



KS2 Pupils' Communication Skills in Peterborough 2015

Evidence from eight schools

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Words for life

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Table of contents

Acknowledgements.....	3
Table of contents	4
Tables and figures	5
Introduction.....	6
Description of the 2015 Peterborough sample.....	7
Statistical information	7
Summary of key findings.....	8
KS2 communication skills in our Peterborough sample in 2015	8
Gender.....	8
Socioeconomic background	8
EAL background.....	8
Yearly comparisons 2014/15.....	8
National and regional comparison	9
What next?.....	9
KS2 communication skills in our Peterborough sample in 2015	10
Gender differences.....	11
Differences by socioeconomic background	11
EAL background.....	12
KS2 communication skills 2014/15.....	13
How do KS2 pupils in our Peterborough sample compare with their peers in the national and regional samples?.....	14
Opportunities for improvement	14
2015 data tables	15

Tables and figures

Figure 1: KS2 pupils' attitudes towards communication skills	10
Figure 2: KS2 pupils' communication confidence	10
Figure 3: What is the most important skill to succeed in life?	11

Table 1.1: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – I spend more time online and watching TV than I spend speaking to my family	16
Table 1.2: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face	16
Table 1.3: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Good communication skills are some of the most important skills to have.....	16
Table 1.4: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Good communication skills give me more confidence in social situations	17
Table 1.5: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Good communication skills are important to get a job.....	17
Table 1.6: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – People often take good communication skills for granted.....	17
Table 1.7: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – People judge you by the words and phrases you use.....	18
Table 2.1: Communication confidence – Joining in class discussions	18
Table 2.2: Communication confidence – Speaking in front of a group.....	18
Table 2.3: Communication confidence – Working in a team.....	19
Table 3: What is the most important skill to succeed in life?.....	19

Introduction

The National Literacy Trust Hub in Peterborough launched in October 2014 with the Peterborough Literacy Campaign to create long-term change in areas of the district where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. The Hub enables Peterborough's public services to work together in new ways with a wide range of local and national partners including voluntary and community groups, businesses, health, education and cultural organisations to provide literacy support to specific target audiences as well as the wider community. A range of programmes, events and activities are being delivered, aimed at early years children, Year 3 children with English as an additional language (EAL) and children transitioning between primary and secondary school, to raise literacy levels and improve their life chances, employability and well-being.

The National Literacy Trust Hub in Peterborough is working in partnership with Peterborough City Council to raise literacy levels across the city. Some examples of the work in the Hub include embedding literacy support and resources within the community through various initiatives and campaigns such as the Peterborough Walk and Talk Trail Quiz, launched with Vivacity, which encourages families to explore their city centre's local museum, art gallery and architecture and to join their library; the summer Pop-Up Literacy Shop, which took over an empty unit on the high street and helped more than 1,200 people with their literacy questions and concerns; and a campaign to encourage barbers and hairdressers to have children read aloud to them as they get a haircut. In addition, all Peterborough's schools have been provided with free access to the National Literacy Trust Network, which provides literacy leaders with tools, resources and inspiration, funded by the Esmée Fairbairn Foundation. The Hub has also formed partnerships with a range of organisations and businesses including the Peterborough Phantoms, Stagecoach bus company, City College and HM Prison, who support work including a dads' reading selfie competition, city-wide poetry competitions, inspiring storytelling events, distributing free books and encouraging hard-to-reach families to get involved with literacy programmes, raising the profile of reading in support of our media campaign www.peterboroughliteracy.co.uk. The Hub has distributed £10,000 worth of books through various programmes and provided a Peterborough school with a £15,000 library makeover in partnership with the School Library Association and BookSpace.

The purpose of this report is to give an overview of writing in our Peterborough sample after one year as a National Literacy Trust Hub. The report presents information about children's attitudes towards communication skills, how confident they are in their communication skills and what they think is the most important skill to succeed in life. The report is divided into three main sections:

- The first part outlines information about Key Stage 2 (KS2; aged 8 to 11) pupils' communication skills in general in our sample and highlights differences by gender, socioeconomic background and EAL background.
- The second part presents information about KS2 pupils' communication skills in 2014 and 2015.
- The third part compares KS2 pupils' communication skills in our Peterborough sample with their peers in the governmental region of East of England and the wider national sample.

