

SB 3/2014

22 January 2014

Achievement and entitlement to free school meals in Wales, 2013

This annual Statistical Bulletin provides information on the relationship between achievement and entitlement to free school meals in two ways:

Section 1 analyses the performance of pupils eligible for free school meals and their non-eligible counterparts at Foundation Phase to Key Stage 4, making use of pupil level attainment data matched to pupil characteristics information from the annual school census. The tables show data for 2007 to 2013, the charts show a longer time series. Data for 2013 are new, the remaining data in this section have previously been published.

The [Tackling Poverty Action Plan](#), issued in July 2013, uses the percentage of pupils eligible for free school meals who achieve the Level 2 threshold including English/Welsh and mathematics at Key Stage 4 as one of the key performance indicators to measure progress against the objectives of this plan. This data can be found in Table 4 and Chart 3 of this bulletin. The plan also gives a target to reduce the attainment gap at Foundation Phase. Data for this can be found in Table 1.

Key Results for section 1

- The performance of pupils eligible for free school meals is lower than their non eligible counterparts at all key stages and in all performance measures;
- Looking at the core subject indicator (see definitions), the gap in performance has generally narrowed over the last six years at Key Stages 2 and 3. However at Key Stage 4, the gap in performance in the Level 2 threshold including a GCSE A*-C in English/Welsh and maths had widened every year to 2010 before narrowing in the past three years;
- The gap in performance increases as pupils get older.

Section 2 examines the statistical relationship in **secondary schools** between free school meal entitlement and performance at a school and local authority level. It shows the strength of the relationship and how the data can be used to “benchmark” performance. This information will be useful to researchers, those who want to examine the reasons behind varying performance and to schools and local authorities when benchmarking performance and setting targets. This section is based on new data for 2013. The relationship is too weak in primary schools to repeat the analysis.

Free school meal entitlement has often been taken as a measure of the socio-economic conditions of a school’s population. It should be noted however that whilst there is a link between FSM entitlement and performance, many other factors affect school assessment and examination results. Some schools in disadvantaged areas perform well whilst others in more advantaged areas perform poorly.

Statistician: Stephen Hughes

Tel: 029 2082 5514

Email: school.stats@wales.gsi.gov.uk

Next update: January 2015 (provisional)

Twitter: www.twitter.com/statisticswales | www.twitter.com/ystadegaucymru

Cyhoeddwyd gan Y Gwasanaethau Gwybodaeth a Dadansoddi

Llywodraeth Cymru, Parc Cathays, Caerdydd, CF10 3NQ

Ffôn – Swyddfa'r Wasg **029 2089 8099**, Ymholiadau Cyhoeddus **029 2082 3332**

www.cymru.gov.uk/ystadegau

Issued by Knowledge and Analytical Services

Welsh Government, Cathays Park, Cardiff, CF10 3NQ

Telephone – Press Office **029 2089 8099**, Public Enquiries **029 2082 5050**

www.wales.gov.uk/statistics



Llywodraeth Cymru
Welsh Government

Key Results for section 2

- The statistical models fitted are similar for each year analysed, implying that the strength of the relationship is constant over time;
- For each of the performance indicators selected, there is a strong link between achievement and the level of entitlement to free school meals: as the level of FSM entitlement increases, the level of achievement decreases (Charts 4, 5 and 6).

Contents

	Page	
Section 1	Achievement by free school meal entitlement	3
Chart 1	Key Stage 2, 2005-2013	3
Chart 2	Key Stage 3, 2005-2013	4
Chart 3	Key Stage 4, 2006-2013	4
Table 1	Foundation Phase, 2013	5
Table 2	Key Stage 2, 2007-2013	6
Table 3	Key Stage 3, 2007-2013	7
Table 4	Key Stage 4, 2007-2013	8
Section 2	Statistical relationship between achievement and free school meals at secondary schools	9
Chart 4	Achievement of the Level 2 threshold including English/Welsh and mathematics, by free school meal entitlement, 2013	9
Chart 5	Average capped wider points score by free school meal entitlement, 2013	9
Chart 6	Percentage of pupils achieving the Core Subject Indicator at Key Stage 3, by free school meal entitlement, 2013	10
Table 5	Co-efficients for model: Percentage of 15 year olds achieving the Level 2 threshold incl. English/Welsh and maths	10
Table 6	Co-efficients for model: Average wider points score	11
Table 7	Co-efficients for model: Percentage of pupils achieving the CSI	11
Table 8	Local Authority benchmarked data	12
	Key Quality Information	12

Section 1: Achievements by free school meal entitlement

Key Points:

Unless stated otherwise, all comments relate to the attainment of the Core Subject Indicator (CSI) or Foundation Phase Indicator (FPI).

