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# Education Performance Report 2022

Education LMB  
CMB  
Children Young People and Schools Scrutiny  
Commission

Date of meeting: 21 February  
9 March  
21 March

Lead director/officer: Sue Welford

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## Useful information

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- Report version number: v2ii

## Summary

Summer 2022 saw the return of Early Years Foundation Stage and National Curriculum assessments for children in primary schools. These annual measures had been suspended during the period of the pandemic with the most recent previous assessments made in 2019.

GCSE and other external qualifications taken at age 15/16 also returned to the normal methodology previously used in 2019.

The 2022 results show that education outcomes in Leicester and nationally in primary school assessments are lower than before the pandemic. There is a greater fall in outcomes for younger children as a greater proportion of their lives had been impacted by the pandemic.

Outcomes for the end of primary (key stage 2) and the end of secondary (key stage 4) show that attainment fell in 2022 compared to 2019 but this fall was lower than in many areas of the country. The data continues to show that in Leicester's schools children make better than national progress in both primary and secondary schools but that the starting points on entry to school is well below national and comparator local authorities.

Areas of strength in education performance in Leicester

- Overall children make more progress in schools in Leicester than in schools nationally between key stage 1 and key stage 2 and between key stage 2 and GCSE.
- Children eligible for Free School meals perform better than their peers nationally at all key stages.
- Results for most groups of children at the end of primary and at the end of secondary improved compared to their peers nationally.
- Children of Asian heritage and those who have English as an Additional language often have better outcomes and progress than their peers in Leicester particularly by the end of key stage 2 and key stage 4.

Areas of concern

- Overall attainment of all children in Leicester in all key stages is below national this means that on many attainment measures Leicester ranks in the bottom 10% of local authorities nationally.
- The gap to national outcomes for each of Early Years Foundation Stage, Phonics and Key Stage 1 has widened since the pandemic.
- The significant drop in the proportion of children who are "ready for school" at the end of their reception year and the impact this will have on their attainment at the end of school.
- Outcomes for boys are generally lower than their girl peers across all key stages in Leicester.
- Children who are not eligible for Free School Meals do significantly worse than their peers nationally.
- Only 46% of children in Leicester who are in receipt of FSM met the expected standard for key stage 2 in reading, writing and maths in 2022.

- Children of Asian heritage make worse progress and have poorer outcomes than their national peers.
- White heritage children in Leicester do less well than other ethnic groups at most assessment points.

The role of the local authority in relation to education and particularly school improvement has reduced over the past 12 years. Schools are accountable to their governing bodies or their Multi-Academy Trusts and are inspected by Ofsted as to the quality of their provision.

The education division of the council works in partnership to monitor the performance of all schools and where there are concerns about a local authority-maintained school these are raised with the governors as well as the headteachers. The division also works closely with health professionals, those who work with families and early years children and with early years providers to share and better understand the issues for our youngest children in being ready for school.

### **1. Recommended actions/decision**

To note the report and consider areas of strength and concern.

The report will be shared with education colleagues across the city to ensure an awareness of the overall performance of children educated in the city.

### **2. Scrutiny / stakeholder engagement**

None

### **3. Background**

The results that are used in this report are for those children whose education is in Leicester and who are state funded. It includes children who attend Leicester schools no matter where they live. Children who live in Leicester but who are educated elsewhere, or in the independent sector are not included.

In this report comparison of the 2022 results is made to those reported in 2019 and to the national (England) outcomes. Some comparisons are provided for information only and should not be scrutinised in detail where the measures have changed. As the DfE have stated: "We strongly discourage users of the data from drawing conclusions based on direct comparisons with performance data from earlier years."

The appendices provide detailed data on comparing the outcomes for different groups of pupils in Leicester to those of the same group nationally.

Assessments are made at the end of the Early Years Foundation Stage for all children in schools or in nursery settings at the end of the school year in which the child turns 5. 2022 assessment was against revised Early Years Foundation Stage curriculum and was not moderated. Comparison of these results with previous years should therefore be treated with caution.

National assessments of children in primary schools are made in reading, writing and mathematics at the end of year 6 (end of key stage 2)– the last year of primary school and the end of year 2 – the last year of key stage 1. Children in year 1 are also assessed on their phonics skills and (from 2022) in year 4 on their multiplication tables.

Children take nationally recognised GCSEs and other qualifications normally during the summer term in year 11. Year 11 is the last year of statutory schooling and is the year in

which children are normally aged 15 at the beginning of the academic year and reach the end of key stage 4.

The data used in this report includes attainment data – the outcomes that the children have achieved and for key stage 2 and key stage 4 progress data. Progress data is a measure of the difference between the attainment at the previous age and the current attainment compared to those of other children nationally. The greater the progress score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment. Individual pupil progress scores are not shared with parents or pupils.

The groups provided in the report include Gender, Ethnicity by major group, SEN status, Free School Meals and Language status. The demographic information is provided by parents to the school and is collected through school census. It should be noted that free school meals eligibility only includes those children whose parents have applied for free school meals and have been found to be eligible due to the benefits they receive. Children whose parents do not apply or who do not receive the qualifying benefits are not included in this group.

The charts in the body of the report are provided to show the performance of different groups of pupils compared to the performance of other local authorities. The best or most improved outcomes and ranks compared to national data for the same groups are in the top right quadrant.

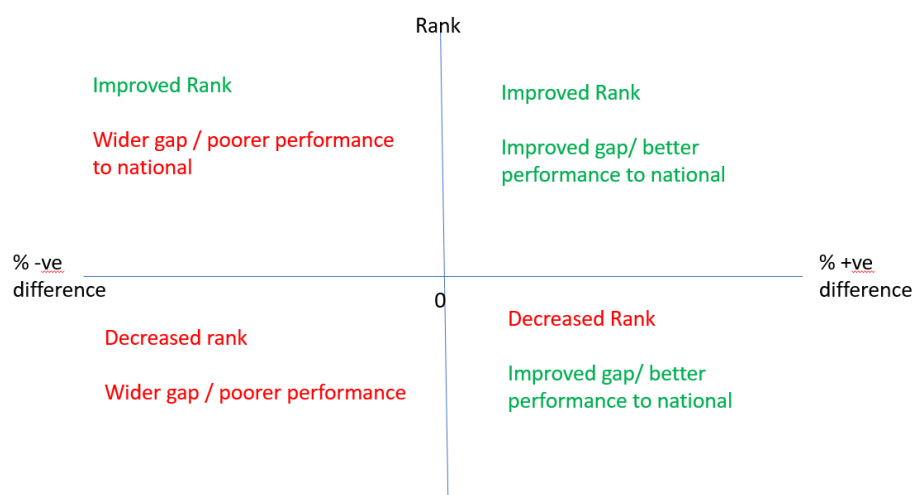


Figure 1: Diagram showing the layout of the quadrant charts

Within the charts there is consistency in the colours for the different groups shown below.

All pupils	Orange
Boys	Blue
Girls	Pink
Asian	Dark Red
Black	Tan
White	Dark Grey
EHCP (Education Health Care Plan)	Bright Green
SEN (SEN support in schools)	Dark Green
FSM (Known to be eligible for Free School Meals)	Light Blue Grey
English (as first language)	Cream
EAL (English as an Additional Language)	Purple

## **4. Detailed report**

### **5.1. Early Years Foundation Stage**

**5.1.1.** Children are assessed at the end of the school year in which they turn 5. In 2019, the final assessment year before the pandemic, children were assessed by their teachers against the Early Years Foundation Stage Profile based on the Early Learning Goals. A sample of 25% of schools were externally moderated. From autumn 2020 the Early Years Foundation stage was updated with revised Early Learning Goals and the requirement for the assessments to be moderated was removed due to the introduction of a new online Baseline Assessment. This means that a direct comparison between results of children who completed the Early Years Foundation Stage Profile in 2019 and those who completed it in 2022 should be treated with caution.

Children are assessed as to whether they have met the expected standard across 17 Early Learning Goals. These 17 are grouped into 7 areas of learning. In this report data is provided for the Communication and Language area of learning and analysis of the comparisons for the Good Level of Development (GLD) measure. A child is at a Good Level of Development if they are at the expected standard across all the early learning goals in the following areas of learning: Communication and Language; Physical Development; Personal Social and Emotional Development; Literacy; and Mathematics. Communication and Language and Literacy must be assessed in English. The remaining areas can be assessed in the context of any language.

Results for all children at the end of the Foundation Stage across schools and Early Years settings are submitted to the local authority for checking before submitting to the Department for Education.

**5.1.2.** After several years of improvement up to 2019 the % of children who were at a good level of development (GLD) fell in 2022. In Leicester this drop was 8%points to 60% whereas nationally there was a 7%point drop to 65%. There was a similar drop for both boys and girls. This measure is considered useful for determining whether children are “Ready for School” and demonstrates the impact of the pandemic and the challenge for schools with only 3 out of 5 children in Leicester reaching this measure.

**5.1.3.** Reviewing the outcomes for different groups using the GLD measure show that the gap between National and Leicester outcomes are much closer for pupils of Asian, Black and any other ethnic group but pupils who are of Mixed or White heritage do less well. The outcome for Mixed pupils was 58% compared to the same group nationally at 67%.

