Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government

All Wales Core Data Sets

1.0 28/08/2015

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Section 8 – Raw Data

Data Sources

General contextual / categorical data about the schools from:

January Pupil Level Annual Schools' Census (PLASC)

Attendance data (where applicable) from:

Pupils' Attendance Record

Achievement data from:

National Curriculum Assessments Database (FP, KS2-3)

School Examination Performance Information (KS4)

Section1 - Guidance Questions - Foundation Phase Indicator

Foundation Phase Indicator

How do trends for the performance of the Foundation Phase indicator compare with national trends over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards).

How strong is performance compared with schools with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? See Section 7 on Benchmarking

Is performance noticeably different from that of the family?

How does the performance of boys or girls compare with national, local and family averages for these groups? Is there a noticeable trend of improvement or decline in the performance of boys or girls? Is there a repeating pattern of strong/weak performance by either boys or girls in the Foundation Phase indicator? Is the gap in performance between girls and boys noticeably different from national, local and family differences?

How does the performance of pupils eligible for free school meals compare with national, local or family averages for this group? Is there a noticeable trend of improvement or decline in the performance of pupils eligible for free school meals over the last three years or more? Is there a repeating pattern of strong/weak performance by pupils eligible for free school meals in the Foundation Phase indicator? Is the gap in performance between pupils eligible for free school meals and those not eligible noticeably different from national, local and family differences? *Note: apply caution when interpreting performance when the number of pupils eligible for free schools meals is low.*

Section 1 - Foundation Phase Indicator

1.1a % pupils achieving

1.1b Family comparison

1.1c Family comparison – gender differences

Section 1 - Foundation Phase Indicator

1.1d   % boys / girls achieving

Left bar = boys   Right bar = girls

1.1e   Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

Section 1 - Foundation Phase Indicator

1.1f   FSM / non-FSM trend

Left bar = FSM   Right bar = Non-FSM

1.1g   FSM / non-FSM - Family comparison   All data labels are to 1 dp but this may be hidden by a bar.

Left bar = FSM   Right bar = Non-FSM

Section 2 - Guidance Questions - Language, Literacy and Communication Skills in English

Separate Areas of Learning

How do trends for each area of learning compare with national trends over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards).

How strong is performance compared with schools with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? See Section 7 on Benchmarking

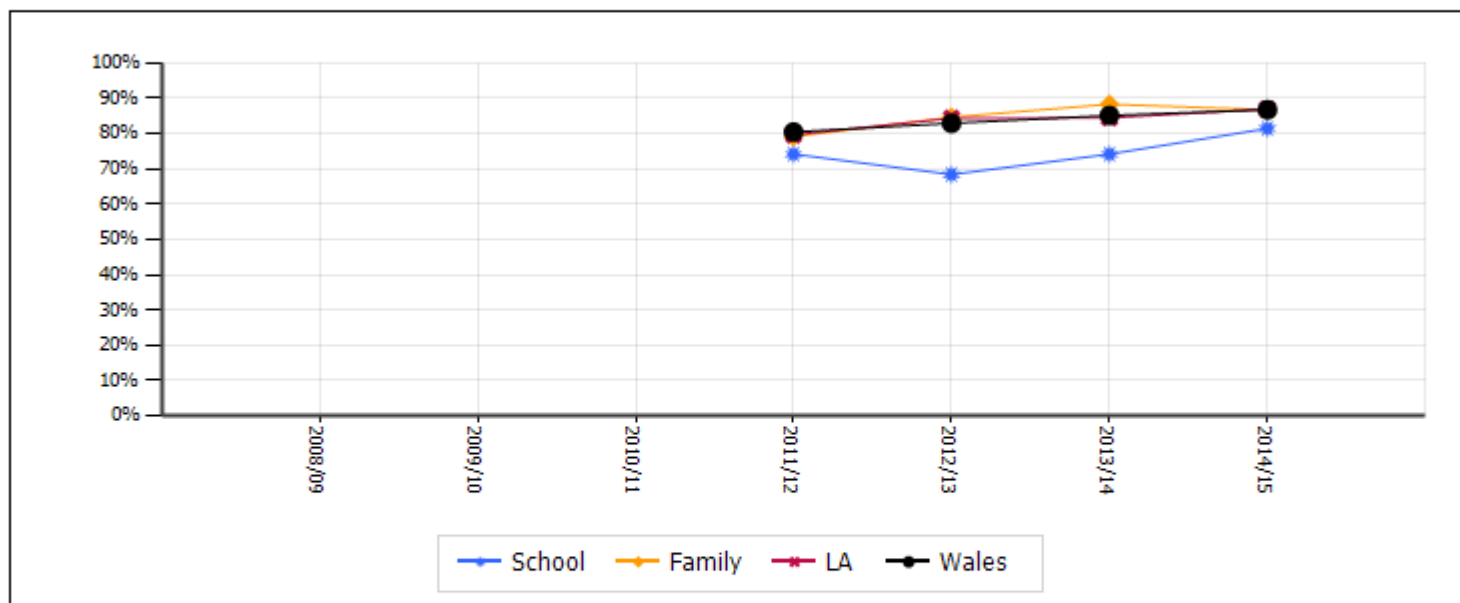Is performance noticeably different from that of the family?

Is there a clear difference in performance between any of the areas of learning or is the pattern in performance generally similar? Are any areas of learning having a detrimental effect on the Foundation Phase indicator?

In each of the areas of learning, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular area of learning? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

How does the performance of pupils eligible for free school meals compare with national, local or family averages for this group in the different areas of learning? Is there a clear trend of improvement or has there been a decline in the performance of pupils eligible for free school meals over the last three years or more? Is there a repeating pattern of strong/weak performance by pupils eligible for free school meals in any particular areas of learning? Is the gap in performance between pupils eligible for free school meals and those not eligible noticeably different from national, local and family differences? *Note: apply caution when interpreting performance when numbers of pupils eligible for free schools meals is low.*
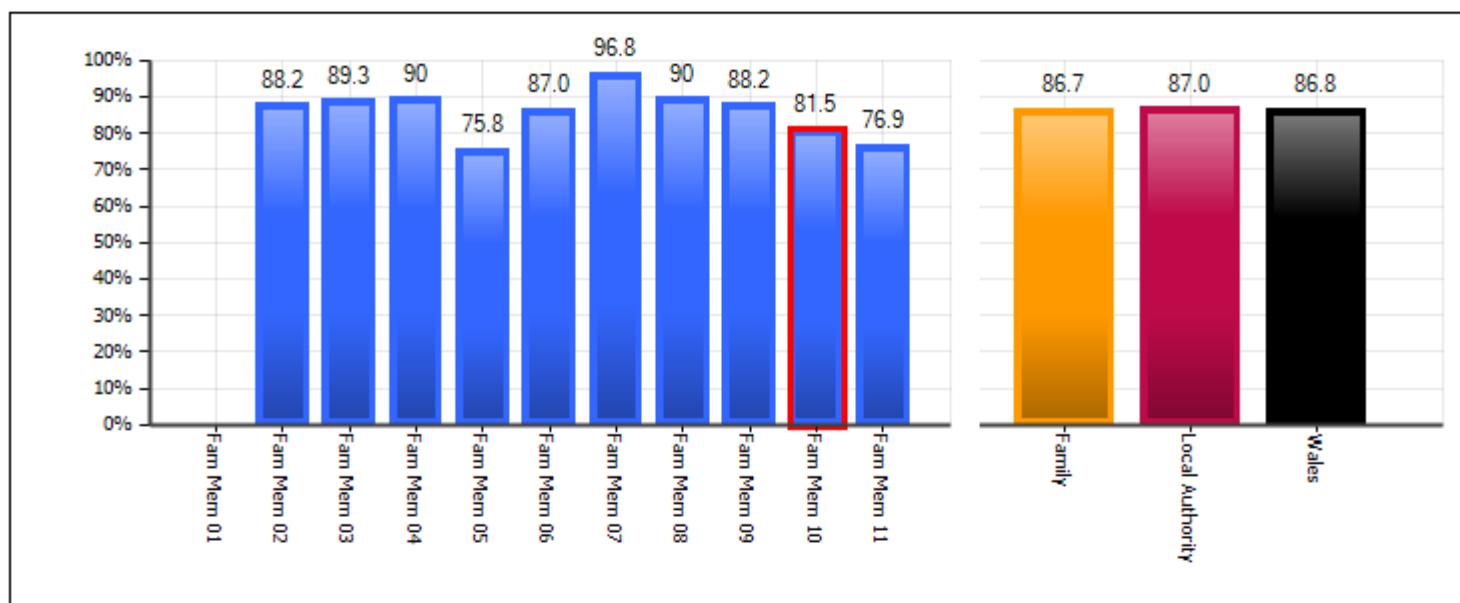
Performance in each Area of Learning at Foundation Phase Outcome 6 and above

How do trends in performance at outcome 6 compare with those with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? Is the pattern at outcome 5 similar to outcome 6 and above?

In each of the areas of learning, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular area of learning? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

Section 2 - Language, Literacy and Communication Skills in English

2.1 - Outcome 5+

2.1a   % pupils achieving

2.1b   Family comparison

2.1c   Family comparison – gender differences

Section 2 - Language, Literacy and Communication Skills in English

2.1d   % boys / girls achieving

Left bar = boys   Right bar = girls

2.1e   Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

Section 2 - Language, Literacy and Communication Skills in English

2.1 - Outcome 5+

2.1f FSM / non-FSM trend

Left bar = FSM   Right bar = Non-FSM

2.1g FSM / non-FSM - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = FSM   Right bar = Non-FSM

Section 2 - Language, Literacy and Communication Skills in English

2.2 - Outcome 6+

2.2a % pupils achieving

2.2b Family comparison

2.2c Family comparison – gender differences

15

Section 2 - Language, Literacy and Communication Skills in English

2.2d % boys / girls achieving

Left bar = boys   Right bar = girls

2.2e Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

Section 2 - Language, Literacy and Communication Skills in English

2.2 - Outcome 6+

2.2f FSM / non-FSM trend

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2.2g FSM / non-FSM - Family comparison   All data labels are to 1 dp but this may be hidden by a bar.

Left bar = FSM   Right bar = Non-FSM

Section 2 - Language, Literacy and Communication Skills in English

N = Outcome Not Awarded	FPO3 = FP Outcome 3
D = Disapplied	FPO4 = FP Outcome 4
W = Working towards FP	FPO5 = FP Outcome 5
Outcome 1	FPO6 = FP Outcome 6
FPO1 = FP Outcome 1	A = Above FP Outcome 6
FPO2 = FP Outcome 2	

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2.3 - Foundation Phase Outcomes

2.3a   % pupils achieving

2.3b   % boys achieving

2.3c   % girls achieving

Section 3 - Guidance Questions - Language, Literacy and Communication Skills in Welsh

Separate Areas of Learning

How do trends for each area of learning compare with national trends over the last three years or more? (Improving, declining, fluctuating and steady/maintaining standards).