The CSI represents the percentage of pupils achieving the expected level or above in English or Welsh (First Language,) Mathematics and Science in combination.

The Foundation Phase Indicator (FPI) represents the percentage of pupils achieving the expected outcome or above in "Language, literacy and communication skills" (in English (LCE) or Welsh (LCW)), "Personal and social development, well-being and cultural diversity" (PSD) and "Mathematical development" (MDT) in combination.

Further data for individual subjects and attainment levels can be found in Tables 1 to 4.

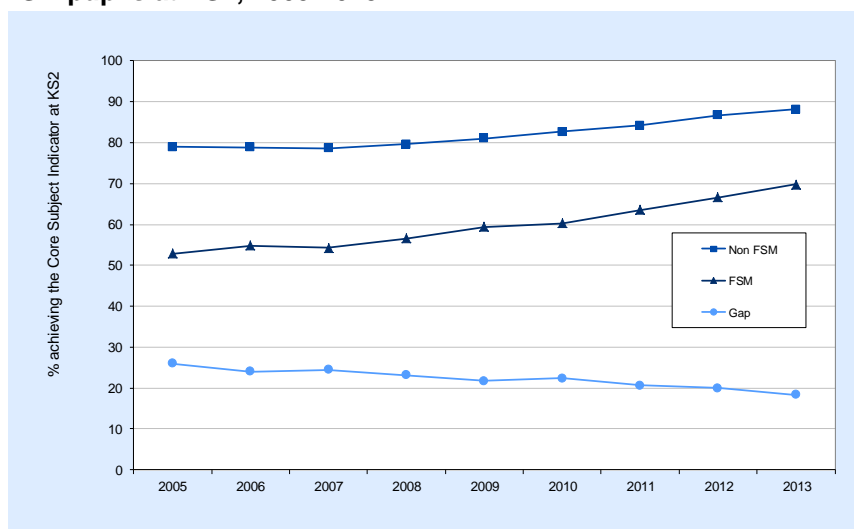
This is the second year in which the Foundation Phase has fully replaced Key Stage 1. As a result, Foundation Phase Outcome results are only available for 2012-2013 and longer term year-on-year comparisons are not possible.

Foundation Phase (Table 1)

- The gap in FPI achievement between FSM and non FSM pupils stood at 17.6 percentage points (pp) in 2013, a decrease of 0.6 percentage points compared with 2012.
- In 2013 the area of learning with the widest gap in performance between FSM and non-FSM pupils was "Language, literacy and communication skills" (English) with 16.5 percentage points;
- In 2013 the area of learning with the narrowest gap was "Personal and social development, well-being and cultural diversity" with 8.6 percentage points.

Key Stage 2 (Chart 1 and Table 2)

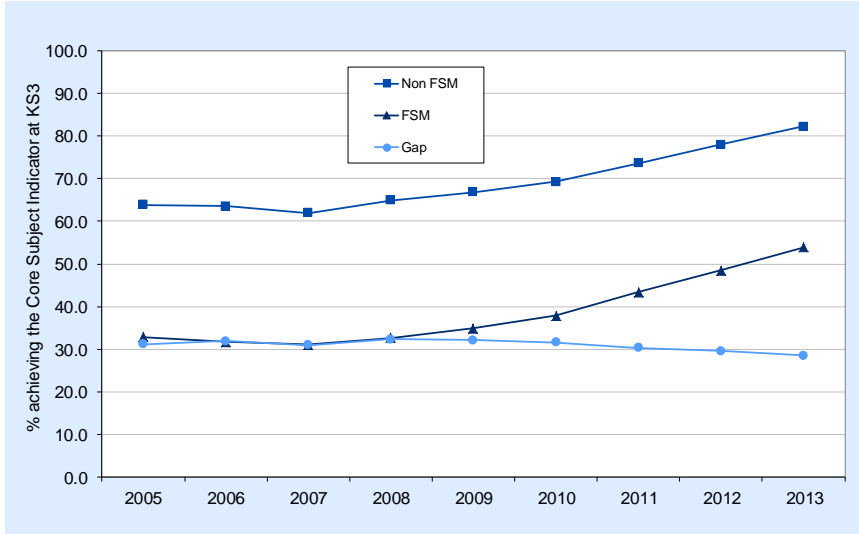
Chart 1: Difference between CSI performance of FSM and non-FSM pupils at KS2, 2005-2013



- overall the performance of both FSM and non-FSM pupils has improved since 2005;
- the gap in performance has been falling steadily over the last few years, despite a slight rise in 2010;
- for individual subjects the gap is widest in Welsh (20.3 percentage points) and narrowest in Science (14.4 percentage points);
- the gap is wider than at Foundation Phase.