Compared to all 152 local authorities pupils of White heritage are in the bottom 10 of performance in 2022 for this measure and those of Mixed heritage in the bottom 10%.

**5.1.4.** Children who have SEN including those with an EHCP do significantly worse than other pupils with less than 1 in 5 achieving a good level of development. Results for these children also fell between 2019 and 2022.

**5.1.5.** Using Free School Meals as an indicator of deprivation results show that a greater proportion 52% of deprived children in Leicester (rank 47 out of 152) are ready for school than the same group nationally 49%. However, in 2019 61% of Leicester children achieved this measure demonstrating that children who are eligible for free school meals were more greatly affected by the pandemic than other children.

Outcomes in Leicester for those who are not eligible for free school meals, whilst higher than their FSM peers, is significantly worse than national and ranks at 149.

**5.1.6.** 60% of children whose first language is believed to be other than English reached a good level of development both in Leicester and nationally. The gap in outcomes between Leicester and national is more apparent for those who have English as their first language with only 63% of children in Leicester compared to 67% nationally.

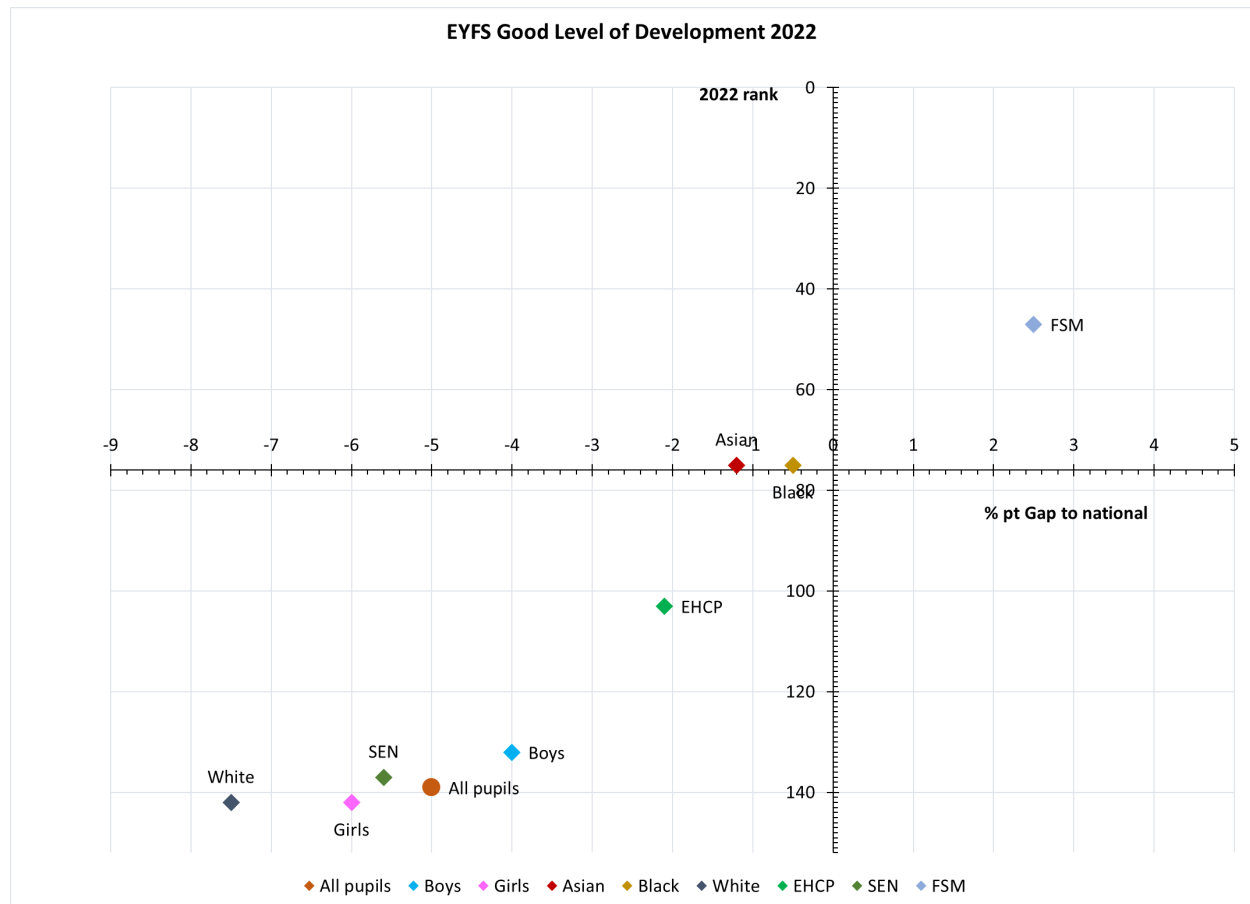


Figure 2 Comparison of Good Level of Development in 2022 in Leicester to National with ranks by group

**5.1.7. In summary for Early Years Foundation Stage** the comparison of outcomes in Leicester in 2022 to national shows that only those children with free school meals do better than their national peers. The outcomes of children of all pupils, those of white heritage and those with SEN support do significantly worse. These low starting points of children starting formal education at the beginning of year 1 means that they have to make very good progress in order to catch-up with their peers.

This data for 2022, whilst it should not be compared directly to 2019 or previous years, shows an increased drop from national figures for all groups. Data for 2019 and previous years also showed a significant gap to national performance. Children who completed the foundation stage in 2022 had considerable disruption to their opportunities for learning between the ages of 2 and 5 due to the pandemic.

## 5.2. Phonics

**5.2.1.** The Year 1 phonics screening check is undertaken during a week in June. Children are required to read to their teacher 40 phonetic “words”. These are groups of letters which the child is required to read using their phonic skills. It

assesses whether the child is on track to become a fluent reader. The pass mark is 32 out of 40.

All children in year 1 are included in the cohort but a teacher can disapply a child if they do not feel it would be appropriate for the child to be assessed e.g. if a child is newly arrived or at an early stage of phonic skill. Children who fail to meet the standard or are disappplied have to take the test again in the summer of year 2.

Results for all children in year 1 and those in year 2 who did not achieve the standard when they were in year 1 are submitted to the local authority for checking before submitting to the Department for Education.

- 5.2.2.** The proportion of children who met the standard across the country fell in 2022 following the pandemic. The children who were in year 1 in 2022 were in nursery at the beginning of the pandemic and suffered significant disruption throughout their reception year.
- 5.2.3.** In Leicester 72% of children met the standard compared to 81% in 2019 – a drop of 9% points. Nationally there was a 7%point drop to 75%. In 2019 Leicester's rank was 91 out of 152 and in 2022 it was 127 out of 152.
- 5.2.4.** The difference in performance in phonics between different groups of pupils in Leicester was similar to the variations for EYFS with Mixed and White heritage and those with SEN doing less well than for other groups. Children eligible for FSM performed less well than their non-FSM peers in Leicester but better than FSM children elsewhere.
- 5.2.5.** **In summary** there was a bigger drop in the proportion meeting the phonics standard in Leicester than there was nationally. This has widened the gap and schools will be addressing this gap in phonics skills for these children now in year 2.

### **5.3. Key Stage 1**

- 5.3.1.** Children are assessed at the end of Key Stage 1 during the summer term of year 2. The child is judged as to whether they have reached the expected standard, (or are at Greater Depth or are working below the expected standard), through moderated teacher assessment, in reading, writing and mathematics. They are also assessed in science. Children undertake tests and tasks in reading and mathematics, during May, which are used to inform the teacher assessment. The local authority is responsible for moderating a 25% sample of schools to ensure consistency. Academies can choose which local authority will moderate them.

Results data for all children who are in year 2 are submitted to the local authority for checking before submitting to the Department for Education at the end of June.

At key stage 1 results are reported on the proportion of children who have achieved the expected standard in reading, writing and mathematics separately.

- 5.3.2.** The percentage of children reaching the expected standard for reading fell to 61% in 2022 compared to 70% in 2019. This is a fall of 9%points and widens the gap to national which fell by 8%points to 67%. There was a similar drop for both boys and girls.

In writing the fall was 11%points in Leicester down to 54%. Nationally there was a similar drop to 58%. The gap remains at 4%points. The gap in performance between boys and girls for this measure is 14%points in Leicester – compared to 12%points nationally. This was similar in 2019.

In mathematics the fall was 9% points to 64% compared to a national fall of 8%points to 68%. The proportion of girls reaching the expected standard in mathematics was greater at 65% than the boys at 64%. This is a closer gap than in 2019 when girls outperformed boys by 3%points.

- 5.3.3.** At Key stage 1 in 2022 children of White heritage in Leicester performed less well than other groups across all three subjects. In writing less than half (48%) the children of White heritage reached the expected standard compared to 57% nationally for the same group. 59% Asian and 58% Black heritage children reached this measure.

Different ethnic groups in Leicester did less well across reading, writing and mathematics than other areas when compared to the same outcomes in 2019. Outcomes for White heritage pupils were marginally better but remain in the bottom 10 local authorities for the percentage of children achieving the expected standard. Rankings fell for all ethnic groups except for Asian heritage in mathematics.

