

# EAL and educational achievement in England: An analysis of the NPD

Presentation to National Pupil Database  
Users Group, DFE, Sanctuary Buildings  
12 June 2015

**Professor Steve Strand**

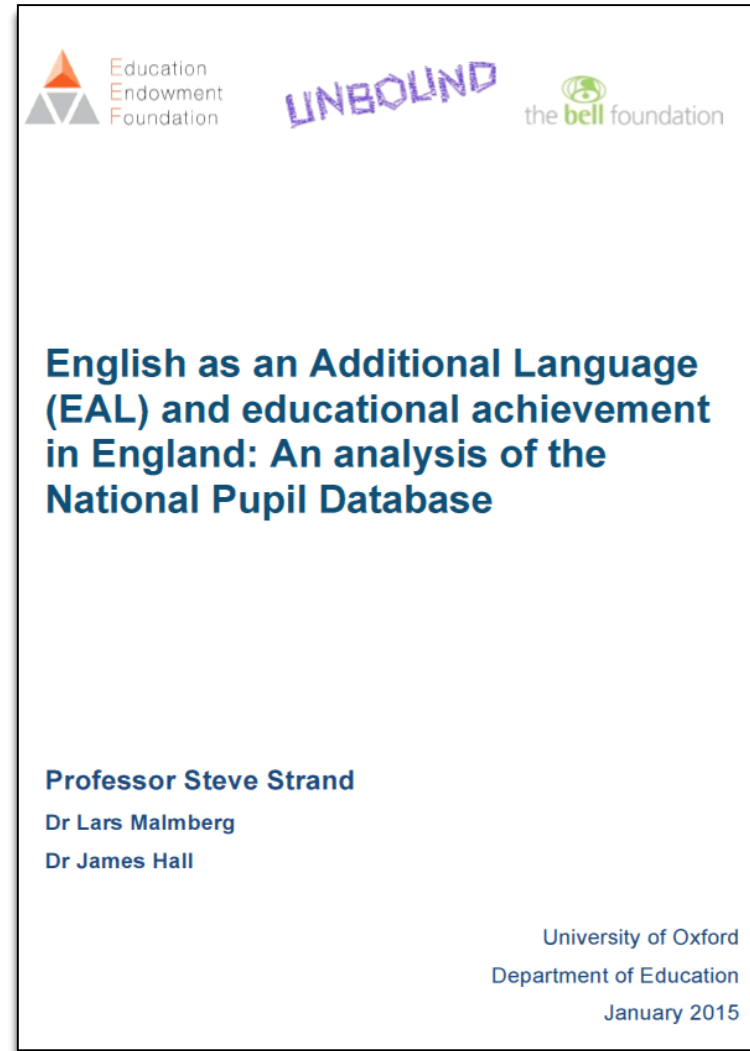
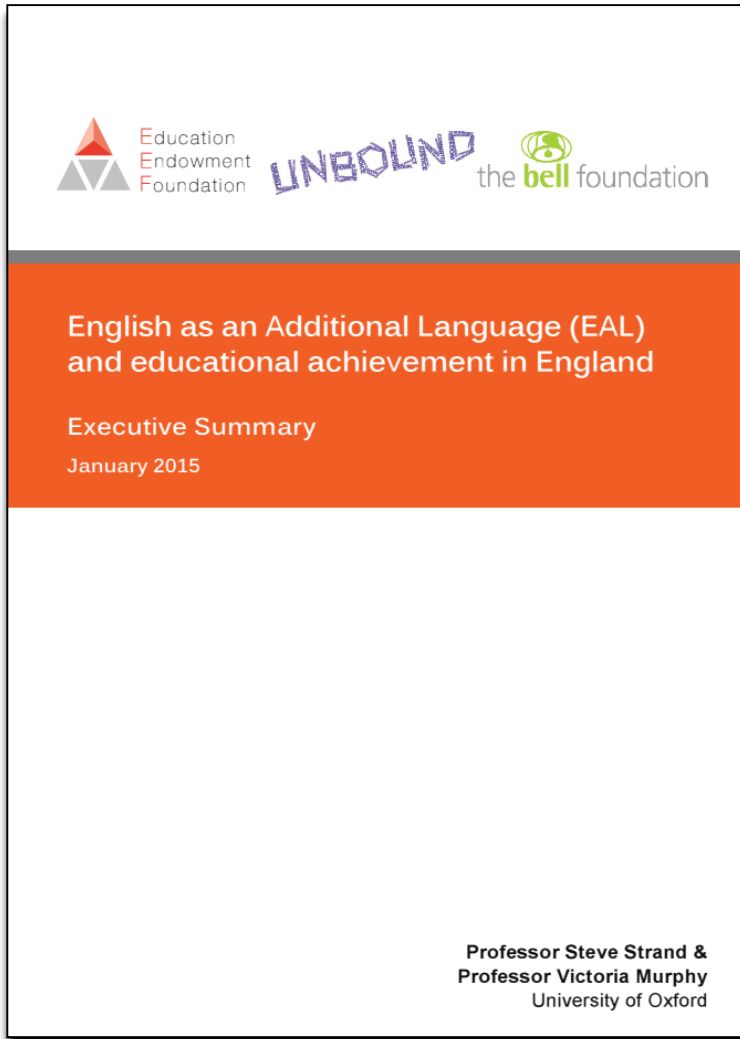
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# Research reports

