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# **Beyond eligibility for free school meals (eFSM): A review of the need for and uses of data on learner socio-economic disadvantage – Technical annex**

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

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# Beyond eligibility for free school meals (eFSM): A review of the need for and uses of data on learner socio-economic disadvantage

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government.

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## About this technical annex

This technical annex has been produced as part of a research project entitled Beyond eligibility for free school meals (eFSM): A review of the need for and uses of data on learner socio-economic disadvantage. It is intended to accompany the main report.

The core aims of the study were to determine the range of needs the Welsh Government (WG) and other stakeholders have regarding learner SED data, including the purposes for which they use it, and to provide a comprehensive understanding of how they currently use eFSM data. It also seeks to gather perspectives on eFSM's limitations and recent challenges, including ways to overcome these, and to explore other forms of data stakeholders are using or feel they would like to access to better meet their needs.

The methods for this research involved two components of primary data collection mainly undertaken between March and August 2024. This consisted of a proforma exercise which received 33 responses including from 13 WG officials and 19 LAs, and a further 39 semi structured interviews (involving 55 participants) with stakeholders across Wales. A full overview of the methodology and its limitations is available within the report.

Included in this technical annex are a series of tables that set out stakeholder requirements for data on socio-economic disadvantage amongst learners. They do so by mapping broad and specific purposes for using SED data to a range of data characteristics that are considered most desirable to different meet stakeholder needs.

## Information for interpreting tables

To interpret these tables, the following definitions should be considered:

**Data use** refers to the purposes for which stakeholders use data.

**Data characteristics** refer to the different properties of data.

In terms of data characteristics, stakeholders expect data to be high-quality and validated to minimise errors. In addition, there should be transparency regarding the data collection methods and their associated limitations. These baseline features are expected across all stakeholders and the purposes for which they use data; their absence means the data will not be fit for purpose. Given this commonality, they have not been included in the tables.

There is a range of further characteristics that have been identified as important to consider, which vary across both stakeholders and according to the purposes for which they use the data:

- **Accessibility and availability**, providing data that is easily accessible and available to stakeholders for analysis.
- **Understandability**, whereby data is well understood by and familiar to stakeholders, thereby supporting user confidence and accurate interpretation.

- **Timeliness**, or how up-to-date or recent the data is, and the extent to which data can reflect the current reality of socio-economic disadvantage.
- **Frequency**, or how often data is available, indicates that data is updated at sufficiently regular intervals to allow stakeholders to compare trends over an appropriate time frame.
- **Stability over time**, in which definitions of relevant concepts and the data-collection approach remain consistent, is necessary to compare longitudinal trends meaningfully.
- **Comparability**, where the data aligns with approaches taken elsewhere and allows for integration and comparison with datasets in other locations.
- **Granularity**, where data is available at the appropriate level of detail, including by:
  - **Data subject**, refers to who or what information is recorded in relation to that specified in the column.
  - **Geography**, refers to the level at which data is available, such as individual, school, neighbourhood (e.g. LSOA), local authority, region or national.
- **Aspects and dimensions of SED**, relate to different factors associated with the multi-dimensional nature of socio-economic disadvantage that stakeholders would like data to reflect. This can encompass income, as well as contextual information on other factors which play an essential role in educational outcomes.
- **Construct validity**, the extent to which data captures the true nature of the underlying concept or phenomenon it purports to measure; in this case, how it reflects socio-economic disadvantage amongst learners.
- **Consensus**, where stakeholders at all levels within a policy or other area are using a similar approach or data source to evidence comparable phenomena.

