Super School Profile

Bessemer Grange Primary School

2022

Produced by Mime
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mime *making information matter*

Contents

Introduction

Section 1) Attainment & Progress

- Questions to consider
- a) Attainment & Progress Summary
- b) Early Years Foundation Stage Profile
- c) Year 1 Phonics
- d) Key Stage 1
- e) Year 4 Multiplication Tables Check
- f) Key Stage 2
- g) All Years Vulnerable Groups Grid

Section 2) Pupil Characteristics & Place of Residence

- a) School Census Analysis
- b) Map of Pupil Residence

Section 3) Pupil Behaviour

- a) Pupil Absence
- b) Exclusions & Suspensions

Section 4) Appendices (Data Sources & Caveats, Glossary)

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About this Profile

Welcome to the 2022 Super School Profile for Bessemer Grange Primary School. The Profile provides a comprehensive summary of numerous aspects of a school, including attainment and progress information, contextual analysis and attendance information, all in one place.

The Super School Profile provides you with:

- Headline analysis across a range of topics
- Visual cues to help you easily pull out key points from the analysis
- Benchmark information so you know how the school compares to averages
- Time series information so you can see direction of travel

The Profile is intended for use by headteachers, senior leadership teams, governors, link inspectors and anyone interested in getting a comprehensive, yet easy-to-digest overview of a school. The Profile may be particularly valuable in the run up to an Ofsted inspection, but it is expected to be a useful guide throughout the year.

How should I be using the Super School Profile?

The Super School Profile is designed for anyone with an interest in your school's performance to get a strategic view of the key issues for your school, and it is up to you how you choose to use it.

Where does the data in the Super School Profile come from?

All data sources and some caveats to consider when looking at the analysis are detailed in the Appendix.

Important Information about Key Stage 2 Analysis

The KS2 attainment and progress analysis for 2022 is based on early, unvalidated data which includes pupils who were recently arrived from overseas. Note that these new arrivals may be discounted from ASP and IDSR data and therefore the analysis in the Profile may differ from the final published figures.

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Explanation of Colour Coding Used

What do the coloured arrows mean in the analysis?

The Super School Profile allows you to compare your school's current performance with other comparators (e.g. a prior year or the England average). To aid this comparison, some of the tables of data include green and red arrows showing how your school compares. For attainment measures, the shading varies depending on how far above or below the comparator your school is. If the difference is the equivalent of 3 or more pupils, the arrow has a darker shade. The arrows do not indicate statistical significance.

Key

- >=3 pupils better than the comparator
- >=1 pupil better than the comparator

No arrow means the difference is within the equivalent of 1 pupil

- >=1 pupil below the comparator
- >=3 pupils below the comparator

Worked Example - Attainment

In this example the school has 50 pupils and therefore each pupil is 2% of the cohort (i.e. 100%/50). Hence, darker shades are used for differences of at least 6% (i.e. 3 x 2%).

Indicator		School (50 Pupils)	Comparisons LA	Comparisons England
% Expected	Reading	**66%**	78% ↓	76% ↓
	Writing	**74%**	77% ↓	70% ↑
	Maths	**88%**	73% ↑	76% ↑
	RWM	**66%**	56% ↑	65%

Name of indicator

Your school's latest year's performance

The green up arrow shows that the school performance is higher than the LA comparison for RWM. The arrow is dark green because it is at least the equivalent of 3 pupils (6%) better than the LA average

The red down arrow shows that the school performance is lower than the England comparison for reading. The arrow is dark red because it is at least the equivalent of 3 pupils (6%) worse than the England average

The school performance is greater than the England average for writing. However, the difference is less than 3 pupils different (6%) so the arrow is lightly shaded

There is no arrow for writing because the difference between the school and England percentage is less than what one pupil is equal to (2%)

Colour coding on the Attainment & Progress Summary

The attainment and progress summary page uses colour coding in the same way as described in the example above. However, colour is used in the background shading of the school percentages, rather than on arrows, to compare school performance with England averages for the last four years.

Shading used on the Attainment Pupil Groups Grids

The detailed analysis of performance by pupil groups uses shading to highlight groups that perform above or below average. Note that this does not mean their performance is particularly high or low compared to the same group of pupils elsewhere. Where the group performs at least 10% above or below the 'All Pupils' figure, a darker shade will be used. If the gap is at least 5% a lighter shade will be used. Small groups of 3 or less are in grey font and never shaded green or red.

Colour coding in the Pupil Behaviour section

Where the exclusion rate is lower than the comparator rate, it is indicated with a dark green down arrow (since lower rates are better than higher rates). Any rate that is higher than the comparator rate is shown with a dark red up arrow. In other cases, the arrows may be black because there is no "better or worse" judgement that can be applied.

