



Llywodraeth Cymru
Welsh Government

STATISTICS, DOCUMENT

Absenteeism from primary schools: September 2023 to August 2024

Data on authorised and unauthorised absenteeism by pupils of compulsory school age for September 2023 to August 2024.

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Introduction

The data in this release relates to attendance of pupils of compulsory school age (ages 5 to 10) in maintained primary, middle, and special schools. The data is derived from the statutory returns provided by local authorities following the end of the academic year. The collection of this data was suspended at the start of the coronavirus (COVID-19) pandemic in March 2020 and no data is available for the school years 2019/20, 2020/21 and 2021/22.

Since September 2020 we have been collecting and publishing **daily attendance data** (<https://www.gov.wales/node/33747>) from schools. This data is extracted directly from school **Management Information Systems (MIS)** (<https://www.gov.wales/node/41087/>) once a week. This data is collected as management information and is not validated or agreed with schools or local authorities. Therefore, it doesn't have the same level of quality assurance as the annual attendance data contained within this release. Both weekly and annual data are available for the 2023/24 school year, but for the above reasons are not strictly comparable.

For further information on the different sources of official attendance data and advice on which to use please see the **quality and methodology information section** (<https://www.gov.wales#160570>).

Maintained special schools

Data for maintained special schools is collected at aggregate school level and most of the data on absence by pupil characteristics is not available for pupils in these schools. Any data and figures below that include special schools will be noted as such. If there is no note on coverage, then the data will only include maintained middle and secondary schools.

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Main points

- The percentage of half-day sessions missed by primary school-aged pupils has decreased to 7.9% between 2022/23 and 2023/24.
- Primary school-aged pupils eligible for Free School Meals (FSM) missed 12.1% half-day sessions in 2023/24, while Primary school-aged pupils who are not eligible for FSM missed 6.6% of half-day sessions, both of these figures have seen a decrease since 2022/23.
- Using the 10% threshold, the percentage of Primary school-aged pupils that were persistently absent has fallen from 28.9% to 24.7% between 2022/23 and 2023/24
- Using the 10% threshold, 46.9% of Primary school-aged pupils eligible for FSM were persistently absent in 2023/24, compared with 18.8% of Primary pupils ineligible for FSM. This is a decrease from 2022/23 for both groups of pupils.

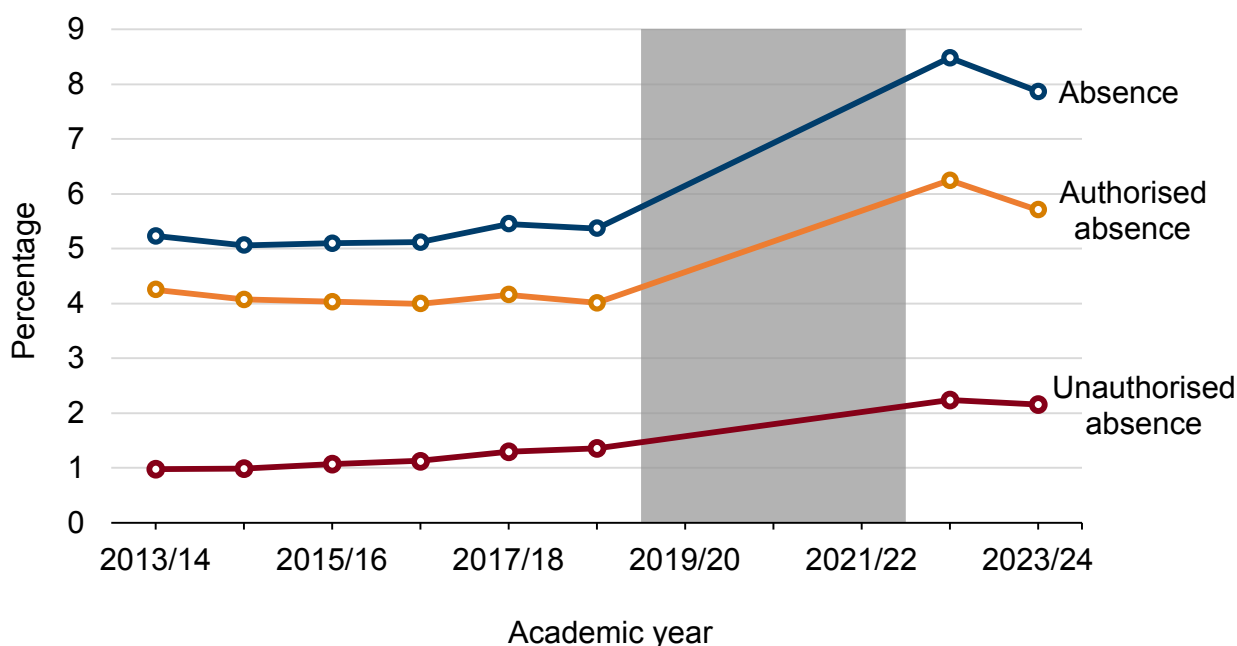
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Overall absence

Figure 1: Percentage of half-day sessions absent from school of Primary school-age pupils, 2013/14 to 2023/24 [Note 1]



Description of Figure 1: A line graph showing absence between 2013/14 and 2023/24. Absence is broken down into authorised and unauthorised absence. There has been an increase in overall absence between 2018/19 and 2022/23 following the COVID-19 pandemic. Between 2022/23 and 2023/24 there has been a decrease in overall absence, particularly due to a decrease in authorised absences.

Source: Attendance Data Collection: Primary 2023/24 (includes maintained middle, secondary and special schools)

[Note 1] There is no data in this collection for the years 2019/20, 2020/21, 2021/

22. The years where there is data are indicated by the circular markers on the lines. The pandemic period is shaded grey.