**Table 1. Welsh Government requirements for data on learner SED**

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Informing and developing policy</b>	Policy development (inc. National Indicators)	<b>Important:</b> should be well understood to support public engagement; familiar to stakeholders to support confidence in policy decisions	<b>Less important:</b> needed to inform policy development on a 2–5 year cycle	Annual	<b>Important</b> for evaluating impact over time through trend comparison	<b>Less important,</b> although useful when benchmarking with other countries	Individual	National level essential  Local authority desirable	<b>High importance</b> on accessing income data derived from proxies, such as eFSM and more directly via DWP and HBAI  <b>Importance</b> of accessing other contextual information, as evident in the use of WIMD and the Census, as well as other composite measures. Some interest, depending on the specific use, as shown by data on the number of learners with ALN, uniform grants, referrals to social services, and household tenure.	<b>Important,</b> should evidence agreed phenomena for national benchmarking
<b>Informing and developing policy</b>	Education budget forecasting	<b>Less important,</b> Welsh Gov internally focused	<b>Important</b> to inform the end of the end-of-the-year budgets	Annual	<b>Less important,</b> reflects grant criteria and trend analysis not needed	<b>Less important,</b> Welsh Gov internal	Individual	National level <b>essential</b>  Local authority desirable	<b>High importance</b> on accessing income data derived from proxies, as in eFSM	<b>Important:</b> data used should reflect grant/funding criteria
<b>Informing and developing policy</b>	Policy monitoring	<b>Important,</b> particularly in relation to publishing policy impact	<b>Important</b> to inform success of and/or refinements to policy.	Annual	<b>Important</b> for trend comparison	<b>Less important,</b> although useful when benchmarking with other countries	Individual	National level essential  Local authority desirable	<b>High importance</b> on accessing income data derived from proxies, as in eFSM  <b>Importance</b> of accessing other contextual information, as evident in the use of WIMD	<b>Important,</b> should evidence comparable phenomena for national benchmarking

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Calculating and distributing funding</b>	Local Government Education Grant (including PDG)	<b>Less important</b> , Welsh Gov internal	<b>Important</b> to most accurately reflect recent SED needs	Annual	<b>Less important</b> , no trend analysis needed	<b>Less important</b>	Individual	Local authority and school level essential	<p><b>High importance</b> on accessing income data that reflects levels of poverty derived from proxies, as in eFSM or directly from DWP (various income support and benefits). Also, the importance of income data over the longer term rather than a single point in time.</p> <p><b>Importance</b> of accessing more contextual information</p>	<b>Less important</b> , Welsh Gov internal
<b>Calculating and distributing funding</b>	Schools Essentials Grant (SEG)	<b>Important</b> , schools and families must be familiar with and understand; reliant on parental application	<b>Important</b> to most accurately reflect recent SED needs	Annual	<b>Less important</b> , no trend analysis needed	<b>Less important</b>	Individual	Local authority level essential	<p><b>High importance</b> on accessing income data derived from proxies, such as eFSM or more directly via DWP. Also, the importance of income data over the longer term rather than a single point in time.</p>	<b>Less important</b> , Welsh Gov internal
<b>Calculating and distributing funding</b>	UPFSM Grant	<b>Important</b> , schools and families must be familiar with and understand; reliant on parental application	<b>Important</b> to most accurately reflect recent SED needs	Annual	<b>Less important</b> , no trend analysis needed	<b>Less important</b>	Individual	Local authority level essential	<p><b>High importance</b> on accessing income data derived from proxies such as eFSM</p> <p><b>Some importance</b> on accessing more contextual information, as evident in their use of WIMD for policy-related research</p>	<b>Less important</b> , Welsh Gov internal



Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Calculating and distributing funding</b>	Local Government Settlement	<b>Less important</b> , Welsh Gov internal, although useful for offering transparency of decision making	<b>Important</b> to most accurately reflect recent SED needs	Annual	<b>Less important</b> , no trend analysis needed	<b>Less important</b>	Individual	Local authority level essential	<p><b>High importance</b> on accessing data on income data derived from proxies, as in eFSM, and more directly via DWP (e.g. income support and benefits). Also, the importance of longer-term income data rather than a single time point</p> <p><b>Importance</b> of accessing other contextual information, as evident in the use of WIMD and Census data (incl. NS-SEC, household composition, qualification levels, and ethnicity, etc.).</p>	<b>Less important</b> , Welsh Gov internal
<b>Statistics and monitoring of outcomes</b>	Producing school statistics and AWCDS	<b>Important</b> to ensure data is analysed, used and communicated appropriately	<b>Important</b> to most accurately reflect SED among learners	Annual	<b>Important</b> to compare the performance trends of cohorts of learners and schools over time	<b>Important</b> for international comparisons (PISA)	Individual	School and individual level essential	<p><b>High importance</b> on accessing data on income data derived from proxies, such as eFSM and more directly from DWP on household income and benefits</p> <p><b>Some importance</b> on accessing contextual information, as evident in the use of WIMD for grouping schools</p>	<b>Important</b> for international comparisons
<b>Statistics and monitoring of outcomes</b>	Sharing statistics (ADR, PISA, LLWR)	<b>Important</b> to ensure data is analysed, used and communicated appropriately	<b>Important</b> to most accurately reflect SED among learners	Annual	<b>Very important</b> for longitudinal trend analysis	<b>Very important</b> to compare with other variables or approaches	Individual	Individual level essential	<p><b>High importance</b> on accessing data on income data derived from proxies, such as eFSM and more directly from DWP on household income and benefits</p> <p><b>Some importance</b> on accessing contextual information, as evident in the use of WIMD</p>	<b>Important</b> for international comparisons