How strong is performance compared with schools with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? See Section 7 on Benchmarking

Is performance noticeably different from that of the family?

Is there a clear difference in performance between any of the areas of learning or is the pattern in performance generally similar? Are any areas of learning having a detrimental effect on the Foundation Phase indicator?
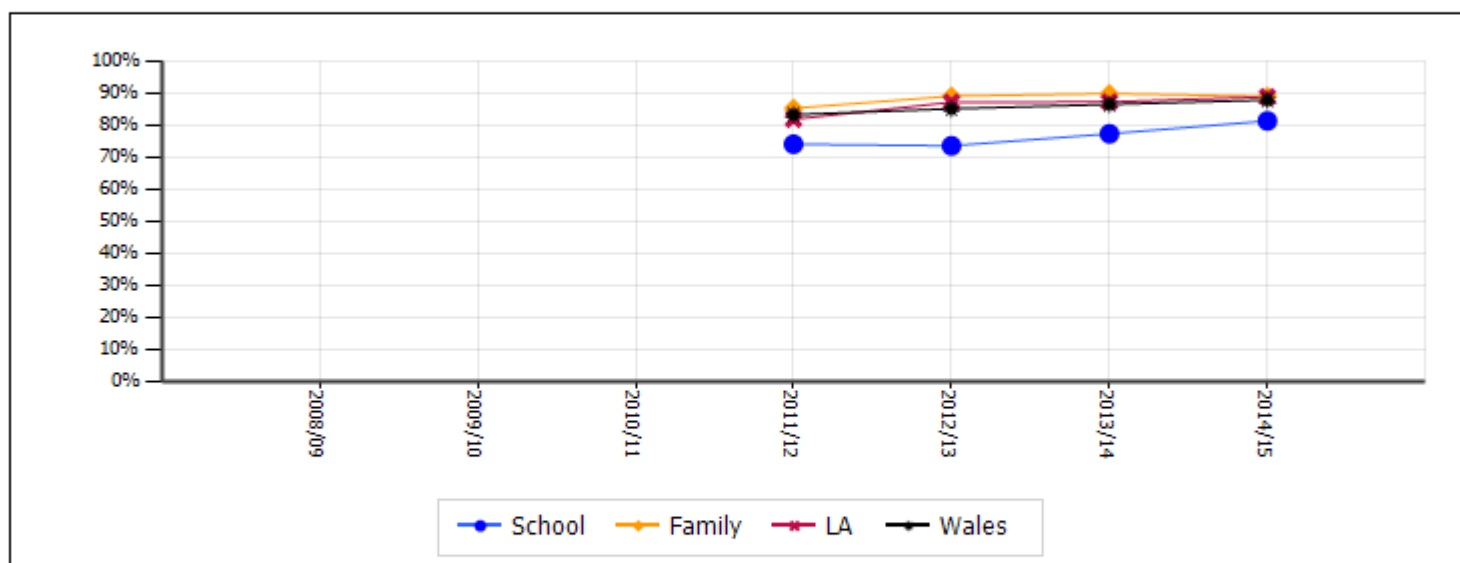
In each of the areas of learning, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular area of learning? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

How does the performance of pupils eligible for free school meals compare with national, local or family averages for this group in the different areas of learning? Is there a clear trend of improvement or has there been a decline in the performance of pupils eligible for free school meals over the last three years or more? Is there a repeating pattern of strong/weak performance by pupils eligible for free school meals in any particular areas of learning? Is the gap in performance between pupils eligible for free school meals and those not eligible noticeably different from national, local and family differences?
 Note: apply caution when interpreting performance when numbers of pupils eligible for free schools meals is low.

Performance in each Area of Learning at Foundation Phase Outcome 6 and above

How do trends in performance at outcome 6 compare with those with similar levels of free school meals, i.e. trends in benchmarking performance over the last three years or more? Is the pattern at outcome 5 similar to outcome 6 and above?

In each of the areas of learning, how does the performance of boys or girls compare with national, local and family averages for these groups of pupils? Is there a clear trend of improvement or has there been a decline in the performance of one or both groups? Is there a repeating pattern of strong/weak performance by either boys or girls in any particular area of learning? Is the gap in the performance between girls and boys noticeably different from the gap in performance at national, local and family levels?

Number and % cohort entered for Language, Literacy and Communication Skills in Welsh

Title	No	%
Fam Mem 01		
Fam Mem 02		
Fam Mem 03		
Fam Mem 04		
Fam Mem 05		
Fam Mem 06		
Fam Mem 07		
Fam Mem 08		
Fam Mem 09		
Fam Mem 10		
Fam Mem 11		

Section 3 - Language, Literacy and Communication Skills in Welsh

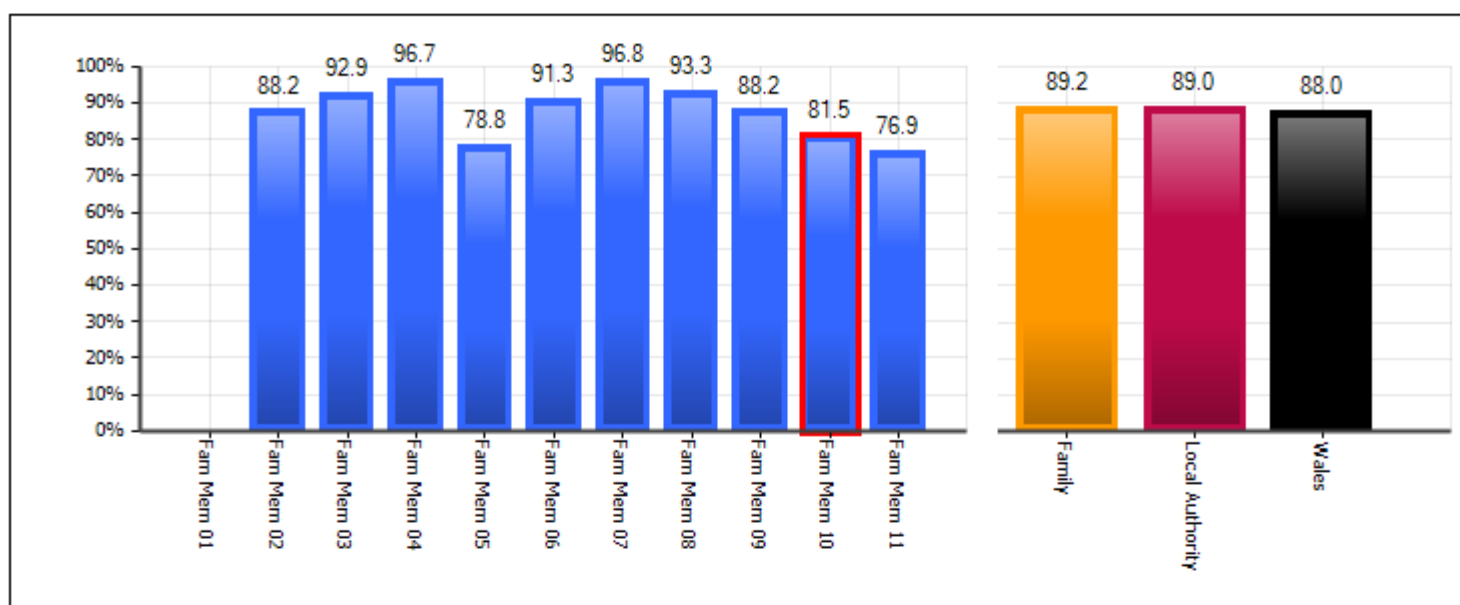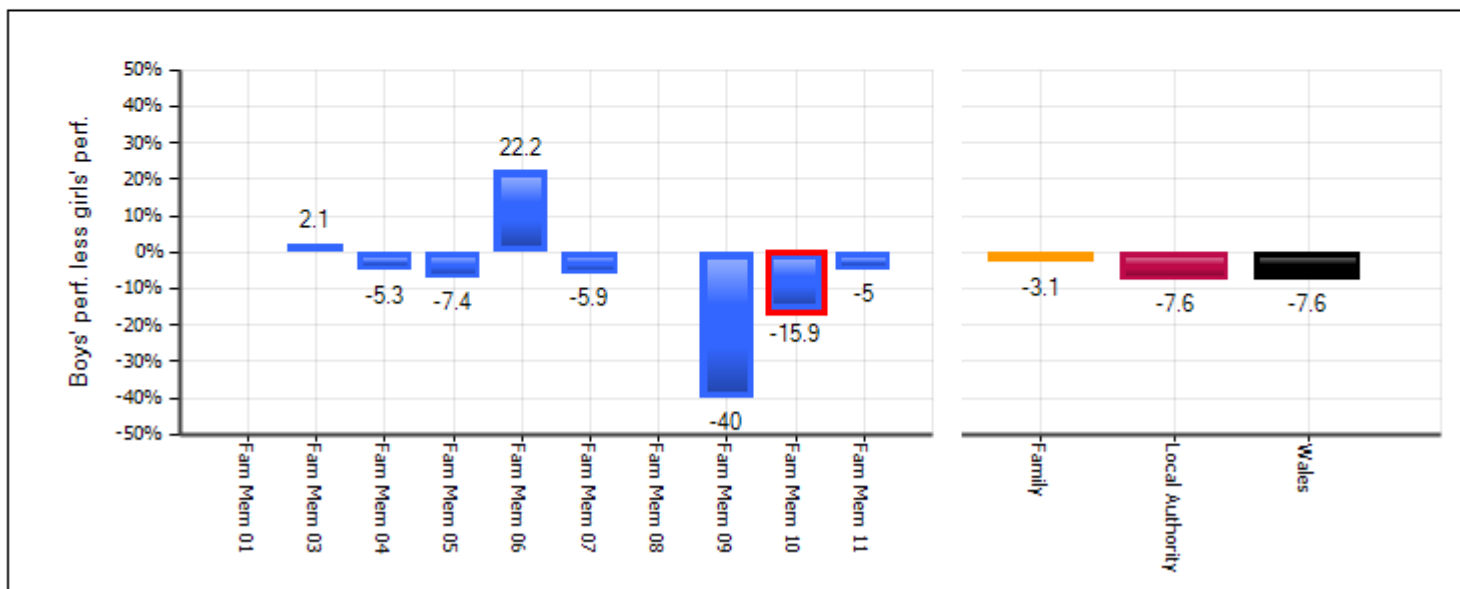**Home**