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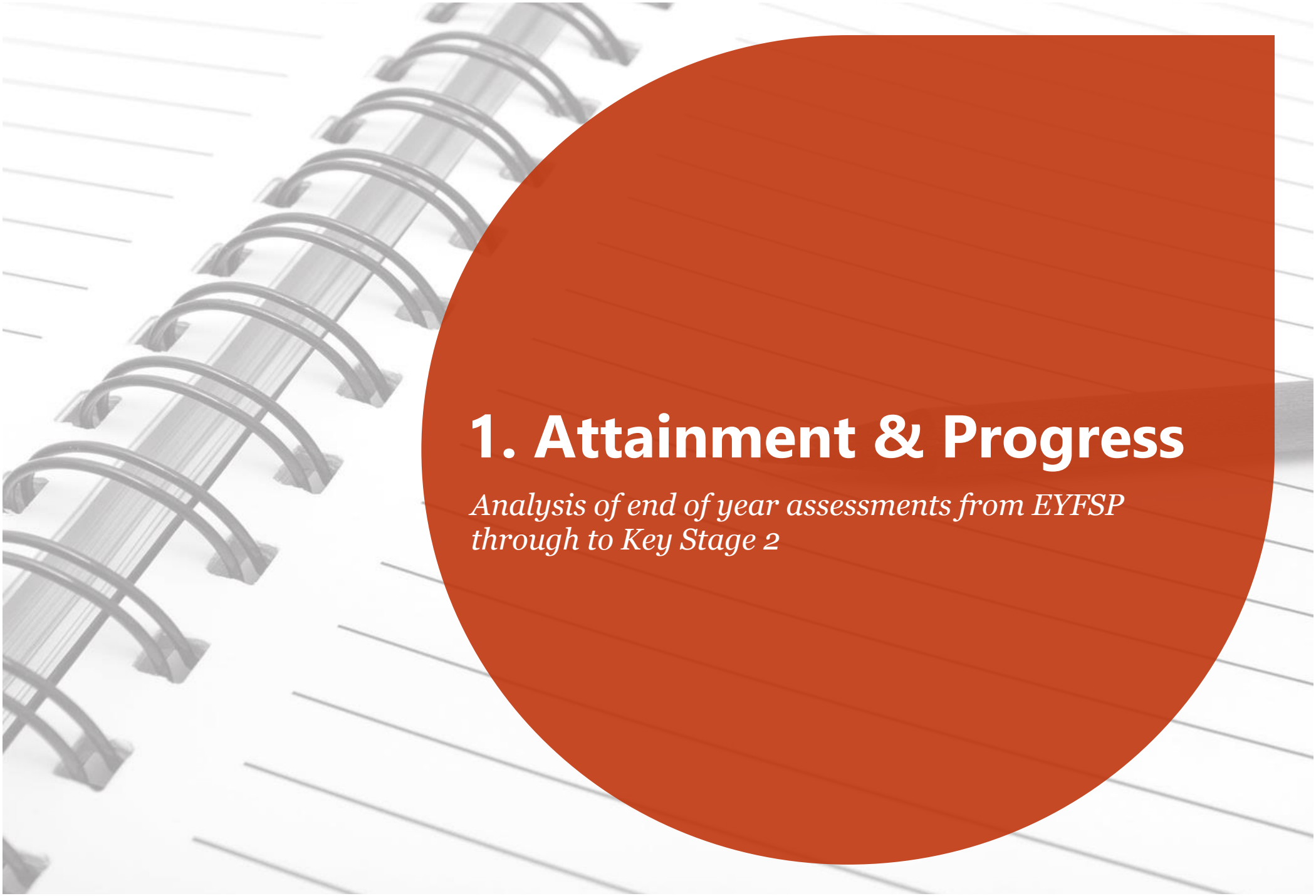

1. Attainment & Progress

Analysis of end of year assessments from EYFSP through to Key Stage 2

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Questions to Consider

Questions to consider when reviewing attainment analysis

This section considers analysis across the whole of the primary phase, using similar types of analysis for each assessment. As such, there are a number of key questions that you should consider when reviewing the analysis in this section. For example:

1. How do your school results compare with LA and national figures? Are there any noticeable differences or common patterns? Can the reasons why be identified?
2. Can you identify a clear trend in your school performance, and how does this compare to the trends for the LA or England? Can the reasons for changes be identified? Are they linked to random fluctuations, changes in cohort size or 'real' changes in policy and practice?
3. How does the performance of particular groups of pupils compare with your school as a whole, and for the LA averages for that pupil group? Furthermore are the issues identified consistent across year groups? Are additional resources needed to support particular groups of pupils?
4. Can you identify any specific intervention/strategy that enabled certain pupils to attain above the expected standard? If yes, how can the school develop and share what has worked well throughout the school?
5. Were pupils who attained below the expected standard identified as being 'at risk' of underachieving? If so, what actions were taken?
6. If particular curriculum strengths have been identified, consider any strategies in place that may have positively impacted on a subject. Or if curriculum weaknesses have been identified, what possible improvement strategies could be implemented for these subjects? How far are the strengths and weaknesses identified specific to a particular year group or are they the same for the school as a whole?
7. Are there implications from the analysis for teaching and learning strategies, planning, assessment, professional development, provision or interventions?

Additional questions to consider when reviewing KS1 to KS2 progress analysis

1. Are there noticeable differences between the progress pupils made from KS1 to KS2 in reading, writing and in maths? Can the reasons why be identified?
2. Which pupils do not have KS1 prior attainment and are therefore not included in the KS2 progress analysis? How might you measure progress for them?

Note on vulnerable pupils analysis

It is important to note that the numbers of pupils in certain groups can be small. Therefore, particular care should be taken when analysing the results of small groups as the effect of one additional pupil on a small group of pupils can be considerable (for larger groups the effect will be less marked).

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Attainment & Progress Summary (2022)

Bessemer Grange Primary School **1a**

Key to shading

- >3* above Eng
- >1* above Eng
- within 1* of Eng
- >1* below Eng
- >3* below Eng

*Number of pupils (see page 4 for explanation)