- 5.3.4.** A greater proportion of children with an EHCP achieved the expected standard in each of reading (7%), writing (3%) and mathematics (10%) than in 2019 and this closed the gap with national outcomes which fell in 2022. This gave an improvement in ranking for Leicester compared to other local authorities.

For children who have SEN support in schools there was a lower proportion of children meeting the standard across all subjects. However, for this group, there was a smaller drop in outcomes than there was nationally and rankings improved compared to other local authorities

- 5.3.5.** Outcomes for the 25% of the KS1 children who are eligible for Free School Meals were higher for all three subjects than the same group nationally (24% of the cohort). The drop in performance from 2019 was 8%points for reading and writing and 7%points in mathematics. The ranking for the outcomes of this group of pupils in Leicester has also improved – from 70 to 52 out of 152 local authorities in reading, from 78 to 37 in writing and 73 to 43 in mathematics.

Children who are not eligible for Free School Meals perform significantly worse in Leicester than the same group nationally across all measures and this is reflected in the ranking with Reading 147 (out of 152), writing 140 and mathematics 140.

- 5.3.6.** Children who use a first language other than English performed less well in reading than those whose first language is believed to be English with 60% reaching the expected standard compared to 64%. This is a widening of the gap compared to 2019 when the proportions were 70% with EAL compared to 71%.

In writing 55% of children with EAL met the standard with only 54% of non-EAL pupils. This was a drop of 11 points from 2019

Outcomes for mathematics showed a bigger fall in the proportion of children with EAL reaching the expected standard compared to 2019, from 75% down to 65%. The fall in outcomes for English speakers was 7% points.

When comparing these groups with other local authorities the rankings for those with EAL are better than for those with English as their first language. Ranking has fallen from 2019 for all subjects for those with EAL in Leicester whereas for those with English as their first language have improved.

- 5.3.7. In summary** the charts below compare whether the difference between Leicester and national outcomes for key stage 1 have closed or got wider. Negative figures



show that the gap has increased. The y axis (vertical) looks at the change in rank compared to other local authorities.

The charts show that for all except those with an EHCP there has been a widening of the gap to national. For children with an EHCP there has been a closing of the gap and an improvement in rank for all subjects.

The ranking in reading for boys, Asian pupils and those with English as an additional language demonstrates not only had a widening of gap but also a significant fall in rankings compared to others

Children's attainment in Leicester's schools at the end of key stage 1 was impacted by the pandemic with the majority of groups widening the gap to national and whilst some rankings improved the overall attainment was low. This has given a lower starting point for children as they enter key stage 2

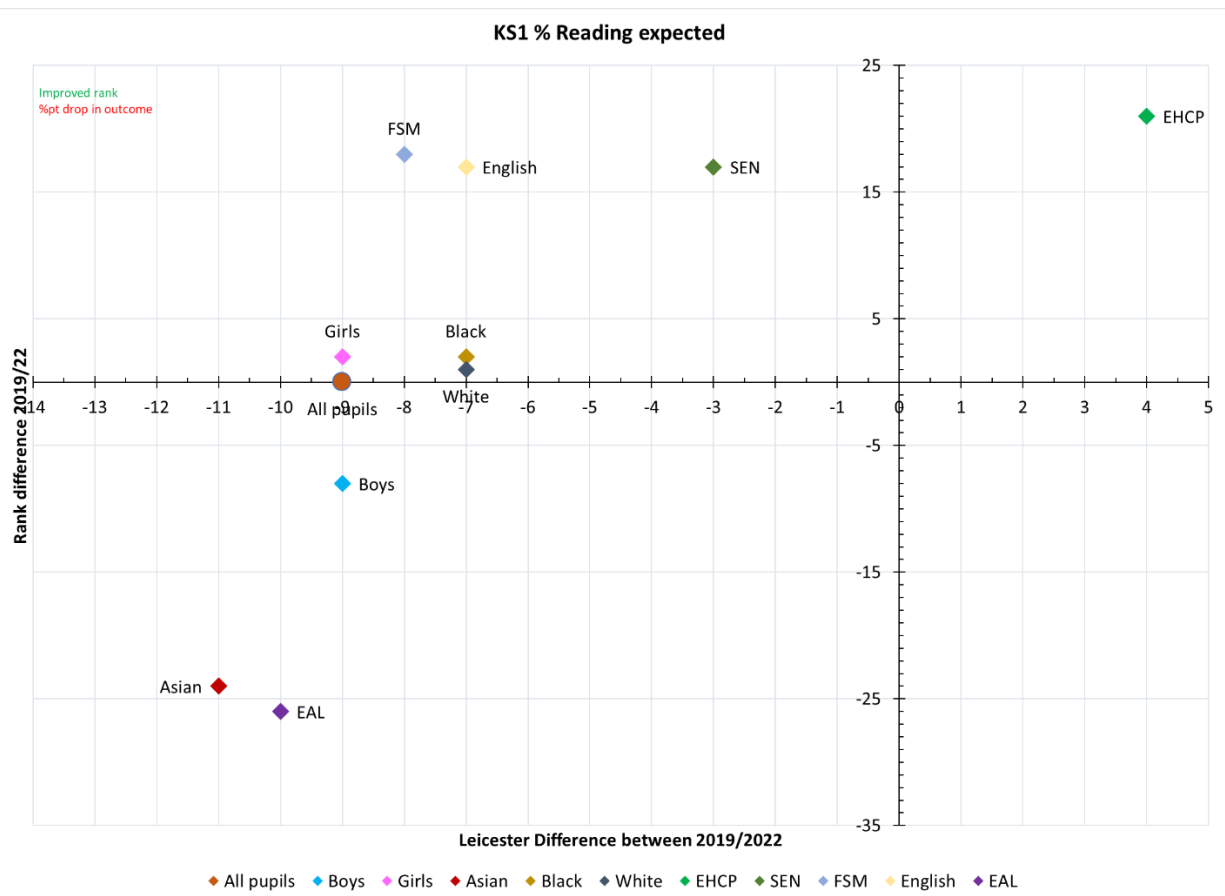


Figure 3 KS1 Reading Leicester change from 2019 to 2022 compared to national change and change in rank.

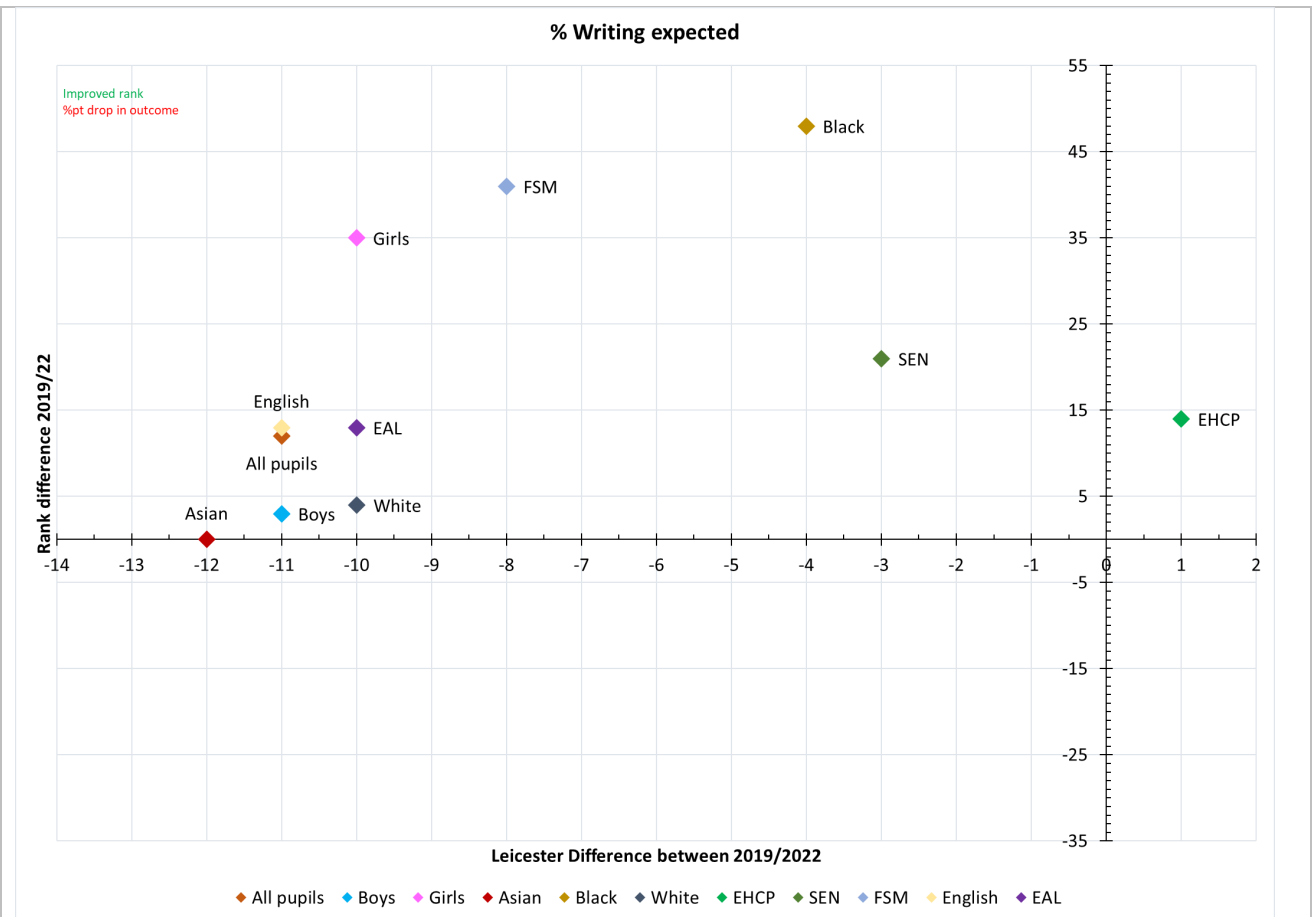


Figure 4 KS1 Writing Leicester change from 2019 to 2022 compared to national and change in rank.