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
Statistics and monitoring of outcomes	Post-16 statistics	Important to ensure data is analysed, used and communicated appropriately	Less important, as long as it corresponds with the timing of outcome/performance data	Annual	Very important for longitudinal trend analysis	Very important to compare with other variables or approaches	Individual	Individual level essential	<p><b>High importance</b> on accessing data on income data derived from proxies, such as eFSM and direct information from DWP on householder income and benefits</p> <p><b>Some importance</b> on accessing contextual information, as evident in the use of WIMD</p>	Important for comparison with other home nations and internationally

**Table 2. Local authorities' requirements for data on learner SED**

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Informing developing policy</b>	Policy development (inc. Poverty strategies and WBFGA assessment)	<b>Important</b> , should be well understood to support public engagement and familiar to stakeholders to support confidence in policy decisions	<b>Less important</b> , needed to inform policy development on a 2–5 year cycle	Annual	<b>Important</b> for trend comparison	<b>Important</b> for benchmarking with other local authorities	Individual	Local authority level essential  LSOA or ward level desirable	<b>High importance</b> in accessing income data derived from proxies, such as eFSM and more directly from DWP household income and benefits, etc, with a preference for it being tiered by gradients rather than binary  <b>Importance</b> in accessing other contextual information, as evident in the use of WIMD for comparison to different authorities to inform policy intervention, as well as individual examples of use of Acorn/CACI labour market data	<b>Important</b> , LAs should evidence comparable phenomena for national benchmarking
<b>Informing developing policy</b>	Education budget forecasting	<b>Less important</b> , local authority internal	<b>Important</b> to inform the end of the end-of-the-year budgets	Annual	<b>Less important</b> , reflects grant criteria and no trend analysis needed	<b>Less important</b> , local authority internal	Individual	Local authority level essential  LSOA or ward level not needed		<b>Important</b> : data used should reflect grant/funding criteria

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Calculating and distributing funding</b>	Pupil Development Grant (PDG)	<b>Less important</b> , local authority internal	<b>Important</b> to most accurately reflect the recent SED need	Annual	<b>Less important</b> , no trend analysis needed	<b>Less important</b> , local authority internal and nationally set <b>criteria</b>	Individual	School level essential	<p><b>High importance</b> in using income data derived from proxies, such as eFSM, and direct data from DWP household income and benefits. Also, the importance of longer-term income data rather than a single time point.</p> <p><b>Important</b> in WG using other contextual information, such as WIMD, and a desire for fuel poverty indicators to ensure funding goes to all those in need</p> <p>Preference for tiered, not binary, information</p>	<b>N/A</b> nationally set criteria
<b>Calculating and distributing funding</b>	Schools Essentials Grant (SEG)	<b>Very important</b> , schools and families must understand; reliant on parental application	<b>Important</b> : ideally, a demand-led budget	Annual	<b>Less important</b> , no trend analysis needed	<b>Less important</b> , local authority internal and nationally <b>set criteria</b>	Individual	School level desirable	<p><b>High importance</b> on accessing income data from proxies, such as eFSM, and, more directly, from DWP household income and benefits data. Also, the importance of long-term income data rather than a single time point</p> <p><b>Importance</b> of greater contextual information to ensure funding goes to all those learners in need</p>	<b>N/A</b> nationally set criteria

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Calculating and distributing funding</b>	Individual Schools Budget (ISB)	<b>Less important</b> , local authority and school internal, although there is a drive for increased transparency on the formula used	<b>Important</b> to most accurately reflect the recent SED need	Annual	<b>Less important</b> , no trend analysis needed	<b>Less important</b> , local authority internal	Individual	School level essential	<p><b>High importance</b> on accessing income data derived from proxies, such as eFSM and directly from DWP. Also, the importance of long-term income data rather than a single time point.</p> <p><b>Importance</b> of accessing other contextual information, as evident in the use of WIMD indicators, fuel poverty indicators, and, in one instance, household qualifications in funding formulas.</p> <p>Preference for tiered, not binary, information</p>	<b>Less important</b> , local authority internal
<b>Calculating and distributing funding</b>	Catering in schools	<b>Very important</b> , schools and families must understand; reliant on parental application	<b>Important</b> , demand-led budget	Weekly/monthly	<b>Less important</b> , no trend analysis needed	<b>Less important</b> , local authority internal	Individual	School level essential	<b>High importance</b> in accessing income data derived from proxies, such as eFSM or directly from DWP or HBAI	<b>Less important</b> , local authority/school internal