		School - Over Time					England - Over Time					
		School 2017	School 2018	School 2019	School 2022	School Change from 2019	Eng 2017	Eng 2018	Eng 2019	Eng 2022	2022 Difference from England	
						-15% -5% +5% +15%				Provisional	-15% -5% +5% +15%	
EYFSP	GLD	78%	83%	84%	**82%**	-2%	71%	72%	72%	**65%**	+17%	**Section 1b**
	Average Score	37.5	37.9	37.3	**32.5**	-4.8	34.5	34.6	34.6	**31.0**	+1.5	
Yr1 Phonics	Achieving Threshold	94%	80%	95%	**89%**	-6%	81%	82%	82%	**76%**	+13%	**Section 1c**
KS1 Expected Standard	Reading TA	86%	88%	80%	**78%**	-2%	76%	75%	75%	**67%**	+11%	**Section 1d**
	Writing TA	79%	82%	76%	**78%**	+2%	68%	70%	69%	**58%**	+20%	
	Maths TA	86%	90%	77%	**78%**	+1%	75%	76%	76%	**68%**	+10%	
KS1 Greater Depth	Reading TA	53%	43%	41%	**38%**	-3%	25%	26%	25%	**18%**	+20%	**Section 1d**
	Writing TA	23%	25%	32%	**26%**	-6%	16%	16%	15%	**8%**	+18%	
	Maths TA	47%	34%	30%	**29%**	-1%	21%	22%	22%	**15%**	+14%	
KS2 Expected Standard	Reading Test	84%	70%	86%	**83%**	-3%	72%	75%	74%	**74%**	+9%	**Section 1f**
	Writing TA	79%	74%	86%	**81%**	-5%	77%	78%	79%	**69%**	+12%	
	Maths Test	86%	77%	88%	**81%**	-7%	75%	75%	79%	**71%**	+10%	
	RWM Test/TA	71%	67%	75%	**75%**	-	62%	64%	65%	**58%**	+17%	
	GPS Test	86%	69%	88%	**88%**	-	78%	78%	78%	**72%**	+16%	
KS2 Higher Standard	Reading Test	53%	27%	49%	**51%**	+2%	25%	28%	27%	**28%**	+23%	**Section 1f**
	Writing TA	16%	26%	33%	**30%**	-3%	18%	20%	20%	**13%**	+17%	
	Maths Test	45%	29%	41%	**46%**	+5%	23%	24%	27%	**22%**	+24%	
	RWM Test/TA	16%	14%	28%	**24%**	-4%	9%	10%	11%	**7%**	+17%	
	GPS Test	41%	27%	51%	**50%**	-1%	31%	34%	36%	**28%**	+22%	
						-2 -1 0 +1 +2					-2 -1 0 +1 +2	
KS2 Progress	Reading Prog Score	+5.2	+0.7	+2.9	**+1.3**	-1.6	0	0	0	**0**	+1.3	**Section 1f**
	Writing Prog Score	+0.1	+0.5	+1.3	**+1.1**	-0.2	0	0	0	**0**	+1.1	
	Maths Prog Score	+4.4	+1.0	+1.5	**+1.6**	+0.1	0	0	0	**0**	+1.6	

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Early Years Foundation Stage Profile (2022)

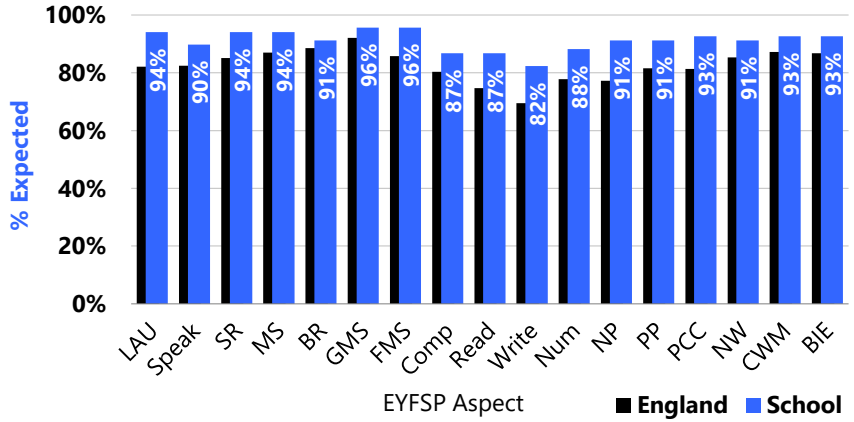
Bessemer Grange Primary School **1b**

i) % Achieving Expected Level in Each Aspect of Learning

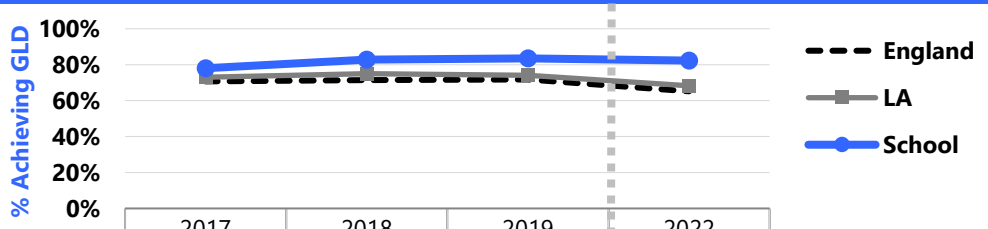
		Aspect	Code	Expected							
				School				LA		England	
				2017	2018	2019	2022 (68 Pupils)	2019	2022	2019	2022
Good Level of Development	CL	Listening, attention and understanding	LAU	85%	85%	86%	**94%**	83%	80% ↑	86%	82% ↑
		Speaking	Speak	88%	87%	88%	**90%**	83%	80% ↑	85%	83% ↑
	PSED	Self-regulation	SR	83%	89%	93%	**94%**	87%	84% ↑	89%	85% ↑
		Managing self	MS	82%	89%	95%	**94%**	86%	85% ↑	87%	87% ↑
		Building relationships	BR	83%	90%	95%	**91%**	87%	86% ↑	89%	89% ↑
	PD	Gross motor skills	GMS	89%	91%	92%	**96%**	89%	90% ↑	89%	92% ↑
		Fine motor skills	FMS				**96%**		84% ↑		86% ↑
	Lit	Comprehension	Comp	79%	84%	85%	**87%**	77%	79% ↑	77%	80% ↑
		Word reading	Read				**87%**		76% ↑		75% ↑
		Writing	Write	78%	84%	84%	**82%**	76%	73% ↑	74%	70% ↑
	Math	Numbers	Num	80%	86%	87%	**88%**	81%	78% ↑	80%	78% ↑
		Numerical patterns	NP				**91%**		78% ↑		77% ↑
	UTW	Past and present	PP	-	-	-	**91%**	-	80% ↑	-	82% ↑
		People, culture and communities	PCC	89%	86%	86%	**93%**	84%	81% ↑	86%	81% ↑
		The natural world	NW	88%	87%	86%	**91%**	84%	82% ↑	86%	85% ↑
	EAD	Creating with materials	CWM	91%	91%	95%	**93%**	88%	86% ↑	89%	87% ↑
		Being imaginative and expressive	BIE	91%	92%	93%	**93%**	88%	86% ↑	89%	87% ↑