3.1 - Outcome 5+

3.1a   % pupils achieving
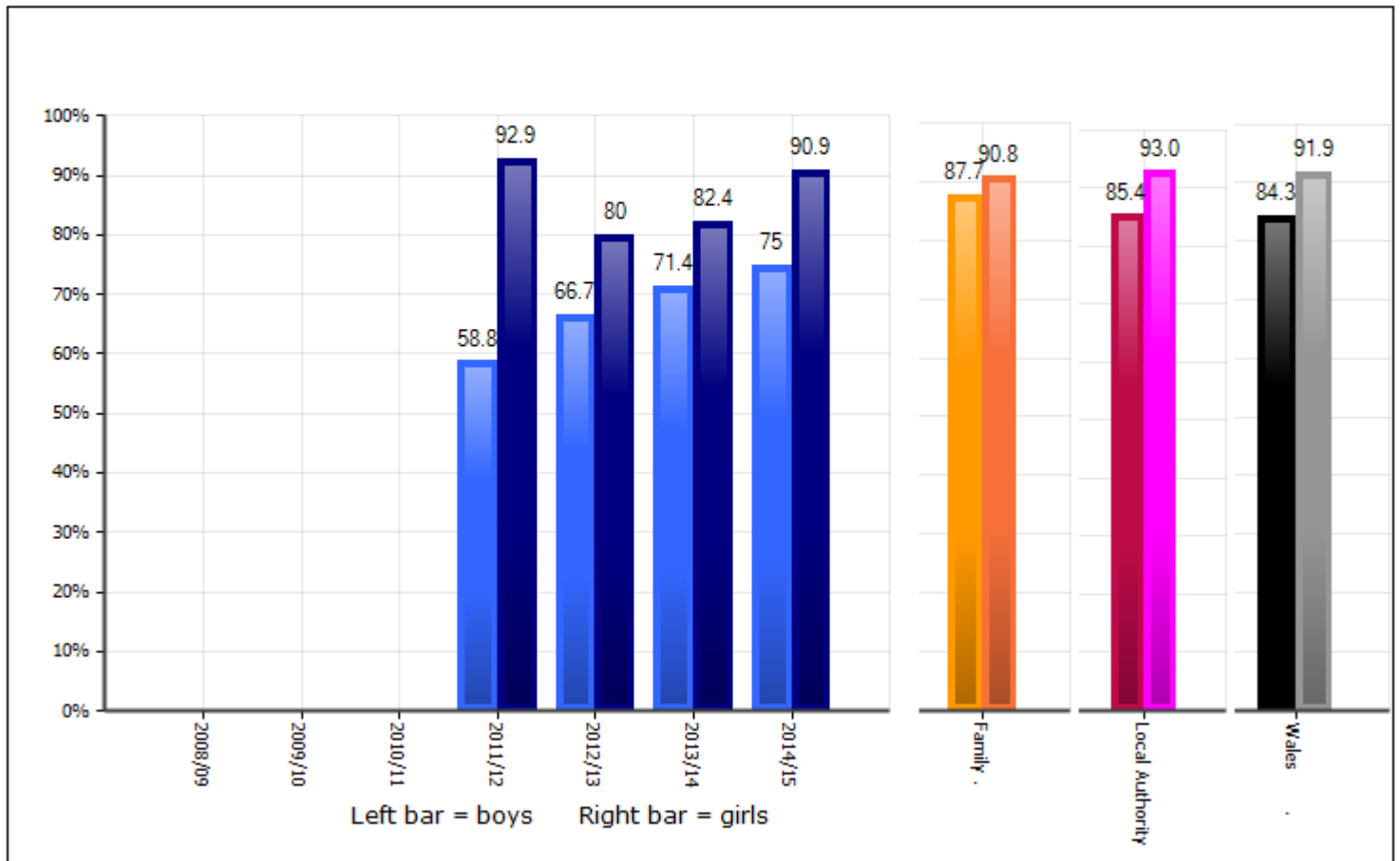

3.1b   Family comparison

3.1c   Family comparison - gender differences

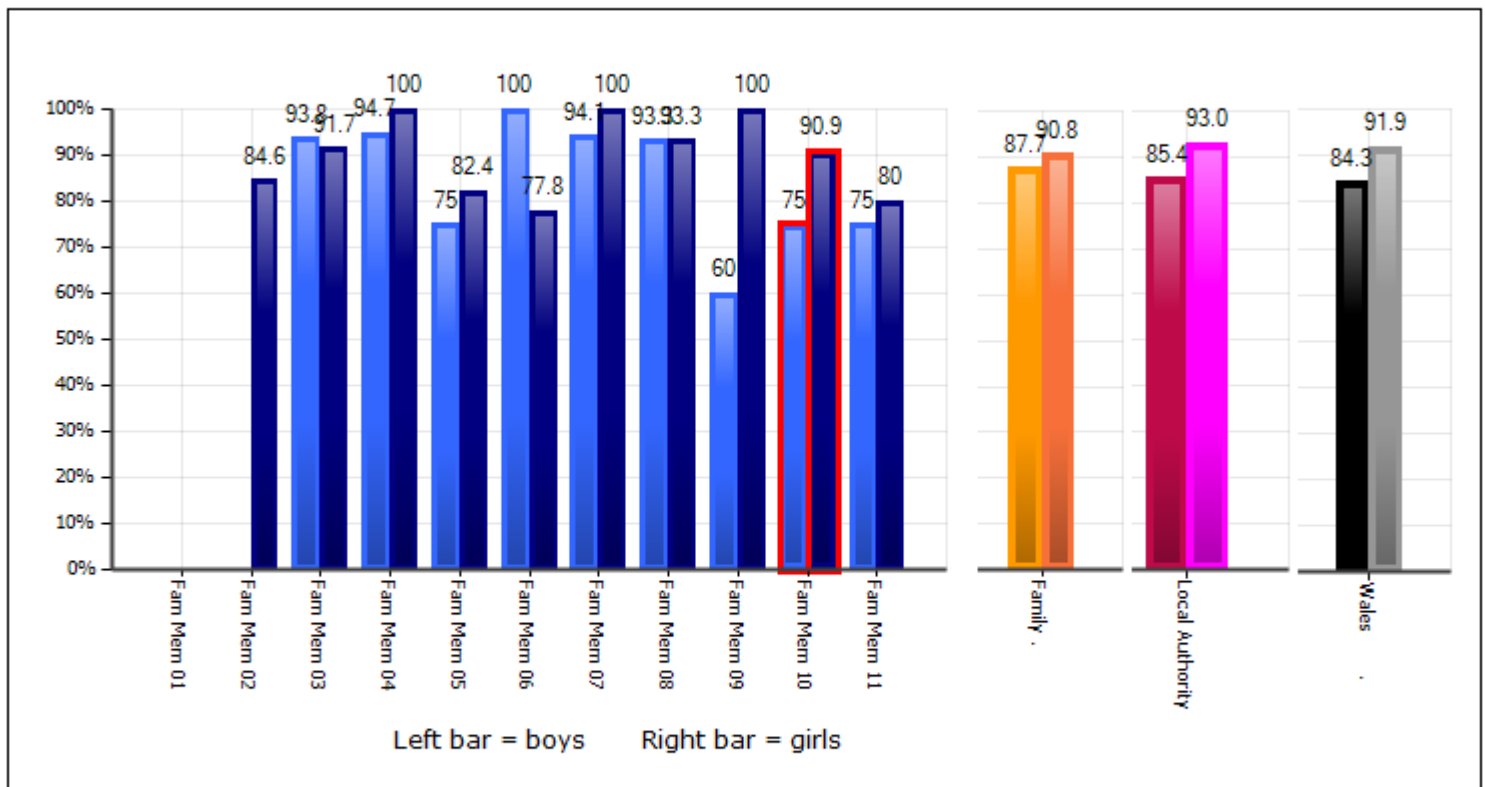# Section 3 - Language, Literacy and Communication Skills in Welsh

