

National Deaf Children’s Society note on Department for Education figures on attainment for deaf children in 2022 (England)

Updated: April 2023

Introduction

This note is intended for anyone with an interest in what government figures show on the attainment of deaf children in GCSEs England in 2022.

It also set outs figures from previous years around how deaf children achieve during the early years, during (Key Stage 1) and at the end (Key Stage 2) of primary school, as well as information on how deaf children performed in the phonics screening check.

Background

Figures for deaf children include those where hearing impairment is the primary type of special educational need (SEN) and who have been formally identified as requiring ‘special educational needs (SEN) support’¹. Government data does 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 or 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 1, 2 and 4 are from state-funded schools.²

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.

In 2022, GCSE exams resumed. The Department for Education advise 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.”

Figures by region for deaf children come from a slightly different dataset³ than the national figures. For this reason, and to avoid confusion, we have not shown figures for England in the regional tables.

¹ The ‘SEN support’ category replaced the previous categories of ‘School Action’ and ‘School Action Plus’ in 2015.

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.

³ 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 revisions to national figures that the Department published in February 2023.

What the figures show

- The national average attainment 8⁴ score for deaf children in 2022 was 42.1. This means their average score per subject is 4.2. This compares to 48.8 and 4.9 respectively for all children.
- Deaf children's Attainment 8 score has increased from 38.6 in 2019.
- 37.5% of deaf children in England achieved at least a grade 5 in both English and Maths in 2022, compared to 49.8% of all children.
- Deaf children's progress 8⁵ score of minus 0.07 means their progress between primary and secondary school was less than what was expected, compared to other pupils of the same starting ability. The negative score indicates that deaf children are not 'catching up' from their lower starting points as they move through secondary school⁶.

Table 1: Average Attainment 8 scores

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	42.1	48.8	14
2021	43.6	50.9	14
2020	43.6	50.2	13
2019	38.6	46.7	17
2018	39.2	46.5	16
2017	37.5	46.3	19
2016	42.5	49.9	15
2015	41	48.4	15

Table 2: Average Attainment 8 scores, by region, in 2022

Region	Deaf children	All children	Percentage gap between deaf and all children
East Midlands	41.3	47.7	13
East of England	42.1	49.1	15
London	45	52.7	15
North East	41	46.9	13
North West	39.6	47.2	16
South East	44.9	50.1	10
South West	40.8	48.8	16
West Midlands	42.8	47.6	10
Yorkshire and The Humber	39.6	46.9	16

⁴ 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.

⁵ 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.

⁶ Deaf children's Progress 8 score in 2018 had upper and lower confidence intervals of -0.13 and 0. These intervals do not overlap with those for children with no identified SEN.

Table 3: 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
2022	37.5	49.8	25
2021	37.7	51.9	27
2020	35.1	49.9	30
2019	29.3	43.2	32
2018	30.6	43.3	29
2017	28.6	42.7	33

Table 4: Percentage of children achieving a grade 5 or above in both English and Maths, by region, in 2022

Region	Deaf children	All children	Percentage gap between deaf and all children
East Midlands	32.2	47.5	32
East of England	37.9	50.0	24
London	42.2	57.5	27
North East	32.3	46.0	30
North West	30.1	46.8	36
South East	46.4	52.1	11
South West	34.5	49.4	30
West Midlands	39.8	47.2	16
Yorkshire and The Humber	34.6	47.7	27

Table 5: Percentage of children achieving a grade 4/C or above in both English and Maths⁷

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	57.1	68.8	17
2021	59.4	72.2	18
2020	58	71.2	19
2019	48.2	64.6	25
2018	48	64.2	25
2017	46.1	63.9	28
2016	47	63	25
2015	44.6	59.2	25
2014	38.4	58.9	35
2013	43.1	61.3	30
2012	37.9	59.3	36
2011	40	58.7	32

⁷ In 2017, grades were 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.

Table 6: Percentage of children achieving a grade 4/C or above in both English and Maths by region, in 2022

Region	Deaf children	All children	Percentage gap between deaf and all children
East Midlands	54.1	67.8	20
East of England	54.9	69.9	21
London	61.5	74.3	17
North East	50	65.8	24
North West	55	66.2	17
South East	65.5	70.9	8
South West	53.6	69.3	23
West Midlands	57.3	66.6	14
Yorkshire and The Humber	54.1	66.6	19

Table 7: Average progress of children in secondary school (“Progress 8”)

Year	Deaf children	All children
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

Background

The 2022 Key Stage 4 figures for deaf children⁸ across England are based on a population of 1,883 deaf children assessed.

⁸ Source: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2021-22> (accessed March 2023). Regional figures were supplied to us following a Freedom of Information request to the Department.

Key Stage 2

Assessments for Key Stage 2 did not take place in 2020 or 2021, but resumed in 2022.

What the figures show

- 40% of deaf children reached the expected standard in reading, writing and mathematics by the end of primary school in 2022, compared to 59% of all children. The Department for Education has set a target that 90% of all children should reach this standard by 2030.
- The proportion of deaf children reaching the expected standard has fallen from 44% in 2019.