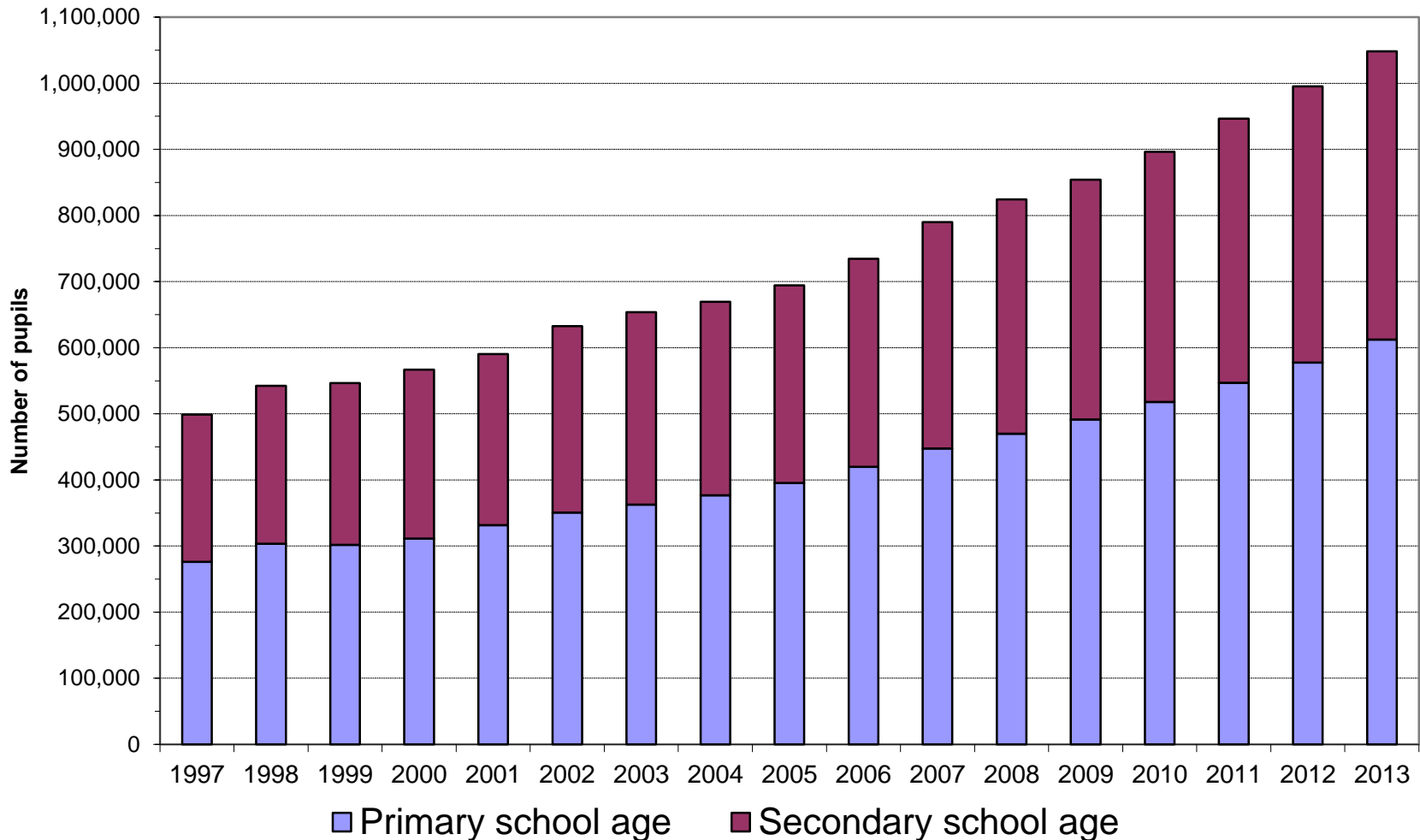


[https://educationendowmentfoundation.org.uk/uploads/pdf/EAL\\_and\\_educational\\_achievement2.pdf](https://educationendowmentfoundation.org.uk/uploads/pdf/EAL_and_educational_achievement2.pdf)

# Overview of this presentation

- Brief overview of the main points from the summary report:
  - Demographics EAL (size & distribution)
  - Achievement profile by age 5-16
  - Focus on Key Stage 2
  - Risk factors for low attainment of EAL pupils
  - Implications for policy & practice

