# National Deaf Children’s Society note on Department for Education figures on attainment for deaf children in 2024 (England)

# *Updated: January 2025*

**Introduction**

This note is intended for anyone with an interest in what government figures show on the attainment of deaf children in Early Learning Goals, Year 1 Phonics Screening, Year 4 Multiplication Tables Check, Key Stage 2 SATs and GCSEs in England in 2024.

From the 2023-24 academic year, end of Key Stage 1 Statutory Assessment Tests (SATs) are no longer statutory, meaning that schools are not required to administer them nor report on their results.

Please note that all amounts have been expressed as a whole number once calculations have been completed.

**Background**

Figures for deaf children include those where ‘hearing impairment’ (the term used by the Department for Education) is the primary type of special educational need (SEN) and who have been formally identified as requiring ‘special educational needs (SEN) support’[[1]](#footnote-2). They do not include deaf children who have not been formally recorded as having a SEN. It also excludes children where deafness is a secondary need (for example, children with complex learning difficulties). These government figures should therefore be used with caution. They are, however, the best figures that are publicly available.

In the tables that follow, we show the relative percentage attainment between deaf children and all children. This is calculated by looking at the difference between the attainment of the two groups and then expressing this as a percentage of the attainment of all children. It is a crude measure but allows for comparisons between different groups and data sets. It indicates the relative likelihood that deaf children will do as well as other children on different measures.

Figures for key stage 2 and 4 are from state-funded schools.[[2]](#footnote-3)

**Early Years Foundation Stage (EYFS)**

This is the third set of EYFS data released since a number of changes were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. The Department for Education advise that it is therefore not possible to directly compare 2021/22 onwards assessment outcomes with earlier years, as the methodology is different. There are also now only two levels of assessment (developing and expected) as opposed to three (children are no longer assessed to be ‘exceeding’ the standard).

It is also worth noting that the 2020 and 2021 data collections were cancelled due to the Coronavirus pandemic.

*What the figures show*

* 2024 [results from the early years foundation stage (EYFS) profile](https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2022-23) show that for deaf children, 42% achieved a “good level of development”, up from 39% in 2023. This is compared to 68% of all children who had a “good level of development” last year, up from 67% in 2023.
* The proportion of deaf children at the expected level across all early learning goals has also increased, with 40% achieving the expected level, compared to 38% last year. Conversely, 66 per cent of all children achieved the expected level in 2023, the same percentage last year.
* These proportions are now above pre-pandemic 2019, [but the assessment framework changed substantially in 2021](https://schoolsweek.co.uk/key-findings-from-the-dfes-eyfs-reform-evaluation-report/), meaning they cannot be directly compared. However, it is noteworthy that the percentage gap on figures related to “good level of development” has further narrowed to 38%, the lowest since this data was first made available.

Table 1: Proportion achieving a good level of development[[3]](#footnote-4) in the Early Years Foundation Stage

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 42 | 68 | 38 |
| 2023 | 39 | 67 | 42 |
| 2022 | 34 | 65 | 48 |
|  |
| 2019 | 40 | 72 | 44 |
| 2018 | 38 | 72 | 47 |
| 2017 | 34 | 71 | 52 |
| 2016 | 33 | 69 | 52 |
| 2015 | 28 | 66 | 58 |
| 2014 | 26 | 60 | 57 |
| 2013 | 20 | 49 | 59 |

Table 2: Proportion achieving a good level of development in the Early Years Foundation Stage, by region in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| North East | 35 | 67 | 48 |
| North West | 36 | 64 | 44 |
| Yorkshire and the Humber | 45 | 66 | 32 |
| East Midlands | 40 | 67 | 40 |
| West Midlands | 35 | 66 | 47 |
| East | 42 | 68 | 38 |
| London | 42 | 70 | 40 |
| South East | 47 | 70 | 33 |
| South West | 47 | 69 | 32 |
| *England*  | *42* | *68* | *38* |

