

Annex C: national indicators

We will use these indicators to track national standards over time, understand the impact of this Plan, and to inform further action. They will provide a baseline to understand our starting point and provide a national picture of progress over time.

Indicator	What it will tell us	Baseline position	Measure of success	Reporting timing	Reporting method	Data breakdown
The proportion of Year 6 learners exceeding, meeting and below the age-related indicator in Welsh and English Reading.	This will support a national picture of reading progress before transition to secondary education.	Appropriate baseline established in 2026 to 2027. This will be reported in 2027 to 2028.	The year-on-year increase in the proportion of all learners meeting or exceeding the age-related indicator and a narrower gap in outcomes between different groups of learners. Target to be established following baseline	Annually from 2027 to 2028, following completion and analysis of personalised assessment data.	Published within the Patterns of attainment in reading and numeracy statistical publication series.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups.
The proportion of Year 6 learners exceeding, meeting and below the age-related indicator in Numeracy (Procedural).	This will support a national picture of numeracy progress before transition to secondary education.	Appropriate baseline established in 2026 to 2027. This will be reported in 2027 to 2028.	The year-on-year increase in the proportion of learners meeting or exceeding the age-related indicator and a narrower gap in outcomes between different groups of learners. Target to be established following baseline	Annually from 2027 to 2028, following completion and analysis of personalised assessment data.	Published within the Patterns of attainment in reading and numeracy statistical publication series.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups.
The proportion of the Year 11 cohort achieving a relevant English or Cymraeg qualification, as set out in 14 to 16 learning under CfW guidance.	This will show outcomes at the end of the 14 to 16 learning phase most closely related to literacy.	To be established using the agreed qualification measures following the introduction of the reformed 'Made-for-Wales' qualifications and their first awarding and reporting.	The proportion of the Year 11 cohort achieving relevant qualifications in English or Cymraeg. Within this, a reduction in the differences in outcomes between groups of learners. Target to be established following baseline	Annually, in line with qualifications reporting cycles.	Published nationally as part of the literacy and numeracy indicator set and the wider profile of education indicators.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups.
The proportion of the Year 11 cohort achieving a relevant mathematics qualification, as set out in 14 to 16 learning under CfW guidance.	This will show outcomes at the end of the 14 to 16 learning phase most closely related to numeracy.	To be established using the agreed qualification measures following the introduction of the reformed 'Made-for-Wales' qualifications and their first awarding and reporting.	The proportion of the Year 11 cohort achieving relevant qualifications in mathematics. Within this, a reduction in the differences in outcomes between groups of learners. Target to be established following baseline	Annually, in line with qualifications reporting cycles.	Published nationally as part of the literacy and numeracy indicator set and the wider profile of education indicators.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups.

Cymraeg 2050: Percentage of Year 1 pupils studying through the medium of Welsh.	This will support a national picture of progress towards the national ambition that Year 11 learners achieve B2 oral interaction level of Welsh language proficiency as a minimum, based on an assumption that pupils studying Welsh as a first language in Year 1 will continue to make progress year on year to achieve this level of proficiency.	Baseline to be confirmed, with the data based on the pupil level annual school census.	Year-on-year increase in the percentage of Year 1 pupils studying through the medium of Welsh. Target to be established following baseline	Annually.	Published nationally alongside the literacy and numeracy indicator set or wider profile of education indicators, and in the Welsh language strategy annual report.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups.
Proportion of sessions attended: - overall - by groups most at risk of disengagement, including learners eligible for FSM.	Attendance indicates learners' access to education and their ability to benefit from teaching, support and interventions that improve literacy and numeracy.	Validated attendance rate for the 2025 to 2026 academic year.	Year-on-year improvement in: - overall levels of attendance by 0.5 percentage points; - levels of attendance for groups most at risk of disengagement, including learners eligible for FSM. Year-on-year reductions in: - gaps in attendance levels for groups most at risk of disengagement, including learners eligible for FSM and their peers - persistent absence by 2 percentage points	Annually, supported by bi-weekly attendance data to monitor trends over time.	Published nationally alongside the literacy and numeracy indicator set or wider education indicators. Attendance patterns will be considered alongside literacy and numeracy outcomes.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups
Gaps in attendance levels (proportions of sessions attended) for groups most at risk of disengagement, including learners eligible for FSM and their peers.	Attendance indicates learners' access to education and their ability to benefit from teaching, support and interventions that improve literacy and numeracy.	Validated attendance rate for the 2025 to 2026 academic year.	Year-on-year reductions in: gaps in attendance levels for groups most at risk of disengagement, including learners eligible for FSM and their peers.	Annually, supported by bi-weekly attendance data to monitor trends over time.	Published nationally alongside the literacy and numeracy indicator set or wider education indicators. Attendance patterns will be considered alongside literacy and numeracy outcomes.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups
Proportion of overall absence that is persistent absence; Where persistent absence is defined as being absent for 10% of the number of required sessions.	Attendance indicates learners' access to education and their ability to benefit from teaching, support and interventions that improve literacy and numeracy.	Validated attendance rate for the 2025 to 2026 academic year.	Year-on-year reductions in: persistent absence rates.	Annually	Published nationally alongside the literacy and numeracy indicator set or wider education indicators. Attendance patterns will be considered alongside literacy and numeracy outcomes.	Analysed nationally; Where data is robust, analysed by learner characteristics such as disadvantage or poverty, sex and other relevant groups