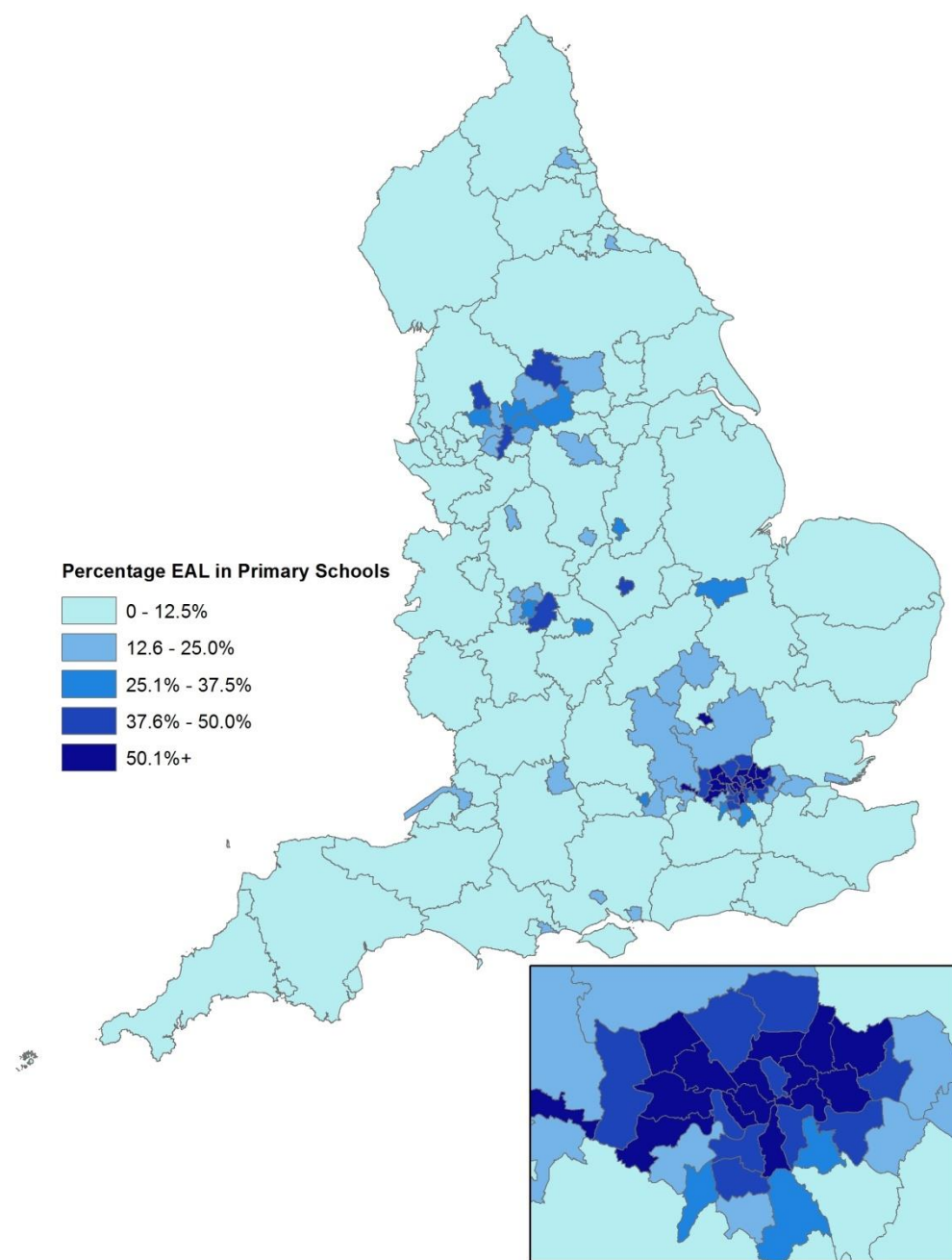
# Number of EAL pupils 1997-2013



- From 7.6% in 1997 to 16.2% in 2013

# EAL demographics

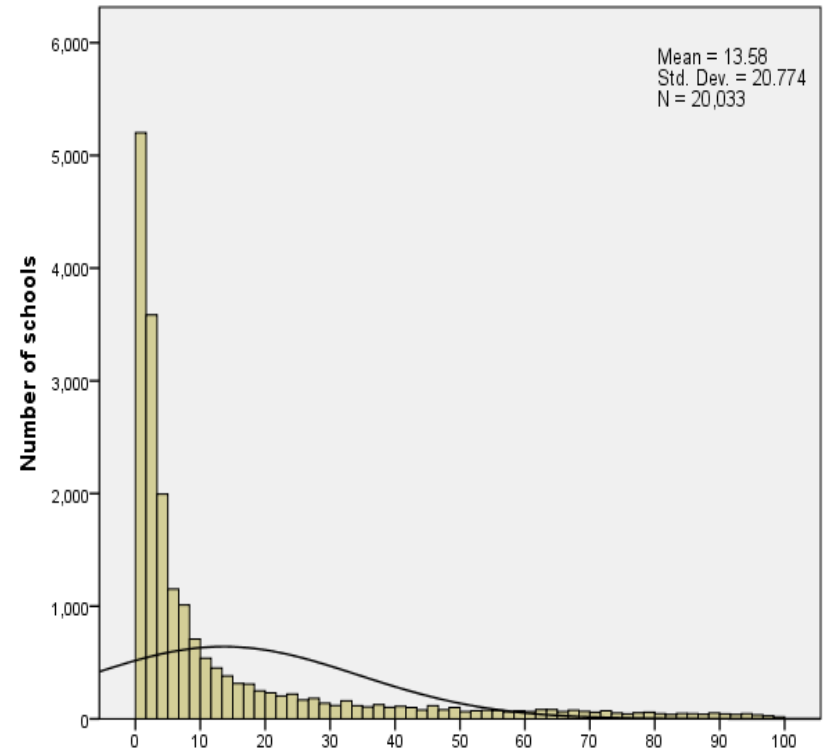
- Wide **regional variation** (6% in SW and NE, 20% West Midlands up to 55% in inner London)
- Wide **LA variation** (17 of top 20 in London but also Slough, Luton & Leicester, plus high in Birmingham, Manchester)
- But also **localised to schools**: of the 1,681 schools (8.4%) with >50% EAL, 762 outside London including NW, Yorks & Humber ...