Table 3: Proportion achieving the expected level in all Early Learning Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 40 | 66 | 39 |
| 2023 | 38 | 66 | 42 |
| 2022 | 33 | 63 | 48 |
|  |
| 2019 | 39 | 71 | 45 |
| 2018 | 37 | 70 | 47 |
| 2017 | 32 | 69 | 54 |
| 2016 | 32 | 67 | 52 |
| 2015 | 26 | 64 | 60 |
| 2014 | 25 | 58 | 57 |
| 2013 | 20 | 52 | 64 |

Table 4: Proportion achieving the expected level in all Early Learning Goals, by region in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| North East | 33 | 65 | 49 |
| North West | 34 | 63 | 46 |
| Yorkshire and the Humber | 45 | 64 | 30 |
| East Midlands | 37 | 66 | 44 |
| West Midlands | 34 | 65 | 48 |
| East | 41 | 66 | 38 |
| London | 41 | 69 | 41 |
| South East | 46 | 69 | 33 |
| South West | 47 | 68 | 31 |
| *England*  | *40* | *66* | *39* |

Table 5: Average number of Early Learning Goals at expected level per child[[4]](#footnote-5)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 11 | 14 | 21 |
| 2023 | 11 | 14 | 26 |
| 2022 | 10 | 14 | 30 |

Table 6: Proportion of children reaching the expected level across the Early Learning Goals in each area of learning in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Learning** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| Communication and Language | 55 | 79 | 30 |
| Personal, Social and Emotional Development | 67 | 83 | 19 |
| Physical Development | 72 | 85 | 15 |
| Literacy | 44 | 70 | 37 |
| Mathematics | 55 | 77 | 29 |
| Understanding the world | 59 | 80 | 26 |
| Expressive arts and design  | 69 | 85 | 19 |

Table 7: Proportion achieving at the expected level in each of the 17 Early Learning Goals in 2024

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Learning** | **Early Learning Goal** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| Communication and language | Listening, attention and understanding | 60 |  82 | 27 |
| Speaking | 58 | 82 | 29 |
| Personal, social and emotional development | Self-regulation | 70 | 85 | 18 |
| Managing self | 74 | 87 | 15 |
| Building relationships | 78 | 88 | 11 |
| Physical development | Gross motor skills | 82 | 92 | 11 |
| Fine motor skills | 73 | 86 | 15 |
| Literacy | Comprehension | 59 | 80 | 26 |
| Word reading | 52 | 76 | 32 |
| Writing | 46 | 71 | 35 |
| Mathematics | Number | 59 | 79 | 25 |
| Numerical patterns | 57 | 78 | 27 |
| Understanding the world | Past and present | 61 | 82 | 26 |
| People, culture and communities | 61 | 81 | 25 |
| The natural world | 67 | 85 | 21 |
| Expressive arts and design | Creating with materials | 74 | 87 | 15 |
| Being imaginative and expressive | 72 | 87 | 17 |

*Background*

The EYFS framework contains 17 early learning goals (ELGs) in 7 areas of learning covering children’s physical, intellectual, emotional and social development. Children are assessed against the 17 early learning goals as either being at the ‘emerging’ or the ‘expected’ level at the end of the EYFS.

Data is collected from local authorities covering state-funded schools and private, voluntary and independent (PVI) providers (including childminders) as part of the EYFS profile return. This data is then matched to other data sources, including the school and early years censuses, to obtain information on pupil characteristics.

The 2024 early years figures[[5]](#footnote-6) for deaf children were based on a population of 1,174 eligible deaf children assessed, broken down into 684 children at emerging level and 490 at expected level.

**Key Stage 1**

Assessments for the phonics screening check did not take place in 2020 or 2021.

*What the figures show*

* In 2024, just over half (59%) of deaf children reached the expected standard in year 1 for phonic decoding, an increase of 2% from the previous year. This is compared to 80% of all children, an increase of 1% from the previous year.
* By the end of year 2, almost three quarters (73%) of deaf children had passed the phonics screening check, compared to 89% of all children. A larger proportion of deaf children than hearing children needed the additional year to pass the test (14% compared to 9%).