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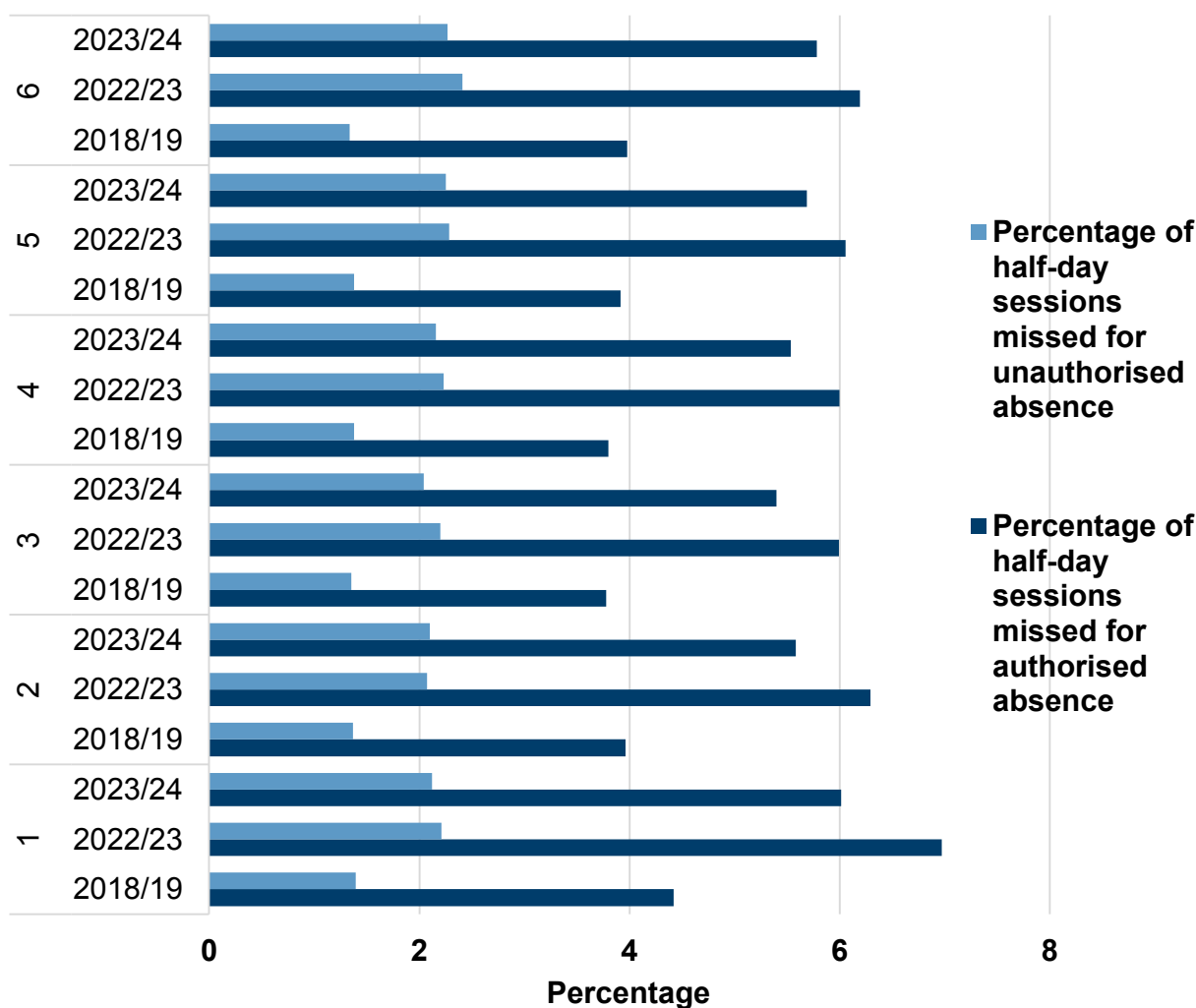
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Absence by year group

Figure 2: Percentage of half-day sessions of absence by year group in 2018/19, 2022/23 and 2023/24

Year group and Academic year



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Description of Figure 2: A series of stacked bars showing a sharp increase in absence across all year groups following the COVID-19 pandemic, with a slight decrease in the current academic year (2023/24). Year 1 pupils have the highest absence in 2018/19, 2022/23 and 2023/24 and the largest increase between 2018/19 and 2022/23.

Source: Attendance Data Collection: Primary 2023/24 (includes maintained middle and secondary schools)

Absence by free school meals (FSM) eligibility

Pupils are eligible for FSM (<https://www.gov.wales/node/3609/>) if their parents or guardians receive certain means-tested benefits or support payments.