Key Stage 3 (Chart 2 and Table 3)

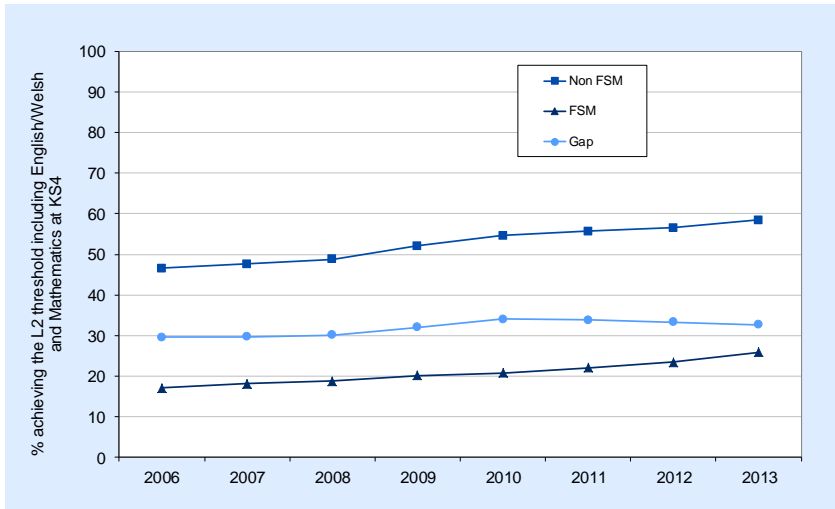
Chart 2: Difference between CSI performance of FSM and non-FSM pupils at KS3, 2005-2013



- overall the performance of both FSM and non-FSM has improved since 2005;
- the gap in performance remained stable between 2005 and 2009, before falling over the last four years;
- for individual subjects the gap is widest in Maths (23.1 percentage points) although historically it has been widest in English. The gap is narrowest in Welsh (17.8 percentage points)
- the gap is wider than at Foundation Phase or KS2.

Key Stage 4 (Chart 3 and Table 4)

Chart 3: Difference between performance in the Level 2 threshold including a GCSE A*-C in English / Welsh and Maths of FSM and non-FSM pupils at KS4, 2006-2013



- the performance of both FSM and non-FSM has improved every year since 2006;
- the gap in performance increased every year between 2006 and 2010, but has fallen over the last three years.
- for all other indicators the gap is now widest for the Core Subject Indicator (32.1 percentage points) although historically it has been wider at the L2 threshold. The gap is narrowest at the L1 threshold (10.6 percentage points);
- the gap is generally wider than at all previous key stages.

Table 1: Foundation Phase by free school meal entitlement, 2012-2013

Percentage of pupils achieving at least the expected outcome (outcome 5) in teacher assessments

Year	Free school meal entitlement	Language, literacy and communication skills - English (LCE) (a)		Language, literacy and communication skills - Welsh (LCW) (a)		Personal and social development, well-being and cultural diversity (PSD), Mathematical Development (MDT) and Foundation Phase Indicator (FPI) (a)			
		Cohort	%	Cohort	%	PSD	MDT	FPI	
						Cohort	%	%	%
2012	Eligible for FSM	5,994	71.0	986	72.3	6,980	82.9	75.8	66.2
	Not eligible for FSM	19,547	87.5	6,226	88.2	25,773	93.2	89.7	84.5
	All pupils	25,541	83.6	7,212	86.0	32,753	91.0	86.8	80.6
2013	Eligible for FSM	6,064	72.8	1,036	74.2	7,103	86.4	76.3	69.2
	Not eligible for FSM	19,688	89.3	6,420	88.8	26,112	95.0	90.5	86.9
	All pupils	25,752	85.4	7,456	86.8	33,215	93.1	87.5	83.1

(a) The cohorts entering LCE and LCW are different to the cohort for PSD, MDT and FPI. At Foundation Phase, pupils are required to be assessed in either LCE or LCW.