# School Distribution %EAL

- **Very skewed:** around one-quarter (22%) of schools <1% EAL & over half (54%) <5% EAL

% EAL in school	N Schools	% Schools
0.0 - 1	4435	22.1
1.1 - 5	6346	31.7
5.1 - 10	2870	14.3
10.1 - 20	2240	11.2
20.1 - 30	1142	5.7
30.1 - 40	730	3.6
40.1 - 50	589	2.9
50.1+	1681	8.4
Total	20033	100



- **Widely dispersed:** of the 1,681 schools with >50% EAL, 762 outside London including NW, Yorks & Humber

# Ethnicity % of students aged 5- 16: 2003 & 2013

Ethnic group	2003	2013	Change
<b>White British</b>	<b>83.2%</b>	<b>73.4%</b>	<b>-9.9%</b>
<b>White other groups</b>	<b>2.6%</b>	<b>5.0%</b>	<b>2.3%</b>
Irish	0.4%	0.3%	-0.1%
Traveller of Irish heritage	0.1%	0.1%	0.0%
Gypsy/Roma	0.1%	0.3%	0.2%
Any other White background	2.1%	4.3%	2.3%
<b>Mixed</b>	<b>2.6%</b>	<b>4.6%</b>	<b>2.0%</b>
White & Black Caribbean	0.9%	1.4%	0.5%
White & Black African	0.2%	0.6%	0.3%
White & Asian	0.5%	1.0%	0.5%
Any other Mixed background	0.9%	1.6%	0.7%
<b>Asian</b>	<b>6.8%</b>	<b>10.2%</b>	<b>3.4%</b>
Indian	2.4%	2.6%	0.3%
Pakistani	2.7%	3.9%	1.3%
Bangladeshi	1.1%	1.6%	0.5%
Chinese	0.4%	0.4%	0.0%
Any other Asian background	0.6%	1.6%	1.0%
<b>Black</b>	<b>3.6%</b>	<b>5.3%</b>	<b>1.7%</b>
Black Caribbean	1.5%	1.4%	-0.1%
Black African	1.7%	3.3%	1.7%
Any other Black background	0.4%	0.6%	0.2%
<b>Any other ethnic group</b>	<b>0.8%</b>	<b>1.5%</b>	<b>0.7%</b>





# EAL gap by age - England 2013

Age	Stage	Domain	Measure	FLE %	EAL %	Odds Ratio
5	EYFSP	Reading	At least expected level	73	63	0.63
		Maths	At least expected level	71	62	0.67
		Overall	Good level of Development (GLD)	54	44	<b>0.67</b>
7	KS1	Reading	Level 2A+	57	48	0.70
		Maths	Level 2A+	53	46	0.76
		Overall	Average Re + Ma (2A+)	55	47	<b>0.73</b>
11	KS2	Reading	Level 4B+	77	69	0.65
		Maths	Level 4B+	74	72	0.90
		GPS	Level 4B+	65.1	66.2	1.05
		Overall	Level 4B+ in RWM	64	59	<b>0.81</b>
16	KS4	English	GCSE A*-C pass	68.8	64.6	0.83
		Maths	GCSE A*-C pass	71.2	71.8	1.03
		Language	GCSE A*-C (any language)	31.7	47.4	1.94
		MFL <sup>(a)</sup>	GCSE A*-C (French/German/Spanish)	67.4	74.9	1.44
		Overall	5+A*-C Inc. En & Ma / Best 8	60.9	58.3	<b>0.90</b>
		Overall	EBacc achieved	22.5	24.4	1.11

(a) based on 241,545 students entered rather than whole cohort.

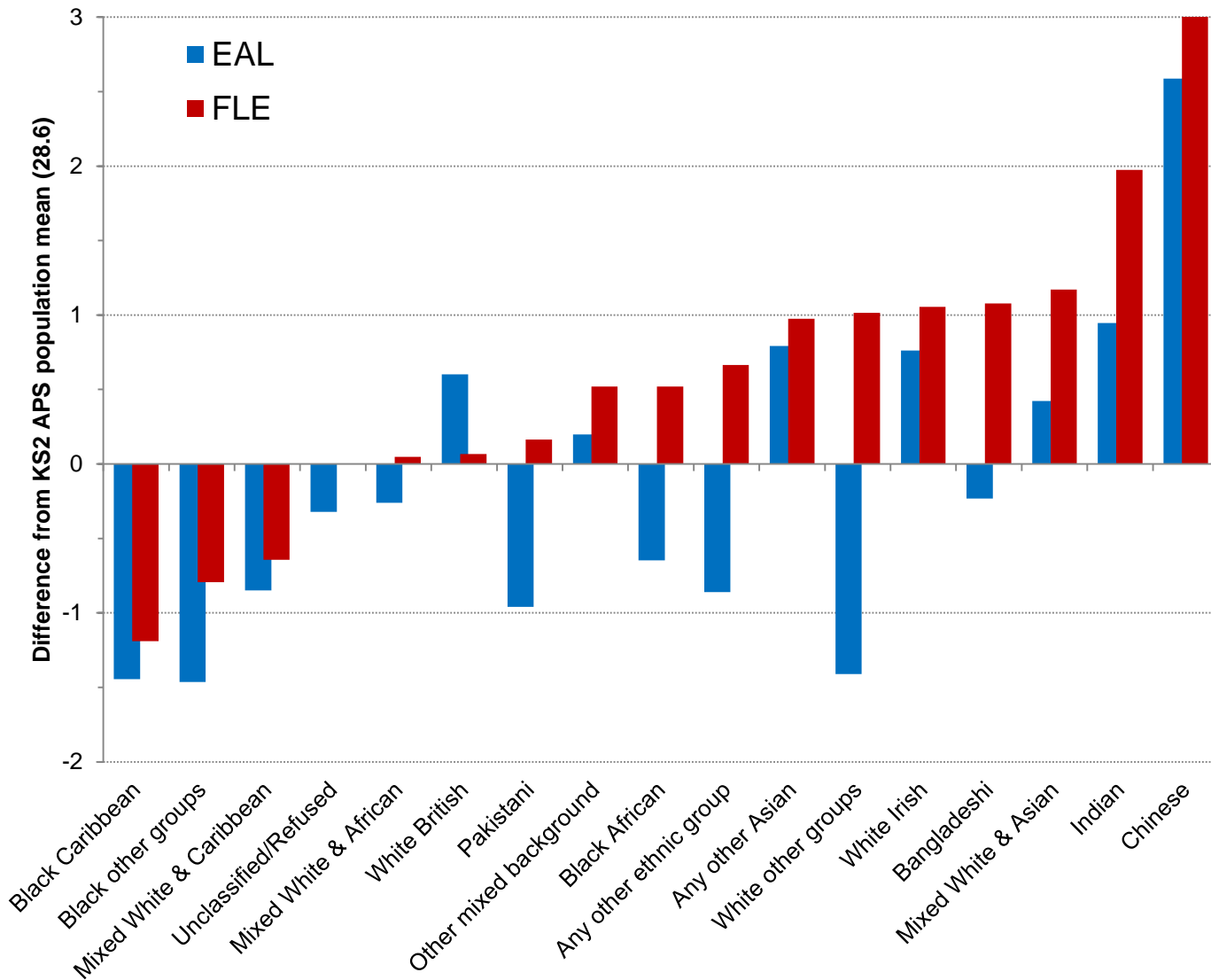
Source: DFE SFRs (2013).