Overall the findings of this report show that KS2 pupils have generally positive attitudes towards communication skills and are confident in their communication skills. In addition, the report also shows that there are very few differences based on demographic factors such as gender and socioeconomic background or between pupils in our Peterborough sample and the national and regional samples. Attitudes and confidence in communication skills have also remained stable between 2014 and 2015.

Description of the 2015 Peterborough sample

Overall, 954 pupils from eight schools within the Peterborough local authority participated in the National Literacy Trust's literacy survey in November/December 2015. Nearly all of the participants in the sample are KS2 pupils (N= 950). The sample also included a few KS3 pupils (N= 3) and 1 KS4 pupil; however, because of the low number, these were excluded from the analyses.

Please note that because of the relatively low number of participants and schools, it may not be possible to generalise the results presented in this report for the area as a whole.

Statistical information

We report the findings from statistical analyses in the footnotes. Most of our data is ordinal and not normally distributed, i.e. it is skewed in one direction. We therefore mostly, but not exclusively, use non-parametric analyses. Where possible, we also report relevant effect sizes.

As part of the statistical analyses we report whether or not a finding is 'statistically significant'. If a difference or relationship is statistically significant then the likelihood is not more than 1 in 20 (5%, using the 0.05 p-value) that it would happen by chance. We can therefore be relatively confident that it is meaningful. Please note that for comparisons with the larger national sample, we use a more stringent significance level of 0.001.

Summary of key findings

KS2 communication skills in our Peterborough sample in 2015

- KS2 pupils generally have good attitudes towards communication skills. For example, the majority (75.7%) agree that good communication skills are important to get a job. However, nearly 3 in 10 (29.1%) also agree that they spend more time online and watching TV than speaking to their family.
- KS2 pupils are generally confident in their communication skills. They are most confident working as a team (88.8%) and least confident speaking in front of a group (66.9%).
- When asked what they perceive to be the most important skill to succeed in life, KS2 pupils most commonly answer maths (27.3%) followed by listening (23.4%) and speaking (16.1%).

Gender

- There are no differences in attitudes towards communication skills or communication confidence based on KS2 pupils' gender.
- KS2 boys and girls feel differently about what is the most important skill to succeed in life: boys most commonly say that maths is the most important skill (31.2% vs. 22.9%) while girls most commonly say listening is the most important skill (26.7% vs. 20.2%).

Socioeconomic background

- KS2 pupils don't differ in their attitudes towards communication skills or their communication confidence based on their socioeconomic background.
- KS2 pupils differ in their perception of the most important skill to succeed in life based on their socioeconomic background. More FSM pupils feel that maths and ICT are most important (31.6% vs. 26.5% and 16.1% vs. 9.8% respectively) while more non-FSM pupils say that listening is the most important skill to succeed in life (25.2% vs. 17.8%).

EAL background

- There are no differences between EAL and non-EAL pupils in their attitudes towards communication skills, their communication confidence or their perception of what they consider the most important skill to succeed in life.

Yearly comparisons 2014/15

- KS2 pupils do not differ in their attitudes towards communication skills or their communication confidence in 2014 and 2015.
- KS2 pupils in 2014 and 2015 have different perceptions of what is the most important skill to succeed in life. More pupils in 2014 consider listening to be the most important (21.7% vs. 16.1%) while more pupils in 2015 say that ICT is the most important skill to succeed in life (11.5% vs. 7.0%).

National and regional comparison

- There are no differences in attitudes towards communication skills between our sample of KS2 pupils in Peterborough and the national and regional samples.
- While KS2 pupils in the Peterborough sample and national sample do not differ in their communication confidence, pupils in our Peterborough sample are more confident than their peers in the regional sample. For example, they are more confident joining in class discussions (77.9% vs. 72.5%).
- Pupils in our Peterborough sample and the national sample do not differ in their perception of what is the most important skill to succeed in life. However, pupils in the Peterborough sample differ from the rest of the region in what they consider to be the most important skill to succeed in life is. Pupils in the Peterborough sample are most likely to say that maths is the most important (27.3% vs. 20.9%) while pupils in the East of England most commonly say that speaking is the most important (27.5% vs. 16.1%).

What next?

- Focus on building pupils' confidence when speaking in front of a group.