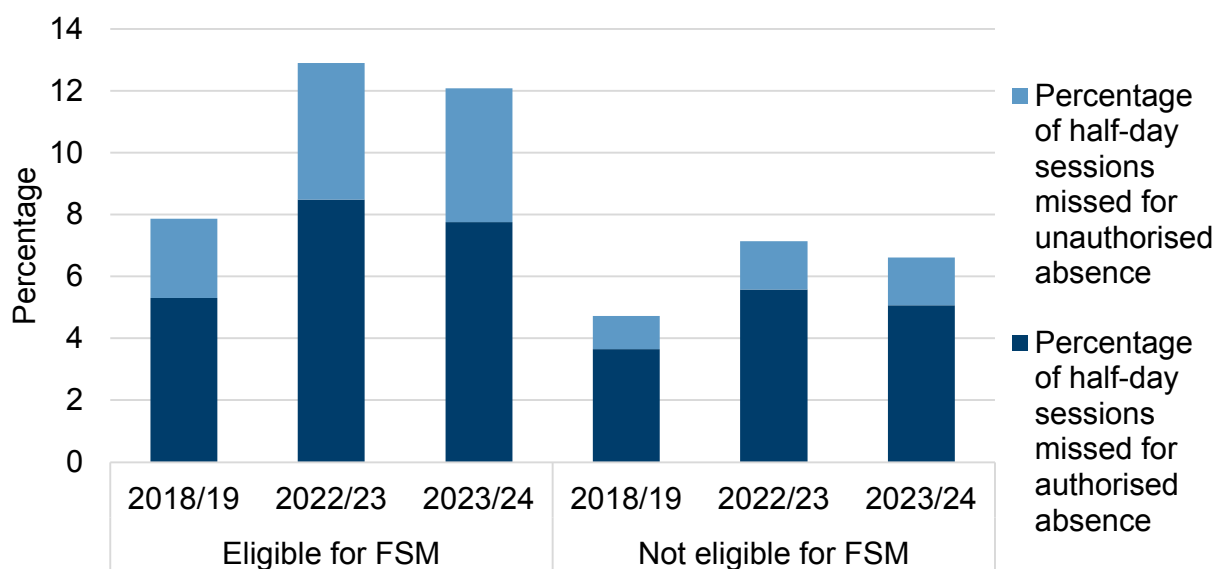
There have been recent significant changes in FSM provision in Wales as part of the rollout of Universal FSM. For further detail, please read the section in the **quality and methodology information** (<https://www.gov.wales#160570>).

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Figure 3: Percentage of half-day sessions of absence by FSM eligibility in 2018/19, 2022/23 and 2023/24



Free school meals and academic year

Description of Figure 3: Stacked bars showing a sharp increase in absence for both pupils eligible and ineligible for FSM following the COVID-19 pandemic. The overall absence for both groups increased between 2018/19 and 2022/23. However this has slightly decreased between 2022/23 and 2023/24.

Source: Attendance Data Collection: Primary 2023/24 (includes maintained middle and secondary schools)

Both pupils eligible and ineligible for FSM have seen an increase in unauthorised absence as a proportion of their overall absence between 2022/23 and 2023/24:

- 22.0% to 23.4% of all absences for pupils ineligible for FSM

- 34.2% to 35.8% of all absences for pupils eligible for FSM

FSM eligibility and year group

For secondary school-age pupils, **data published on 1 October 2024 showed that the percentage point gap between pupils eligible and ineligible for FSM was not the same across year groups** (<https://www.gov.wales/absenteeism-secondary-schools-september-2023-august-2024-html#154672>). There are no secondary school figures in this publication.

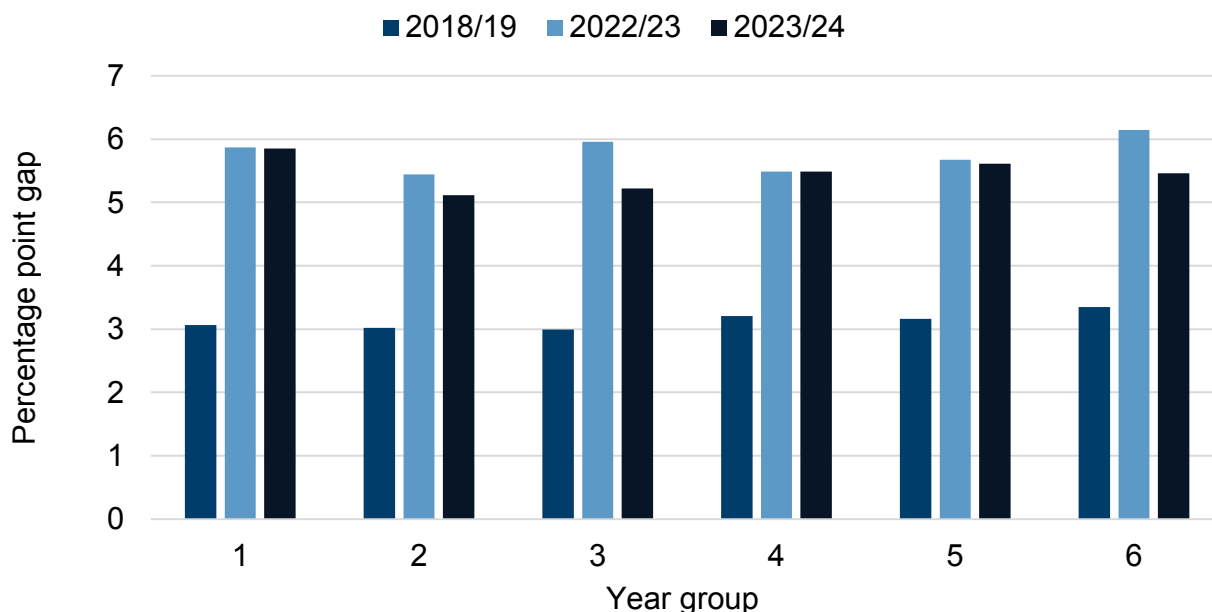
For primary school-aged pupils, there does not appear to be an obvious pattern in the percentage point gap between pupils eligible and ineligible for FSM across year groups.

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Figure 4: Percentage point gap between the percentage of half day sessions of absence between pupils eligible and ineligible for FSM by year group in 2018/19, 2022/23 and 2023/24



Description of Figure 4: A bar chart showing no relationship between the gap in absence between pupils eligible and ineligible for FSM and year group in 2018/19, 2022/23 and 2023/24.