# EAL & Ethnicity

- EAL closely correlated with ethnicity (except for Black Caribbean and MWBC) but on its own explains only 0.2% variance in KS2 score (ethnicity explains 1.8%)
- But EAL can add a little (combined 2.2%) as within each ethnic group those with EAL consistently lower achieving (see next slide)

Ethnic group	EAL %	Total N
<b>Bangladeshi</b>	<b>96.1%</b>	9,410
<b>Pakistani</b>	<b>88.4%</b>	22,737
<b>Any other ethnic group</b>	<b>86.0%</b>	7,789
<b>Any other Asian</b>	<b>81.5%</b>	7,851
<b>Indian</b>	<b>79.1%</b>	13,437
<b>Chinese</b>	<b>78.6%</b>	1,758
<b>White other groups</b>	<b>73.6%</b>	22,579
<b>Black African</b>	<b>70.9%</b>	16,803
Traveller Gypsy/Roma	42.2%	1,451
Black other groups	36.6%	3,345
Other mixed background	23.5%	8,400
Mixed White & African	22.8%	2,703
Unclassified/Refused	17.9%	2,879
Mixed White & Asian	16.5%	5,080
Black Caribbean	4.2%	7,260
Mixed White & Caribbean	2.2%	7,130
Traveller Irish	1.6%	368
White Irish	1.6%	1,725
White British	.4%	379,842
<b>Total</b>	<b>17.3%</b>	<b>522,547</b>