NB. Prior year comparisons show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information

The arrows compare your school to the LA and England averages for the current year. See the Introduction for more details. Local authority data excludes pupils at PVIs.



ii) % Achieving Good Level of Development (Time Series)



	2017	2018	2019	2022
England	71%	72%	72%	65%
LA	73%	75%	74%	68%
School	78%	83%	84%	82%

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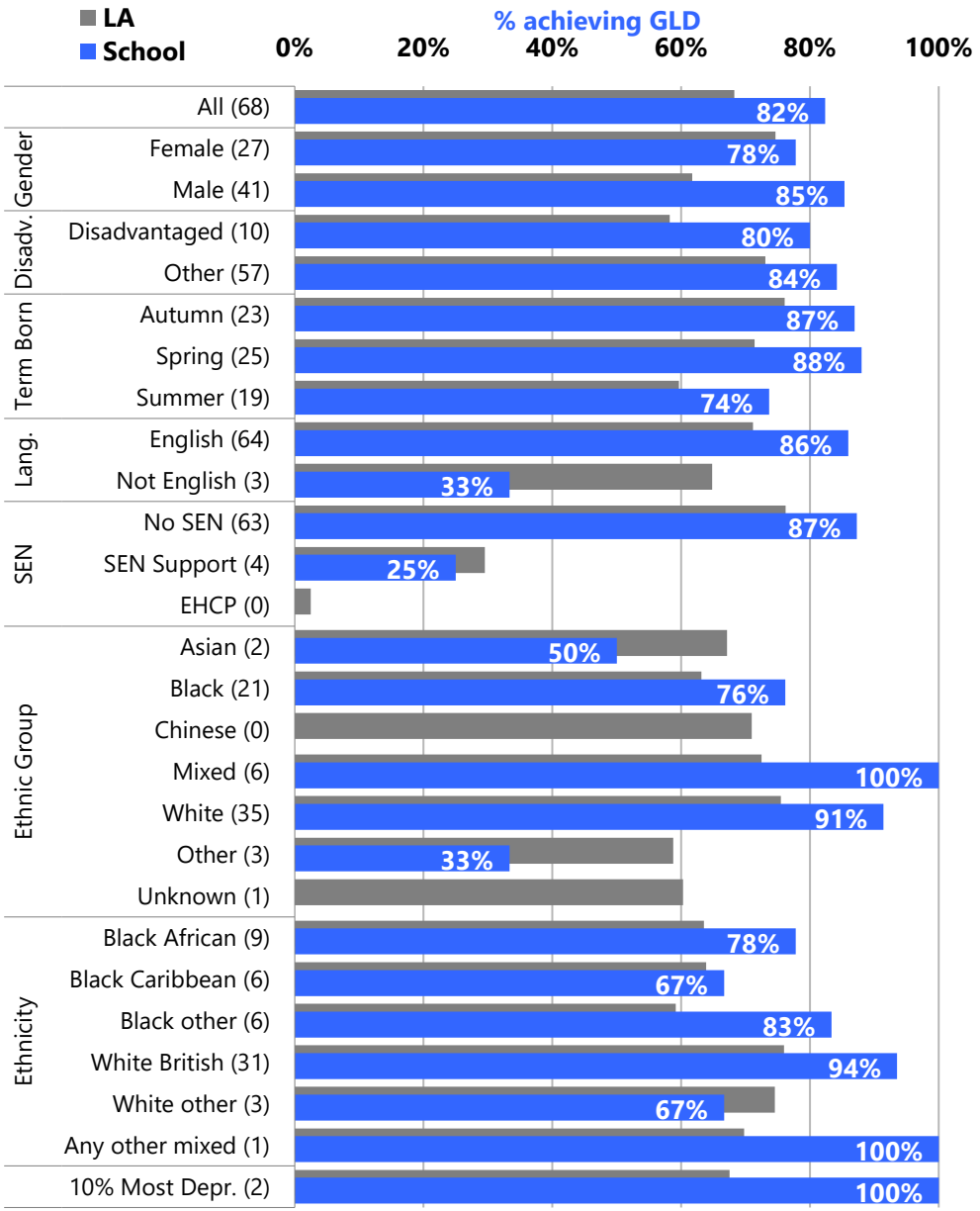
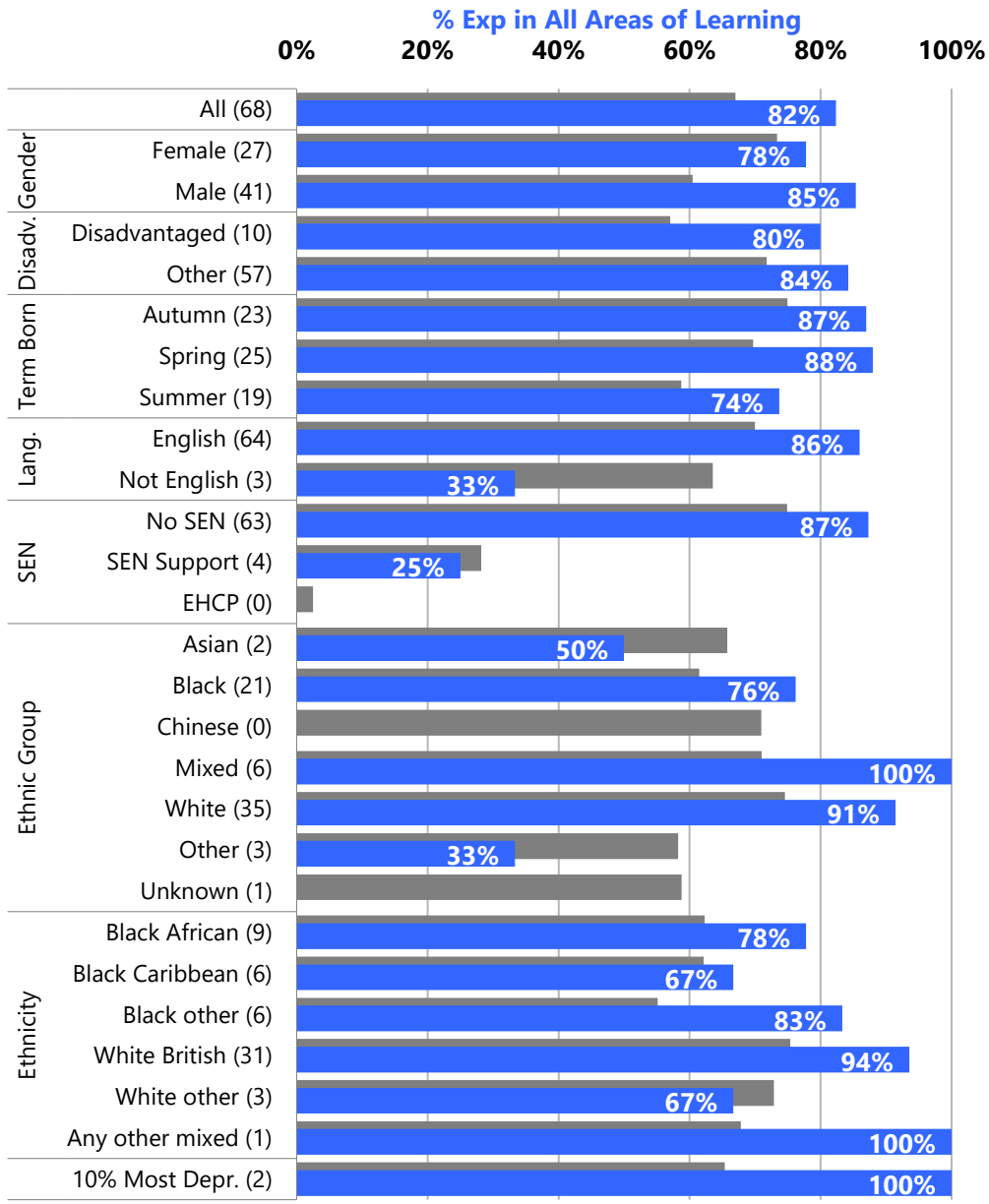
iii) Vulnerable Groups Analysis - % achieving GLD and % at Expectation in All Areas of Learning