Source: Attendance Data Collection: Primary 2023/24 (includes maintained middle and primary schools)

The gap between pupils eligible and ineligible for FSM approximately doubled across all year groups between 2018/19 and 2022/23, however in 2023/24 this gap has decreased in most cases. Between 2013/14 and 2018/19 the gap was consistently between 2.4 and 3.3 percentage points. In 2023/24 the gap is between 5.1 and 5.9.

Care should be taken when interpreting this information. It's not necessarily the case that for future pupils progressing through year groups, that their FSM gap will widen to the degree above.

Absence by further characteristics

Absence by sex

In 2023/24 female pupils missed an average of 7.7% of half-day sessions and male pupils missed an average of 8.1% of half-day sessions. Both sexes have seen a decrease in absence between 2022/23 and 2023/24.

Absence by ethnic background

All ethnic groups have seen a decrease in absence between 2022/23 and 2023/24 following the increase between 2018/19 and 2022/23.

In 2023/24 pupils who identify as Travellers had the highest rate of absence (26.3%, down from 28.3% in 2022/23) whilst pupils who identify as African had the lowest rate of absence (4.4%, down from 5.7% in 2022/23).

Absence by Special Educational Needs/Additional Learning Needs (SEN/ALN)

In 2023/24 10.9% of half-day sessions were missed by pupils with an SEN/ALN provision compared to 7.4% without an SEN/ALN provision. Both of these absence rates have reduced slightly since 2022/23.

Persistent absence

Not all pupils are required to be in school for the same number of sessions. School closures, moving schools and inset days are all instances where a pupil might not be required to attend school, where other pupils might still be required to attend.

Historically, persistent absence was defined as being absent for 20% of the most common number of required sessions. So, if most pupils are required to be in school for 378 half-day session in the year, the threshold for persistent absence was 76 sessions. These sessions need not be continuous for a pupil to be considered persistently absent.

The Welsh Government has now **changed the official threshold for persistent absence** (<https://www.gov.wales/node/57956/>) to 10% of the most common number of required sessions.

For Primary schools, the threshold for 10% persistent absence in 2023/24 is 38 sessions.

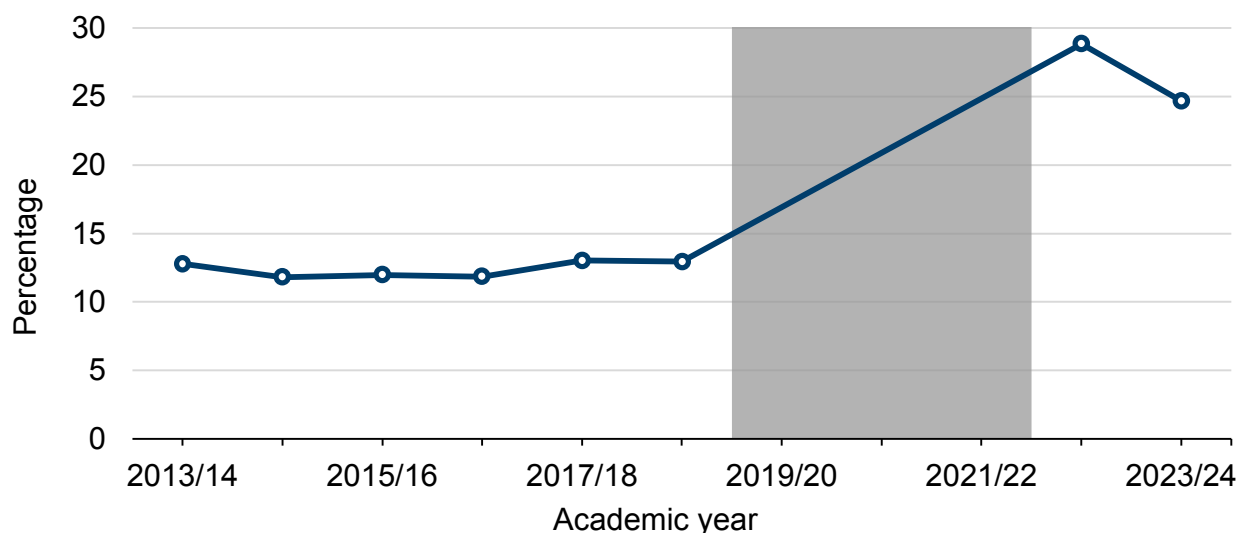
The persistent absence figures in this release use the 10% threshold unless explicitly stated.

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Figure 5: Percentage of Primary school-age pupils persistently absent 2013/14 to 2023/24 [Note 1]