KS2 communication skills in our Peterborough sample in 2015

As **Figure 1** shows, KS2 pupils (aged 8 to 11) generally have good **attitudes** towards communication skills. For example, they understand the importance of communication skills for their future, with the majority (75.7%) agreeing that good communication skills are important to get a job. In addition, 68.9% agree that good communication skills are some of the most important skills to have and 66.1% agree that good communication skills give them confidence in social situations. However, nearly 3 in 10 (29.1%) also agree that they spend more time online and watching TV than speaking to their family.

Figure 1: KS2 pupils' attitudes towards communication skills



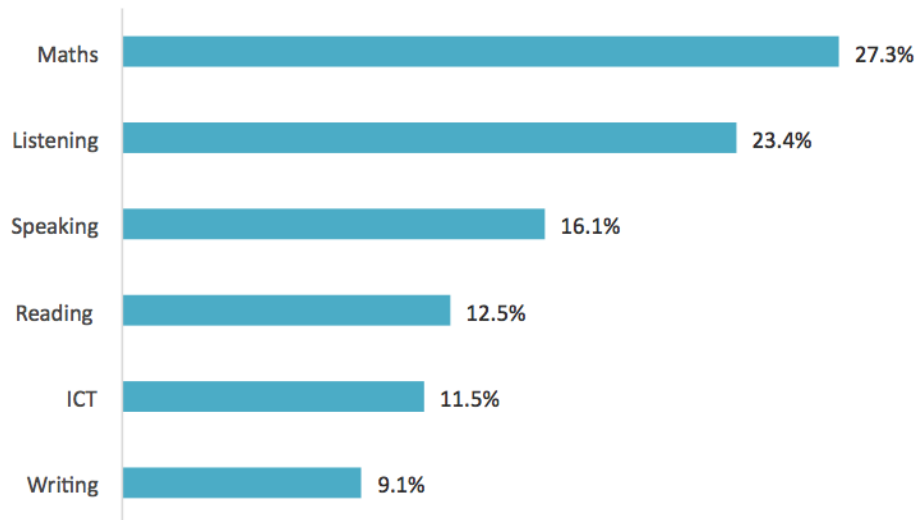
KS2 pupils are also generally **confident** in their communication skills (see **Figure 2**). They are most confident working in a team (88.8%) and least confident speaking in front of a group (66.9%).

Figure 2: KS2 pupils' communication confidence



When pupils were asked what they perceive to be the **most important skill to succeed in life**, they were most likely to say maths (27.3%) followed by listening (23.4%) and speaking (16.1%; see **Figure 3**).

Figure 3: What is the most important skill to succeed in life?



Gender differences

KS2 boys and girls do not differ in their attitudes towards or confidence in communication skills¹²³⁴.

KS2 boys and girls feel differently about what they consider to be the most important skill to succeed in life⁵. Boys are more likely to agree that maths is the most important (31.2% vs. 22.9%) while girls are more likely to say listening (26.7% vs. 20.2%). More boys than girls consider ICT to be the most important skill to succeed in life (14.3% vs. 8.5%).

Differences by socioeconomic background⁶

There is no difference between KS2 pupils in their attitudes towards communication skills or their communication confidence based on their socioeconomic background⁷.

¹ A principal component analysis with direct oblimin rotation showed that the 7 attitudinal items loaded on 1 factor. Therefore, 6 items were combined into scales to reflect that factor. Leaving out one of the items resulted in the most acceptable Cronbach's alpha (.781). The items included in the scale are: communicating online or by text gives me confidence to say things I wouldn't say face-to-face; good communication skills are some of the most important skills to have; good communication skills give me confidence in social situations; good communication skills are important to get a job; people often take good communication skills for granted; and people judge you by the words and phrases you use).

² $p = .099$

³ A principal component analysis with direct oblimin rotation showed that the 3 confidence items loaded on 1 factor. Therefore, a scale of 3 items was created for communication confidence (joining in class discussions, speaking in front of a group and working in a team) (Cronbach's alpha = .673).