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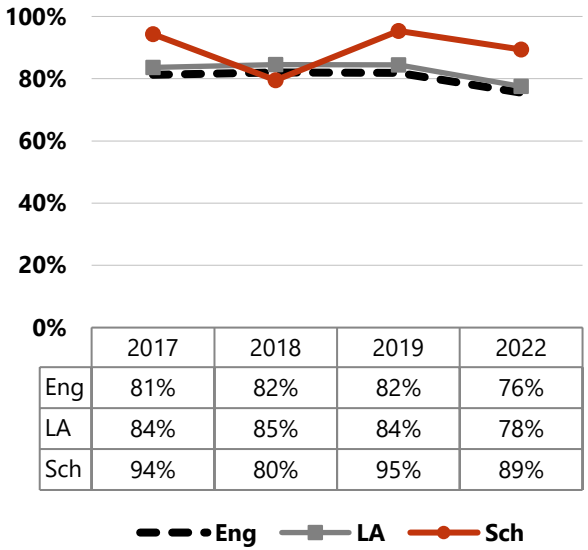
Year 1 Phonics (2022)

Bessemer Grange Primary School **1c**

i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2019
89%	78% ↑	76% ↑	95% ↓
66 pupils			

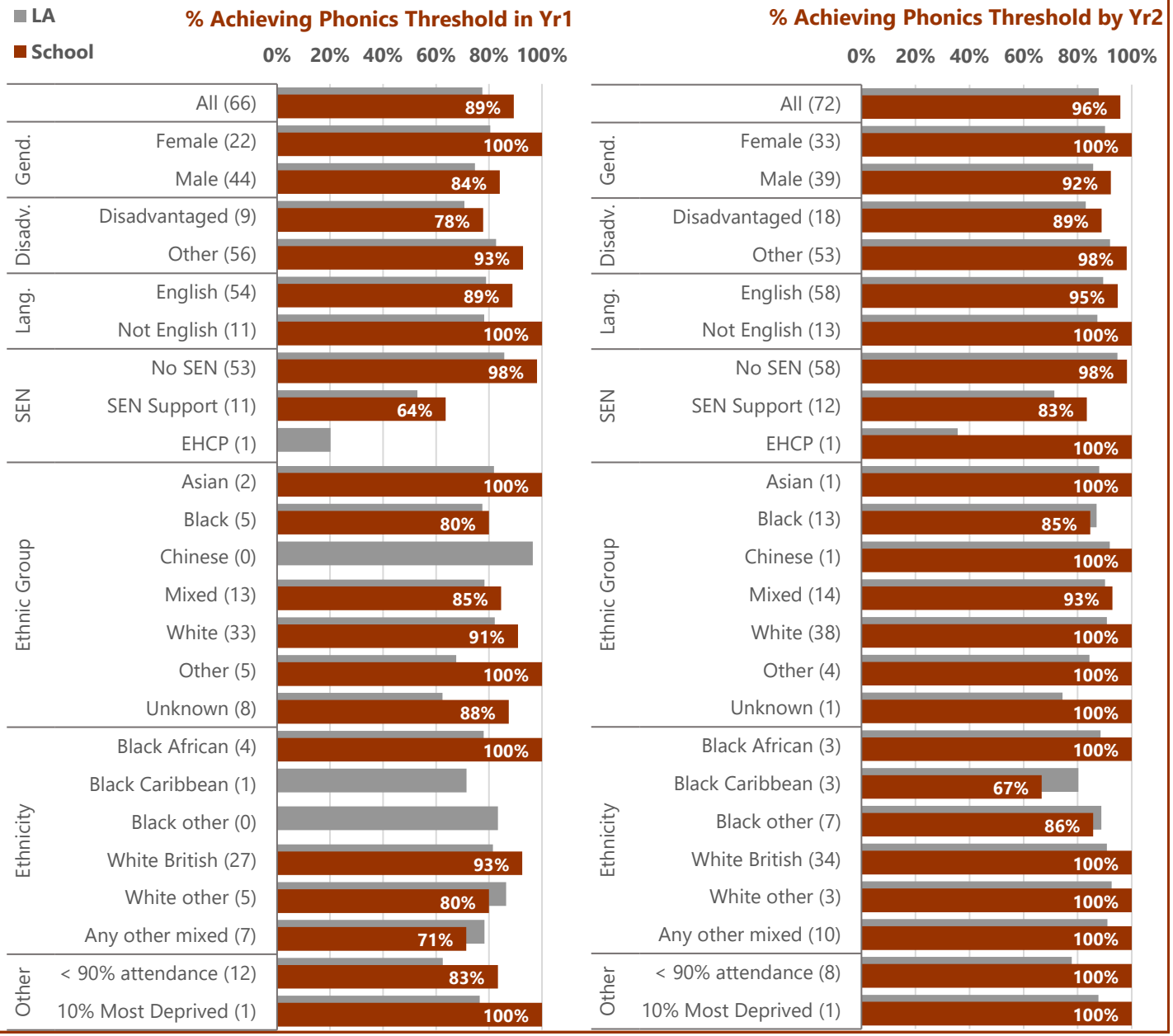


	2017	2018	2019	2022
Eng	81%	82%	82%	76%
LA	84%	85%	84%	78%