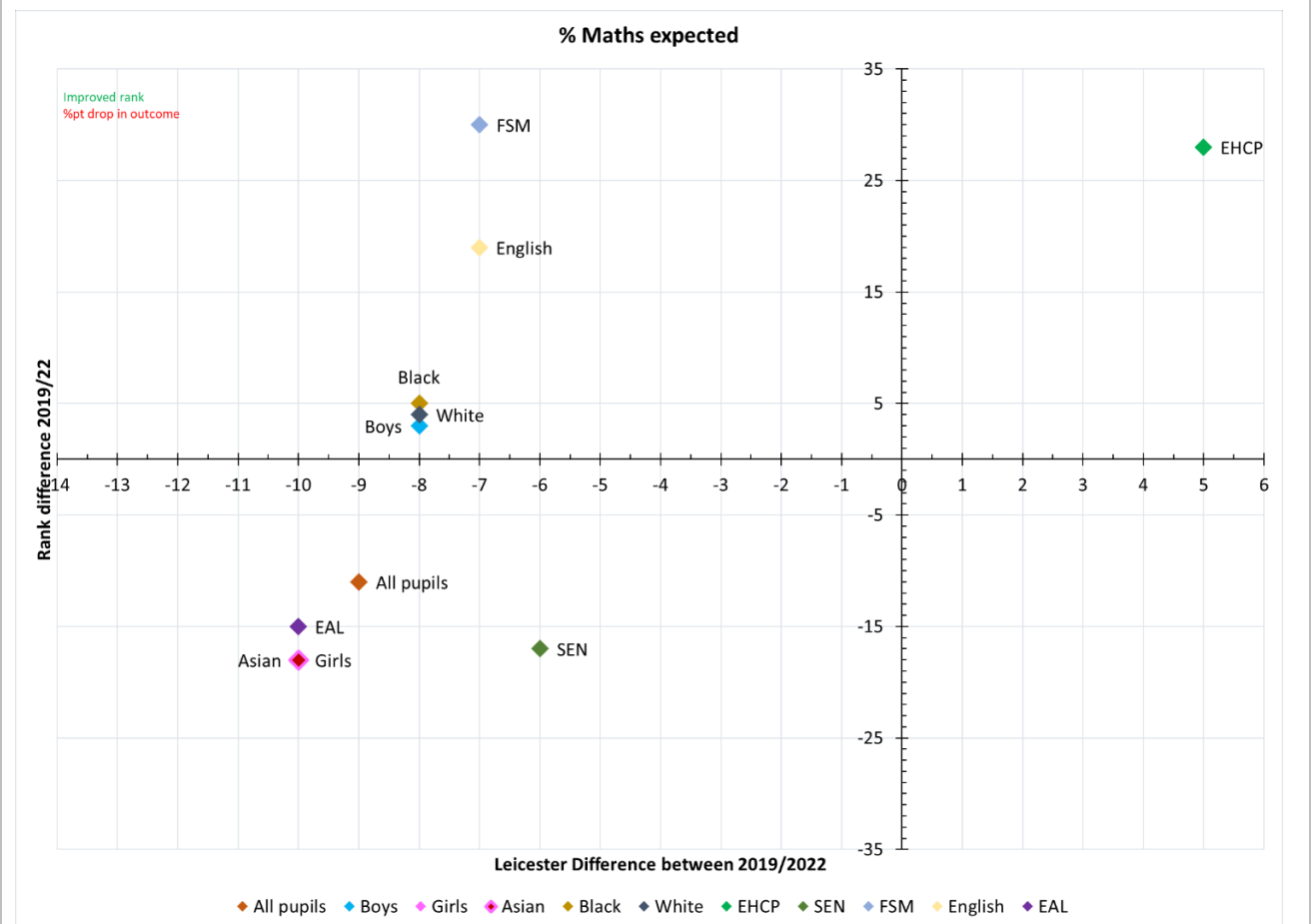


Figure 5 KS1 Mathematics Leicester change from 2019 to 2022 compared to national & change in rank.

## **5.4. Key Stage 2**

**5.4.1.** Children are assessed at the end of Key Stage 2 during the summer term of year 6. They undertake timed, externally marked tests in Reading, Mathematics and Grammar Punctuation and Spelling. Writing is teacher assessed in school and a range of completed writing is reviewed to make this assessment. Science is also assessed through unmoderated teacher assessment. 25% of schools each year are externally moderated by the local authority for writing assessment. The percentage of children who achieve the expected standard and the higher standard in the tests and assessment are reported for each local authority and nationally. In 2022 these results have not been published school by school. These performance tables are due to return in 2023.

Teacher assessments for writing and science for all children and in reading and mathematics for those children who are below the level of the tests are submitted via the local authority to the Department for Education at the end of June.

Externally marked test results are sent to the schools and the local authority in the first week of July. During September schools can apply for children who are new arrivals to be removed from the reported results. These are children who have arrived from overseas, from a country that does not use English as an official language, since the beginning of year 5.

In addition to the outcome measures children's results in reading, writing and mathematics at the end of key stage 2 are matched to their key stage 1 results that were assessed at the end of year 2. A progress score for each school/ local authority is created by comparing the progress across the whole year group nationally for that subject. This gives a positive score if the progress is better than average and a negative score if it is worse.

In 2022 only 91% of the children being assessed at the end of key stage 2 had results from key stage 1. Therefore 9% of the cohort are excluded from the progress measures.

**5.4.2.** The proportion of children in Leicester reaching the expected standard in reading, writing and mathematics in 2022 was 58%. This is a drop of 5% points since 2019 but closes the gap to national to 1% point from a 2%point gap in 2019. These proportions are similar for both boys and girls. Girls outperform boys by 10%points.

In comparison to other local authorities Leicester's rank for this measure has improved from 107 in 2019 to 81 in 2022. This is reflected in the improvement in ranks for each of the proportion of children who reached the expected standard in each of reading, writing and mathematics. The ranking for girls is lower than that for boys in every measure.

Outcomes in reading have improved by 3% points since 2019 compared to a national increase of 1%point. Outcomes for mathematics fell by 7%points and for writing by 8% points. Developing sustained writing was particularly difficult to undertake remotely during school closures and whilst schools worked hard there was insufficient time on return to class to address the deficit in this area of children's learning.

The average progress between key stage 1 and key stage 2 for this cohort was above the national average in all three subjects. In both reading and writing the average progress made by Leicester children was better than the average progress compared to national in 2019. In mathematics the progress was significantly above

national and is ranked at 17 out of 152 local authorities. Nationally and in Leicester the average progress for boys is less than for girls however in Leicester the rank of progress for boys is 51 (out of 152) compared to 73 for girls in reading, 16 compared to 24 in mathematics, and 99 compared to 108 in writing.

- 5.4.3.** Children of Asian heritage outperform other groups both locally and nationally in meeting the expected standard in reading, writing and mathematics. The gap to national for this group is only 2%points compared to the overall 5%point gap. The rank for Asian children comparing the same group in other LAs is 106 out of 152

In Leicester children of White heritage perform least well of the major groups with only 51% of pupils achieving the required standard in reading, writing and mathematics. This is compared to 58% for the same group nationally and is in line with outcome in 2019. The rank this group in Leicester for 2022 is 140 out of 152. This is a slight improvement from 2019.

Outcomes for individual subjects in 2022 were similar to national for Asian pupils and those of Black and Mixed heritage.

Progress for all groups in each of reading, writing and mathematics in 2022 was better than national apart from reading for those of any other ethnic group or those whose ethnicity was unclassified (a total of 185 pupils). Only 60% of children unclassified had key stage 1 results and were included in these measures.

- 5.4.4.** Children who had an EHCP had better outcomes at the end of Key Stage 2 in Leicester than those nationally and results were better than those in 2019. Of those in receipt of SEN support in school outcomes were better than the same groups nationally apart from in reading. These results were less good than the same measures in 2019.

Compared to other local authorities the ranking for all measures for those with EHCP had improved and lie in the top half of all local authorities. For those with SEN support rankings still predominantly lie in the top half except for the proportion of children achieving the expected standard in reading. These ranks have fallen since 2019.

- 5.4.5.** Children eligible for Free School Meals in Leicester have better outcomes in reading, writing and mathematics and in the combination of the subjects than the same group nationally. However less than half of children (46%) eligible are achieving this measure. In 2019 50% did achieve this measure. The ranking for this combined measure is 38 out of 152 local authorities.