Table 8: Proportion of year 1 children reaching expected level of phonic decoding

|  |  |  |
| --- | --- | --- |
| **Year** | **Deaf children** | **All children** |
|  | Reached expected level | Disapplied | Reached expected level | Disapplied |
| 2024 | 59 | 10 | 80 | 3 |
| 2023 | 57 | 11 | 79 | 2 |
| 2022 | 50 | 11 | 75 | 2 |
|  |
| 2019 | 57 | 10 | 82 | 2 |
| 2018 | 56 | 11 | 82 | 2 |
| 2017 | 55 | 10 | 81 | 2 |
| 2016 | 55 | 13 | 81 | 2 |
| 2015 | 48 | 15 | 77 | 2 |
| 2014 | 44 | 16 | 74 | 2 |
| 2013 | 41 | 17 | 69 | 2 |
| 2012 | 30 | 17 | 58 | 2 |

Table 9: Proportion (by the end) of year 2 children reaching expected level of phonic decoding

|  |  |  |
| --- | --- | --- |
| **Year** | **Deaf children** | **All children** |
|  | Reached expected level | Did not reach expected level | No result recorded in either year 1 or 2 | Reached expected level | Did not reach expected level | No result recorded in either year 1 or 2 |
| 2024 | 73 | 19 | 8 | 89 | 9 | 2 |
| 2023 | 71 | 21 | 8 | 89 | 9 | 2 |
| 2022 | 68 | 23 | 9 | 87 | 11 | 2 |
|  |
| 2019 | 74 | 18 | 9 | 91 | 7 | 1 |
| 2018 | 75 | 18 | 7 | 92 | 7 | 1 |
| 2017 | 75 | 17 | 8 | 92 | 7 | 1 |
| 2016 | 72 | 19 | 10 | 91 | 7 | 1 |
| 2015 | 68 | 21 | 11 | 90 | 9 | 1 |
| 2014 | 64 | 25 | 11 | 88 | 10 | 1 |
| 2013 | 59 | 28 | 13 | 85 | 14 | 2 |

*Background*

The 2024 phonics screening check results[[6]](#footnote-7) are based on a population of 1,434 deaf children in year 1 (not including the 141 deaf children who were disapplied) and 256 in year 2 (1,690 total, of which 1,237 met the expected standard by the end of year 2). The phonics screening check is carried out when the child is in year 1 (when the child is typically aged 6) and again at the end of year 2 (when the child is typically aged 7). Figures for phonics decoding in year 2 includes those who achieved the expected standard in year 1 **and** who were re-checked or took the test for first time in year 2.

The check looks at whether the child meets the expected standard in phonics decoding. Children are expected to score 32 or more in out of a possible 40 in the test.

**Key Stage 2**

Statutory Assessments for Key Stage 2 did not take place in 2020 or 2021, but resumed in 2022; this also means that there is no progress data available between KS1 and KS2 SATs, as this cohort did not sit the KS1 SATs. The year 4 multiplication check was due to commence in 2020 but was postponed until 2022.

*What the figures show*

* The gap between deaf children and all children reaching the expected level of multiplication tables skills has narrowed each year since the tests began.
* 43% of deaf children reached the expected standard in reading, writing and mathematics by the end of primary school in 2023, compared to 59% of all children.
* The proportion of deaf children reaching the expected standard has risen to almost the pre-pandemic level of 44% in 2019.

Table 10: Average attainment score of year 4 children reaching expected level of multiplication tables skills

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 19 | 21 | 7 |
| 2023 | 19 | 20 | 8 |
| 2022 | 18 | 20 | 10 |

*Background*

The 2024 multiplication tables check figures[[7]](#footnote-8) for deaf children were based on a population of 1,639 eligible deaf children, whereby 1,501 (92%) of those eligible took the check.