⁴ $p = .534$

⁵ $\chi^2(5, N = 879) = 19.336, p = .002, \text{Cramer's } V = .148$

⁶ Using FSM uptake as a proxy

⁷ Attitudes: $p = .101$; confidence: $p = .429$

However, KS2 pupils differ in their perception of what is the most important skill to succeed in life based on their socioeconomic background⁸. More FSM pupils feel that maths and ICT are most important (31.6% vs. 26.5% and 16.1% vs. 9.8% respectively) while more non-FSM pupils say that listening is the most important (25.2% vs. 17.8%).

EAL background

There are no differences between EAL and non-EAL pupils in their attitudes towards communication skills, their communication confidence or their perception of what is the most important skill to succeed in life⁹.

⁸ $\chi^2(5, N=809) = 11.718, p = .039$, Cramer's $V = .120$

⁹ Attitudes: $p = .112$; confidence: $p = .569$; perception of the most important skill: $p = .974$

KS2 communication skills 2014/15

This section compares data from KS2 pupils in 2014 (N= 517) and 2015 (N= 950). The sample in 2014 contains more girls than boys while the 2015 sample contains more boys than girls (2014: girls 54.8%; boys 45.3%; 2015: girls 47.7%; boys 52.3%). The percentage in the samples is significantly different¹⁰. The samples do not differ in the proportion of FSM pupils (2014: 21.9%; 2015: 21.9%)¹¹; however, the 2014 sample contains more EAL pupils than the 2015 sample¹² (2014: 59.4%; 2015: 44.5%)¹³.

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KS2 pupils do not differ in their attitudes towards communication skills in 2014 and 2015<sup>14 15</sup> or their communication confidence<sup>16 17</sup>.

KS2 pupils in 2014 and 2015 have a different perception of what is the most important skill to succeed in life<sup>18</sup>. While most pupils in both years agree that maths is the most important skill (2014: 28.7%; 2015: 27.3%), more pupils in 2014 consider listening to be the most important (21.7% vs. 16.1%) and more pupils in 2015 consider ICT to be the most important (11.5% vs. 7.0%).

<sup>10</sup>  $\chi^2(1, N=1,453) = 6.723, p = .010; \Phi = -.068$

<sup>11</sup>  $p = .980$

<sup>12</sup> FSM:  $\chi^2(1, N=379) = 5.830, p = .016, \Phi = .124$ ; EAL:  $\chi^2(1, N=391) = 6.964, p = .008, \Phi = .133$

<sup>13</sup>  $\chi^2(1, N=1,423) = 29.217, p < .001; \Phi = .143$

<sup>14</sup> A principal component analysis with direct oblimin rotation showed that the 7 attitudinal items loaded on 1 factor. Therefore, 6 items were combined into scales to reflect that factor. Leaving out one of the items resulted in the most acceptable Cronbach's alpha (.770). The items included in the scale are: communicating online or by text gives me the confidence to say things I wouldn't say face-to-face; good communication skills are some of the most important skills to have; good communication skills give me confidence in social situations; good communication skills are important to get a job; people often take good communication skills for granted; and people judge you by the words and phrases you use).

<sup>15</sup>  $p = .102$

<sup>16</sup> A principal component analysis with direct oblimin rotation showed that the 3 confidence items loaded on 1 factor. Therefore, a scale of 3 items was created for communication confidence (joining in class discussions, speaking in front of a group and working in a team) (Cronbach's alpha = .670).

<sup>17</sup>  $p = .599$

<sup>18</sup>  $\chi^2(5, N = 1,385) = 17.709, p = .003, \text{Cramer's } V = .113$

## How do KS2 pupils in our Peterborough sample compare with their peers in the national and regional samples?

This section compares data from KS2 pupils in our Peterborough sample (N= 950) with the national sample (N= 6,110) and East of England governmental region (N= 515). All the samples contain more boys than girls (Peterborough: boys 52.3%; girls 47.7%; national: boys 51.0%; girls 49.0%; East of England: boys 54.8%; girls 45.2%) and the percentages in the samples are not significantly different<sup>19</sup>. The Peterborough sample and the national sample contain a similar proportion of FSM pupils (Peterborough 21.9%; national 22.7%)<sup>20</sup>; however, the sample in Peterborough contains significantly more FSM pupils than the East of England sample (21.9% vs. 8.4%)<sup>21</sup>. The Peterborough sample contains significantly more EAL pupils than the national and East of England samples (44.5% vs. national 29.9%; East of England 22.8%)<sup>22</sup>.