Progress for those eligible for Free School Meals in Leicester for each of reading (rank 33), writing (rank 33) and mathematics (rank 19) is lower than the average progress for all pupils but is better than the progress made by this group nationally

- 5.4.6.** The proportion of children who are known to have English as an Additional Language achieving reading writing and mathematics in 2022 was 60% a drop of 4%points from 2019 which is more of a drop than national which fell 3% points to 61%. For those who have English as their first language 56% achieved this measure compared to 58% nationally. This was a 6%point drop locally and a 7%point nationally.

Progress for children with EAL was better in Leicester than national for each subject apart from writing. Their progress was also better than those who had English as their first language.

**5.4.7. In summary** the following charts show the change in gap to national for each group between 2019 and 2022 and the 2022 rank compared to other local authorities.

Analysis in this format shows that whilst 2022 outcomes in reading, writing and mathematics for pupils with FSM and EHCP lie in the top 25% of all local authorities and the gap closed. For pupils with EAL and those of Asian heritage (who are the top performing ethnic group in Leicester) the gap widened.

Children in Leicester's primary schools make better progress than nationally and for most groups this has improved between 2019 and 2022. Both nationally and locally attainment fell but for most groups in Leicester this was less of a drop than nationally following the pandemic.



Figure 6 KS2 RWM Leicester change in gap to national and the 2022 rank



Figure 7 KS2 Reading Progress: Leicester change in gap to national and the 2022 rank



Figure 8 KS2 Mathematics Progress: Leicester change in gap to national and the 2022 rank



Figure 9 KS2 Writing Progress: Leicester change in gap to national and the 2022 rank

## 5.5. Key Stage 4 - GCSE

**5.5.1.** The results reported are for GCSE and other nationally recognised examinations taken either before or during year 11 (the year in which most children reach age 16). These results are reported for each school, local authority and nationally. In 2022 results by school are published on the [DfE website](#) with a warning about the validity of comparison and the uneven impact of the pandemic on 2021/22 school and college performance data.

During June schools can apply for children who are new arrivals to be removed from the reported results. These are children who have arrived from overseas, from a country that does not use English as an official language, since the beginning of year 10.

There are many measures used to review aggregated results for children at the end of key stage 4. In this report the analysis focuses on the Attainment 8 score, the Progress 8 score and the Basics 9-5 measure. There is also mention of the proportion of children entering and achieving the English Baccalaureate (EBACC).

Attainment 8 is an average total score of up to 8 approved qualifications. Each qualification is allocated a score in line with the GCSE grades between 9 (high) and 1 (low). The qualifications that count in this measure must include English and mathematics, science, humanities and language and up to 3 other GCSE or approved technical qualifications. English and mathematics are double counted.

Progress 8 score is a calculation of the average progress pupils made across the 8 qualifications between the end of key stage 2 (average of reading and mathematics

scores) and the end of key stage 4 compared to other children with the same starting points. Only 89% of pupils in the 2022 GCSE cohort had results at the end of key stage 2. This is normally because they were not in the country at the time of the key stage 2 assessments. Therefore, these pupils are not included in the progress measures.

The Basics 9-5 measure is the proportion of children who achieved both English and mathematics GCSE at grade 5 and above

The EBACC measure is the proportion of children who have achieved at least a grade 5 (or grade 4) at GCSE in each of English, mathematics, a science, a modern language and a humanities subject.

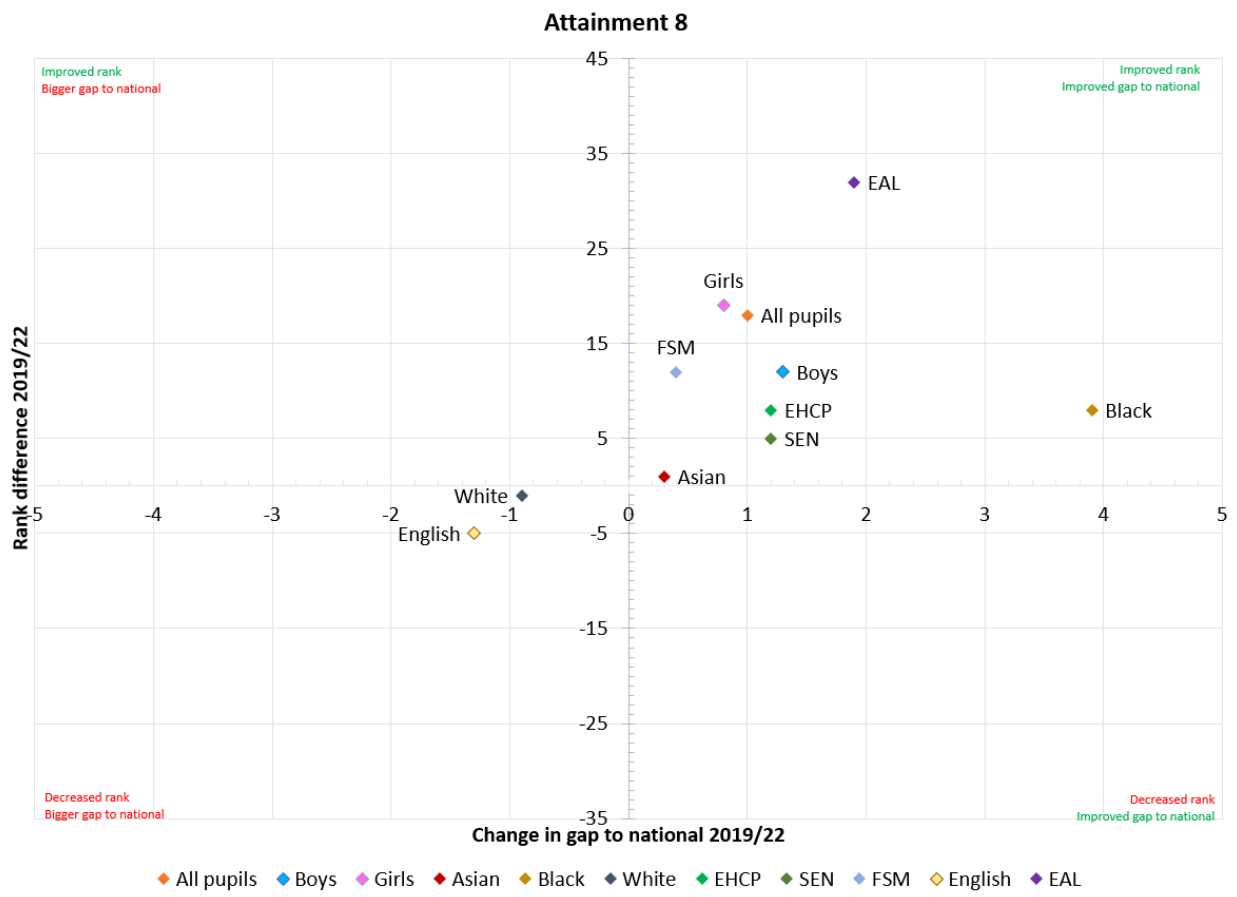


Figure 10: Comparison of changes between 2019 and 2022 of Attainment 8 scores and the impact on rank.

**5.5.2.** In 2022 the Attainment 8 score for children in Leicester was 46.1 which was below the national figure of 48.8. This closed the gap on national attainment by 1 point from the figures in 2019. Compared to other local authorities Leicester’s rank is 117 out of 152 an improvement from 132 in 2019.

The proportion of pupils achieving Basic 9-5 in Leicester improved from 37.2% in 2019 to 44.5% in 2022. Nationally the improvement was 6.4% points to 49.8%. Progress for children in Leicester from their Key Stage 2 starting point was 0.07. This was better than in 2019 (0.02) and better than nationally (-0.03). This gave a rank of 44 among the 152 local authorities.

There was an increase of 10% points from 27% to 37% in the proportion of children entering the full range of subjects for the EBACC (rank improved from 137 to 79). This was reflected in the proportion of children (17.3%) attaining grade 5 and above in the 5 different areas.



Girls both in Leicester and nationally outperform boys in GCSE. However, the gap between boys and girls in Leicester closed slightly in 2022. Local authority ranks for both boys and girls across all measures have improved.

**5.5.3.** Children of White heritage perform least well across all Key Stage 4 measures with an average attainment 8 score of 37.2 (which is less than a grade 4 on average across all the 8 included qualifications). This is only 0.7 better than the score in 2019. This group of pupils also had a progress measure of -0.64 which is the same as in 2019. The local authority rank for white pupils in each measure was 150 for Attainment 8 and 148 for Progress 8.

Asian pupils perform the best across all measures in 2022 with an Attainment 8 score of 52.1 and Progress 8 score of 0.60. This gave ranks of 112 and 79 respectively.