Table 8: 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
2022	40	59	32
2019	44	65	32
2018	43	64	33
2017	39	61	36
2016	33	53	38

Table 9: Proportion of children achieving expected standard at Key Stage 2 for reading

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	58	75	27
2019	54	73	26
2018	56	75	25
2017	48	72	33
2016	46	66	30

Table 10: Proportion of children achieving expected standard at Key Stage 2 for writing

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	52	69	25
2019	58	78	26
2018	59	78	26
2017	55	76	27
2016	54	74	27

Table 11: Proportion of children achieving expected standard at Key Stage 2 for grammar, punctuation and spelling

Year	Deaf children	All children	Percentage gap between deaf and all children
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 12: Proportion of children achieving expected standard at Key Stage 2 for mathematics

Year	Deaf children	All children	Percentage gap between deaf and all children
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 13: Average progress of children at Key Stage 2 compared to children with same prior attainment at Key Stage 1

Year	Deaf children	All children
Reading	-0.65	+0.04
Writing	-0.28	+0.05
Mathematics	-0.42	+0.04

Background

The 2022 Key Stage 2 figures⁹ for deaf children were based on a population of approximately 1,950 eligible deaf children assessed.

Key Stage 1

Assessments for Key Stage 1 or for the phonics screening check did not take place in 2020 or 2021.

What the figures show

- In 2022, less than half of deaf children reached the expected standard at key stage 1 in reading (43%) and maths (46%). In both cases, attainment has fallen since 2019 from 50% and 53% respectively.
- By the end of year 2, 68% of deaf children had passed the phonics screening check, compared to 87% of all children.

Table 14: Proportion of children reaching expected standard at Key Stage 1 for reading

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	43	67	39
2019	50	75	33
2018	53	75	30
2017	51	76	33
2016	49	74	34

Table 15: Proportion of children reaching expected standard at Key Stage 1 for writing

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	37	58	36
2019	44	69	36
2018	48	70	31
2017	42	68	38
2016	41	66	38

Table 16: Proportion of children reaching expected standard at Key Stage 1 for mathematics

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	46	68	32
2019	53	76	30
2018	52	76	32
2017	51	75	32
2016	47	73	36

Table 17: Proportion of children reaching expected standard at Key Stage 1 for science

Year	Deaf children	All children	Percentage gap between deaf and all children
2022	57	77	26
2019	61	82	26
2018	60	83	28
2017	61	83	27
2016	58	82	29

Table 18: Proportion of year 1 children reaching expected level of phonic decoding

Year	Deaf children		All children	
	Reached expected level	Disapplied	Reached expected level	Disapplied
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 19: Proportion 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
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 2022 Key Stage 1 figures¹⁰ for deaf children were based on a population of 1,392 eligible deaf children assessed.

The 2022 phonics screening check results¹¹ are based on a population of 1,201 deaf children in year 1 and 1,393 in 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 met the expected standard in year 1 and who were re-checked or took the test for first time in their year 2.

The check looks as 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.

¹⁰ Source: www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2022 (accessed March 2023).

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Early Years Foundation Stage (EYFS)

This is the first 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 2022 assessment outcomes with earlier years, as the methodology is different.

It is also the first release since 2019, as the 2020 and 2021 data collections were cancelled due to the coronavirus pandemic.

What the figures show

- In 2022, 34% of deaf children in England achieved a ‘good level of development’ in the early years, compared to 65% of all children.
- Whilst the Department advice against making comparisons over time, it is worth noting that the attainment gap between deaf and all children has widened since the pandemic and since the EYFS reforms.
- On average, deaf children reach the expected standard in just under 10 (9.9) of the 17 early learning goals, compared to 14.4 for all children.

Table 20: Proportion achieving a good level of development¹² in the early years foundation stage

Year	Deaf children	All children	Percentage gap between deaf and all children
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

¹² 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.

Table 21: Proportion achieving a good level of development in the early years foundation stage, by region in 2022

Region	Deaf children	All children	Percentage gap between deaf and all children
North East	30	64	53
North West	33	62	47
Yorkshire and the Humber	27	64	58
East Midlands	28	65	57
West Midlands	32	64	50
East	36	65	47
London	37	68	46
South East	33	68	51
South West	40	66	39
England	34	65	48

Table 22: Proportion achieving at least the expected standard in all early learning goals

Year	Deaf children	All children	Percentage gap between deaf and all children
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 23: Average number of early learning goals at expected level per child¹³

	Deaf children	All children	Percentage gap between deaf and all children
2022	9.9	14.1	30

¹³ This figures shows the mean number of early learning goals 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.

Table 24: Proportion of children reaching at least the expected level across the early learning goals in each area of learning in 2022¹⁴

Area of Learning	Deaf children	All children	Percentage gap between deaf and all children
Communication and Language	46	80	43
Personal, Social and Emotional Development	60	83	28
Physical Development	66	85	22
Literacy	37	68	46
Mathematics	50	76	34
Understanding the world	51	80	36
Expressive arts and design	61	85	28

Table 25: Proportion achieving at the expected level in each of the 17 early learning goals in 2022¹⁵

Area of Learning	Early Learning Goal	Deaf children	All children	Percentage gap between deaf and all children
Communication and language	Listening, attention and understanding	51	82	38
	Speaking	50	83	40
Personal, social and emotional development	Self-regulation	65	85	24
	Managing self	70	87	20
	Building relationships	73	89	20
Physical development	Gross motor skills	77	92	16
	Fine motor skills	70	86	19
Literacy	Comprehension	52	80	35
	Word reading	45	75	40
	Writing	40	70	43
Mathematics	Number	53	78	32
	Numerical patterns	52	77	32
Understanding the world	Past and present	54	82	34
	People, culture and communities	53	81	35
	The natural world	61	85	28
Expressive arts and design	Creating with materials	67	87	23
	Being imaginative and expressive	63	87	28

¹⁴ Data on deaf children was obtained from the Department for Education through a Freedom of Information request

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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 2022 early years figures¹⁶ for deaf children were based on a population of 997 eligible deaf children assessed.

¹⁶ Source: www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2021-to-2022 (accessed March 2023).