

### **Summary Overview of Primary Achievement**

- 2.1 There has been a positive trend of improvement since 2013 in all of the performance measures in the primary phase. The rate of improvement in the main performance indicators is greater in Cardiff, than across Wales as a whole.

**Table 1: Increase in Primary Performance since 2013**

<b>Increase since 2013</b>	<b>Cardiff</b>	<b>Wales</b>
<b>FPI</b>	8ppt	4ppt
<b>CSI</b>	6.9ppt	4.3ppt

- 2.2 Outcomes continue to improve in all areas of learning in the Foundation Phase, in spite of the fact that many young children starting primary school with English as an additional language.
- 2.3 Outcomes at the end of Key Stage 2 build on the outcomes for the corresponding cohort at the end of the Foundation Phase in 2012. 78.7% of pupils achieved the FPI in 2012. 89.5% of this cohort of pupils achieved the CSI in 2016. This increase reflects the significant number of pupils who made greater than expected progress across Key Stage 2.
- 2.4 The proportions of pupils attaining the higher levels, (outcome 6 in the Foundation Phase and level 5 at Key Stage 2) compare favourably with the national averages. At the end of the Foundation Phase, at least one third of pupils attain the higher level in all areas of learning. At Key Stage 2, in the four core subjects, it is at least four out of every ten pupils.
- 2.5 There has been a further reduction in the number of primary schools performing below the median when compared to similar schools. Partnerships and external support, from a variety of sources, has contributed to the success of the schools that improved. However, noticeable variation in the performance of schools still exists. The range in outcomes in the Foundation Phase is between 52.4% and 100% in the FPI, whilst in the CSI at Key Stage 2 it is from 68.0% to 100%.
- 2.6 The performance of eFSM pupils continues to increase by a faster rate than the performance of non-FSM pupils, reducing the difference in performance between the two groups. The performance of eFSM pupils remains below that of nFSM pupils. An increased focus on the basics in primary schools has benefited all pupils, but the most disadvantaged in particular.

**Table 2: Percentage Point Gap for eFSM and nFSM since 2013**

<b>Increase since 2013</b>	<b>eFSM</b>	<b>nFSM</b>
<b>FPI</b>	13.39ppt	6.59ppt
<b>CSI</b>	11.13ppt	5.35ppt

- 2.7 Girls' performance exceeds that of boys across the primary phase. In contrast, to 2015, both boys' and girls' performance in Cardiff is higher than the national average at the end of Foundation Phase and at the end of Key Stage 2.

**Table 3: Performance of Girls and Boys**

	<b>Cardiff Girls</b>	<b>Wales Girls</b>	<b>Cardiff Boys</b>	<b>Wales Boys</b>
<b>FPI</b>	93.1%	91.2%	84.9%	83.0%
<b>CSI</b>	92.5%	91.3%	86.6%	86.1%

- 2.8 Overall, schools in the city are adapting well to the changing communities they serve. Mobility in some schools is however a significant challenge.
- 2.9 Some Minority Ethnic groups, such as Chinese in the Foundation Phase and Arab at Key Stage 2, are outperforming the White UK pupil group. In contrast, the White European and Traveller/Romany groups continue to perform below the White UK pupil group and the performance of minority ethnic pupils as a whole is below the Cardiff average in the primary phase.
- 2.10 In 2015-2016 attendance in primary schools fell very slightly to 95% which was a 0.1 ppt decrease on the previous year.