Table 11: Proportion of children achieving expected standard at reading, writing and mathematics at Key Stage 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 43 | 61 | 30 |
| 2023 | 41 | 59 | 31 |
| 2022 | 40 | 59 | 32 |
|  |
| 2019 | 44 | 65 | 32 |
| 2018 | 43 | 64 | 33 |
| 2017 | 39 | 61 | 36 |
| 2016 | 33 | 53 | 38 |

Table 12: Proportion of children achieving expected standard at Key Stage 2 for reading

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 58 | 74 | 22 |
| 2023 | 55 | 73 | 25 |
| 2022 | 58 | 75 | 27 |
|  |
| 2019 | 54 | 73 | 26 |
| 2018 | 56 | 75 | 25 |
| 2017 | 48 | 72 | 33 |
| 2016 | 46 | 66 | 30 |

Table 13: Proportion of children achieving expected standard at Key Stage 2 for writing

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 54 | 72 | 25 |
| 2023 | 54 | 71 | 24 |
| 2022 | 52 | 69 | 25 |
|  |
| 2019 | 58 | 78 | 26 |
| 2018 | 59 | 78 | 26 |
| 2017 | 55 | 76 | 27 |
| 2016 | 54 | 74 | 27 |

Table 14: Proportion of children achieving expected standard at Key Stage 2 for spelling, punctuation and grammar (SPaG)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 57 | 72 | 21 |
| 2023 | 54 | 72 | 25 |
| 2022 | 57 | 72 | 21 |
|  |
| 2019 | 60 | 78 | 23 |
| 2018 | 59 | 78 | 24 |
| 2017 | 59 | 77 | 23 |
| 2016 | 56 | 72 | 22 |
| 2015 | 60 | 80 | 25 |

Table 15: Proportion of children achieving expected standard at Key Stage 2 for mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 58 | 73 | 21 |
| 2023 | 56 | 73 | 23 |
| 2022 | 54 | 71 | 24 |
|  |
| 2019 | 60 | 79 | 24 |
| 2018 | 56 | 76 | 26 |
| 2017 | 56 | 75 | 25 |
| 2016 | 53 | 70 | 24 |
| 2015 | 70 | 87 | 20 |

Table 16: Proportion of children achieving expected standard at Key Stage 2 for science

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 65 | 81 | 20 |
| 2023 | 64 | 80 | 20 |
| 2022 | 62 | 79 | 22 |
|  |
| 2019 | 65 | 83 | 22 |
| 2018 | 63 | 82 | 23 |
| 2017 | 61 | 82 | 26 |
| 2016 | 62 | 81 | 24 |

*Background*

The 2024 Key Stage 2 figures[[8]](#footnote-9) for deaf children were based on a population of 1,906 eligible deaf children assessed for maths and reading, 1,905 for SPaG, 1,900 for writing and 1,899 for science. Writing and science results are based on teacher assessment, whereas SPaG, reading and maths are based on externally-marked and moderated examination papers.

**Key Stage 4**

In 2020 and 2021, GCSE exams were cancelled. In 2021, teacher assessed grades were used. In 2020, GCSE grades were based on either teacher assessments or an Ofqual algorithm, whichever gave the highest result. This means that figures for 2020 and 2021 cannot be directly compared with previous years. Progress 8 was not published in 2020 or 2021 because of the Covid-19 pandemic.

In 2022, GCSE exams resumed. The Department for Education advised that “given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment for 2021/22, users need to exercise caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.”

In 2023, there was a return to pre-pandemic grading, with some protections. The expectation was that performance in 2023 would generally be lower than in 2022. The Department for Education states that, “users need to exercise extreme caution when considering comparisons over time, as they may not reflect changes in pupil performance alone”. We still need to be mindful of this with regards to the 2024 data.

Figures by region for deaf children come from a slightly different dataset[[9]](#footnote-10) than the national figures. For this reason, and to avoid confusion, we have not shown figures for England in the regional tables.