3.1d   % boys / girls achieving

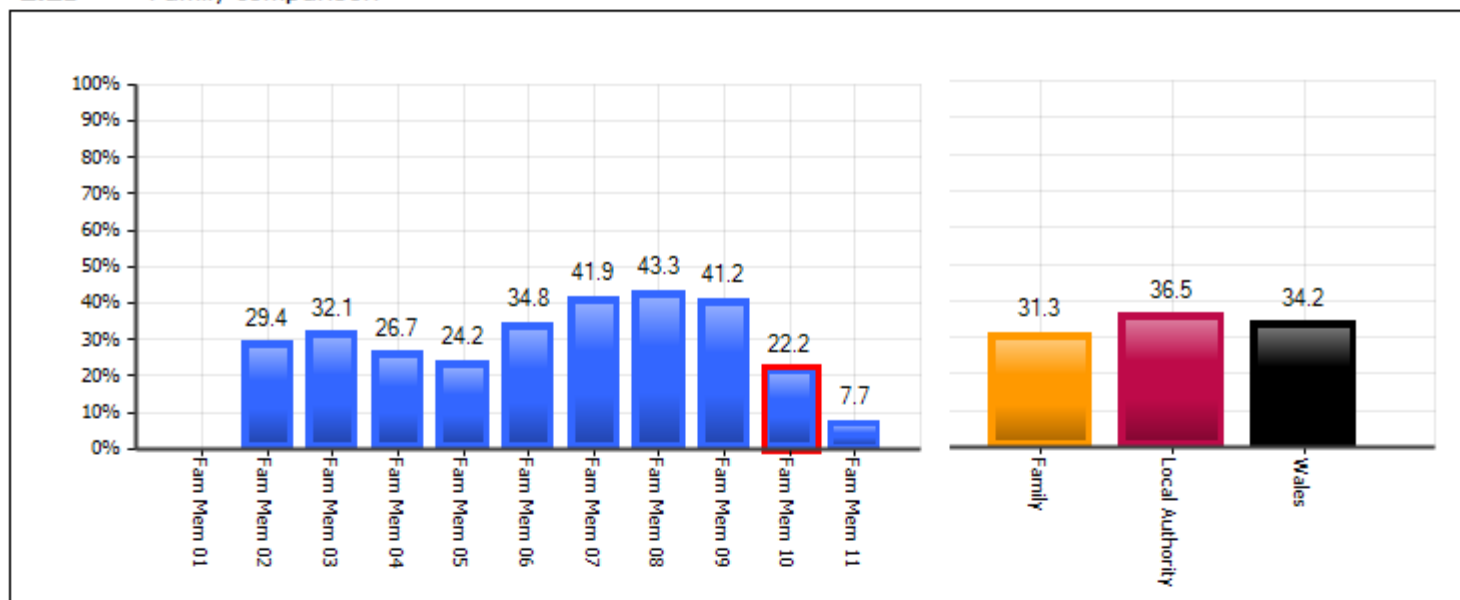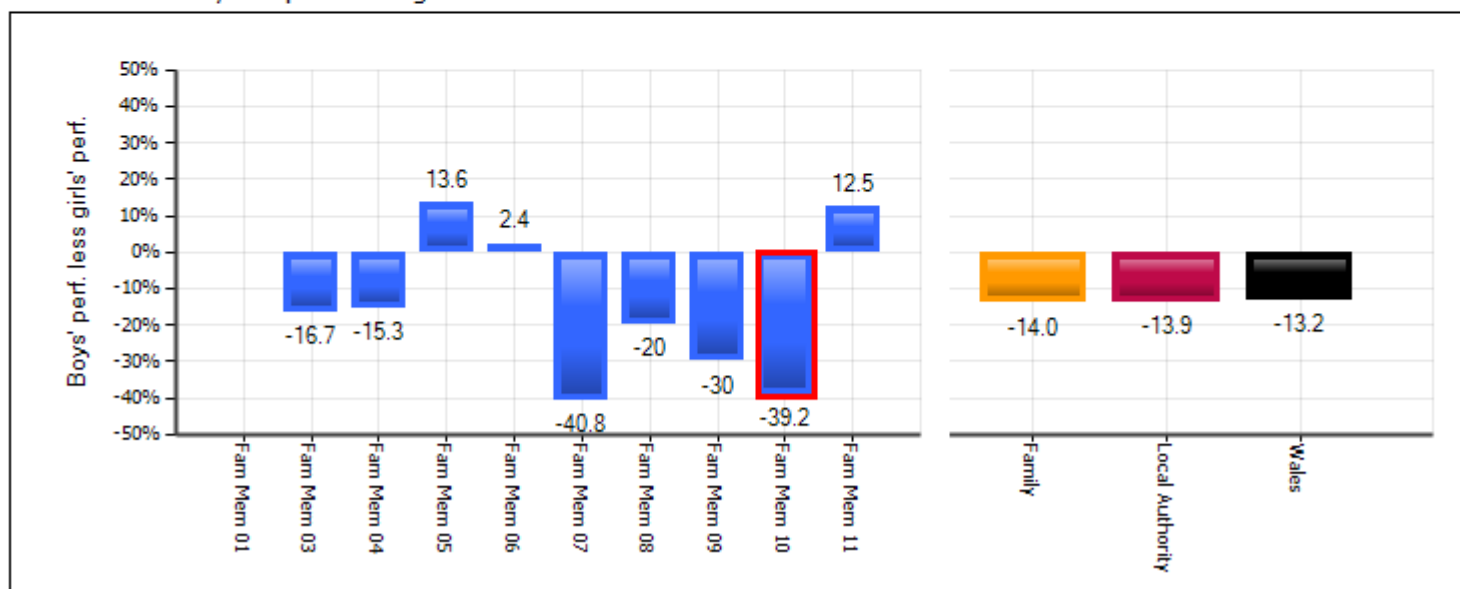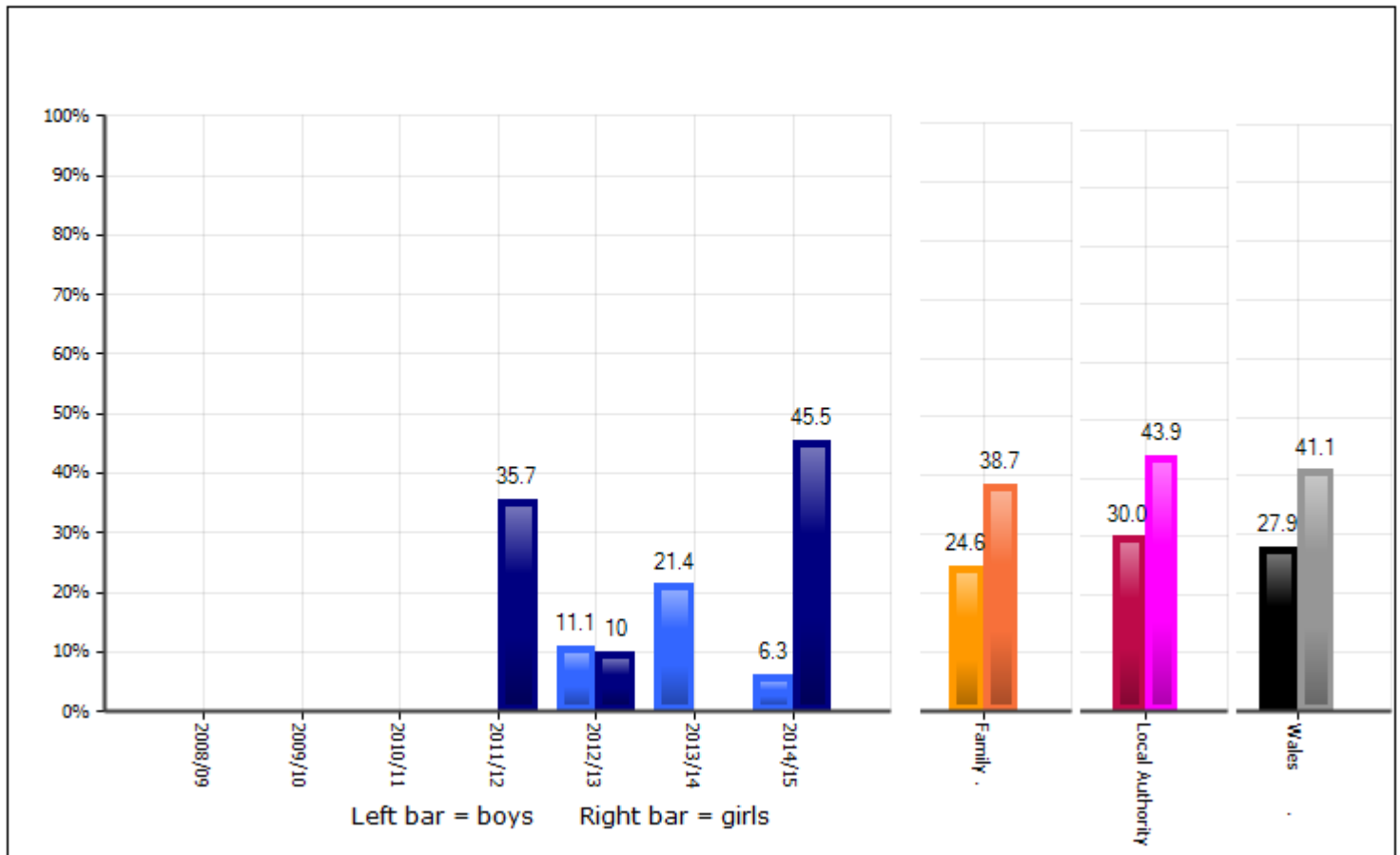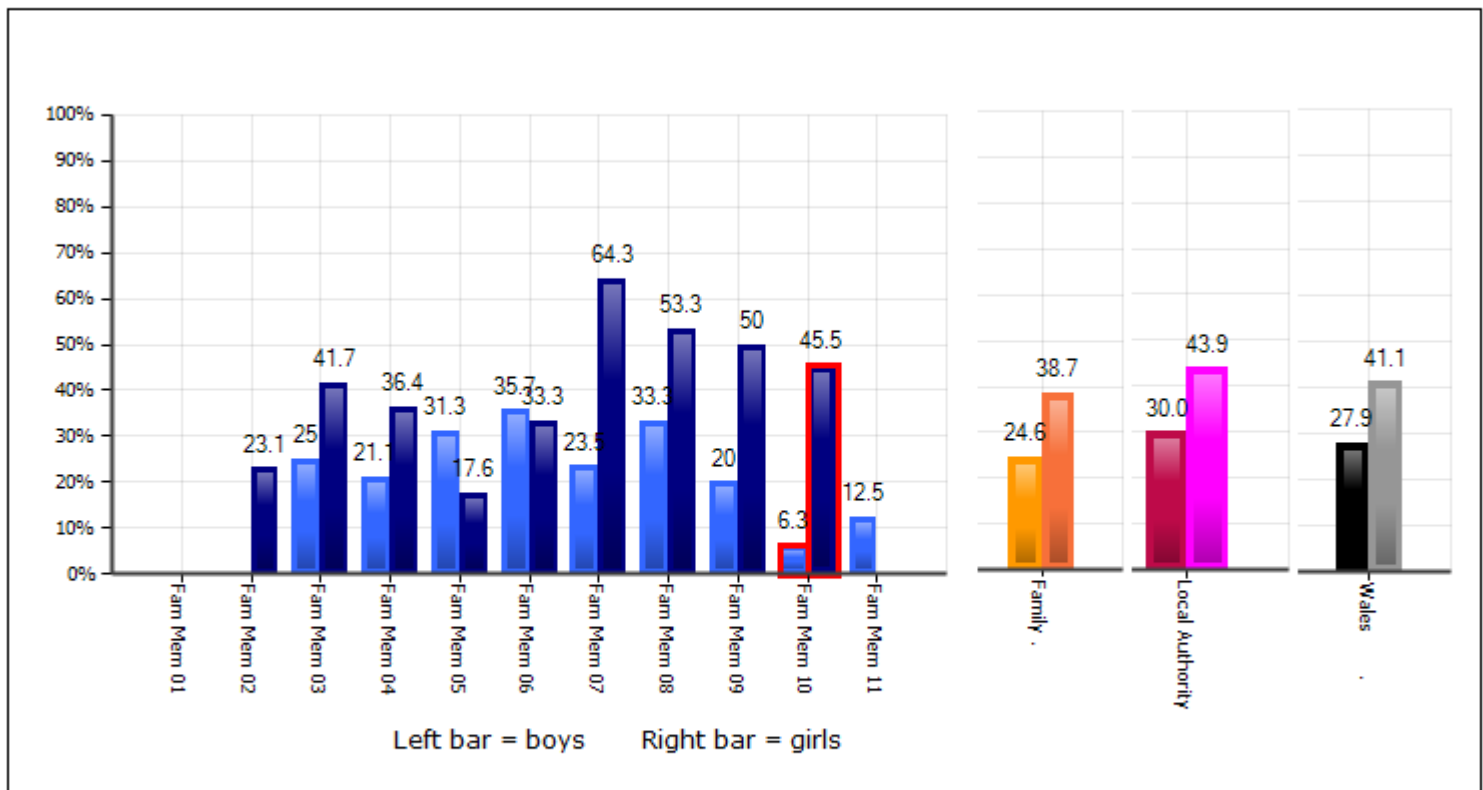Left bar = boys   Right bar = girls