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There are no differences in attitudes towards communication skills between our sample of KS2 pupils in Peterborough and the national and regional samples^{23 24}.

KS2 pupils in our Peterborough sample and the national sample are equally confident in their communication skills^{25 26}. However, pupils in the Peterborough sample are more confident than their peers in the regional sample²⁷. For example, they are more confident joining in class discussions (77.9% vs. 72.5%) and speaking in front of a group (66.9% vs. 61.5%).

Pupils in our Peterborough sample and the rest of the region differ in what they consider to be the most important skills to succeed in life²⁸. Pupils in the Peterborough sample most commonly agree that maths is the most important skill (27.3% vs. 20.9%) while pupils in the East of England consider speaking to be the most important skill (27.5% vs. 16.1%). Children in the Peterborough sample do not differ from the national sample in what they consider to be the most important skill²⁹.

Opportunities for improvement

- Focus on building pupils' confidence speaking in front of a group

¹⁹ Peterborough-national: $p = .442$; Peterborough-East of England: $p = .371$

²⁰ $p = .587$

²¹ $\chi^2(1, N=1,343) = 39.850, p < .001, \Phi = .172$

²² Peterborough-national: $\chi^2(1, N= 6,747) = 77.372, p < .001, \Phi = .107$; Peterborough-East of England: $\chi^2(1, N=1,415) = 64.665, p < .001, \Phi = .214$

²³ A principal component analysis with direct oblimin rotation showed that the 7 attitudinal items loaded on 2 factors. However, when items were combined into scales to reflect those factors, combining 6 attitudinal items resulted in the most acceptable Cronbach alpha (.773). Therefore the items included in the scale are: communicating online or by text gives me confidence to say things I wouldn't say face-to-face; good communication skills are some of the most important skills to have; good communication skills give me confidence in social situations; good communication skills are important to get a job; people often take good communication skills for granted; and people judge you by the words and phrases you use).

²⁴ Peterborough-national: $p = .002$; Peterborough-East of England: $p = .065$

²⁵ A principal component analysis with direct oblimin rotation showed that the 3 confidence items loaded on 1 factor. Therefore, a scale of 3 items was created for communication confidence (joining in class discussions, speaking in front of a group and working in a team) (Cronbach's alpha = .724).

²⁶ $p = .577$

²⁷ The variances were significantly different; therefore, a Welch's t-test was conducted instead of independent samples t-test.

Peterborough: $M = 1.78, SD = .710$; East of England: $M = 1.90, SD = .770$; Welch $F(1, 824.932) = 6.300, p = .012, \text{Cohen's } d = .148$

²⁸ $\chi^2(5, N= 1,331) = 25.586, p < .001, \text{Cramer's } V = .139$

²⁹ $p = .002$

2015 data tables

The following pages contain the information for each of our questions in tables. Each table contains information pertaining to the sample as a whole (top row) as well as broken down by demographic background – gender, socioeconomic background and EAL background.

Please note that due to rounding, the data in the tables do not necessarily add up to 100 per cent exactly.

Table 1.1: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – I spend more time online and watching TV than I spend speaking to my family

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 950)	15.3%	13.8%	29.1%	13.3%	24.2%	21.6%	45.8%	11.8%
Boys (N= 492)	18.8%	15.4%	34.2%	12.0%	24.1%	19.0%	43.1%	10.7%
Girls (N= 448)	11.6%	12.4%	24.0%	14.4%	24.6%	24.3%	48.9%	12.7%
FSM (N= 189)	16.2%	18.2%	34.4%	12.3%	20.8%	19.5%	40.3%	13.0%
Non-FSM (N=675)	14.6%	12.8%	27.4%	13.1%	26.2%	22.1%	48.3%	11.2%
EAL (N= 409)	16.6%	13.1%	29.7%	11.1%	25.7%	22.6%	48.3%	10.9%
Non-EAL (N=511)	14.7%	13.6%	28.3%	14.9%	23.1%	21.0%	44.1%	12.7%

Table 1.2: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Communicating online or by text gives me the confidence to say things I wouldn't say face-to-face

