in each of the elements of the English Baccalaureate
Table SA7	Number and percentage of pupils at the end of key stage 4 achieving the English Baccalaureate
Table SA8a	Number of pupils at the end of key stage 4 achieving each element of the English Baccalaureate
Table SA8b	Percentage of pupils at the end of key stage 4 achieving each element of the English Baccalaureate
Table SA9	Number and percentage of pupils at the end of key stage 4 achieving A*-C in both English and maths GCSEs

<b>3. School Quality</b>	
Table VR1	State funded primary & secondary schools with a vacancy rate over 5%
Table VR2	Full-time qualified teacher numbers, vacancies, temporarily filled posts and rates in state funded primary/secondary schools
Table PQ1	System leader capacity: Primary
Table PQ2	Pupil overall absence: Primary
Table PQ3	Pupil absence in primary schools by authorised and unauthorised
Table PQ4	Persistent pupil absence: Primary
Table PQ5	Pupils attending a primary school by Ofsted overall effectiveness rating
Table PQ6	Pupils attending a primary school by Ofsted leadership rating
Table SQ1	System leader capacity: Secondary
Table SQ2	Pupil overall absence: Secondary
Table SQ3	Pupil absence in secondary schools by authorised and unauthorised
Table SQ4	Persistent pupil absence: Secondary
Table SQ5	Pupil overall absence: Special
Table SQ6	Pupil absence in special schools by authorised and unauthorised
Table SQ7	Persistent pupil absence: Special
Table SQ8	Pupils attending a secondary school by Ofsted overall effectiveness rating
Table SQ9	Pupils attending a secondary school by Ofsted leadership rating

<b>4. 16 - 19</b>	
Table FE1	Number and Percentage - Attainment of Level 3 by age 19
Table FE2	Number and percentage - Attainment of Level 3 by age 19 by qualification type
Table FE3	Number and percentage - Overall pupil destinations after completing key stage 4
Table FE4a	Number of pupil destinations after completing key stage 4 by destination type
Table FE4b	Percentage of pupil destinations after completing key stage 4 by destination type
Table FE5	Number and percentage - Attainment of Level 2 by age 19
Table FE6a	Number - Attainment of Level 2 in English and maths by age 19
Table FE6b	Percentage - Attainment of Level 2 in English and maths by age 19
Table FE7a	Number - Attainment of Level 2 by age 19 of those who got it by 16
Table FE7b	Percentage - Attainment of Level 2 by age 19 of those who got it by 16
Table FE8a	Number - Attainment of Level 2 by age 19 of those who didn't get it by 16
Table FE8b	Percentage - Attainment of Level 2 by age 19 of those who didn't get it by 16

<b>5. Post 19</b>	
Table HE1	Number and percentage of students in education or employment/training destination after completing key stage 5
Table HE2a	Number of students in education or employment/training destination after completing key stage 5 by destination type
Table HE2b	Percentage of students in education or employment/training destination after completing key stage 5 by destination type
Table HE3	Sustained positive destination rate by level of learning



Department  
for Education

© Crown copyright 2017

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)  
email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)  
write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)  
download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DFE-00270-2017



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)