3.1e   Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

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Section 3 - Language, Literacy and Communication Skills in Welsh

3.1 - Outcome 5+

3.1f   FSM / non-FSM trend

Left bar = FSM   Right bar = Non-FSM

3.1g   FSM / non-FSM - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = FSM   Right bar = Non-FSM

Section 3 - Language, Literacy and Communication Skills in Welsh

3.2 - Outcome 6+

3.2a   % pupils achieving

3.2b   Family comparison

3.2c   Family comparison – gender differences

Section 3 - Language, Literacy and Communication Skills in Welsh

3.2d   % boys / girls achieving

3.2e   Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Section 3 - Language, Literacy and Communication Skills in Welsh

3.2 - Outcome 6+

3.2f   FSM / non-FSM trend

Left bar = FSM   Right bar = Non-FSM

3.2g   FSM / non-FSM - Family comparison

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Section 3 - Language, Literacy and Communication Skills in Welsh

N = Outcome Not Awarded	FPO3 = FP Outcome 3
D = Disapplied	FPO4 = FP Outcome 4
W = Working towards FP Outcome 1	FPO5 = FP Outcome 5
	FPO6 = FP Outcome 6
FPO1 = FP Outcome 1	A = Above FP Outcome 6
FPO2 = FP Outcome 2	

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3.3 - Foundation Phase Outcomes

3.3a   % pupils achieving

3.3b   % boys achieving

3.3c   % girls achieving

Section 4 – Mathematical Development

Home

4.1 - Outcome 5+

4.1a   % pupils achieving

4.1b   Family comparison

4.1c   Family comparison - gender differences

Section 4 – Mathematical Development

4.1d   % boys / girls achieving

Left bar = boys   Right bar = girls

4.1e   Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

Section 4 – Mathematical Development

4.1 - Outcome 5+

4.1f   FSM / non-FSM trend

Left bar = FSM   Right bar = Non-FSM

4.1g   FSM / non-FSM - Family comparison   All data labels are to 1 dp but this may be hidden by a bar.

Left bar = FSM   Right bar = Non-FSM

Section 4 – Mathematical Development

Home

4.2 - Outcome 6+

4.2a   % pupils achieving

4.2b   Family comparison

4.2c   Family comparison - gender differences

Section 4 – Mathematical Development

Home

4.2d   % boys / girls achieving

Left bar = boys   Right bar = girls

4.2e   Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

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Section 4 – Mathematical Development
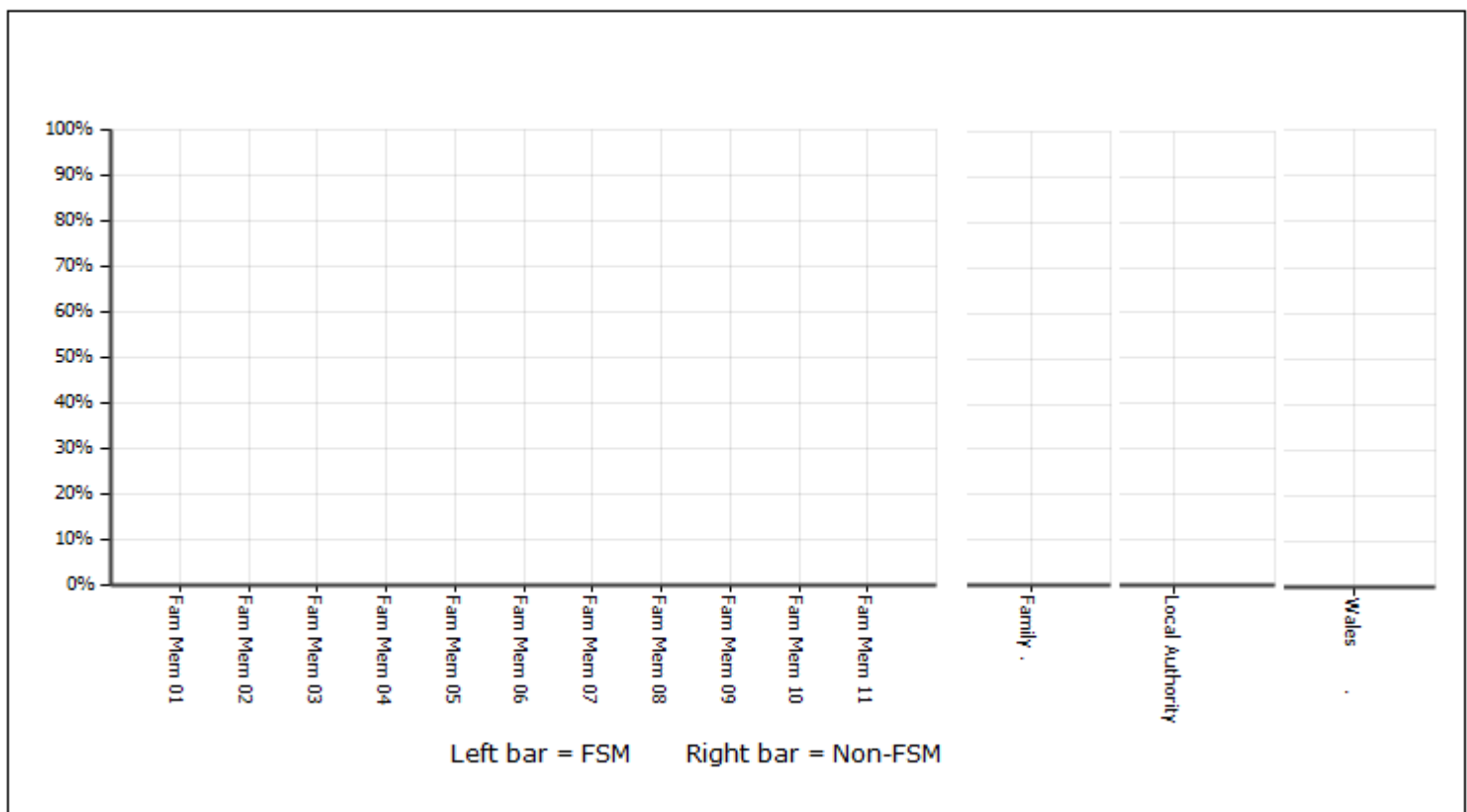
Home

4.2 - Outcome 6+

4.2f   FSM / non-FSM trend

4.2g   FSM / non-FSM - Family comparison   All data labels are to 1 dp but this may be hidden by a bar.
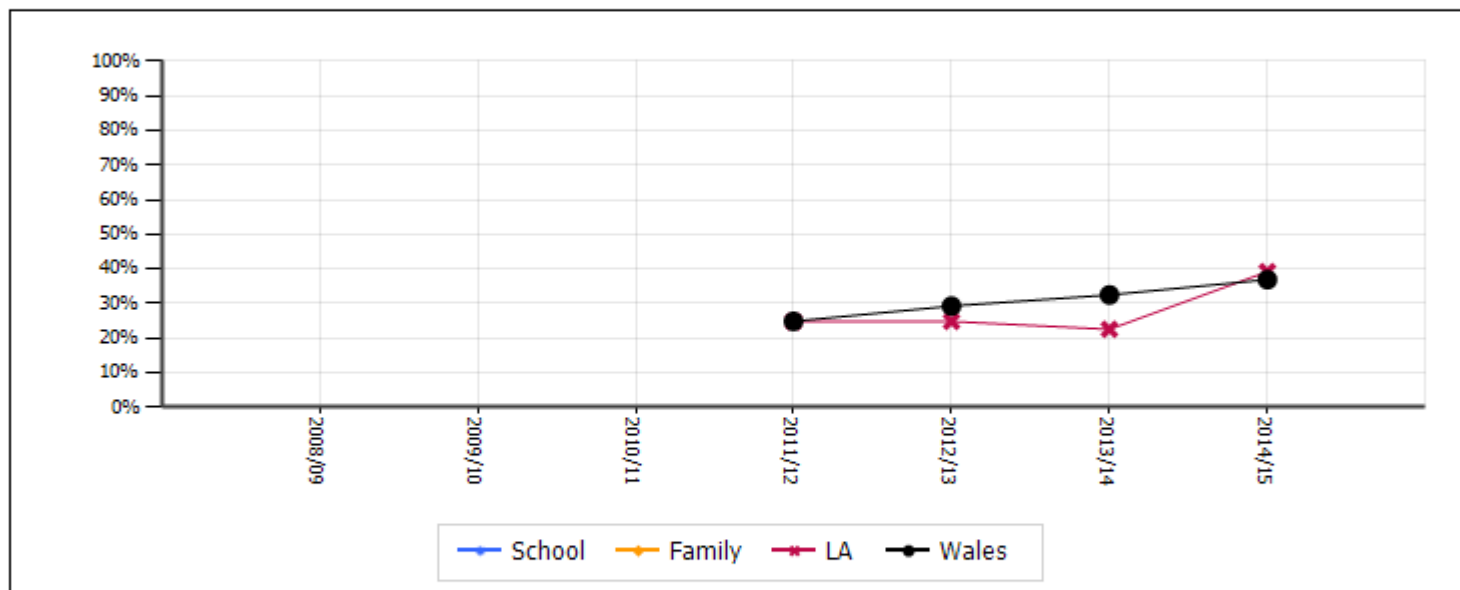
Section 4 - Mathematical Development

4.3 - Foundation Phase Outcomes

4.3a   % pupils achieving

N = Outcome Not Awarded
D = Disapplied
W = Working towards FP Outcome 1
FPO1 = FP Outcome 1
FPO2 = FP Outcome 2
FPO3 = FP Outcome 3
FPO4 = FP Outcome 4
FPO5 = FP Outcome 5
FPO6 = FP Outcome 6
A = Above FP Outcome 6

Home

4.3b   % boys achieving

4.3c   % girls achieving

Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

5.1 - Outcome 5+

5.1a   % pupils achieving

5.1b   Family comparison

5.1c   Family comparison - gender differences

34

Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

5.1d   % boys / girls achieving

Left bar = boys   Right bar = girls

5.1e   Boys / girls - Family comparison   All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

5.1 - Outcome 5+

5.1f   FSM / non-FSM trend

Left bar = FSM   Right bar = Non-FSM

5.1g   FSM / non-FSM - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = FSM   Right bar = Non-FSM

Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

Home

5.2 - Outcome 6+

5.2a   % pupils achieving

Legend: School, Family, LA, Wales

5.2b   Family comparison

Fam Mem	Value
Fam Mem 01	
Fam Mem 02	58.8
Fam Mem 03	32.1
Fam Mem 04	43.3
Fam Mem 05	63.6
Fam Mem 06	56.5
Fam Mem 07	100
Fam Mem 08	33.3
Fam Mem 09	58.8
Fam Mem 10	44.4
Fam Mem 11	76.9

Family	Local Authority	Wales
55.8	60.8	56.0

5.2c   Family comparison - gender differences

Boys' perf. less girls' perf.