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 950)	17.0%	20.6%	37.6%	15.6%	13.7%	9.4%	23.1%	23.7%
Boys (N= 492)	18.9%	20.3%	39.2%	16.0%	13.8%	10.4%	24.2%	20.6%
Girls (N= 448)	15.1%	21.1%	36.2%	15.1%	13.6%	8.5%	22.1%	26.6%
FSM (N= 189)	12.1%	19.1%	31.2%	15.3%	15.9%	12.7%	28.6%	24.8%
Non-FSM (N=675)	18.8%	21.6%	40.4%	14.8%	13.4%	8.1%	21.5%	23.3%
EAL (N= 409)	17.1%	23.4%	40.5%	14.0%	14.5%	8.5%	23.0%	22.5%
Non-EAL (N=511)	16.6%	18.8%	35.4%	17.5%	13.0%	9.9%	22.9%	24.2%

Table 1.3: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Good communication skills are some of the most important skills to have

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 950)	37.0%	31.9%	68.9%	11.5%	4.0%	1.9%	5.9%	13.8%
Boys (N= 492)	41.1%	28.1%	69.2%	11.5%	4.2%	2.7%	6.9%	12.5%
Girls (N= 448)	33.2%	35.7%	68.9%	11.1%	3.8%	1.0%	4.8%	15.2%
FSM (N= 189)	32.9%	30.3%	63.2%	12.5%	5.9%	2.6%	8.5%	15.8%
Non-FSM (N=675)	38.9%	33.0%	71.9%	10.3%	3.3%	1.7%	5.0%	12.8%
EAL (N= 409)	40.0%	33.6%	73.6%	8.7%	4.9%	2.6%	7.5%	10.1%
Non-EAL (N=511)	34.5%	29.8%	64.3%	13.8%	3.4%	1.4%	4.8%	17.2%

Table 1.4: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Good communication skills give me more confidence in social situations

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 950)	34.1%	32.0%	66.1%	9.4%	3.0%	2.6%	5.6%	18.9%
Boys (N= 492)	35.1%	32.2%	67.3%	8.9%	3.7%	3.2%	6.9%	16.8%
Girls (N= 448)	32.7%	32.0%	64.7%	9.8%	2.3%	2.0%	4.3%	21.2%
FSM (N= 189)	28.4%	35.5%	63.9%	10.3%	5.8%	3.9%	9.7%	16.1%
Non-FSM (N=675)	36.1%	32.0%	68.1%	7.6%	2.4%	1.9%	4.3%	20.1%
EAL (N= 409)	38.0%	32.0%	70.0%	6.6%	3.7%	2.3%	6.0%	17.3%
Non-EAL (N=511)	31.4%	31.8%	63.2%	11.6%	2.0%	2.7%	4.7%	20.5%

Table 1.5: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – Good communication skills are important to get a job

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 950)	43.4%	32.3%	75.7%	7.1%	4.3%	1.6%	5.9%	11.4%
Boys (N= 492)	45.3%	31.6%	76.9%	7.8%	3.2%	2.2%	5.4%	10.0%
Girls (N= 448)	40.9%	33.3%	74.2%	6.5%	5.5%	1.0%	6.5%	12.9%
FSM (N= 189)	38.6%	35.3%	73.9%	4.6%	5.9%	2.0%	7.9%	13.7%
Non-FSM (N=675)	45.5%	32.0%	77.5%	6.7%	4.2%	1.0%	5.2%	10.6%
EAL (N= 409)	48.7%	29.9%	78.6%	6.2%	4.5%	1.7%	6.2%	9.0%
Non-EAL (N=511)	39.4%	34.2%	73.6%	7.4%	4.1%	1.6%	5.7%	13.3%

Table 1.6: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – People often take good communication skills for granted

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 950)	20.4%	27.5%	47.9%	13.5%	7.7%	2.5%	10.2%	28.5%
Boys (N= 492)	20.8%	31.1%	51.9%	11.5%	6.6%	3.4%	10.0%	26.5%
Girls (N= 448)	20.3%	24.3%	44.6%	15.2%	8.1%	1.5%	9.6%	30.6%
FSM (N= 189)	18.3%	29.4%	47.7%	11.8%	10.5%	5.2%	15.7%	24.8%
Non-FSM (N=675)	21.1%	28.8%	49.9%	12.8%	6.7%	1.5%	8.2%	29.1%
EAL (N= 409)	19.2%	28.9%	48.1%	12.3%	7.4%	2.9%	10.3%	29.2%
Non-EAL (N=511)	21.4%	26.1%	47.5%	14.8%	7.5%	1.8%	9.3%	28.4%