Table 2: Key Stage 2 by free school meal entitlement, 2007-2013

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Free school meal entitlement	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2007	Eligible for FSM	6,264	60.4	64.1	70.1	54.2	908	47.9
	Not eligible for FSM	28,446	82.7	84.0	88.2	78.6	5886	76.8
	All pupils	34,710	78.7	80.4	85.0	74.2	6794	72.9
2008	Eligible for FSM	6,316	62.4	65.7	71.6	56.5	896	54.8
	Not eligible for FSM	29,614	83.7	84.8	88.8	79.7	6238	80.3
	All pupils	35,930	80.0	81.5	85.8	75.6	7134	77.1
2009	Eligible for FSM	6,258	64.7	68.3	73.9	59.4	745	60.0
	Not eligible for FSM	28,282	84.7	85.7	89.3	81.1	5877	82.5
	All pupils	34,540	81.1	82.6	86.5	77.1	6622	80.0
2010	Eligible for FSM	6,413	65.7	67.8	72.3	60.2	795	64.4
	Not eligible for FSM	27,036	86.0	87.1	89.9	82.6	5747	83.5
	All pupils	33,449	82.1	83.4	86.6	78.3	6542	81.2
2011	Eligible for FSM	6,485	68.5	71.0	73.8	63.6	845	66.5
	Not eligible for FSM	25,903	87.2	88.5	90.6	84.2	5504	84.5
	All pupils	32,388	83.5	85.0	87.2	80.1	6349	82.1
2012	Eligible for FSM	6,241	70.9	73.7	76.0	66.7	865	68.9
	Not eligible for FSM	25,566	88.9	90.1	91.8	86.7	5586	86.5
	All pupils	31,807	85.3	86.9	88.7	82.7	6451	84.1
2013	Eligible for FSM	6,125	74.3	75.3	78.3	69.8	760	68.9
	Not eligible for FSM	24,771	90.5	90.7	92.7	88.1	5428	89.2
	All pupils	30,896	87.2	87.6	89.8	84.4	6188	86.7

Table 3: Key Stage 3 by free school meal entitlement, 2007-2013

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Free school meal entitlement	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2007	Eligible for FSM	5,920	44.1	47.1	47.2	31.0	528	49.1
	Not eligible for FSM	30,663	73.5	74.5	75.2	61.9	5,084	75.2
	All pupils	36,583	68.8	70.1	70.7	56.9	5,612	72.8
2008	Eligible for FSM	5,707	45.0	48.9	50.2	32.6	545	45.7
	Not eligible for FSM	30,334	74.4	77.1	78.4	64.9	5,250	75.1
	All pupils	36,041	69.7	72.6	73.9	59.8	5,795	72.3
2009	Eligible for FSM	5,853	46.7	51.3	53.4	34.8	531	48.4
	Not eligible for FSM	29,170	75.7	78.1	80.3	66.9	5,060	77.9
	All pupils	35,023	70.8	73.6	75.8	61.5	5,591	75.1
2010	Eligible for FSM	5,892	49.8	54.1	55.9	37.8	544	50.2
	Not eligible for FSM	28,527	77.4	80.1	81.7	69.3	5,002	79.7
	All pupils	34,419	72.7	75.6	77.3	63.9	5,546	76.8
2011	Eligible for FSM	6,561	55.1	58.2	60.4	43.4	603	59.5
	Not eligible for FSM	29,163	80.8	82.4	85.0	73.7	5,255	83.9
	All pupils	35,724	76.1	78.0	80.4	68.1	5,858	81.4
2012	Eligible for FSM	6,028	58.9	61.9	64.7	48.4	526	62.7
	Not eligible for FSM	28,261	83.9	85.5	87.9	78.0	5,257	86.4
	All pupils	34,289	79.5	81.3	83.9	72.8	5,783	84.2
2013	Eligible for FSM	5,909	64.2	65.0	70.5	53.8	563	71.6
	Not eligible for FSM	27,284	87.1	88.1	90.8	82.3	5,104	89.4
	All pupils	33,193	83.0	84.0	87.2	77.2	5,667	87.6

Table 4: Key Stage 4 by free school meal entitlement, 2007-2013^(a)

Percentage of pupils aged 15 at the start of the academic year

Year	Free school meal entitlement	Cohort	Percentage of pupils achieving:				Average capped wider points score
			Level 1 threshold	Level 2 threshold	Level 2 including English/ Welsh and Mathematics	CSI	
2007	Eligible for FSM	4,944	73.8	26.7	18.0	16.0	..
	Not eligible for FSM	31,854	92.0	60.4	47.7	44.8	..
	All pupils	36,798	89.5	55.9	43.7	40.9	..
2008	Eligible for FSM	4,831	72.1	28.0	18.7	18.9	..
	Not eligible for FSM	31,908	91.6	61.9	48.7	49.2	..
	All pupils	36,739	89.0	57.4	44.8	45.2	..
2009	Eligible for FSM	4,969	75.7	32.5	20.1	19.5	..
	Not eligible for FSM	30,739	92.8	66.3	52.0	50.8	..
	All pupils	35,708	90.5	61.6	47.6	46.4	..
2010	Eligible for FSM	5,148	78.3	35.3	20.7	19.8	237.5
	Not eligible for FSM	30,106	93.9	69.6	54.6	53.2	321.9
	All pupils	35,254	91.7	64.6	49.7	48.4	309.6
2011	Eligible for FSM	5,366	79.8	40.9	22.0	21.1	247.8
	Not eligible for FSM	28,979	94.7	73.5	55.7	54.2	329.6
	All pupils	34,345	92.4	68.4	50.5	49.0	316.8
2012	Eligible for FSM	5,186	83.3	50.9	23.4	21.9	268.5
	Not eligible for FSM	28,584	95.5	78.0	56.6	54.7	339.4
	All pupils	33,770	93.6	73.8	51.5	49.7	328.5
2013	Eligible for FSM	5,705	85.8	57.8	25.8	23.2	281.8
	Not eligible for FSM	29,449	96.4	83.0	58.5	55.3	347.7
	All pupils	35,154	94.7	78.9	53.2	50.1	337.0

(a) Up to 2008, includes GCSEs, GNVQs and NVQs. From 2009, includes all qualifications approved for pre-16 use in Wales. See Key Quality information.