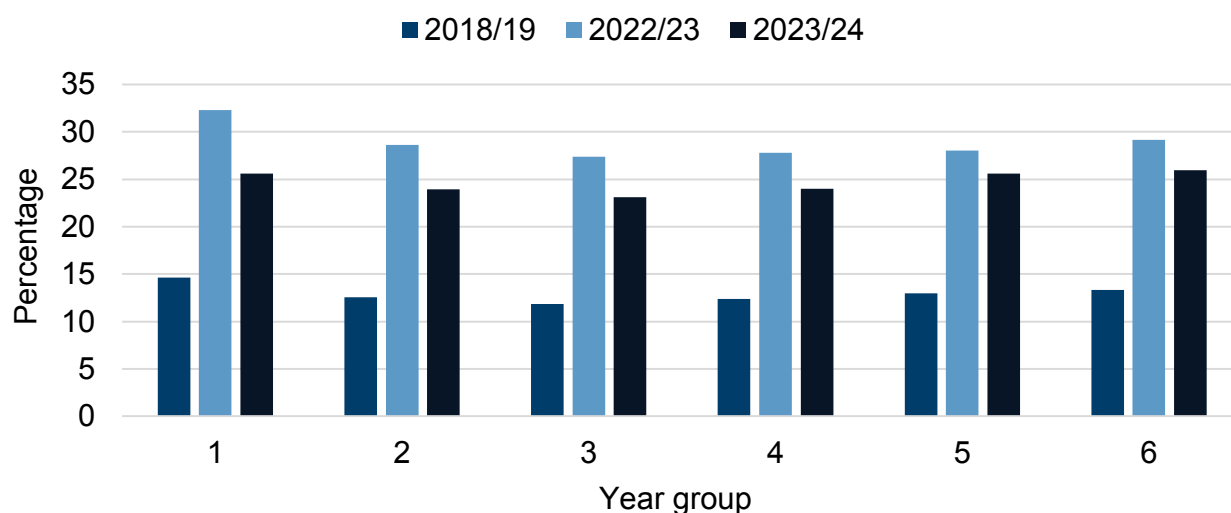
Description of Figure 5: A line graph showing percentage of persistently absent (10% threshold) Primary school age pupils stayed between 11.8% and 13.0% between 2013/14 and 2018/19. Following the coronavirus pandemic, persistent absence (10% threshold) has close to doubled between 2018/19 and 2022/23, before falling slightly between 2022/23 and 2023/24 to 24.7%.

Source: Attendance Data Collection: Primary 2023/24 (includes maintained middle and primary schools)

[Note 1] There is no data in this collection for the years 2019/20, 2020/21, 2021/22. The years where there is data are indicated by the circular markers on the lines. The pandemic period is shaded grey.

Persistent absence by year group

Figure 6: Percentage of pupils persistently absent by year group, 2018/19, 2022/23 and 2023/24



Description of Figure 6: A bar chart showing the percentage of persistently absent pupils by year group in 2018/19, 2022/23 and 2023/24. Persistent absence has at least doubled in most cases between 2018/19 and 2022/23, and slightly reduced for each year group between 2022/23 and 2023/24.

Source: Attendance Data Collection: Primary 2023/24 (includes maintained middle and primary schools) Between 2013/14 and 2018/19 the range of persistent absence for all year groups was no greater than 2.8 percentage points, compared to 5.0 in 2022/23 and 2.9 in 2023/24.

Year 6 pupils have the highest rates of persistent absence, with 26.0% of pupils persistently absent during 2023/24. At 2.3 times its 2018/19 percentage, Year 3 had the highest relative increase in persistent absence following the COVID-19 pandemic. Year 3 has the lowest rate of persistent absence over 2023/24, with

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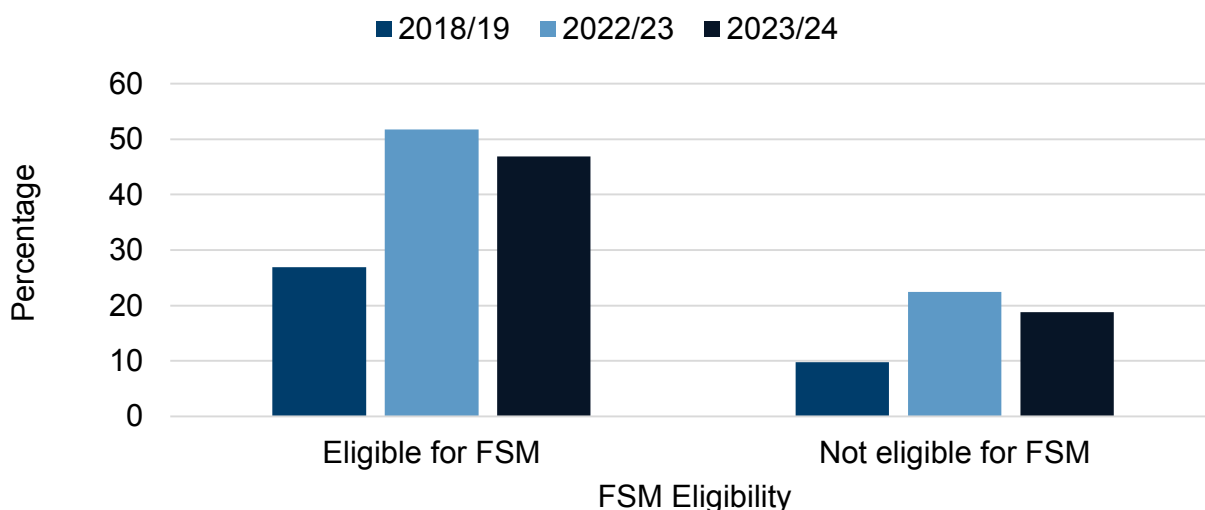
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23.1% of pupils persistently absent.

Persistent absence by FSM eligibility

In 2023/24 the percentage of persistently absent pupils eligible for FSM has fallen from the highest point in 2022/23 since this collection began. In 2023/24 the gap between the persistent absence of pupils eligible for FSM and ineligible for FSM has also fallen since 2022/23, reaching 28.1 percentage points.

Figure 7: Percentage of pupils persistently absent by FSM, 2018/19, 2022/23 and 2023/24



Description of Figure 7: A bar chart showing percentage of persistent absence almost doubled for pupils eligible for FSM and more than doubled for ineligible pupils between 2018/19 and 2022/23. It has now slightly fallen between 2022/23 and 2023/24.