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Providing targeted support</b>	Providing targeted support (inc VAP)	<b>Less important</b> , although transparency of approach is important for stakeholder understanding	<b>Very important</b> to identify learners who may be more likely to be vulnerable or require additional support	Annual essential  Termly/monthly desirable	<b>Less important</b> , but may be useful for trend analysis	<b>Less important</b>	Individual	School catchment level essential	<p><b>Low importance</b> of accessing income data derived from proxies, as in eFSM, and a greater value placed on more direct data, such as from DWP. Also, the importance of long-term income data rather than a single time point.</p> <p><b>High importance</b> in accessing greater contextual information, including ALN status, attainment, attendance and exclusions, and data relating to parental socio-economic status (NS-SEC) that can be used as part of a composite measure.</p>	<b>Less important</b> , local authority internal
<b>Statistics and monitoring of outcomes</b>	Monitoring and benchmarking learner outcomes  Note – related to school improvement and the work of schools	<b>Important</b> to ensure data is analysed, used, understood, and communicated appropriately	<b>Important</b> to meaningfully compare learner outcomes, ideally captured at multiple points in a year over a sustained period	Annual essential  Termly/monthly desirable	<b>Very important</b> to analyse the progress of individual learners through education and compare trends in the performance of cohorts over time	<b>Important</b> for benchmarking with other local authorities and for comparison across schools within a local authority.	Individual	Individual essential	<p><b>High importance</b> in accessing income data derived from proxies, such as eFSM, and in the value of direct data from DWP and HBAI. Also, the importance of long-term income data rather than a single time-point, and a preference for it to be tiered by gradients rather than binary.</p> <p><b>Importance</b> of accessing greater contextual information, as evident in 5 LAs' use of WIMD indicators and 2 LAs' use of Acorn/CACI, combining Census and housing data (tenure, size, price) with health and crime indicators</p>	<b>Important</b> for benchmarking with other local authorities and nationally

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>School improvement</b>	Identifying potentially vulnerable learners	<b>Less important</b> , although transparency of approach is important for stakeholder understanding (regional consortia, schools, governors)	<b>Very important</b> to identify learners who may be more likely to be vulnerable or require additional support	Annual essential  Termly / monthly desirable	<b>Some importance</b> may be useful for trend analysis	<b>Less important</b>	Individual	School catchment and individual-level essential	<p><b>Low importance</b> in accessing data on income derived either from proxies such as eFSM or more directly. Also, greater importance is placed on long-term income data rather than a single point in time.</p> <p><b>High importance</b> is placed on accessing greater contextual information, as evidenced by the use of WIMD to provide a better overall understanding of disadvantage and needs, including the capture of coastal/rural factors, and by one LA's use of housing benefit data.</p>	<b>Less important</b> , local authority internal
<b>School improvement</b>	Designing and delivering local/school-level interventions	<b>Less important</b> , local authority internal, although transparency of approach is important for stakeholder understanding (regional consortia, schools, governors)	<b>Very important</b> to identify cohorts of learners who may be more likely to be vulnerable or require additional support, and ideally captured at multiple points in a year	Annual <b>essential</b> Termly/monthly <b>desirable</b>	<b>Less important</b> , but may be useful for trend analysis	<b>Less important</b>	Individual	Individual-level essential	<p><b>Low Importance</b> in accessing income data derived from proxies as in eFSM. Also, greater importance is placed on long-term income data rather than a single point in time.</p> <p><b>High Importance</b> in accessing greater contextual information, including ALN status, attainment, attendance, exclusions, and data relating to parental socio-economic status (NS-SEC) that can be used as part of a composite measure.</p>	<b>Less important</b> , local authority internal