Fam Mem	Value
Fam Mem 03	-31.3
Fam Mem 04	-32.1
Fam Mem 05	-14.3
Fam Mem 06	1.6
Fam Mem 08	-26.7
Fam Mem 09	-26.7
Fam Mem 10	-47.7
Fam Mem 11	-5

Family	Local Authority	Wales
-17.0	-22.7	-19.3

Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

5.2d   % boys / girls achieving

Left bar = boys   Right bar = girls

5.2e   Boys / girls - Family comparison

All data labels are to 1 dp but this may be hidden by a bar.

Left bar = boys   Right bar = girls

Section 5 – Personal and Social Development, Well-Being and Cultural Diversity

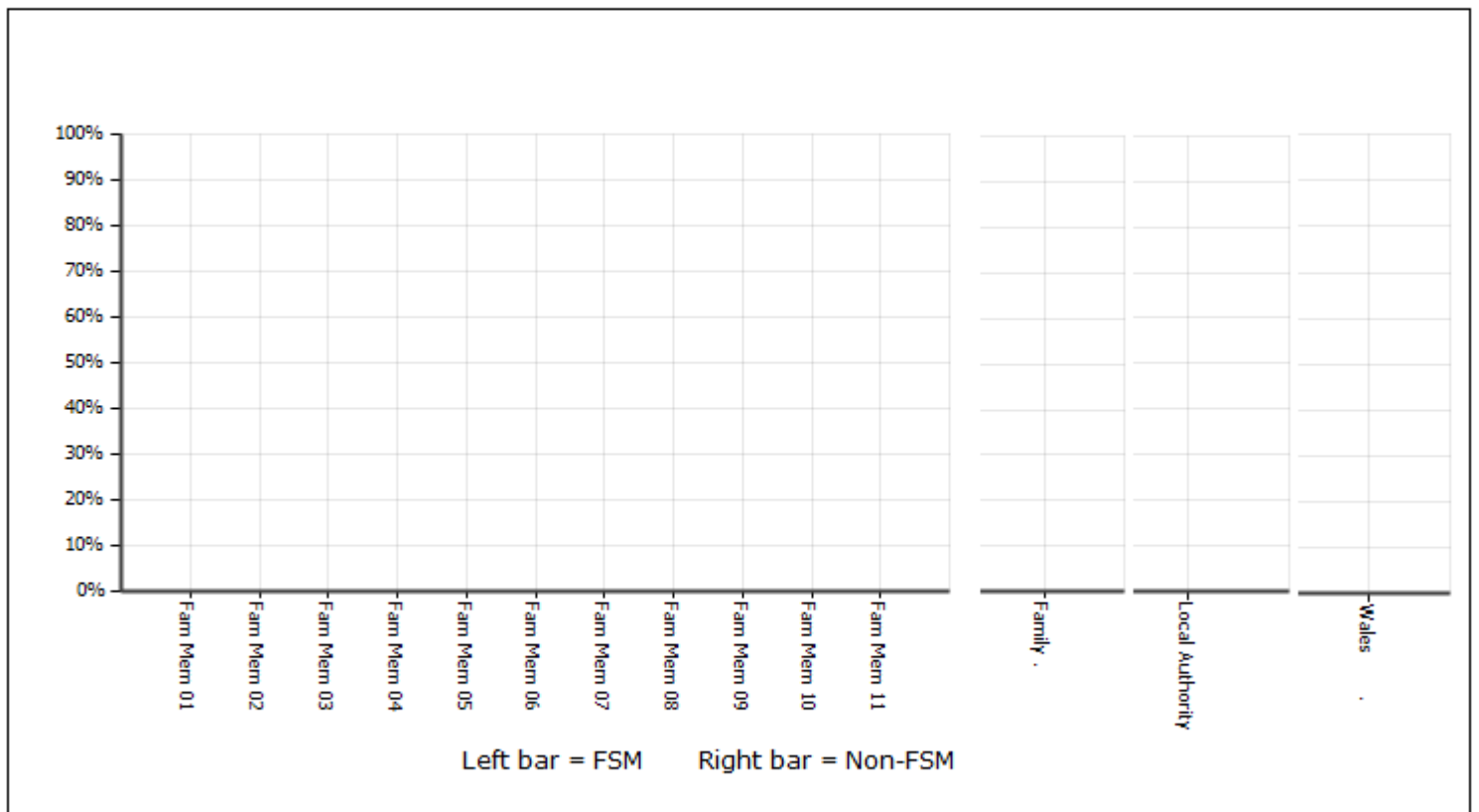## 5.2 - Outcome 6+

5.2f   FSM / non-FSM trend

5.2g   FSM / non-FSM - Family comparison

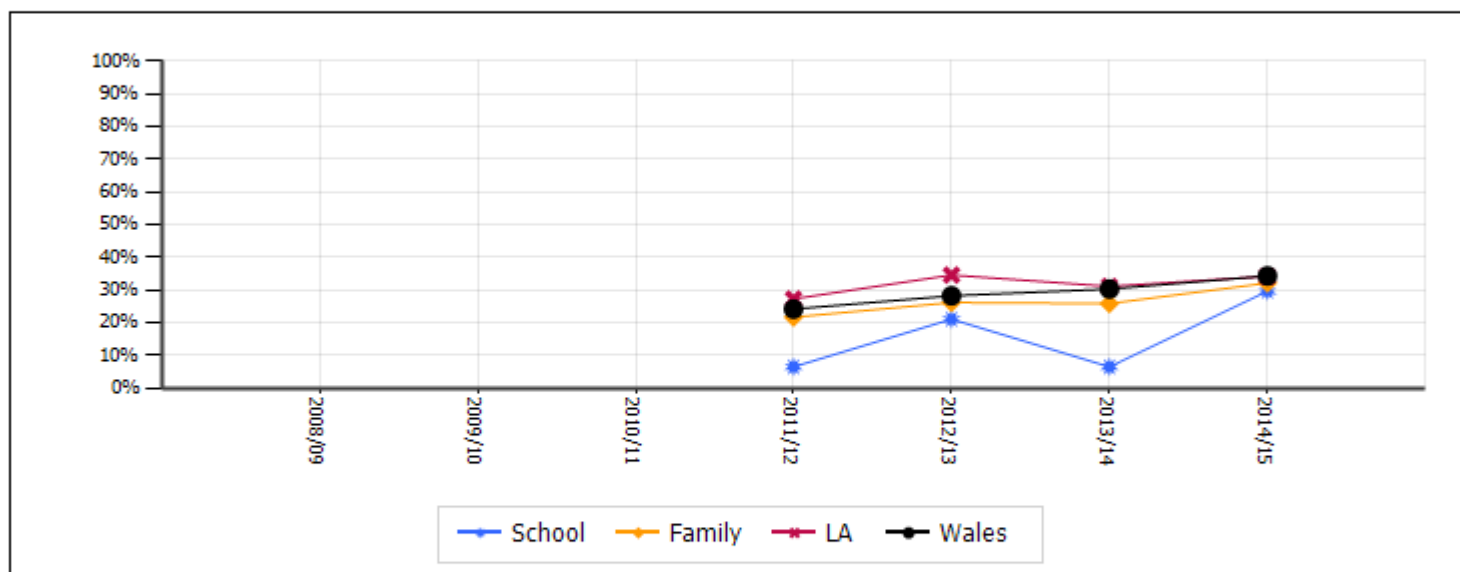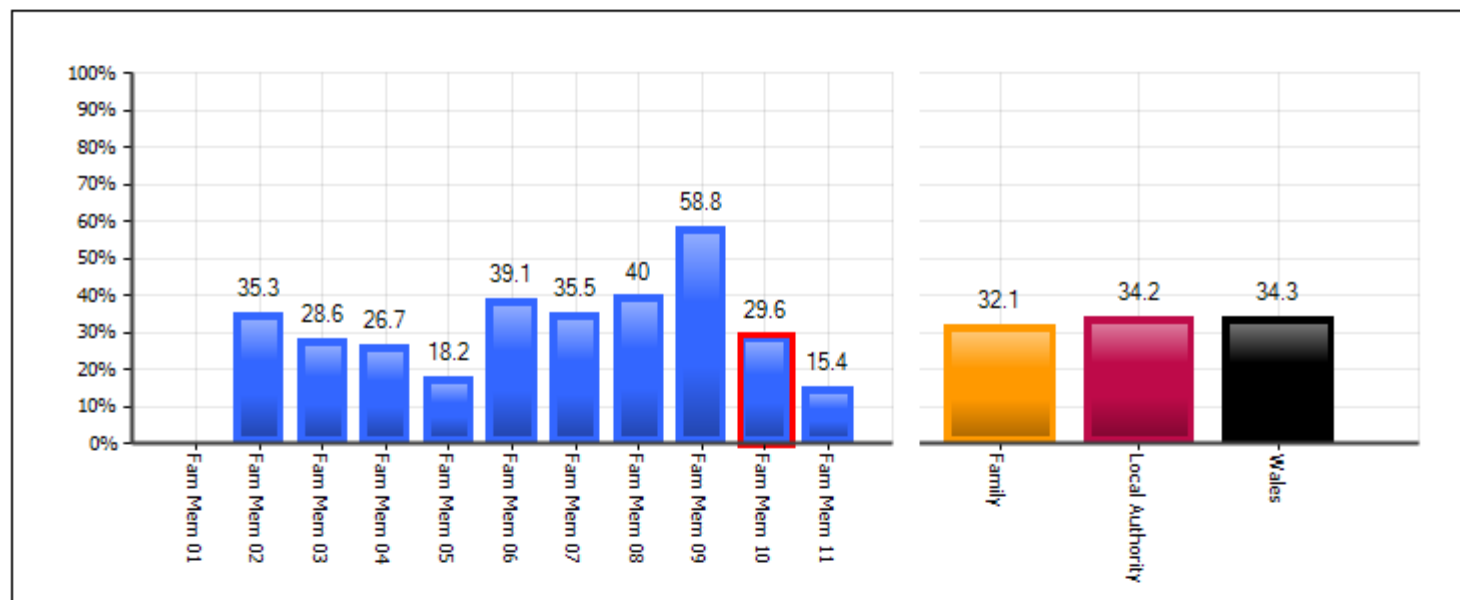All data labels are to 1 dp but this may be hidden by a bar.