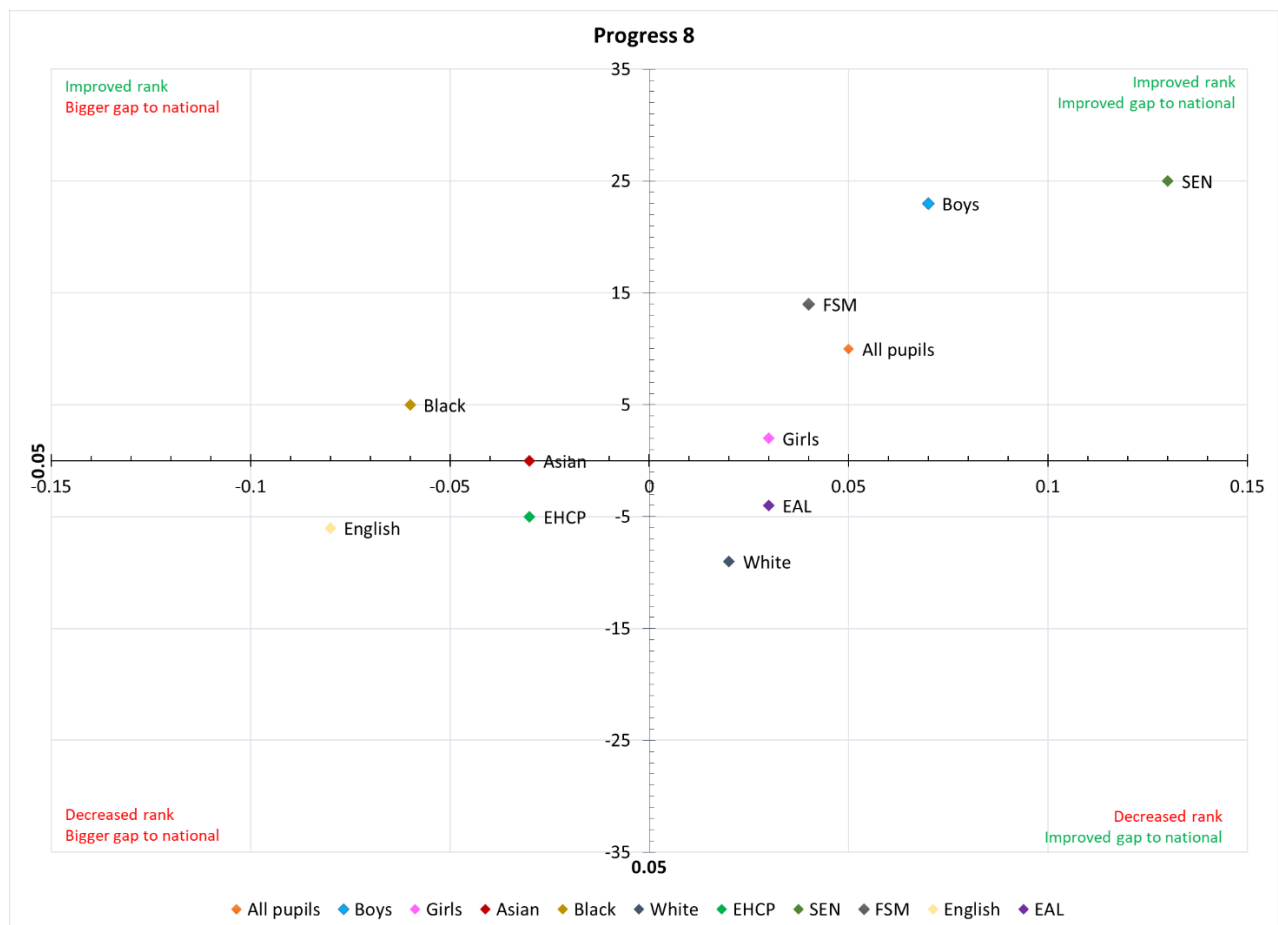


Figure 11 Comparison of percentage change between 2019 and 2022 in Progress 8 by group and the impact on rank.

**5.5.4.** Children who completed key stage 4 in 2022 with an Education Health Care Plan do significantly less well than their peers on these measures. There was a slight improvement in most measures. The proportion of children achieving the Basic 9-4 almost doubled to 9.4%. Progress made by these children was less in 2022 (-1.71) compared to -1.52 in 2019. This led to a drop in ranking to 141 out of 152 local authorities.

Of the children who have SEN support in schools only 15.8% achieved Basics 9-5 but a further 11% had both English and mathematics at a grade 4. The Attainment 8 score improved to 29.7 and progress also improved to -0.62. This was still below the progress made in 104 other LAs from the same starting points.

**5.5.5.** Children who are eligible for FSM had better outcomes across all measures in 2022 than in 2019. Outcomes are similar for this group nationally and ranks show that Leicester's performance is in the top third of all local authorities. This is an improvement on the results for 2019.

For those who are not eligible for free school meals the Attainment 8 score of 49.3 is just below an average of grade 5 across all 8 qualifications. This is a significant improvement on the average of 4.5 in 2019. The rank for this measure and this group has improved from 134 to 113. The Progress 8 measure has also improved to 0.31 from 0.16. Progress for this group is better than national and all but 25 other local authorities.

**5.5.6.** Children with English as an Additional Language do better than those who speak English as their first language across all measures. This is the same as the national picture. Leicester's Attainment 8 score for those who are not EAL is 41.5 (rank 149) compared to EAL children who achieved 49.9 (rank 91).

50% of children with EAL achieved grade 5 or better in both English and mathematics compared to only 37.9% of English speakers. There was a 10%point increase for those with EAL compared to 2019 but only a 0.5%point increase for English speakers.

**5.5.7. In summary at the end of Key stage 4** and Figure 9 for Attainment 8 shows that only pupils of White heritage and those who speak English as their first language had a wider gap than their peers nationally. Most groups closed the gap to national and improved their rankings.

Figure 10 highlights that whilst some groups have closed the gap to national and improved rankings those of Black and Asian heritage have had a slight widening of the gap to national and children with English as an additional language and those with an EHCP have a wider gap and a fall in rank.

The results achieved by our secondary schools show that while the pandemic impacted on children and outcomes are overall lower than in 2019 progress compared to national was better in Leicester and the attainment gap closed slightly.

## **6. Financial, legal, equalities, climate emergency and other implications**

### **6.1. Financial implications**

There are no financial implications directly associated with this report.

### **6.2. Legal implications**

There are no legal implications directly associated with this report.

### **6.3. Equalities implications**

The Public Sector Equality Duty (PSED) is a general duty that applies to schools, and other public bodies. It requires schools to have due regard to the need to eliminate discrimination, harassment, victimisation and other prohibited conduct, improve equality of opportunity; and foster good relations between different groups of people: those who share a protected characteristic and those who do not.

Under the Equality Act 2010, it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, or sex.

The report provides an insight into the results from the annual assessment measures for various stages of education. There are no direct equalities implications arising from the report as it is for noting. The 2022 results show that education outcomes in Leicester and nationally in primary school assessments are lower than before the pandemic. Moving forward it will be important to consider impacts on children who are more vulnerable, including those with special educational needs and disabilities, children from poorer backgrounds, and those who are Looked After. Children who have SEN including those with an EHCP do significantly worse than other pupils. The pandemic led to considerable disruption to the learning of pupils in the city. The Early Years Foundation Stage assessment sets the foundations for literacy and is crucial to children being able to move onto literacy in the national curriculum. The challenges presented by the COVID-19 pandemic mean that schools will be cautious about making comparisons with performance data from previous years, and directly with other schools/ academy trusts, and when comparing with national or local authority averages. Overall attainment of all children in Leicester in all key stages is below national.

It would be useful to have monitoring of and research into the longer term effects of the disruption to learning of the pandemic in secondary as well as primary schools, to determine the extent to which targeted measures are effectively supporting the schools and pupils most affected.

Equalities Officer, Surinder Singh, Ext 37 4148

#### 6.4. Climate Emergency implications

There are no significant climate emergency implications directly associated with this report.

Aidan Davis, Sustainability Officer, Ext 37 2284

#### 6.5. Other implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

### 7. Background information and other papers:

#### 7.1. Useful links

- [Key stage 2 attainment, Academic Year 2021/22](#)
- [Secondary accountability measures](#)

### 8. Summary of appendices:

#### 8.1. Tables of results for Early Years Foundation Stage

- 8.2. Tables of results for Phonics
- 8.3. Tables of results for Key Stage 1
- 8.4. Tables of results for Key Stage 2
- 8.5. Tables of results for Key Stage 4

**9. Is this a private report (If so, please indicate the reasons and state why it is not in the public interest to be dealt with publicly)?**

**10. Is this a “key decision”? If so, why?**

**No**

8.1. Tables of results for Early Years Foundation Stage showing the outcomes for each group and measure

All pupils and gender	2022						2019					
	Leicester			England			Leicester			England		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Number of Pupils	4502	2294	2208	622583	318249	304334	4702	2449	2253	638946	327425	311521
%Communication and Language	61.7	55.8	67.7	67.1	60.8	73.6	Change in measure so not comparable					
% Good Level of Development	60	55	66	65	59	72	68	62	74	72	66	78

Major Ethnic groups 2022

Ethnicity	2022									
	Leicester					England				
	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of Pupils	2046	376	360	1433	126	74613	31183	45311	439484	13574
%Communication and Language	64.7	62.2	30.6	60.4	54.8	66.1	62.4	68.8	68.3	56.6
% Good Level of Development	63.7	60.1	58.1	58.8	53.2	64.9	60.6	67	66.3	55.3

Major Ethnic Groups 2019

2019	2019									
	Leicester					England				
	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of Pupils	1914	383	375	1622	N/A	69185	31136	41685	459403	N/A
%Communication and Language					N/A					N/A
% Good Level of Development	74	63	69	65	N/A	71	69	73	73	N/A