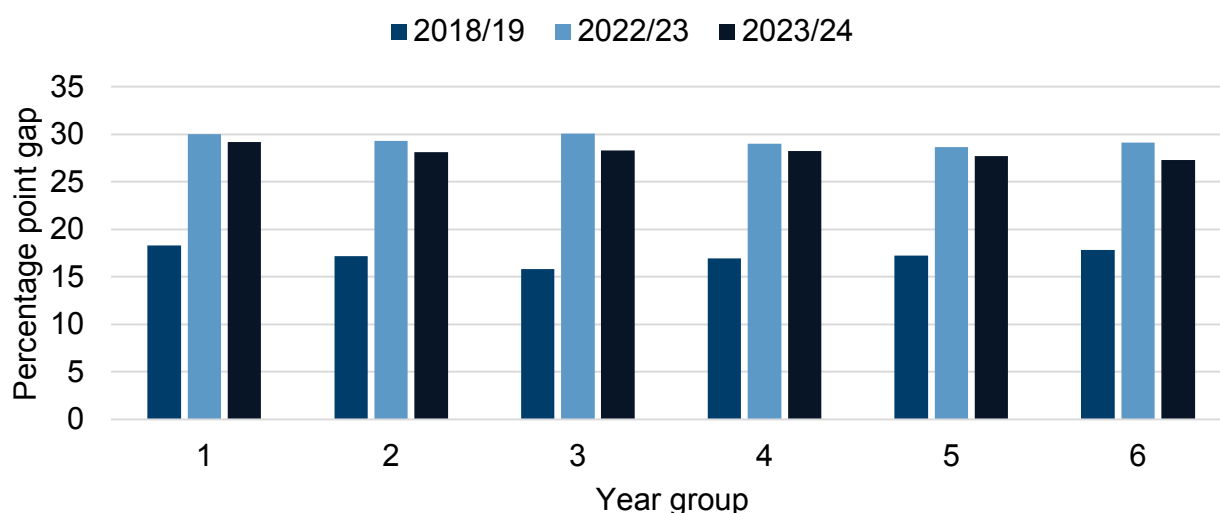
Source: Attendance Data Collection: Primary 2023/24(includes maintained

middle and primary schools).

Persistent absence by year group and FSM eligibility

In this section we talk about the persistent absence FSM gap. We calculate the gap by subtracting the percentage of persistently absent pupils ineligible for FSM from the equivalent for pupils eligible for FSM.

Figure 8: FSM gap in percentage of pupils persistently absent, by year group, 2018/19, 2022/23 and 2023/24



Description of Figure 8: A bar chart showing the gap in persistent absence between pupils eligible and ineligible for FSM for each year group. There is no clear pattern between year groups in 2018/19, 2022/23 or 2023/24.

Source: Attendance Data Collection: Primary 2023/24 (includes maintained middle and primary schools).

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The FSM gap for each year group almost doubled between 2018/19 and 2022/23. The FSM gap has slightly reduced across all year groups between 2022/23 and 2023/24. In 2023/24 the gap is largest for year 1 pupils at 29.2 percentage points.

Persistent absence by further characteristics

Persistent absence by sex

There was an increase in persistent absence for pupils of both sexes following the COVID-19 pandemic.

Between 2022/23 and 2023/24, the percentage of pupils that were persistently absent has fallen from:

- 28.3% to 24.0% for female Primary school-aged pupils
- 29.4% to 25.3% for male Primary school-aged pupils

Persistent absence by ethnic background

A decrease in persistent absence has been seen in pupils of all ethnic backgrounds between 2022/23 and 2023/24.

In 2023/24 the ethnic background with the lowest percentage of persistent absence was Chinese or Chinese British (at 8.4%). The ethnic background with highest percentage of persistent absence was Traveller (at 79.5%).

Persistent absence by Special Educational Needs/ Additional Learning Needs (SEN/ALN)

There was a decrease in persistent absence between 2022/23 and 2023/24 for pupils with all different levels of SEN/ALN provision. In 2023/24 37.2% of primary school-aged pupils with an SEN/ALN provision were persistently absent compared to 23.4% without an SEN/ALN provision.

Quality and methodology information

Definitions

Local authority maintained schools

Schools maintained by the local authorities. The authorities meet their expenditure partly from council tax and partly from general grants made by the Welsh Government.

Middle schools

Ages 3/4 to 16/18.

Secondary schools

Ages 11 to 16/18

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Special schools

Special schools, both day and boarding, provide education for children with ALN or SEN who cannot be educated satisfactorily in mainstream schools.

Additional learning needs (ALN) and special educational needs (SEN)

A person has ALN/SEN if they have a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision or special educational provision. Learners with ALN will have their needs identified in individual development plans (IDPs) which are statutory plans created under the ALN Act. Learners with SEN may have School Action, School Action Plus or a Statement, which will cease in August 2025 when the implementation of the ALN system is complete.

Changes to special educational needs data following the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018

The **Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations** (<https://www.gov.wales/the-additional-learning-needs-code-and-regulations>) came into force on 1 September 2021 to ensure children and young people aged 0 to 25 can access the provision to meet their needs.

Implementation of the ALN system is ongoing, with children moving from the SEN system to the ALN system until August 2025. Learners with ALN will have their needs identified in IDPs maintained by either a school or a local authority.

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Analysis of the data, along with feedback from local authorities suggest that the fall in ALN/SEN learners over the last three years is due to a systematic review by schools of their ALN/SEN identification and data, both in readiness for and during implementation of the ALN system. Learners supported through School Action and School Action Plus (those requiring the least amount of special educational provision) may no longer be identified as ALN/SEN in PLASC. This is either because their needs are short term, do not require provision additional to, or different from, that which is provided for other learners, that can be addressed as part of holistic provision.