Section 5 - Personal and Social Development, Well-Being and Cultural Diversity

N = Outcome Not Awarded	FPO3 = FP Outcome 3
D = Disapplied	FPO4 = FP Outcome 4
W = Working towards FP	FPO5 = FP Outcome 5
Outcome 1	FPO6 = FP Outcome 6
FPO1 = FP Outcome 1	A = Above FP Outcome 6
FPO2 = FP Outcome 2	

Home

5.3 - Foundation Phase Outcomes

5.3a   % pupils achieving

5.3b   % boys achieving

5.3c   % girls achieving

Section 6 - Gender difference comparisons

Gender difference comparisons

Are any gender differences bigger than the national average in most Areas of Learning? Is there a consistent pattern or are there differences between Areas of Learning.

Section 6 - Gender difference comparisons

6.1 - Gender differences by organisation

6.1a   % pupils achieving outcome 6+

6.1b   % pupils achieving outcome 5+

Section 6 - Gender difference comparisons

6.2 - Gender differences by Area of Learning

6.2a   % pupils achieving outcome 6+

6.2b   % pupils achieving outcome 5+

Section 7 - Benchmarking

Benchmarking

Consider trends in benchmarking performance at outcome 5 and above and outcome 6 and above.

Has the school consistently been in the top or bottom for any indicators and areas of learning for the last three years or more? Is there a clear pattern of strong or weak performance compared with similar schools based on free school meal eligibility?

Has the school been consistently above or below the median in any indicators or areas of learning over the last three years?

Has the school changed benchmark group in recent years and has this had an effect on benchmarking performance?

How close is the school to being in the next quarter? How close is the school's performance to the quartile boundaries?

Section 7 - Benchmarking

7.1a   FSM benchmarking group - pupils of statutory school age eligible for FSM

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
1) Up to and including 8%							
2) Over 8% and up to and including 16%							
3) Over 16% and up to and including 24%	20.6	20.4	23.5				
4) Over 24% and up to and including 32%				27.0	27.4	28.7	30.3
5) Over 32%							

7.1b   Benchmark summary: % achieving outcome 5+ in each Area of Learning by FSM benchmark group

Summary of positions within the group

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Foundation Phase Indicator				3	4	4	3
Language, Literacy and Communication Skills in English				4	4	4	4
Language, Literacy and Communication Skills in Welsh							
Mathematical Development				3	3	1	3
Personal and Social Development, Well-Being and Cultural Diversity				2	4	3	2

Section 7 - Benchmarking

7.1c   Benchmark summary: % achieving outcome 6+ in each Area of Learning by FSM benchmark group

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Language, Literacy and Communication Skills in English				4	4	4	4
Language, Literacy and Communication Skills in Welsh							
Mathematical Development				4	3	4	2
Personal and Social Development, Well-Being and Cultural Diversity				1	1	4	3

Section 7 - Benchmarking

7.2 - % pupils achieving outcome 5+ by position within the relevant FSM benchmarking group

7.2a Outcome 5+ Foundation Phase Indicator

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%							
Upper quartile				86.2	88.8	88.9	89.7
In highest 50% - 25%							
Median				81.4	82.0	84.0	86.0
In lowest 25% - 50%				74.2			81.5
Lower quartile				73.5	75.2	77.0	78.6
In lowest 25%					68.4	74.2	

Section 7 - Benchmarking

Home

7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

7.2b   Outcome 5+ Language, Literacy and Communication Skills in English

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%							
Upper quartile					90.0	90.9	90.7	91.7
In highest 50% - 25%							
Median					84.1	87.1	86.2	87.5
In lowest 25% - 50%							
Lower quartile					76.5	80.5	80.0	81.8
In lowest 25%					74.2	73.7	77.4	81.5

7.2b   Outcome 6+ Language, Literacy and Communication Skills in English

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%							
Upper quartile					28.6	33.3	34.5	36.8
In highest 50% - 25%							
Median					22.2	27.3	27.9	31.4
In lowest 25% - 50%							
Lower quartile					17.3	20.7	21.7	23.5
In lowest 25%					16.1	10.5	9.7	22.2

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Section 7 - Benchmarking

7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

7.2c   Outcome 5+ Language, Literacy and Communication Skills in Welsh

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%							
Upper quartile							
In highest 50% - 25%							
Median							
In lowest 25% - 50%							
Lower quartile							
In lowest 25%							

7.2c   Outcome 6+ Language, Literacy and Communication Skills in Welsh

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%							
Upper quartile							
In highest 50% - 25%							
Median							
In lowest 25% - 50%							
Lower quartile							
In lowest 25%							

Section 7 - Benchmarking

Home

7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

7.2d   Outcome 5+ Mathematical Development

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%						93.5	
Upper quartile				91.7	92.6	91.9	93.2
In highest 50% - 25%							
Median				86.2	88.6	87.7	89.3
In lowest 25% - 50%				83.9	84.2		85.2
Lower quartile				81.0	82.6	82.6	83.3
In lowest 25%							

7.2d   Outcome 6+ Mathematical Development

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%							
Upper quartile				28.6	34.1	33.3	35.7
In highest 50% - 25%							29.6
Median				21.1	25.9	26.3	28.6
In lowest 25% - 50%					21.1		
Lower quartile				13.0	14.8	18.8	23.0
In lowest 25%				6.5		6.5	

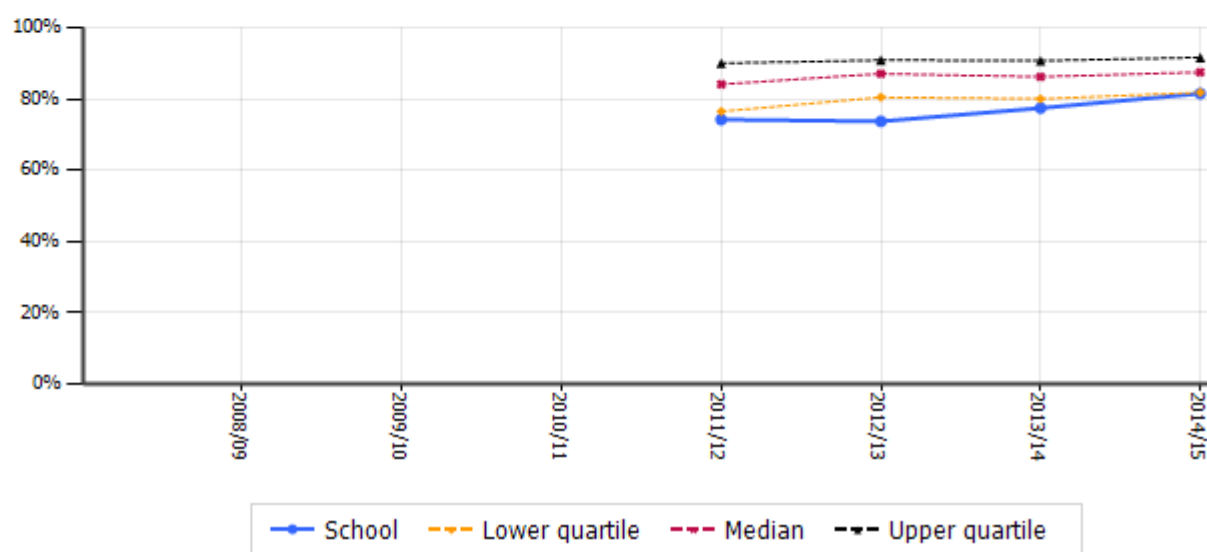# Section 7 - Benchmarking

7.2 - % pupils achieving outcome 5+ & outcome 6+ by position within the relevant FSM benchmarking group