**Table 3. Schools' requirements for data on learner SED**

Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>School improvement</b>	Monitoring learner outcomes and benchmarking performance	<b>Important</b> to ensure data is analysed, used and communicated appropriately	<b>Important</b> , to coincide with the timing of outcome/performance data	Annual <b>essential</b> Termly/ monthly <b>desirable</b>	<b>Very important</b> to analyse the progress of individual learners through education and compare the trends of performance of cohorts over time	<b>Important</b> , for benchmarking with other schools (including through AWCDS)	Individual	School catchment and learner level essential	<p><b>High importance</b> on accessing income data derived from proxies such as eFSM or more directly. Also, the importance of income data over the longer term rather than a single point in time.</p> <p><b>High importance</b> on accessing other contextual information to understand relevant factors in outcomes, as evident in the use of WIMD in the AWCDS and data and information provided by the LAs.</p>	<b>Important</b> , for benchmarking with other schools, school families, local authorities and nationally
<b>School improvement</b>	Self-evaluation	<b>Less important</b>	<b>Important</b> , to correspond with the timing of outcome/learner outcome data	Annual	<b>Less important</b> , but may be useful for trend analysis	<b>Less important</b>	Individual	School catchment level essential	<p><b>High importance</b> on accessing income data derived from proxies such as eFSM and, more directly, DWP and HBAI</p> <p><b>High importance</b> on accessing other contextual information to understand relevant factors in school and learner outcomes, as evident in the use of WIMD in the AWCDS and other information</p>	<b>Less important</b> , local authority/school internal



Broad use	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>School improvement</b>	Identifying potentially vulnerable learners	<b>Less important</b> , but needs to be understandable enough to be readily usable	<b>Important</b> to most accurately reflect recent SED needs	Annual <b>essential</b> Termly/ monthly desirable	<b>Less important</b>	<b>Less important</b>	Individual	School catchment and learner-level essential	<p><b>Importance</b> of accessing income data derived from proxies, such as eFSM and, more directly, information on long-term income data, rather than a single point in time</p> <p><b>High importance</b> on accessing other contextual information for better overall reflection of disadvantage covering factors and learners not captured by current measures of income. This is evident in the use of WIMD with its multiple indicators, as well as in other available information, such as food bank use, requests for school uniforms, housing tenure and school moves, looked-after children, and anecdotal insights—some of which indicate that schools are forming composite measures.</p>	<b>Less important</b> , local authority/school internal, with approaches reflecting the local context
<b>School improvement</b>	Designing and delivering school-level interventions	<b>Less important</b> , but needs to be comprehensive enough to be readily usable	<b>Important</b> to most accurately reflect recent SED need	Annual <b>essential</b> Termly/monthly <b>desirable</b>	<b>Less important</b> , but may be useful for trend analysis	<b>Less important</b>	Individual	School catchment or learner-level essential	<p><b>Importance</b> of accessing income data derived from proxies, such as eFSM and, more directly, DWP and HBAI.</p> <p><b>Importance</b> of accessing other contextual information (as in the row above)</p>	<b>Less important</b> , local authority/school internal

**Table 4. Other stakeholders' requirements for data on learner SED**

Stakeholder	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Children's Commissioner for Wales</b>	Policy and advocacy	<b>Important:</b> should be familiar to stakeholders to support advocacy work	<b>Less important,</b> needed to inform advocacy work to align with Welsh Government policy cycles	Annual	<b>Important</b> for the analysis of policy impact over time	<b>Important</b> for drawing comparisons with other nations	Any	National level essential  Local authority desirable	<b>High importance</b> on accessing data and on measures relating to income poverty.  <b>Importance</b> of other contextual data, such as housing and housing costs, foodbank access, and free school transport. Other non-SED-specific factors mentioned relating to children missing in education, children electively home educated, disability, etc.	<b>Important</b> for aligning policy with other stakeholder organisations (e.g., NESTA, Bevan Foundation, etc.).
<b>Careers Wales</b>	Providing targeted support to learners	<b>Less important</b>	<b>Important</b> to most accurately reflect recent SED need	Annual	<b>Less important</b>	<b>Less important</b>	Individual	School-level essential	<b>High importance</b> on income-related measures, which can be triangulated alongside other metrics relating to disadvantage, such as ALN, ESOL, disability, carer or care experience, etc.	<b>Less important</b>
<b>Estyn</b>	Providing contextual information for Inspections	<b>Important</b> for informing conversations with school leaders and transparency in the context of assessment	<b>Important</b> to most accurately reflect recent SED need	Annual	<b>Important</b> for informing trend analysis of the school profile/context	<b>Less important</b>	Individual	School-level essential	<b>Importance</b> of income-related measures, as derived from proxies such as eFSM, including over the longer term rather than just a single point in time, as seen in the use of 'smoothed' data.  <b>High importance</b> is placed on other contextual information, including rural poverty, to provide an accurate reflection of school demographics and factors affecting learning.	<b>Less important,</b> Estyn internal