Additionally, schools were asked to stop using the 'General learning difficulties' category and to reassess an appropriate category of need for such pupils. This category had become a catch-all for those requiring catch up support, with minor needs and/or where multiple needs existed, instead of its original intent, which was to capture learners awaiting assessment. This has also led to some pupils no longer being identified as ALN/SEN in PLASC. The 'General learning difficulties' category was removed from the 2023 and 2024 schools' censuses.

Welsh Government will continue to monitor the numbers throughout implementation of the Additional Learning Needs (ALN) and Education Tribunal (Wales) Act and work with our partners to ensure the data presents an accurate reflection of the numbers and categories of learners with ALN in Wales.

Individual Development Plans

Individual Development Plans (IDPs) are statutory plans created under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, for learners determined to have additional learning needs. A learner may have either a school maintained IDP or a local authority maintained IDP.

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Pupils with statements

Pupils where the authority maintains a statement of special educational needs under Part iv of the Education Act 1996. A statement may previously have been issued by the local authority after assessment of a child's needs.

School Action

When a class or subject teacher previously identified that a pupil had special educational needs they provided interventions that were additional to or different from those provided as part of the school's usual curriculum.

School Action Plus

When the class or subject teacher and the Special Educational Needs Co-ordinator were previously provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through 'School Action' could be put in place. The Special Educational Needs Co-ordinator usually took the lead although day-to-day provision was the responsibility of class or subject teacher.

Free school meals

Pupils are eligible for FSM (<https://www.gov.wales/node/3609/>) if their parents or guardians are in receipt of certain means-tested benefits or support payments.

Transitional protection for free school meals

On 1 April 2019 the Welsh Government introduced a new transitional protection for free school meals policy. This was brought in to ensure that pupils have their free school meals protected during the Universal Credit rollout period.

This protection applies to individual pupils and will continue until the end of their current school phase, being the end of primary school or end of secondary school.

Any pupil that was eligible for free school meals on the introduction of the policy on 1 April 2019 should also be transitionally protected. In addition, any pupil that has become eligible at any point during the Universal Credit rollout under the new eligibility criteria should also be transitionally protected.

The FSM analysis in this release only includes pupils who are eligible through the means tested criteria. Those eligible through TP or UPFSM are not included.

Types of absence

All (or 'overall') absences comprise those which are authorised and unauthorised:

- An authorised absence is an absence with permission from a teacher or other authorised representative of the school. This includes instances of absence for which a satisfactory explanation has been provided (e.g. illness, family bereavement or religious observance).
- An unauthorised absence is an absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.

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Note that pupils undertaking approved and supervised educational activities conducted away from the school (e.g. work experience or educational visits) are deemed to be present at the school.

Sources of official data on attendance at maintained schools in Wales

Prior to the COVID-19 pandemic we collected and published attendance data annually. This annual data set was collected in line with the [Code of Practice for Statistics](https://code.statisticsauthority.gov.uk/) and is designated as National Statistics.

[Absenteeism from secondary schools](https://www.gov.wales/node/9664/) was usually published in August, [absenteeism from primary schools](https://www.gov.wales/node/9662/) in December and an additional bulletin on [absenteeism from schools by pupil characteristics](https://www.gov.wales/node/9660/) followed in February.

The data collections underpinning these outputs were suspended at the start of the COVID-19 pandemic in March 2020. There is no data from these collections for the 2019/20, 2020/21 or 2021/22 school years. This release presents the results from the recommencement of these annual collections from the 2022/23 school year onwards.

To inform our policy response to the COVID-19 pandemic we started collecting daily management information on attendance in schools from September 2020 onwards. This data is extracted directly from school management information systems and is not validated or verified in any way with the schools and data is not always available for every school on every day. It is not National Statistics and is of lower quality than the annual data presented in this release. However, it is useful in looking at overall levels of absence and trends at the Wales level and looking at patterns between pupils with different characteristics e.g., free

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school meals. [Attendance at maintained schools has been published regularly since September 2020](https://www.gov.wales/node/33747/) (<https://www.gov.wales/node/33747/>).

Main differences in data collected on school attendance before and during the COVID-19 pandemic

In October 2022 we published a [summary release on attendance before and during the pandemic](https://www.gov.wales/node/50198/) (<https://www.gov.wales/node/50198/>). This looked at the main differences between the annual and weekly data collections and detailed information on those differences can be found in that release.

Attendance data for the 2022/23 school year

This release contains fully quality assured attendance data to National Statistics standards for primary schools for the 2023/24 school year.

We have also published a weekly release of the management information during the 2023/24 school year leading to an overlap in the time period covered by the two collections. Our advice is that users should use the data in this release as far as possible and only refer to the data in the weekly release if the information needed cannot be found or produced from this annual data set.

Table 1: Comparison of annual attendance data and weekly management information for primary schools in the 2023/24 school year

Year group	Annual data	Weekly management information [note 1]	Difference
1	91.9	91.8	0.1

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Year group	Annual data	Weekly management information [note 1]	Difference
2	92.3	92.3	0.0
3	92.6	92.5	0.1
4	92.3	92.2	0.1
5	92.1	92.0	0.1
6	92.0	91.9	0.1

Source: Attendance Data Collection: Primary 2023/24, [Attendance Data - Management Information](https://www.gov.wales/attendance-pupils-maintained-schools) (<https://www.gov.wales/attendance-pupils-maintained-schools>)

[Note 1] This data is from the release published on 1 August 2024.

The table shows overall attendance for primary schools by year group from September 2023 to July 2024. It shows that both the annual and weekly collections produce consistent results across all year groups.