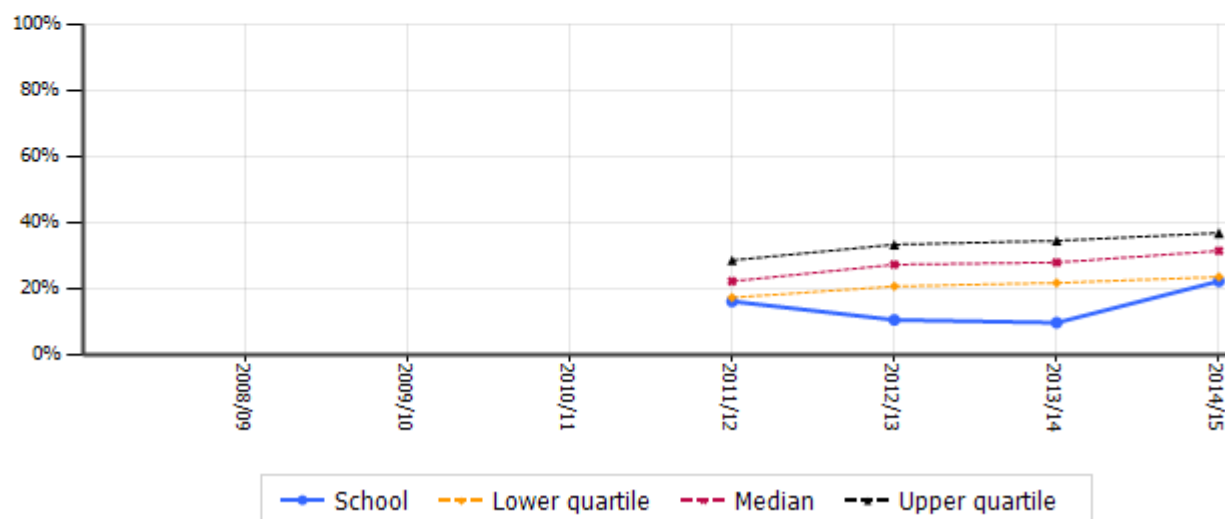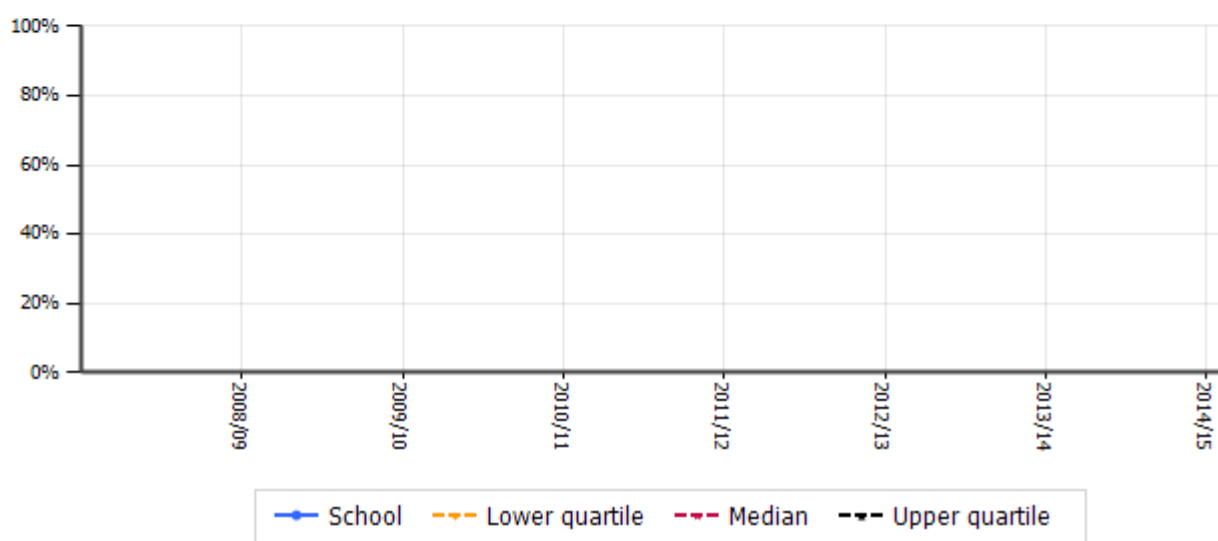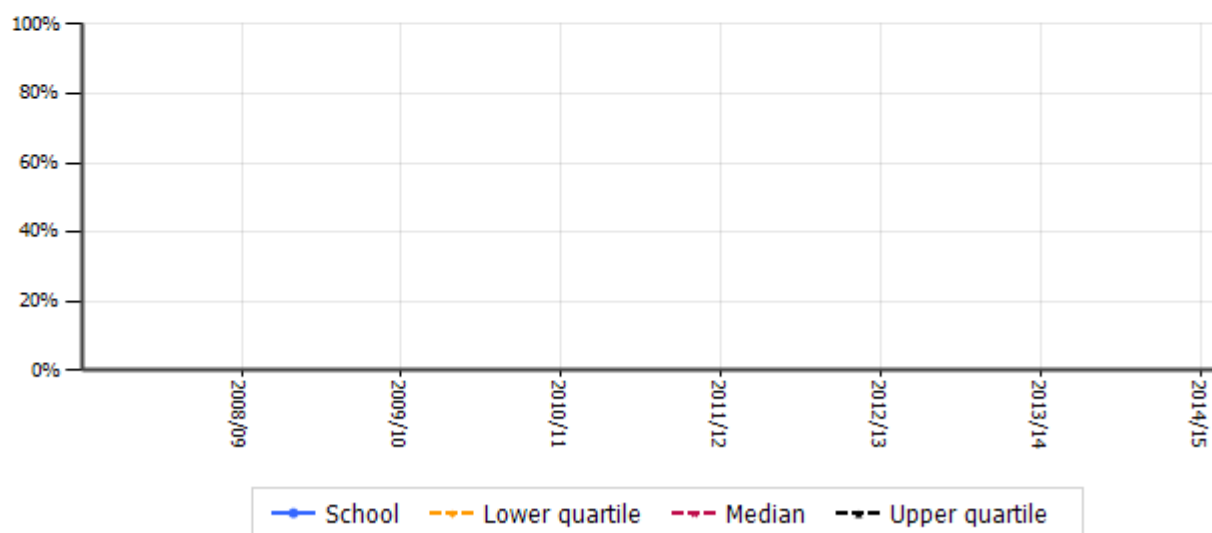**7.2e**   Outcome 5+ Personal and Social Development, Well-Being and Cultural Diversity

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%							
Upper quartile				96.6	100.0	98.8	98.3
In highest 50% - 25%				93.5			96.3
Median				91.3	94.5	95.1	95.6
In lowest 25% - 50%						93.5	
Lower quartile				85.7	89.5	89.7	91.3
In lowest 25%					89.5		

7.2e   Outcome 6+ Personal and Social Development, Well-Being and Cultural Diversity

Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
In highest 25%				45.2	63.2		
Upper quartile				45.2	55.5	59.0	58.8
In highest 50% - 25%							
Median				33.3	41.0	44.4	46.4
In lowest 25% - 50%							44.4
Lower quartile				21.4	28.7	30.3	35.9
In lowest 25%						22.6	

Section 8 - Raw Data

Home

Foundation Phase Indicator

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				74.2	68.4	74.2	81.5
	Boys				58.8	55.6	64.3	75.0
	Girls				92.9	80.0	82.4	90.9
Family	Pupils				79.2	84.6	88.3	86.7
	Boys				73.1	81.4	88.6	86.2
	Girls				86.8	87.8	88.1	87.4
LA	Pupils				79.7	84.4	84.5	87.0
	Boys				75.2	80.0	80.3	83.4
	Girls				84.1	88.8	88.8	90.9
Wales	Pupils				80.5	83.0	85.2	86.8
	Boys				75.5	78.9	81.0	83.0
	Girls				85.7	87.3	89.5	90.8

Section 8 - Raw Data

Outcome 5+ Language, Literacy and Communication Skills in English

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				74.2	73.7	77.4	81.5
	Boys				58.8	66.7	71.4	75.0
	Girls				92.9	80.0	82.4	90.9
Family	Pupils				85.4	89.2	90.0	89.2
	Boys				81.3	86.4	89.5	87.7
	Girls				90.6	91.9	90.5	90.8
LA	Pupils				82.0	87.3	87.4	89.0
	Boys				78.1	83.7	83.1	85.4
	Girls				85.9	91.0	91.9	93.0
Wales	Pupils				83.4	85.2	86.6	88.0
	Boys				78.9	81.5	82.6	84.3
	Girls				88.2	89.3	90.9	91.9

Outcome 6+ Language, Literacy and Communication Skills in English

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				16.1	10.5	9.7	22.2
	Boys				0.0	11.1	21.4	6.3
	Girls				35.7	10.0	0.0	45.5
Family	Pupils				25.8	25.7	28.3	31.3
	Boys				20.9	23.7	23.7	24.6
	Girls				32.1	27.6	32.5	38.7
LA	Pupils				28.3	34.2	35.1	36.5
	Boys				22.2	27.7	27.9	30.0
	Girls				34.4	40.8	42.4	43.9
Wales	Pupils				25.6	29.5	32.2	34.2
	Boys				20.4	24.1	26.3	27.9
	Girls				31.1	35.3	38.4	41.1

Section 8 - Raw Data

Outcome 5+ Language, Literacy and Communication Skills in Welsh

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils							
	Boys							
	Girls							
Family	Pupils							
	Boys							
	Girls							
LA	Pupils				84.1	84.4	87.3	91.2
	Boys				79.6	76.7	82.4	90.2
	Girls				88.1	92.6	92.2	91.8
Wales	Pupils				85.9	86.7	89.8	91.3
	Boys				81.5	82.0	85.9	87.9
	Girls				90.5	91.4	93.8	94.6

Outcome 6+ Language, Literacy and Communication Skills in Welsh

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils							
	Boys							
	Girls							
Family	Pupils							
	Boys							
	Girls							
LA	Pupils				24.8	24.8	22.5	39.2
	Boys				13.0	15.1	13.7	31.7
	Girls				35.6	35.3	31.4	44.3
Wales	Pupils				24.8	29.3	32.5	36.9
	Boys				19.0	21.7	26.3	28.6
	Girls				30.9	36.7	38.6	44.8

Section 8 - Raw Data

Outcome 5+ Mathematical Development

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				83.9	84.2	93.5	85.2
	Boys				76.5	77.8	100.0	81.3
	Girls				92.9	90.0	88.2	90.9
Family	Pupils				82.9	90.0	92.1	91.2
	Boys				79.1	89.8	94.7	93.1
	Girls				87.7	90.2	89.7	89.1
LA	Pupils				85.9	89.0	88.3	90.2
	Boys				84.7	87.5	85.8	87.7
	Girls				87.1	90.6	90.9	92.8
Wales	Pupils				86.6	87.4	88.7	89.7
	Boys				84.4	85.4	86.3	87.5
	Girls				89.0	89.4	91.2	92.1

Outcome 6+ Mathematical Development

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				6.5	21.1	6.5	29.6
	Boys				11.8	11.1	14.3	25.0
	Girls				0.0	30.0	0.0	36.4
Family	Pupils				21.7	26.1	25.8	32.1
	Boys				25.4	31.4	27.2	28.5
	Girls				17.0	21.1	24.6	36.1
LA	Pupils				27.3	34.6	31.1	34.2
	Boys				30.3	35.1	30.6	33.8
	Girls				24.2	34.0	31.6	34.6
Wales	Pupils				24.2	28.2	30.3	34.3
	Boys				25.7	29.1	30.7	33.8
	Girls				22.5	27.3	29.8	34.9

Section 8 - Raw Data

Outcome 5+ Personal and Social Development, Well-Being and Cultural Diversity

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				93.5	89.5	93.5	96.3
	Boys				88.2	77.8	85.7	93.8
	Girls				100.0	100.0	100.0	100.0
Family	Pupils				90.8	93.4	95.8	95.6
	Boys				88.8	90.7	93.9	93.1
	Girls				93.4	95.9	97.6	98.3
LA	Pupils				91.5	94.3	95.5	95.6
	Boys				89.2	91.4	93.2	93.3
	Girls				93.9	97.2	97.8	98.2
Wales	Pupils				90.8	93.0	94.2	94.8
	Boys				87.3	90.3	91.6	92.5
	Girls				94.6	95.9	96.9	97.3

Outcome 6+ Personal and Social Development, Well-Being and Cultural Diversity

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				45.2	63.2	22.6	44.4
	Boys				35.3	66.7	21.4	25.0
	Girls				57.1	60.0	23.5	72.7
Family	Pupils				27.9	35.3	47.5	55.8
	Boys				19.4	30.5	41.2	47.7
	Girls				38.7	39.8	53.2	64.7
LA	Pupils				43.5	57.5	57.2	60.8
	Boys				34.5	46.4	48.9	49.9
	Girls				52.5	68.9	65.6	72.6
Wales	Pupils				38.6	45.9	51.5	56.0
	Boys				31.3	37.5	42.6	46.6
	Girls				46.3	54.7	60.7	65.9

Section 8 - Raw Data

FPI FSM

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				66.7	60.0	61.5	
Family	Pupils				67.7	77.4	70.0	
LA	Pupils				58.6	67.9	69.3	
Wales	Pupils				66.2	69.2	72.4	

FPI Non-FSM

	Title	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
School	Pupils				77.3	71.4	83.3	
Family	Pupils				83.9	87.0	94.4	
LA	Pupils				83.7	87.4	87.1	
Wales	Pupils				84.5	86.9	88.6	