SEN status	2022						2019					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of Pupils	67	382	3971	13630	49629	552523	47	372	4110	10747	50490	564913
%Communication and Language	3	18.8	67.7	5	25.8	72.8						
% Good Level of Development	1.5	17.3	66.3	3.6	22.9	70.9	4	25	74	5	29	77

Free School Meals eligibility	2022				2019			
	Leicester		England		Leicester		England	
FSM	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible
Number of Pupils	732	3770	113882	508701	668	4034	89742	549204
%Communication and Language	53.1	63.3	50.9	70.7				
% Good Level of Development	51.6	61.9	49.1	68.8	61	69	57	74

First language	2022				2019			
	Leicester		England		Leicester		England	
Language	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English
Number of Pupils	1947	2382	484926	121530	2116	2414	500066	123805
%Communication and Language	65.1	60.7	69.1	61.3				
% Good Level of Development	63.3	59.8	67.1	60.1	71	68	74	67

Tables of results for Phonics showing the outcomes for each group and measure

All pupils and gender	2022						2019					
	Leicester			England			Leicester			England		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Number of pupils	4651	2350	2301	636787	325791	310996	4758	2411	2347	649490	332670	316820
% Met Standard	72	69	76	75	72	79	81	77	85	82	78	85

Major Ethnic group 2022	2022											
	Leicester						England					
	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group	Unclassified
Number of pupils	2145	399	394	1453	102	158	76421	32542	45023	453272	13702	15827
% Met Standard	74	77	72	71	62	49	79	76	77	76	71	54

Major Ethnic group 2019	2019											
	Leicester						England					
	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group	Unclassified
Number of pupils	1989	434	393	1710	118	114	74208	33284	42450	475499	12692	11357
% Met Standard	84	85	83	77	75	57	85	83	84	82	79	63



SEN Status	2022						2019					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of pupils	135	484	3951	18399	69551	542396	98	537	4068	13552	71577	559918
% Met Standard	9	43	79	19	44	82	12	50	87	19	48	88

Free School meals eligibility	2022				2019			
	Leicester		England		Leicester		England	
FSM	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible
Number of pupils	1112	3539	141338	495449	813	3945	105552	543938
% Met Standard	66	74	62	79	74	82	70	84

First Language	2022				2019			
	Leicester		England		Leicester		England	
Language	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English
Number of pupils	2023	2530	500421	128180	2198	2498	512166	543938
% Met Standard	73	73	76	75	81	81	82	82

Tables of results for Key Stage 1 showing the outcomes for each group and measure

All pupils and gender	2022						2019					
	Leicester			England			Leicester			England		
All KS1	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Number of pupils	4738	2430	2308	639415	327949	311466	4941	2552	2389	666549	341288	325261
% Reading expected	61	57	65	67	63	71	70	66	74	75	71	79
% Writing expected	54	47	61	58	52	64	65	58	71	69	63	76
% Maths expected	64	64	65	68	68	67	73	72	75	76	75	77

Major Ethnic group 2022	2022									
	Leicester					England				
Ethnicity	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2146	399	358	1548	148	76723	33270	44606	457276	13967
% Reading expected	64	63	64	58	66	69	67	70	67	59
% Writing expected	59	58	55	48	56	62	59	60	57	52
% Maths expected	69	62	66	61	66	71	64	69	68	62

Major Ethnic Group 2019	2019									
	Leicester					England				
2019	Asian	Black	Mixed	White	Any other ethnic group	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2078	466	388	1769	122	76462	34913	42708	490554	12675
% Reading expected	75	70	72	65	70	77	76	77	75	68
% Writing expected	71	62	68	58	67	73	71	71	69	64
% Maths expected	79	70	75	69	76	79	74	76	76	72

SEN Status	2022						2019					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of pupils	136	562	3961	20576	82214	530997	126	606	4153	15892	84943	562187
% Reading expected	7	29	68	12	30	75	3	32	78	13	33	83
% Writing expected	3	21	61	7	20	66	2	24	73	9	25	78
% Maths expected	10	33	72	14	33	75	5	39	81	14	36	84

Free School Meals eligibility	2022				2019			
	Leicester		England		Leicester		England	
FSM	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible
Number of pupils	1174	3564	153310	486105	830	4111	107182	559367
% Reading expected	52	64	51	72	60	72	60	78
% Writing expected	44	57	41	63	52	67	53	72
% Maths expected	54	68	52	73	61	76	61	78

First Language	2022				2019			
	Leicester		England		Leicester		England	
Language	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English
Number of pupils	1965	2681	500821	131747	2335	2526	524452	138156
% Reading expected	64	60	68	64	71	70	76	72
% Writing expected	54	55	58	57	65	65	70	68
% Maths expected	66	65	68	67	73	75	76	75

## 8.2. Tables of results for Key Stage 2 showing the outcomes for each group and measure

All pupils and gender	2022						2019					
	Leicester			England			Leicester			England		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
All KS2	4892	2521	2371	661617	338606	323011	4730	2458	2272	639818	326350	313467
Number of pupils	4892	2521	2371	661617	338606	323011	4730	2458	2272	639818	326350	313467
% RWM expected	58	53	63	59	55	63	63	58	68	65	61	70
% Reading expected	73	68	78	75	70	80	70	66	75	74	69	79
Ave Reading prog sc	0.57	-0.07	1.25	0.04	-0.75	0.86	0.39	-0.18	1.00	0.03	-0.54	0.62
% Maths expected	73	74	72	72	73	71	80	80	81	79	79	80
Ave Maths prog sc	1.27	2.18	0.32	0.04	0.83	-0.79	1.44	2.02	0.81	0.03	0.73	-0.69
% Writing expected	68	61	75	70	63	77	76	71	82	79	73	85
Ave Writing prog sc	0.32	-0.46	1.15	0.05	-0.77	0.89	0.29	-0.51	1.15	0.03	-0.73	0.82

Major Ethnic group 2022	2022											
	Leicester						England					
	2022	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group
Number of pupils	2140	465	366	1736	125	60	79362	37987	42411	481312	14308	8590
% RWM expected	64	61	59	51	58	40	66	59	61	58	55	44
% Reading expected	78	75	77	67	67	56	78	75	77	74	68	58
Ave Reading prog sc	0.93	0.99	0.41	0.17	-0.21	-1.06	0.93	0.46	0.42	-0.18	0.90	-0.10
% Maths expected	80	73	70	65	70	52	80	71	72	70	71	57
Ave Maths prog sc	2.33	0.86	-0.03	0.42	1.50	0.15	2.17	0.05	-0.04	-0.33	2.18	-0.31
% Writing expected	72	71	69	61	68	48	74	70	72	69	64	54
Ave Writing prog sc	0.42	1.23	-0.08	0.08	0.66	-0.94	1.07	0.57	0.32	-0.19	1.22	-0.27

Major Ethnic Group 2019	2019											
	Leicester						England					
2019	Asian	Black	Mixed	White	Any other ethnic group	Unclassified	Asian	Black	Mixed	White	Any other ethnic group	Unclassified
Number of pupils	2038	480	332	1720	107	53	74391	38595	38335	474122	12691	6446
% RWM expected	68	68	61	56	65	42	69	64	66	64	61	49
% Reading expected	72	70	71	66	70	53	74	72	75	73	67	58
Ave Reading prog sc	0.30	0.08	-0.03	0.60	1.81	-0.82	0.60	0.24	0.35	-0.12	0.85	0.16
% Maths expected	87	81	76	74	84	68	84	78	79	78	79	62
Ave Maths prog sc	2.22	0.83	0.05	0.92	3.49	0.40	1.94	0.31	-0.08	-0.31	2.37	-0.41
% Writing expected	82	79	74	70	77	62	82	78	80	78	73	60
Ave Writing prog sc	0.79	0.15	-0.35	-0.12	1.60	-1.86	1.00	0.52	0.23	-0.19	1.31	-0.31

SEN status	2022						2019					
	Leicester			England			Leicester			England		
SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN	EHC plan	SEN support	No SEN
Number of pupils	165	748	3954	29093	101141	530964	144	727	3850	21365	93868	527398
% RWM expected	10	23	67	7	21	69	6	30	71	9	25	74
% Reading expected	15	41	82	16	44	84	11	41	78	16	41	81
Ave Reading prog sc	-3.09	-0.47	0.94	-4.49	-1.17	0.51	-3.46	0.00	0.61	-3.62	-1.01	0.35
% Maths expected	16	41	81	15	40	81	12	53	88	17	46	87
Ave Maths prog sc	-1.65	0.42	1.58	-3.88	-0.91	0.43	-3.58	1.02	1.72	-3.96	-1.02	0.37
% Writing expected	12	30	77	11	30	80	10	42	86	14	39	88
Ave Writing prog sc	-2.79	-1.00	0.73	-4.11	-1.55	0.58	-3.59	-1.27	0.75	-4.30	-1.73	0.52