*What the figures show*

* The national average Attainment 8[[10]](#footnote-11) score for deaf chidren in 2024 was 39.7. This means their average score per subject was 4.0. This compares to 45.9 and 4.6 respectively for all children.
* Deaf children’s Attainment 8 score has steadily declined since 2020 and is back to pre-pandemic levels of under 40.
* 34% of deaf children in England achieved at least a grade 5 in both English and Maths in 2024, compared to 46% of all children. This is the lowest percentage for deaf children since 2019 and the greatest percentage gap with their non-deaf peers since 2021; this is also true for those achieving at least a grade 4 in both English and Maths in 2024.
* Deaf chidren’s progress 8[[11]](#footnote-12) score of -0.02 means their progress between primary and secondary school was slightly less than what was expected, compared to other pupils of the same starting ability, but broadly in-line with all pupils.

Table 17: Average Attainment 8 scores

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 40 | 46 | 14 |
| 2023 | 41 | 46 | 12 |
| 2022 | 42 | 49 | 14 |
| 2021 | 44 | 51 | 14 |
| 2020 | 44 | 50 | 13 |
| 2019 | 39 | 47 | 17 |
| 2018 | 39 | 47 | 16 |
| 2017 | 38 | 46 | 19 |
| 2016 | 43 | 50 | 15 |
| 2015 | 41 | 48 | 15 |

Table 18: Average Attainment 8 scores, by region, in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| East Midlands | 38 | 45 | 15 |
| East of England | 40 | 46 | 13 |
| London | 43 | 51 | 15 |
| North East | 39 | 44 | 11 |
| North West | 38 | 44 | 14 |
| South East | 41 | 47 | 14 |
| South West | 41 | 46 | 11 |
| West Midlands | 38 | 45 | 14 |
| Yorkshire and The Humber | 39 | 44 | 12 |

Table 19: Percentage of children achieving a grade 5 or above in both English and Maths

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 34 | 46 | 26 |
| 2023 | 36 | 45 | 20 |
| 2022 | 38 | 50 | 25 |
| 2021 | 38 | 52 | 27 |
| 2020 | 35 | 50 | 30 |
| 2019 | 29 | 43 | 32 |
| 2018 | 31 | 43 | 29 |
| 2017 | 29 | 43 | 33 |

Table 20: Percentage of children achieving a grade 5 or above in both English and Maths, by region, in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| East Midlands | 32 | 44 | 35 |
| East of England | 31 | 46 | 32 |
| London | 42 | 55 | 24 |
| North East | 33 | 42 | 22 |
| North West | 31 | 43 | 28 |
| South East | 35 | 49 | 28 |
| South West | 39 | 46 | 16 |
| West Midlands | 33 | 42 | 23 |
| Yorkshire and The Humber | 29 | 44 | 33 |

Table 21: Percentage of children achieving a grade 4/C or above in both English and Maths[[12]](#footnote-13)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| 2024 | 52 | 65 | 19 |
| 2023 | 53 | 65 | 18 |
| 2022 | 57 | 69 | 17 |
| 2021 | 59 | 72 | 18 |
| 2020 | 58 | 71 | 19 |
| 2019 | 48 | 65 | 25 |
| 2018 | 48 | 64 | 25 |
| 2017 | 46 | 64 | 28 |
| 2016 | 47 | 63 | 25 |
| 2015 | 45 | 59 | 25 |
| 2014 | 38 | 59 | 35 |
| 2013 | 43 | 61 | 30 |
| 2012 | 38 | 59 | 36 |
| 2011 | 40 | 59 | 32 |

Table 22: Percentage of children achieving a grade 4/C or above in both English and Maths by region, in 2024

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Deaf children** | **All children** | **Percentage gap between deaf and all children** |
| East Midlands | 54 | 64 | 15 |
| East of England | 54 | 66 | 18 |
| London | 60 | 72 | 17 |
| North East | 54 | 62 | 14 |
| North West | 50 | 62 | 20 |
| South East | 52 | 67 | 23 |
| South West | 56 | 66 | 15 |
| West Midlands | 47 | 62 | 25 |
| Yorkshire and The Humber | 49 | 63 | 22 |