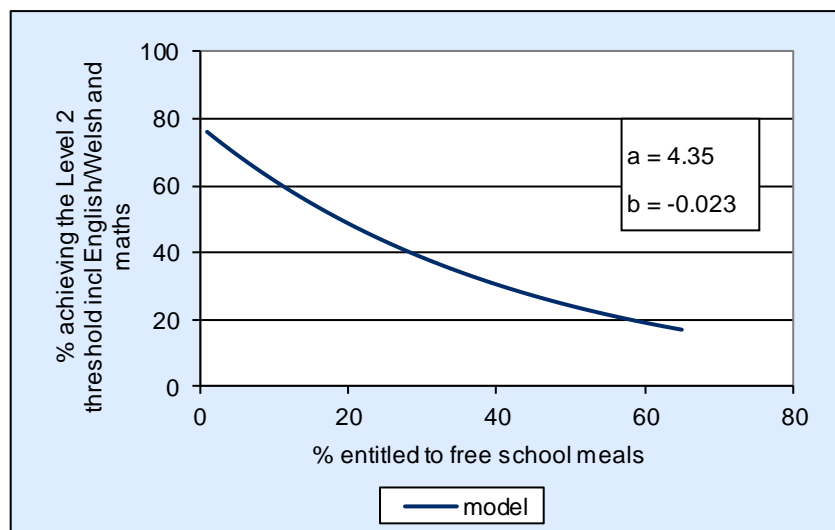
Section 2: The statistical relationship in secondary schools between free school meal entitlement and performance

The correlation coefficient R is a measure of the degree of linear association (correlation) between two variables. Where there is no correlation, R is close to 0. Where there is strong positive correlation, R is close to 1. Where there is strong negative correlation, R is close to -1 . The closer the R^2 ratio is to 1, the better the fit of data to the model.

Similar analysis was previously conducted for Foundation Phase and Key Stage 2, which resulted in R^2 correlation coefficients of less than 0.2, therefore showing that free school meal entitlement has less effect on performance at these stages. The relationship is therefore not strong enough to warrant further analysis in this bulletin.

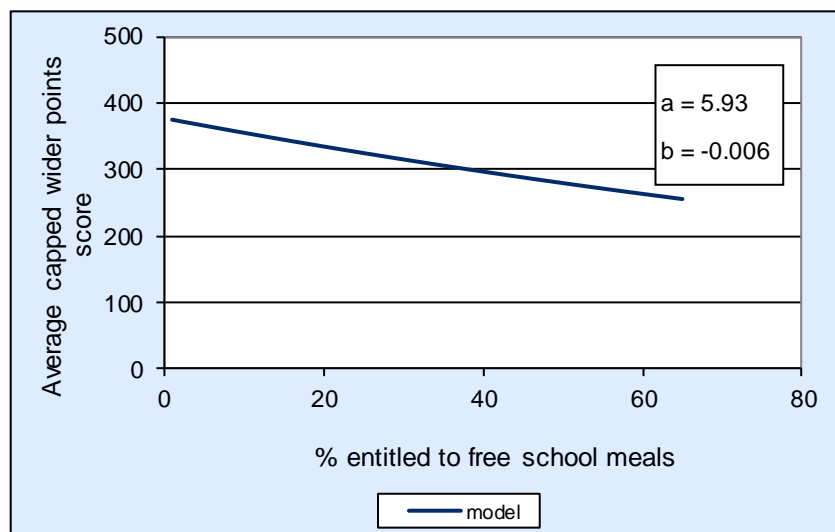
Key points:

Chart 4: Achievement of the Level 2 threshold including English/Welsh and mathematics, by free school meal entitlement, 2013 (see Table 5 for coefficient values over time)