Sch	94%	80%	95%	89%

ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)

School	Comparisons	
	LA	Eng 2019
96%	88% ↑	91% ↑
72 pupils		

iii) Vulnerable Groups Analysis



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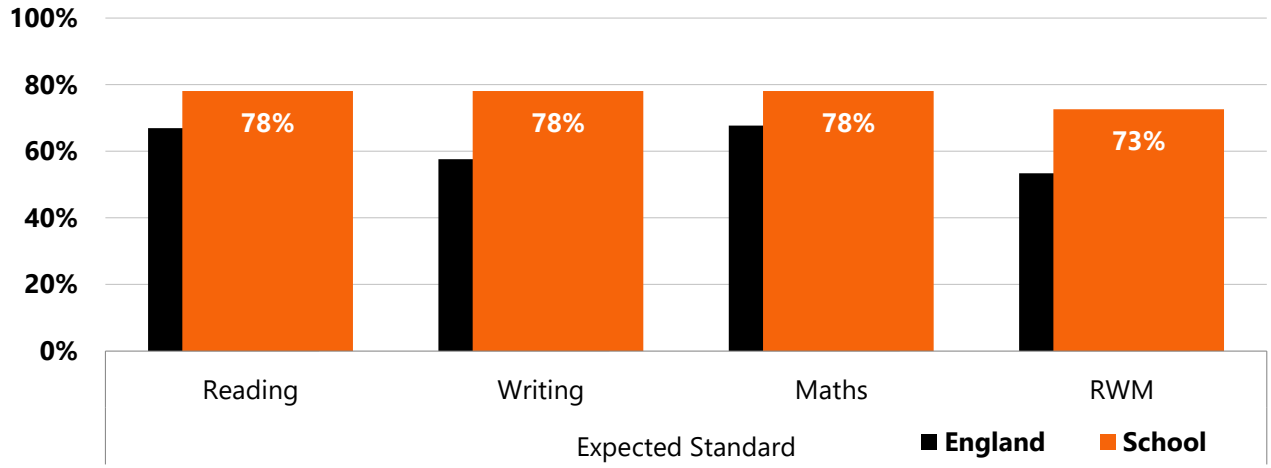
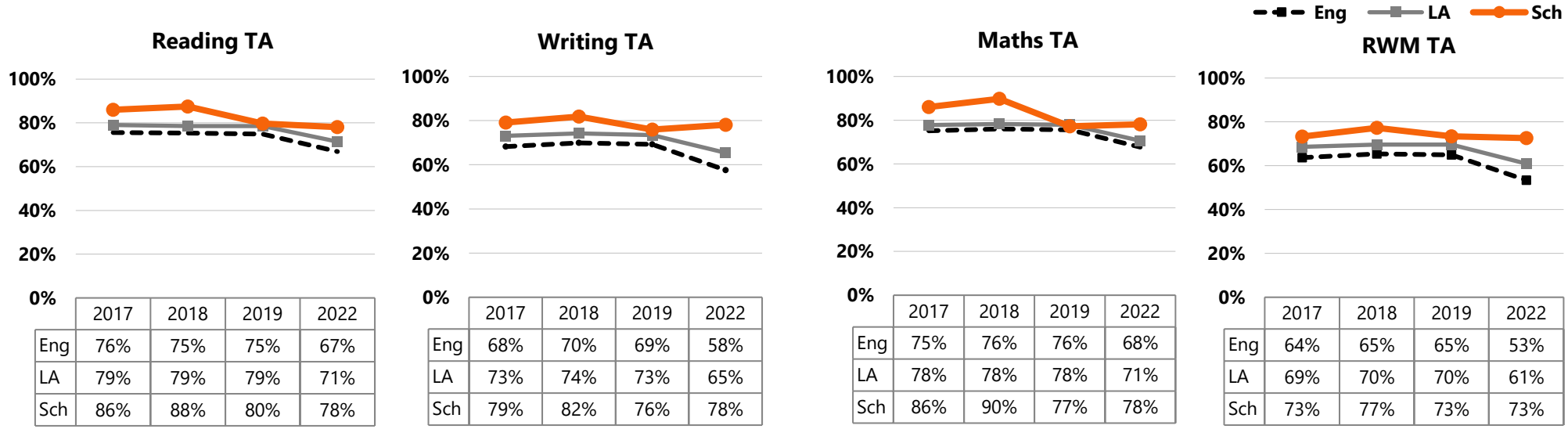
i) % Reaching Expected Standard