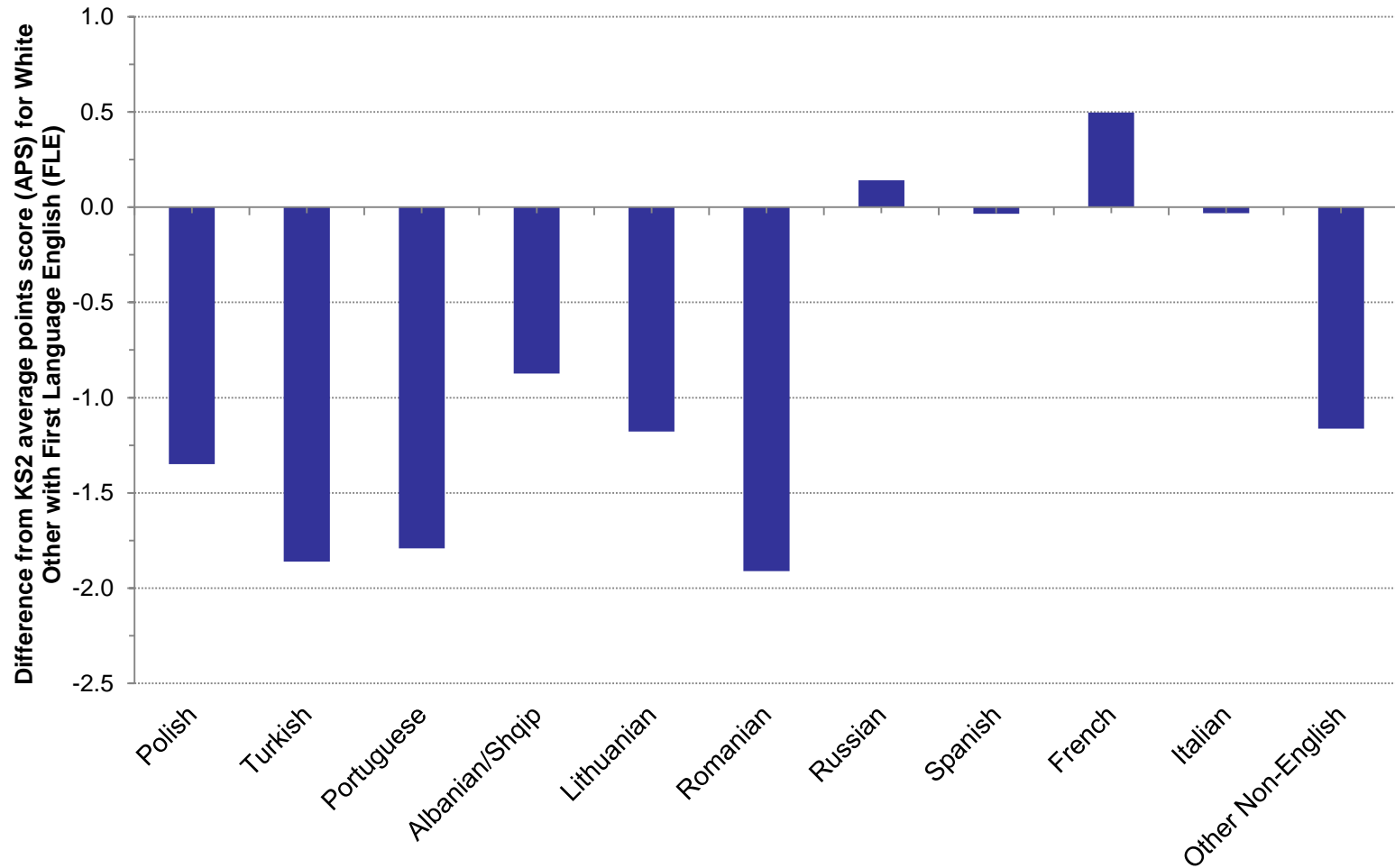
# EAL and ethnicity – KS2 score 2013



# EAL and ethnicity

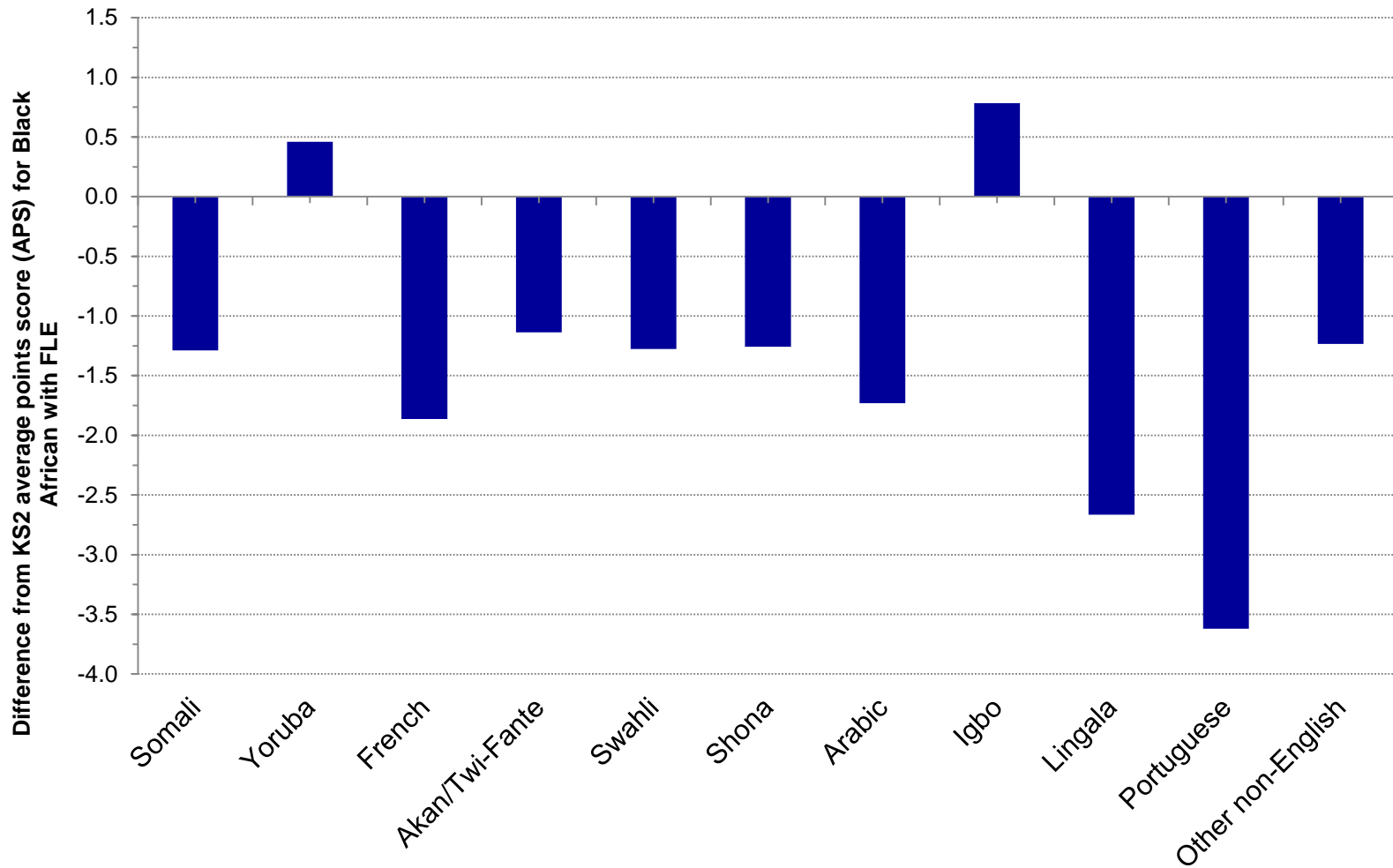
- White Other & Black African key because:
  - Average EAL gap at KS2 is 2.5 NC mths, but for Black African 5 NC mths & White Other 10 NC mths, also large EAL gap for these groups at KS4;
  - The two ethnic groups with the largest increase 2003 to 2013, both doubling in size
  - Over 70% are EAL and over 40% recent arrivals in UK (age 5-14) compared to 3% of all pupils (LSYPE)
- Looked at the top 10 languages (other than English) within these ethnic groups and compared achievement against the average for FLE from the same ethnic group

# White Other groups by First Language



*Note: Compared to White Other with FLE, adjusted for FSM, IDACI, migration & region (Full report p69-71).*