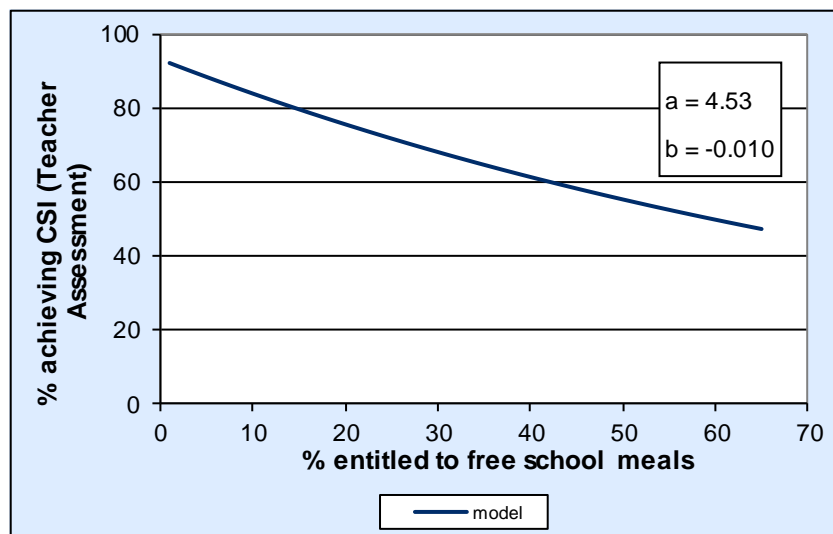
- Model: $\text{In (\% achieving Level 2 incl. English/Welsh \& maths)} = a + b \cdot \text{FSM}$
- R^2 correlation coefficient = 0.68, showing a strong negative relationship;
- The relationship is non-linear. At higher levels of FSM entitlement, reductions in entitlement have a relatively small effect on expected achievement. At lower levels of FSM entitlement, reductions in entitlement have a large effect on expected achievement.

Chart 5: Average capped wider points score by free school meal entitlement, 2013 (see Table 6 for coefficient values over time)



- Model: $\text{In (average capped points score)} = a + b \cdot \text{FSM}$
- R^2 correlation coefficient = 0.46, showing a negative relationship although not as strong as for the L2 threshold measure;
- Again, a non-linear relationship.

Chart 6: Percentage of pupils achieving the Core Subject Indicator at Key Stage 3, by free school meal entitlement, 2013
 (see Table 7 for coefficient values over time)



- Model: $\ln(\% \text{ KS3 TA}) = a + b \cdot \text{FSM}$
- R^2 correlation coefficient = 0.64, showing a negative relationship;
- Again, a non-linear relationship.

Table 5: Co-efficients for model: Percentage of 15 year olds achieving the Level 2 threshold incl. English/Welsh and maths^(a) = $\exp(a + b \cdot \text{FSM})$

Year	a	b
2001	4.37	-0.028
2002	4.35	-0.027
2003	4.37	-0.030
2004	4.36	-0.027
2005	4.37	-0.028
2006	4.38	-0.026
2007	4.40	-0.027
2008	4.41	-0.024
2009	4.35	-0.035
2010	4.34	-0.030
2011	4.39	-0.031
2012	4.38	-0.028
2013	4.35	-0.023

(a) Up to 2007, relates to 5 GCSEs at A*-C or equivalent. For 2008, relates to the Level 2 threshold. From 2009, relates to the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics. Please refer to the Key Quality Information section.

Table 6: Co-efficients for model: Average capped wider points score^(a) = exp(a+b*FSM)

Year	a	b
2001	3.96	-0.017
2002	3.96	-0.018
2003	3.97	-0.019
2004	3.98	-0.018
2005	3.98	-0.018
2006	4.00	-0.018
2007	4.02	-0.019
2008	6.10	-0.014
2009	6.17	-0.014
2010	6.19	-0.013
2011	5.91	-0.009
2012	5.93	-0.008
2013	5.93	-0.006

(a) Up to 2007, relates to average GCSE/GNVQ points score. From 2008 to 2010, relates to average wider points score. From 2011, relates to average capped wider points score. Please refer to the Key Quality Information section.

Table 7: Co-efficients for model: Percentage of pupils achieving the CSI at KS3 (Teacher Assessments) = exp(a+b*FSM)

Year	a	b
2003	4.33	-0.022
2004	4.36	-0.019
2005	4.37	-0.019
2006	4.40	-0.022
2007	4.42	-0.026
2008	4.39	-0.021
2009	4.42	-0.020
2010	4.43	-0.017
2011	4.48	-0.015
2012	4.50	-0.012
2013	4.53	-0.010

Table 8: Local Authority benchmarked data, 2013^(a)