Stakeholder	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Estyn</b>	Monitoring the performance of learners (to assess whether a school is meeting needs)	<b>Less important</b>	<b>Important</b> to most accurately reflect recent SED need	Annual	<b>Important</b> for benchmarking performance at Key Stage 4 and for trend comparison over time	<b>Less important</b>	Individual	School-level essential	<p><b>Importance</b> of income-related measures, as derived from proxies such as eFSM, including over the longer term, not just at a single point in time, as seen in the use of 'smoothed' data.</p> <p><b>High importance</b> is placed on other contextual information across multiple dimensions of SED, including rural poverty, to contextualise behaviour, attendance, and performance.</p>	<b>Less important</b> , Estyn internal
<b>Estyn</b>	Benchmarking the performance of schools across Wales	<b>Less important</b>	<b>Important</b> to most accurately reflect recent SED need	Annual	<b>Less important</b> , only benchmarking performance at Key Stage 4	<b>Very important</b> for performing regression analysis across schools	Individual	School-level essential	<p><b>Importance</b> of income-related measures derived from proxies, such as eFSM, over the longer term, not just at a single point in time, as seen in the use of 'smoothed' data.</p> <p><b>High importance</b> on other contextual information on multiple dimensions of SED, including rural poverty.</p>	<b>Less important</b> , Estyn internal
<b>Qualifications Wales</b>	Qualifications Regulation	<b>Less important</b>	<b>Less important</b> to inform the reform as required	Annual	<b>Very important</b> for trend comparison and the maintenance of standards of GCSE and A-level grades	<b>Important</b> for performing comparisons across all qualifications centres	Individual	Qualification centre level essential	<p><b>Importance</b> of income-related measures such as eFSM, and interest in income data over the longer term.</p> <p><b>Importance</b> of accessing other contextual information, as evidenced by the use of WIMD, which provides deeper insight into gradients of disadvantage.</p>	<b>Less important</b> , Qualification Wales internal

Stakeholder	Specific use	Understandability	Timeliness	Frequency (min)	Stability	Comparability	Data subject	Geography	Aspects and dimensions of SED	Consensus
<b>Qualifications Wales</b>	Qualification Reform (equality assessments)	<b>Less important</b>	<b>Less important</b> to inform the reform as required	Annual	<b>Important</b> for performing trend comparison and analysis over time	<b>Important</b> for comparisons across all qualifications centres	Individual	Qualification centre level essential	<p><b>Importance</b> of income-related measures, such as eFSM and triangulation with broader equality data. Also, there is an interest in income data over the longer term.</p> <p><b>Importance</b> of accessing other contextual information, as evidenced by the use of WIMD, which provides deeper insight into gradients of disadvantage.</p>	<b>Important</b> to align with the approaches taken by qualification centres
<b>UCAS</b>	Higher Education Admissions (via data sharing with institutions)	<b>Important</b> , should be familiar to higher education providers, schools and learners	<b>Important</b> : should inform the annual admissions cycle	Annual	<b>Less important</b> , but consideration of discontinuity for mature learners needed	<b>Important</b> for providing comparative data with other nations and international learners	Individual (although some HEIs use area-level data for contextual admissions)	National level	<p><b>High importance</b> is placed on income-related measures, such as proxies like eFSM.</p> <p><b>Importance</b> of accessing other contextual information and metrics related to disadvantage, such as parenting or caring responsibilities, military family care experience, and disability. Also, evident in the use of WIMD.</p>	<b>Less important</b> : institutions use data for their own policies
<b>UCAS</b>	Fair Access programmes and interventions	<b>Important</b> : should be familiar to higher education providers, schools and learners	<b>Important</b> to most accurately reflect recent SED need	Annual	<b>Less important</b>	<b>Less important</b>	Individual	National level	<p><b>High importance</b> is placed on income-related measures, such as proxies like eFSM.</p> <p><b>Importance</b> of accessing other contextual information and metrics related to disadvantage, such as parenting or caring responsibilities, military family care experience, and disability. Also, the evident use of WIMD.</p>	<b>Less important</b> , UCAS internal