# Black African by First Language



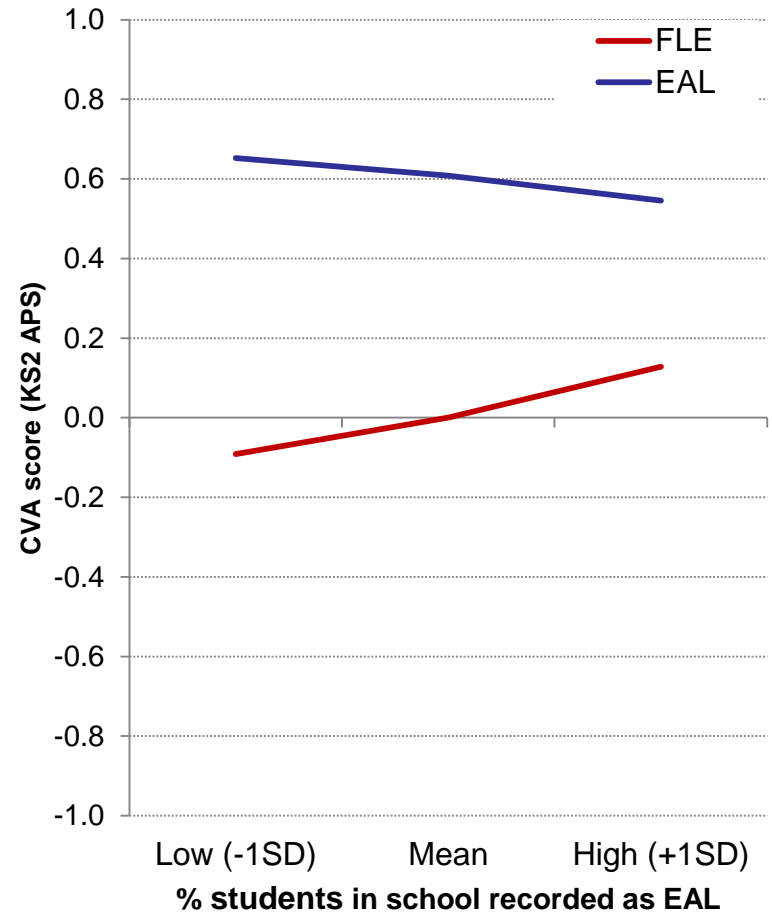
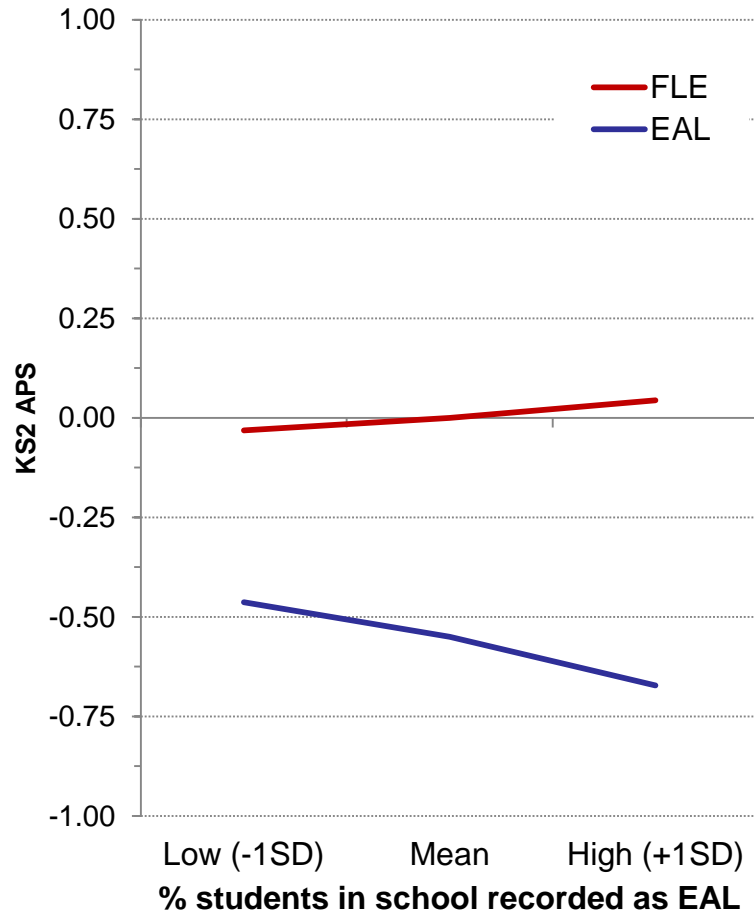
*Note: Compared to Black African with FLE, adjusted for FSM, IDACI, migration & region (Full report p69-71).*

# Other pupil risk factors

- Most risk factors broadly the same for EAL and FLE - SEN, FSM, IDACI, age, gender
- But four have a particular risk for EAL:
  - **Ethnic group/First Language:** as described earlier
  - **International Arrival during the Key Stage** (proxied by absence of prior attainment score): 15% of EAL vs. 2% FLE, no association with achievement for FLE but -12 NCmths for EAL
  - **Pupil mobility:** e.g. Y6 EAL entrant -12 NCmths, FLE Y6 entrant -4 NCmths
  - **Region:** EAL in regions on average 4 NCmths lower than London, but Yorkshire & Humberside 8 NCmths

# School factors

- Does a high %EAL impact negatively on achievement/progress of FLE pupils? (Green, 2010; Cho, 2012)? Answer = No.