	Percentage achieving CSI at Key Stage 3 (Teacher Assessment)	Expected "benchmark comparison" (b)	Percentage achieving the Level 2 threshold incl. English/Welsh and maths	Expected "benchmark comparison" (b)	Average capped wider points score	Expected "benchmark comparison" (b)
Isle of Anglesey	82	79	55	54	363	343
Gwynedd	86	82	59	59	358	351
Conwy	80	79	58	54	352	343
Denbighshire	77	79	56	55	358	344
Flintshire	81	82	65	59	349	350
Wrexham	75	78	51	53	338	341
Powys	85	85	60	64	355	358
Ceredigion	84	83	63	60	354	352
Pembrokeshire	81	79	53	54	340	343
Carmarthenshire	77	80	54	55	344	345
Swansea	78	76	56	50	345	335
Neath Port Talbot	74	75	57	49	356	333
Bridgend	75	77	54	52	330	340
The Vale of Glamorgan	84	82	57	58	354	348
Rhondda, Cynon, Taff	75	74	47	47	331	331
Merthyr Tydfil	71	73	39	46	326	329
Caerphilly	74	74	46	46	320	329
Blaenau Gwent	65	71	40	42	308	322
Torfaen	80	78	51	52	329	340
Monmouthshire	82	83	58	60	334	352
Newport	79	76	52	51	339	336
Cardiff	79	76	50	50	326	334

(a) Mainstream maintained schools only.

(b) LEA figures are based on school level model and school level calculations. Please refer to the Key Quality Information section.

Key Quality Information

Definitions

- **Free School Meal Entitlement** Children whose parents receive the following support payments are eligible to receive free school meals in maintained schools in Wales:
 - Income Support
 - Income Based Jobseekers Allowance
 - Support under Part VI of the Immigration and Asylum Act 1999
 - Income-related Employment and Support Allowance
 - Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income, as assessed by HM Revenue and Customs, does not exceed £16,190
 - Guarantee element of State Pension Credit

Free schools meals are awarded where the parent or pupil meets the eligibility criteria and a request has been made by, or on behalf of the parent for free school meals. For further information please see the [Free School Meals FAQs](#) section on the Education and Skills web pages.

- **The Foundation Phase Indicator (FPI)** represents the percentage of pupils achieving the expected outcome or above in “Language, literacy and communication skills” (in English (LCE) or Welsh (LCW)), “Personal and social development, well-being and cultural diversity” (PSD) and “Mathematical development” (MDT) in combination. The expected outcome of the majority of pupils is outcome 5 at the end of the Foundation Phase.
- **Core subject indicator** at KS2-3 is defined as achieving the expected level in both Maths and Science and either English or Welsh first language. The expected level of the majority of pupils is level 4 at Key Stage 2 and level 5 at Key Stage 3. At Key Stage 4 it is defined as achieving a level 2 qualification at grade A*-C in both Maths and Science and either English or Welsh first language.
- **Level thresholds** represent a volume, or ‘size’, of qualifications at a specific level on the National Qualifications Framework (NQF). Three thresholds have been established: Level 1 – a volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grade D-G; Level 2 – a volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A*-C.
- The **average capped wider points score** is calculated using the best 8 results and includes all approved qualifications. For information on all approved qualifications please see the Database of Approved Qualifications in Wales at www.dagw.org.uk. The calculation of the capped points score is explained in Annex A of the [Summary of Secondary School Performance: Notes for Guidance](#). The average capped wider points score is only available from 2010 onwards, since this was the first year in which it was calculated.

Coverage

- The statistics in section one of this release cover all local authority maintained schools in Wales. This includes pupil referral units and special schools.
- Section two of the release includes information only on maintained secondary schools in Wales. This is due to the skew in the information that including pupil referral units and special schools would present.
- The data included within this statistical bulletin includes all schools open in 2012/13. This differs with school banding where three years of data are required.

Data quality

- The datasets used to produce Tables 1-4 have been produced by matching annual school census (PLASC) data from the January census to the attainment data obtained for examinations held in the following summer term. Matched data were available on the threshold equivalencies for the first time in 2009, therefore Table 4 refers to all qualifications approved for pre-16 use from that point. Data for previous years have been included where possible.
- The matching process described above is only possible for local authority (LA) maintained primary, secondary and special schools. Data for Pupil Referral Units (PRUs) is also included in this bulletin and is provided by matching attainment data to the Educated Other Than at School (EOTAS) pupil level collection data. When publishing analyses based on these school types, pupils who have arrived from a non-English/Welsh based education system are removed from the school and LA summaries, but included in the overall summary for Wales.

- Due to the movement of pupils between the PLASC/EOTAS census dates in January and the assessment period, and some issues with data matching, full coverage of free school meal eligibility and attainment data are not available for all pupils. Therefore the national figures in Tables 1-4 may not match those published in the End of Foundation Phase Outcomes and National Curriculum Assessments and the Examination Results statistical releases (SDR 128/2013 and SDR 205/2013 respectively). This is because:
 - independent schools do not have pupils eligible for free school meals.
 - pupils who leave or join the education system in Wales between the PLASC/EOTAS census days and the time of the assessments (May to July) are not included. Such pupils will either be missing free school meal data or an attainment level.
- The matching rates are shown below. In all, bar a small number of cases, more than 99% of pupils in the attainment data have been successfully matched to the school census.