Free School meals eligibility	2022				2019			
	Leicester		England		Leicester		England	
	FSM	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible	Not known to be FSM eligible	FSM Eligible
Number of pupils	1417	3475	167249	496721	926	3804	108893	535687
% RWM expected	46	63	42	64	50	66	47	68
% Reading expected	63	77	61	79	60	72	58	76
Ave Reading prog sc	-0.16	0.88	-0.88	0.35	0.13	0.45	-0.77	0.19
% Maths expected	60	78	55	77	68	83	63	82
Ave Maths prog sc	-0.02	1.82	-1.22	0.46	0.40	1.70	-0.94	0.23
% Writing expected	57	72	54	75	64	79	64	81
Ave Writing prog sc	-0.16	0.53	-0.80	0.33	-0.67	0.53	-0.72	0.18

First Language	2022				2019			
	Leicester		England		Leicester		England	
	Language	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be English	Known or believed to be other than English	Known or believed to be other than English
Number of pupils	2312	2548	519148	141369	2209	2505	506664	135450
% RWM expected	56	60	58	61	62	64	65	64
% Reading expected	72	74	75	73	71	69	74	70
Ave Reading prog sc	0.18	0.98	-0.16	0.88	0.35	0.42	-0.14	0.77
% Maths expected	69	77	71	75	77	83	78	80
Ave Maths prog sc	0.23	2.35	-0.43	2.01	0.45	2.45	-0.43	2.06
% Writing expected	67	69	70	70	75	78	79	77
Ave Writing prog sc	-0.10	0.75	-0.22	1.16	-0.35	0.92	-0.25	1.23

### 8.3. Tables of results for Key Stage 4 showing the outcomes for each group and measure

All pupils and gender	2022						2019					
	Leicester			England			Leicester			England		
	Gender	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys
Number of pupils	4140	2138	2002	585222	299063	286159	3576	1839	1737	540046	275209	264837
Average Att 8	46.1	42.7	49.8	48.8	46.3	51.4	43.1	39.3	47.2	46.8	44.2	49.6
% Basics 9-5	44.5	40.2	49.2	49.8	47.1	52.6	37.2	32.5	42.1	43.4	40.2	46.8
% Basics 9-4	63.5	58.6	68.7	68.8	66.2	71.6	55.1	49.5	61.0	64.9	61.3	68.7
% entered EBacc	37.2	30.7	44.1	38.8	33.9	43.9	27.5	23.2	32.0	40.1	34.4	46.0
% EBacc 9-5	17.3	13.0	21.9	20.2	16.5	24.2	12.5	9.8	15.3	17.2	13.2	21.3
% EBacc 9-4	24.1	18.1	30.5	26.8	22.1	31.6	17.6	14.1	21.2	25.1	19.8	30.5
EBacc APS	4.1	3.8	4.4	4.3	4.1	4.5	3.7	3.4	4.0	4.1	3.9	4.3
Avg P8 Score	0.07	-0.17	0.32	-0.03	-0.21	0.15	0.02	-0.30	0.36	-0.03	-0.27	0.22

Major Ethnic Group 2022	2022											
	Leicester						England					
	Ethnicity	Asian	Black	Mixed	White	Other	Unclassified	Asian	Black	Mixed	White	Other
Number of pupils	1986	478	284	1246	83	57	66118	35760	33927	424686	11514	10839
Average Att 8	52.1	46.0	43.3	37.2	43.5	49.6	54.8	48.8	49.4	47.8	50.8	42.9
% Basics 9-5	56.0	42.7	37.7	29.2	32.5	43.9	61.9	49.6	49.9	47.8	53.8	42.4
% Basics 9-4	74.7	66.3	56.7	45.7	59.0	73.7	77.6	69.3	68.5	67.5	70.7	59.7
% entered EBacc	47.1	33.1	37.3	21.7	50.6	42.1	51.6	47.0	42.1	35.4	52.8	33.9
% EBacc 9-5	24.6	11.9	15.8	8.1	15.7	15.8	28.3	20.4	22.3	18.6	26.0	16.6
% EBacc 9-4	32.7	20.9	21.5	11.9	28.9	19.3	36.0	29.1	29.1	24.7	34.1	22.3
EBacc APS	4.7	4.0	3.8	3.2	4.1	4.3	4.9	4.3	4.4	4.2	4.6	3.8
Avg P8 Score	0.60	-0.03	-0.31	-0.64	0.32	0.58	0.54	0.18	-0.04	-0.14	0.54	-0.40



Major Ethnic Group 2019	2019											
	Leicester						England					
2019	Asian	Black	Mixed	White	Other	Unclassified	Asian	Black	Mixed	White	Other	Unclassified
Number of pupils	1736	405	215	1108	66	36	57606	30819	26905	405622	9207	7891
Average Att 8	48.5	40.9	39.2	36.5	41.7	36.2	51.5	45.2	47.7	46.2	48.5	40.7
% Basics 9-5	46.7	27.4	29.8	27.3	31.8	36.1	52.3	38.2	44.0	42.5	45.2	35.5
% Basics 9-4	64.9	48.6	48.8	44.0	45.5	41.7	71.0	59.9	65.0	64.4	65.9	55.2
% entered EBacc	35.7	26.2	18.6	16.6	36.4	16.7	50.9	46.9	44.4	37.5	52.8	33.3
% EBacc 9-5	17.7	8.4	6.5	6.9	12.1	8.3	24.1	15.4	19.8	16.0	22.2	14.0
% EBacc 9-4	24.0	13.8	10.2	10.6	16.7	8.3	33.1	24.3	28.0	23.6	32.1	20.1
EBacc APS	4.2	3.5	3.3	3.0	3.7	3.0	4.6	4.0	4.2	4.0	4.4	3.5
Avg P8 Score	0.56	-0.02	-0.46	-0.63	-0.17	-0.57	0.47	0.13	0.00	-0.11	0.50	-0.38

SEN Status	2022						2019					
	Leicester			England			Leicester			England		
SEN	SEN State EHC	SEN supp	No SEN	SEN State EHC	SEN supp	No SEN	SEN State EHC	SEN supp	No SEN	SEN State EHC	SEN supp	No SEN
Number of pupils	203	430	3507	24854	67492	491564	142	348	3086	20371	56527	462016
Average Att 8	10.9	29.7	50.2	14.3	34.8	52.5	9.1	26.3	46.6	13.7	32.6	50.1
% Basics 9-5	2.5	15.8	50.5	6.9	22.4	55.8	2.1	9.8	41.9	5.5	16.8	48.4
% Basics 9-4	9.4	26.7	71.1	13.4	38.9	75.9	4.9	21.8	61.1	11.1	32.3	71.3
% entered EBacc	3.4	16.5	41.7	4.1	17.8	43.5	0.7	10.9	30.6	4.0	16.9	44.6
% EBacc 9-5	0.5	3.5	20.0	1.3	5.7	23.2	0.0	1.4	14.3	1.1	4.1	19.5
% EBacc 9-4	1.0	6.3	27.6	1.9	8.5	30.6	0.7	2.3	20.1	1.9	6.8	28.4
EBacc APS	0.8	2.5	4.5	1.1	2.9	4.6	0.7	2.1	4.0	1.1	2.7	4.4
Avg P8 Score	-1.71	-0.62	0.27	-1.33	-0.47	0.10	-1.52	-0.71	0.18	-1.17	-0.43	0.08

Free School Meals eligibility	2022				2019			
	Leicester		England		Leicester		England	
FSM	FSM	FSM all other	FSM	FSM all other	FSM	FSM all other	FSM	FSM all other
Number of pupils	1042	3098	121320	463902	610	2966	75871	464175
Average Att 8	36.6	49.3	36.9	51.9	34.3	45.0	35.0	48.7
% Basics 9-5	29.6	49.6	28.4	55.4	24.4	39.8	22.6	46.8
% Basics 9-4	45.5	69.5	46.9	74.6	39.3	58.3	41.5	68.7
% entered EBacc	25.1	41.2	26.2	42.1	17.0	29.6	25.1	42.6
% EBacc 9-5	9.7	19.9	8.8	23.2	6.2	13.8	6.4	18.9
% EBacc 9-4	14.1	27.4	13.4	30.2	10.0	19.1	11.1	27.3
EBacc APS	3.1	4.4	3.1	4.6	2.8	3.9	2.9	4.3
Avg P8 Score	-0.60	0.31	-0.59	0.11	-0.58	0.16	-0.53	0.06

First Language	2022				2019			
	Leicester		England		Leicester		England	
Language	English	Other than English	English	Other than English	English	Other than English	English	Other than English
Number of pupils	1837	2288	484160	97814	1706	1868	450056	87560
Average Att 8	41.5	49.9	48.4	51.2	41.0	45.1	46.6	48.3
% Basics 9-5	37.9	50.0	49.0	54.2	33.7	40.3	43.2	44.9
% Basics 9-4	56.1	69.4	68.4	71.6	51.8	58.0	65.0	65.0
% entered EBacc	28.5	44.3	36.4	51.3	22.7	31.9	38.2	50.5
% EBacc 9-5	12.0	21.7	19.3	25.1	11.2	13.7	16.5	20.7
% EBacc 9-4	17.5	29.5	25.5	33.4	15.7	19.3	24.1	30.0
EBacc APS	3.6	4.5	4.2	4.6	3.5	3.9	4.0	4.3
Avg P8 Score	-0.50	0.60	-0.12	0.55	-0.41	0.50	-0.11	0.48