The above table confirms that at the Wales level both collections for 2023/24 are producing consistent and comparable results. However, it is likely that due to the way the weekly data are collected and the lack of validation that there would be greater and more significant differences at below the Wales level.

Official statistics status

All official statistics should show the standards of the [Code of Practice for](#)

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Statistics (UK Statistics Authority) (<https://code.statisticsauthority.gov.uk/>).

These are accredited official statistics. They were independently reviewed by the Office for Statistics Regulation (OSR) in July 2010. They comply with the standards of trustworthiness, quality and value in the Code of Practice for Statistics.

It is Welsh Government's responsibility to maintain compliance with the standards expected of accreditation. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with OSR promptly. Accreditation can be cancelled or suspended at any point when the highest standards are not maintained, and reinstated when standards are restored.

Accredited official statistics are called National Statistics in the Statistics and Registration Service Act 2007.

Statement of compliance with the Code of Practice for Statistics

Our statistical practice is regulated by the OSR. OSR sets the standards of trustworthiness, quality and value in the Code of Practice for Statistics that all producers of official statistics should adhere to.

All our statistics are produced and published in accordance with a number of statements and protocols to enhance trustworthiness, quality and value. These are set out in the Welsh Government's **Statement of Compliance** (<https://www.gov.wales/about-statistics-and-research#statementofcompliance>).

These **accredited official statistics (OSR)** (<https://osr.statisticsauthority.gov.uk/policies/official-statistics-policies/accredited-official-statistics-policy/>) demonstrate the standards expected around trustworthiness, quality and public value in the

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following ways.

Trustworthiness

The data in this release relates to attendance of pupils of compulsory school age (ages 5-10) in maintained middle, primary and special schools. The data are recorded throughout the year in the school's management information system following statutory guidance for recoding attendance and absence. The data is derived from the statutory returns provided by local authorities. The data being recorded throughout the year in school's management information system following statutory guidance for recoding attendance and absence. The returns are authorised and validated by local authorities.

The data collection and validation were carried out between September and December with the data being published in December.

All personal data underlying these statistics are processed in accordance with the requirements of the Data Protection Act 2018.

These statistics are pre-announced on the **Statistics and Research area of the Welsh Government website** (<https://www.gov.wales/statistics-and-research/upcoming>). Access to the data during processing is restricted to those involved in the production of the statistics, quality assurance and for operational purposes. Pre-release access is restricted to eligible recipients in line with the **Code of Practice (UK Statistics Authority)** (<https://code.statisticsauthority.gov.uk/the-code/trustworthiness/t3-orderly-release/>).

Quality

The published figures provided are compiled by professional analysts using the latest available data and applying methods using their professional judgement

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and analytical skillset. Statistics published by Welsh Government adhere to the Statistical Quality Management Strategy which supplements the Quality pillar of the **Code of Practice for Statistics (UK Statistical Authority)** (<https://code.statisticsauthority.gov.uk/>) and the European Statistical System principles of quality for statistical outputs.

We work closely with local authorities to ensure all data is validated before tables are published. Data is collated by local authorities into an electronic return and submitted to the Welsh Government through DEWi, a secure online data transfer system developed by the Welsh Government. Various stages of automated validation and sense-checking are built into the process to ensure a high quality of data.

All stages in the collection, validation and production of these statistics are led by statisticians from the Government Statistical Group.

The data in this release relate to the 2023/24 school year beginning Friday 1 September 2023 and finishing on Monday 22 July 2024.

DEWi was available for uploading files from 30 May 2024. Local authorities were then asked to validate their data within a specified validation period.

Value

These statistics are used in a variety of ways. Some examples of these are:

- advice to ministers
- to inform the education policy decision-making process in Wales
- to inform Estyn during school inspections
- the education domain of the Welsh Index of Multiple Deprivation
- to assist in research in educational attainment

This release is accompanied by an Open Document Spreadsheet which can be

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shared and reused widely and which complies with the **Government Analysis Function guidance on Releasing statistics in spreadsheets**

(<https://analysisfunction.civilservice.gov.uk/policy-store/releasing-statistics-in-spreadsheets/>). It is also accompanied by **detailed tables on StatsWales**

(<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census>), a free to use service that allows visitors to view, manipulate, create and download data.

Data is clearly presented in each table, with the spreadsheet also including a cover sheet listing each table. The commentary and notes in the release have been developed to try to make the information as accessible as possible to the widest range of users. Furthermore, all our school statistics outputs are published in Welsh and English.

Comparability

England

Statistics: school and pupil numbers (Department for Education)

(<https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers>)

Scotland

Statistics and research (Scottish Government) (<https://www.gov.scot/statistics-and-research/>)

Northern Ireland

Education statistics (Department of Education) (<https://www.education-ni.gov.uk/>)

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Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. The Act puts in place seven wellbeing goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators (“national indicators”) that must be applied for the purpose of measuring progress towards the achievement of the wellbeing goals, and (b) lay a copy of the national indicators before Senedd Cymru. Under section 10(8) of the Well-being of Future Generations Act, where the Welsh Ministers revise the national indicators, they must as soon as reasonably practicable (a) publish the indicators as revised and (b) lay a copy of them before the Senedd. These national indicators were laid before the Senedd in 2021. The indicators laid on 14 December 2021 replace the set laid on 16 March 2016

Information on the indicators, along with narratives for each of the wellbeing goals and associated technical information is available in the **Wellbeing of Wales report** (<https://www.gov.wales/node/11230/>).

Further information on the **Well-being of Future Generations (Wales) Act 2015** (<https://www.gov.wales/node/15759/>).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local wellbeing assessments and local wellbeing plans.

Contact details

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