Indicator		School (73 Pupils)	Comparisons	
			LA	England
% Expected	Reading	**78%**	71% ↑	67% ↑
	Writing	**78%**	65% ↑	58% ↑
	Maths	**78%**	71% ↑	68% ↑
	RWM	**73%**	61% ↑	53% ↑



ii) % Reaching Expected Standard (Time Series)



Reading TA	2017	2018	2019	2022
Eng	76%	75%	75%	67%
LA	79%	79%	79%	71%
Sch	86%	88%	80%	78%

Writing TA	2017	2018	2019	2022
Eng	68%	70%	69%	58%
LA	73%	74%	73%	65%
Sch	79%	82%	76%	78%

Maths TA	2017	2018	2019	2022
Eng	75%	76%	76%	68%
LA	78%	78%	78%	71%
Sch	86%	90%	77%	78%

RWM TA	2017	2018	2019	2022
Eng	64%	65%	65%	53%
LA	69%	70%	70%	61%
Sch	73%	77%	73%	73%

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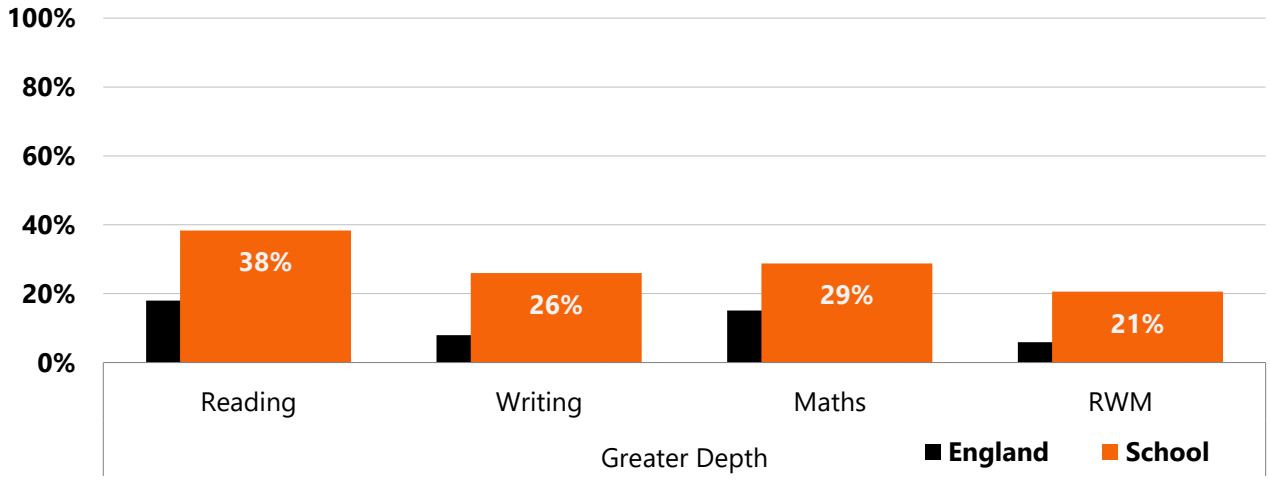
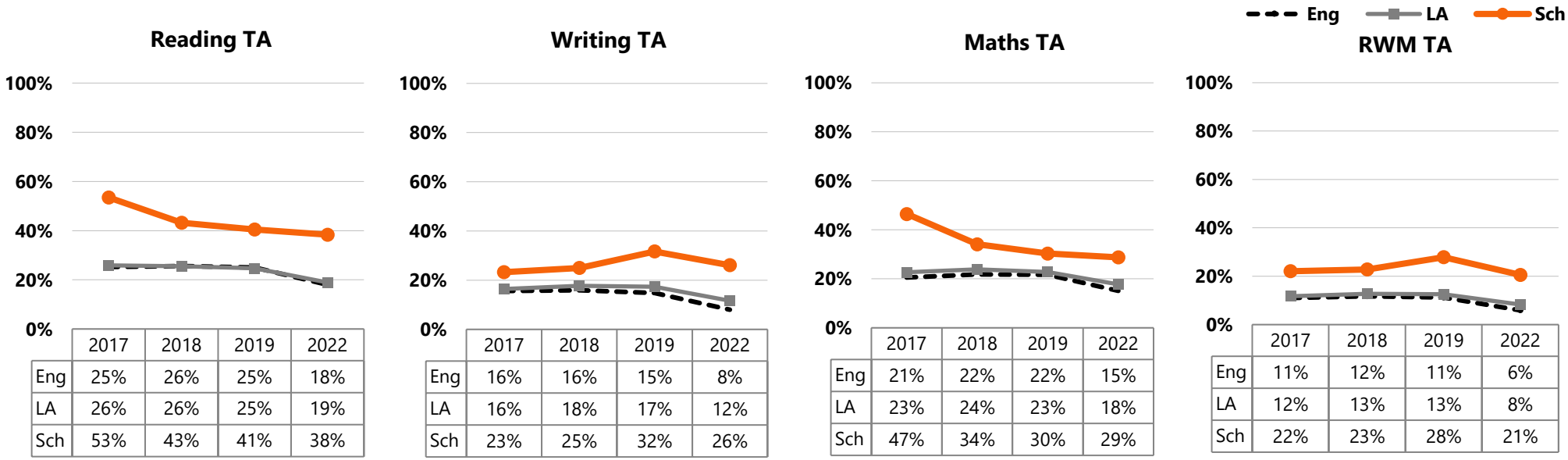
iii) % Working at Greater Depth