PLASC and attainment data:

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (a)	
Foundation Phase	2007	.	.	.
	2008	.	.	.
	2009	.	.	.
	2010	.	.	.
	2011	.	.	.
	2012	32,753	32,952	99.4
	2013	33,215	33,394	99.5
Key Stage 2	2007	34,710	34,881	99.5
	2008	35,930	36,099	99.5
	2009	34,540	34,683	99.6
	2010	33,449	33,648	99.4
	2011	32,388	32,498	99.7
	2012	31,807	31,958	99.5
	2013	30,896	31,018	99.6
Key Stage 3	2007	36,583	36,765	99.5
	2008	36,041	36,182	99.6
	2009	35,023	35,170	99.6
	2010	34,419	34,645	99.3
	2011	35,724	35,853	99.6
	2012	34,289	34,451	99.5
	2013	33,193	33,304	99.7
Key Stage 4	2007	36,798	38,302	96.1
	2008	36,739	37,792	97.2
	2009	35,708	36,434	98.0
	2010	35,254	35,875	98.3
	2011	34,345	34,830	98.6
	2012	33,770	34,203	98.7
	2013	35,154	35,434	99.2

(a) Excludes pupils in Independent schools and PRUs

Comparability

- Key Stage 2 and Key Stage 3 performance by free school meal entitlement in Wales can be compared with that in England. However Foundation Phase and Key Stage 4 performance by free school meal entitlement in Wales is not comparable. This is because Foundation Phase outcomes can not be compared with Key Stage 1 in England and in Wales the data are based on pupils aged 15 at the start of the academic year, whereas in England they are based on pupils at the end of Key Stage 4. Developments are underway in Wales in moving towards producing indicators based on pupils at the end of Key Stage 4. Comparisons can not be made with Scotland due to the differences in qualification structure. For further information or advice on the constraints of international comparisons please e-mail school.stats@wales.gsi.gov.uk.

For reference, performance by free school meal entitlement at Key Stage 2 and Key Stage 4 in England can be found by following the links below:

Key Stage 2

[SFR33/2012 National Curriculum Assessments at Key Stage 2 in England 2012/2013 \(Provisional\)](#)

[ONS: National Curriculum Assessments at Key Stage 2 by Free School Meal Eligibility, Referenced by Location of Pupil Residence](#)

Key Stage 4

[SFR04/2013 GCSE and Equivalent Attainment by Pupil Characteristics in England, 2011/12](#)

- Up to 2007/08, the Key Stage 4 statistics include GCSEs, GCSE short course, GNVQs and NVQs only. From 2008/09, the statistics include all qualifications approved for pre-16 or 16-18 use in Wales. The introduction of the wider definition has meant the inclusion of a larger range of qualifications and thus an increase in the headline indicators of performance.

Related published statistics

- Tables for attainment data by a pupil's characteristics for 2013 will be published on [Stats Wales](#) in March 2014 . The 2012 analysis is currently published as a [bulletin](#). This analyses the attainment of pupils by gender, ethnicity, acquisition of English as an additional language (EAL), different special educational need (SEN) requirements, primary SEN type, absenteeism and month of birth. It should be noted however that whilst there is a link between pupil characteristics and performance, many other factors affect school assessment and examination results. Some schools in disadvantaged areas perform well whilst others in more advantaged areas perform poorly.
- For school-level data and further information please visit My Local School (mylocalschool.wales.gov.uk / fyysgolleol.cymru.wales.gov.uk). The site contains a wealth of data from contextual information, such as data on pupil numbers and characteristics, to school performance, attendance and data on staffing and finance.

Who are the key users of this data?

These statistics are used widely both within and outside the Welsh Government. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education in England;
- Other government departments;
- Local authorities;
- Schools;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- Wales Audit Office;
- The Department for Education and Skills in the Welsh Government;

- Other areas of the Welsh Government;
- The research community;
- Students, academics and universities;
- Individual citizens and private companies.

What are the data used for?

These statistics are used in a variety of ways. Some examples of these are:

- Monitoring progress towards the objectives of the Tackling Poverty Action Plan for Wales;
- advice to Ministers;
- resource allocation in the post-16 National Planning and Funding System;
- The all-Wales core data sets (the replacement for the National Pupil Database);
- local authority and school comparisons and benchmarks;
- to inform the education policy decision-making process in Wales;
- to inform ESTYN during school inspections;
- contributes to the National Performance Indicators;
- international benchmarking;
- the education domain of the Welsh Index of Multiple Deprivation;
- to assist in research in educational attainment;
- monitoring the programme for Government.