Low, mean & high %EAL represent -1SD, mean & +1SD in school distribution, specifically 0%, 15% and 33% EAL. (Strand et al, 2015, p54/55)



# School variation in EAL progress

<b>KS2</b> Variable	Level 1 (student) fixed coefficient	School Variation (SD)	16th centile school (-1SD)	84th centile school (+1SD)
Gender	-0.60	0.29	-0.89	-0.31
EAL	0.61	0.63	-0.02	1.24
FSM	-0.34	0.48	-0.82	0.14

<b>KS4</b> Variable	Level 1 (student) fixed coefficient	School Variation (SD)	16th centile school (-1SD)	84th centile school (+1SD)
Gender	16.8	8.6	8.2	25.4
EAL	15.7	10.4	5.3	26.1
FSM	-15.6	15.1	-30.7	-0.5

**Note**

Note: ML model pupils (Level 1) within schools (Level 2). All three coefficients (Gender, EAL, FSM) allowed to vary at the school level simultaneously. Controls for all pupil background and school variables listed in Model 5 (prior attainment, age, ethnicity, gender, pupil mobility, SEN, FSM and IDACI) (see full report p56 for KS2).

# Implications

- EAL in the NPD is a limited measure

*“where a child was **exposed to the language during early development and continues to be exposed to this language in the home or in the community.** If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, **irrespective of the child's proficiency in English.**”*  
DCSF (2006).
- This measure has limited use, lack of fluency in English language is the real risk, this is what is proxied by international arrival, school mobility and first languages
  - e.g. Strand & Demie (2005) report a direct measure of stage of English fluency (Hilary Hester Scales) showed that EAL pupils who were fully fluent in English (over 40% of EAL pupils) actually had higher achievement than monolingual English.

# Stage of fluency in English

*English fluency and attainment in primary school* 281

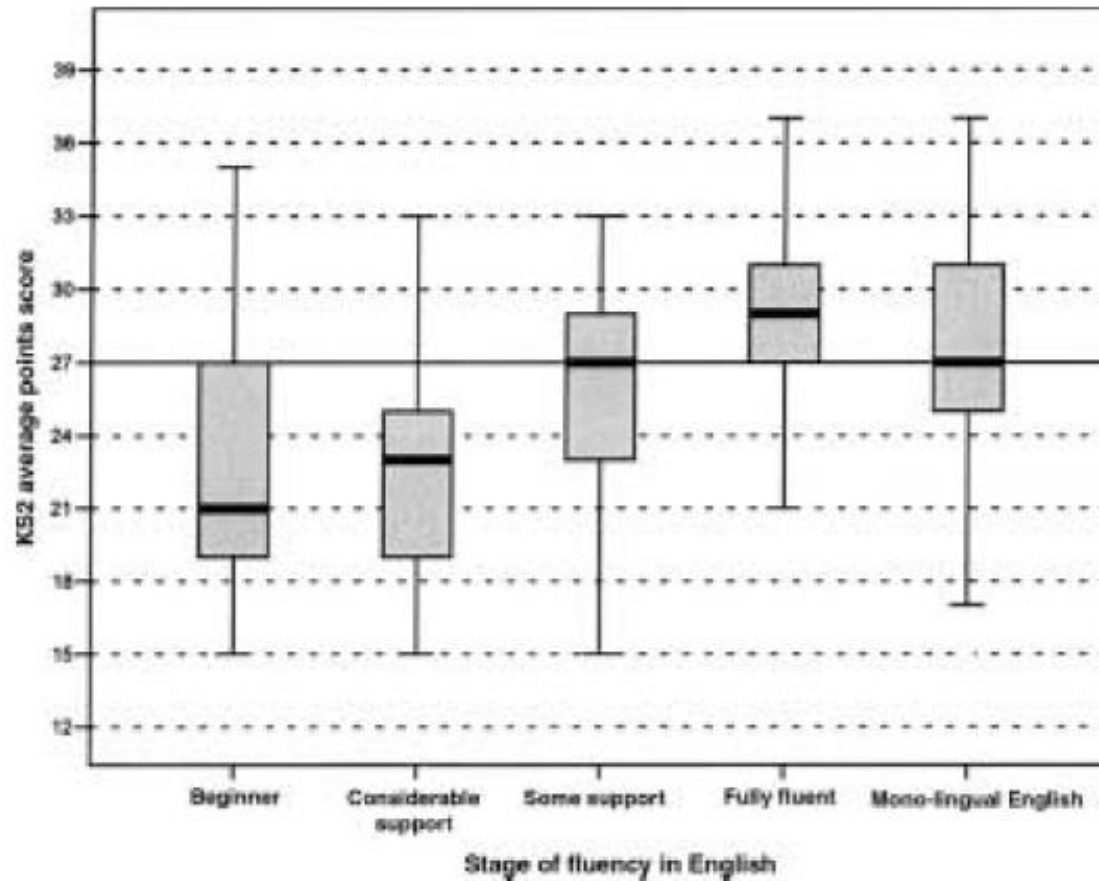


Figure 2. KS2 average points score, by stage of fluency in English

# Implications (Cont.)

- Schools need robust measures to identify fluency & need
- EAL Support - excellent resources were produced by National Strategies e.g. Supporting pupils learning EAL (2002); New Arrivals Excellence Programme (2007); PNS Learning & teaching bilingual children in the primary years (2007)
- Funding arrangements (first three years at school or international arrival) broadly well targeted (though literature suggests may take 5-7 years to acquire full fluency / academic writing)
- Educational progress of EAL is high, but cannot be complacent as it reflects historically high levels of investment (S11, EMAG until 2012)

# References

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End of Presentation



# Recording issues