Table 23: Average progress of children in secondary school (“Progress 8”) in 2024

|  |  |  |
| --- | --- | --- |
| **Year** | **Deaf children** | **All children** |
| 2024 | -0.02 | -0.03 |
| 2023 | +0.06 | -0.03 |
| 2022 | -0.07 | -0.03 |
| 2021 | No data published |
| 2020 | No data published |
| 2019 | -0.16 | -0.03 |
| 2018 | -0.04 | -0.02 |
| 2017 | -0.12 | -0.03 |
| 2016 | -0.05 | -0.03 |
| 2015 | +0.01 | -0.03 |

Table 24: Average progress of children in secondary school (“Progress 8”), by region, in 2024

|  |  |  |
| --- | --- | --- |
| **Region** | **Deaf children** | **All children** |
| East Midlands | -0.1 | -0.07 |
| East of England | +0.25 | -0.01 |
| London | +0.15 | +0.29 |
| North East | -0.29 | -0.25 |
| North West | -0.12 | -0.17 |
| South East | -0.05 | -0.02 |
| South West | -0.03 | -0.03 |
| West Midlands | -0.15 | -0.11 |
| Yorkshire and The Humber | -0.04 | -0.09 |

*Background*

The 2024 Key Stage 4 figures for deaf children**[[13]](#footnote-14)** across England are based on a population of 2,021 deaf children assessed across all state schools. Of those, 1,942 were included in the Progress 8 measure, 1,879 were entered for English and mathematics GCSEs and 585 were entered for the EBacc.

1. The ‘SEN support’ category replaced the previous categories of ‘School Action’ and ‘School Action Plus’ in 2015. [↑](#footnote-ref-2)
2. State-funded schools include local authority maintained schools, academies, free schools, city technology colleges, further education colleges with provision for 14 to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. [↑](#footnote-ref-3)
3. Children are defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics. [↑](#footnote-ref-4)
4. This figure shows the mean number of early learning goals (expressed as a whole number) that children were at the expected level for. The maximum number would be 17, if every child was at the expected level for every early learning goal. This measure replaces the average point score measure from previous years. Please note that for 2024 the number for deaf children was 11.1 and in 2023 it was 10.5 before being expressed as a whole number; for all children it was 14.1 for both years. [↑](#footnote-ref-5)
5. Source: [www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2023-to-2024](http://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2023-to-2024) (accessed December 2024). [↑](#footnote-ref-6)
6. Source: [www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2024](http://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2024) (accessed December 2024). [↑](#footnote-ref-7)
7. 7source: <https://explore-education-statistics.service.gov.uk/data-tables/multiplication-tables-check-attainment> (Accessed December 2024) Please note that the amounts have been expressed as a whole number. The average attainment score for deaf children in 2024 was 19.2, 18.5 in 2023 and 17.9 in 2022; for all children, the results were 20.6 in 2024, 20.2 in 2023 and 19.8 in 2022. It is an on-screen check consisting of 25 times tables questions. [↑](#footnote-ref-8)
8. [↑](#footnote-ref-9)
9. Regional figures do not include pupils recently arrived from overseas – the Department for Education advise that they will therefore not match with state-funded figures in the national tables. As regional data was provided by a Freedom of Information request, it is also possible that it doesn’t reflect any future revisions to national figures that the Department may publish. [↑](#footnote-ref-10)
10. Attainment 8 measures the average achievement of pupils in up to 8 qualifications, including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including other EBacc subjects) or any other non-GCSE qualifications on the Department for Education approved list. [↑](#footnote-ref-11)
11. A Progress 8 score is calculated for each pupil by comparing their achievement –their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or ‘prior attainment’), calculated using assessment results from the end of primary school. A Progress 8 score of +1 means pupils in the group make on average a grade more progress than the national average. [↑](#footnote-ref-12)
12. Since 2017, grades have been issued on a 9 to 1 scale. Previously, they were issued on a A\* to G scale. An ‘old’ grade C is roughly equivalent to a ‘new’ grade 4. [↑](#footnote-ref-13)
13. Source: <https://www.gov.uk/government/statistics/key-stage-4-performance-2023>-24 (accessed December 2024). Regional figures were supplied to us following a Freedom of Information request to the Department, received January 2025. [↑](#footnote-ref-14)