Table 1.7: Attitudes towards communication skills in 2015 by KS2 pupils broken down by demographic background – People judge you by the words and phrases you use

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 950)	17.8%	20.6%	38.4%	14.7%	17.7%	8.3%	26.0%	20.8%
Boys (N= 492)	19.5%	23.2%	42.7%	14.3%	14.8%	9.1%	23.9%	19.2%
Girls (N= 448)	16.2%	17.7%	33.9%	15.4%	20.8%	7.6%	28.4%	22.3%
FSM (N= 189)	15.3%	28.0%	43.3%	10.0%	14.0%	9.3%	23.3%	23.3%
Non-FSM (N=675)	18.6%	20.0%	38.6%	14.8%	19.5%	7.7%	27.2%	19.5%
EAL (N= 409)	15.5%	24.1%	39.6%	12.1%	19.5%	7.8%	27.3%	21.0%
Non-EAL (N=511)	18.8%	17.2%	36.0%	16.9%	16.7%	9.2%	25.9%	21.3%

Table 2.1: Communication confidence – Joining in class discussions

How confident are you joining in class discussions?

	<i>Very confident</i>	<i>Confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>
All (N= 950)	44.9%	33.0%	16.9%	5.2%
Boys (N= 492)	44.1%	33.6%	15.5%	6.8%
Girls (N= 448)	45.8%	32.0%	18.6%	3.6%
FSM (N= 189)	51.2%	25.3%	17.3%	6.2%
Non-FSM (N=675)	44.6%	33.0%	17.4%	5.1%
EAL (N= 409)	45.3%	32.4%	16.2%	6.0%
Non-EAL (N=511)	45.0%	33.6%	17.0%	4.4%

Table 2.2: Communication confidence – Speaking in front of a group

How confident are you speaking in front of a group?

	<i>Very confident</i>	<i>Confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>
All (N= 950)	41.1%	25.8%	22.9%	10.2%
Boys (N= 492)	40.7%	27.9%	21.9%	9.5%
Girls (N= 448)	40.8%	24.0%	24.2%	11.0%
FSM (N= 189)	39.0%	22.0%	26.8%	12.2%
Non-FSM (N=675)	42.4%	27.2%	21.0%	9.4%
EAL (N= 409)	44.4%	23.7%	22.6%	9.3%
Non-EAL (N=511)	38.6%	27.4%	22.8%	11.2%

Table 2.3: Communication confidence – Working in a team

<i>How confident are you working in a team?</i>				
	<i>Very confident</i>	<i>Confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>
All (N= 950)	62.4%	26.4%	9.1%	2.2%
Boys (N= 492)	63.6%	27.0%	7.1%	2.3%
Girls (N= 448)	60.9%	26.0%	11.0%	2.1%
FSM (N= 189)	60.6%	24.1%	11.8%	3.5%
Non-FSM (N=675)	64.2%	26.7%	7.3%	1.8%
EAL (N= 409)	64.4%	23.2%	10.2%	2.2%
Non-EAL (N=511)	61.0%	28.5%	8.1%	2.4%

Table 3: What is the most important skill to succeed in life?

	<i>Reading</i>	<i>Writing</i>	<i>Speaking</i>	<i>Listening</i>	<i>Maths</i>	<i>ICT</i>
All (N= 950)	12.5%	9.1%	16.1%	23.4%	27.3%	11.5%
Boys (N= 492)	11.4%	8.4%	14.5%	20.2%	31.2%	14.3%
Girls (N= 448)	13.9%	10.1%	17.9%	26.7%	22.9%	8.5%
FSM (N= 189)	9.2%	9.2%	16.1%	17.8%	31.6%	16.1%
Non-FSM (N=675)	13.9%	8.8%	15.9%	25.2%	26.5%	9.8%
EAL (N= 409)	12.8%	9.4%	15.2%	24.3%	27.0%	11.3%
Non-EAL (N=511)	12.8%	8.8%	16.9%	22.6%	27.8%	11.1%