Indicator		School (73 Pupils)	Comparisons LA		Comparisons England	
% Greater Depth	Reading	**38%**	19%	↑	18%	↑
	Writing	**26%**	12%	↑	8%	↑
	Maths	**29%**	18%	↑	15%	↑
	RWM	**21%**	8%	↑	6%	↑



iv) % at Greater Depth (Time Series)



	2017	2018	2019	2022
Eng	25%	26%	25%	18%
LA	26%	26%	25%	19%
Sch	53%	43%	41%	38%

	2017	2018	2019	2022
Eng	16%	16%	15%	8%
LA	16%	18%	17%	12%
Sch	23%	25%	32%	26%

	2017	2018	2019	2022
Eng	21%	22%	22%	15%
LA	23%	24%	23%	18%
Sch	47%	34%	30%	29%

	2017	2018	2019	2022
Eng	11%	12%	11%	6%
LA	12%	13%	13%	8%
Sch	22%	23%	28%	21%

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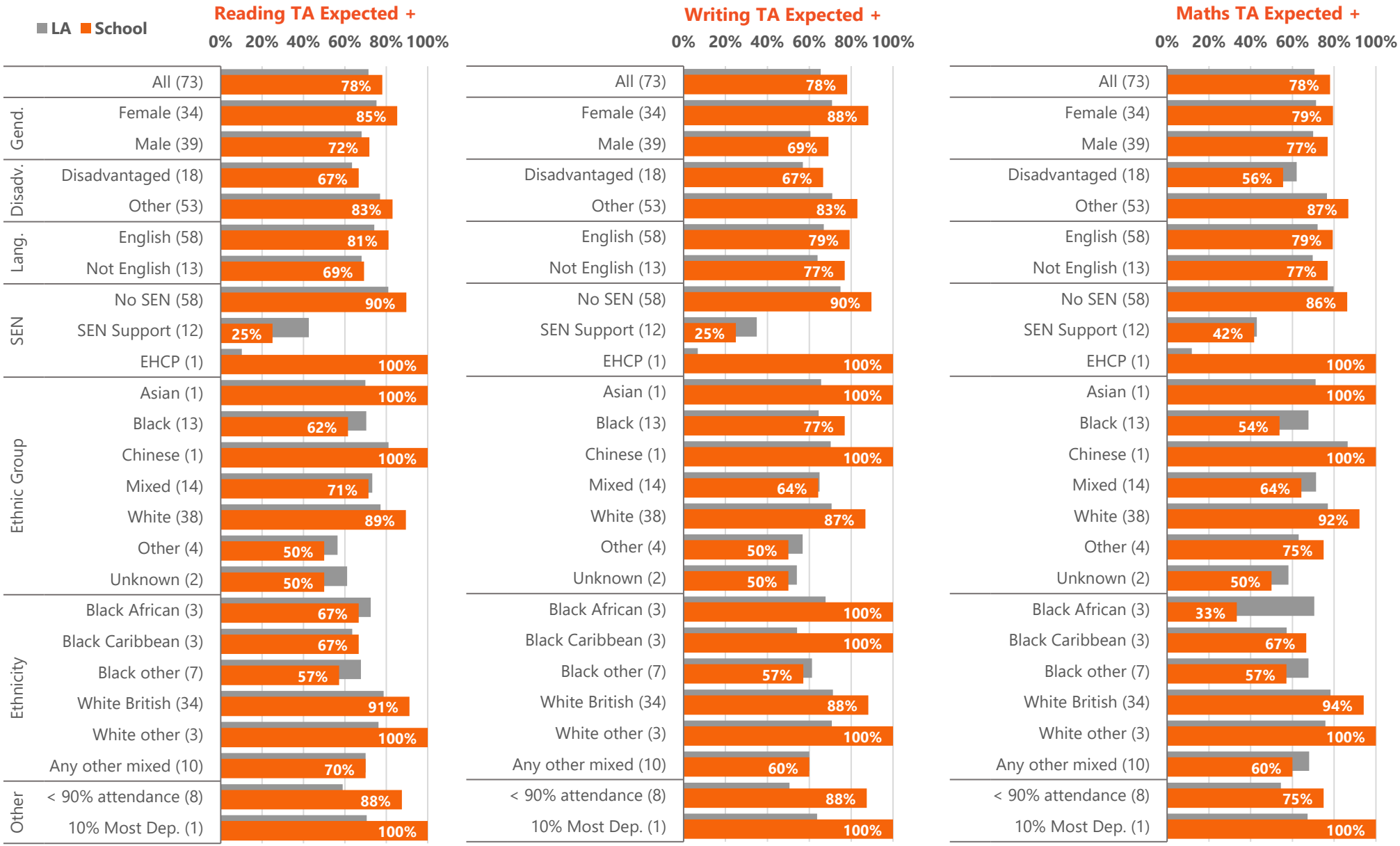
v) Vulnerable Groups Analysis - TA



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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Information on shading used can be found on page 4

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	73	78%	38%	78%	26%	78%	29%	73%	21%
Gender	Female	34	85%	32%	88%	24%	79%	18%	79%	12%
	Male	39	72%	44%	69%	28%	77%	38%	67%	28%
	Gap (Male - Female)		-13%	+12%	-19%	+4%	-2%	+20%	-12%	+16%
FSM	Eligible	18	61%	11%	61%	11%	50%	6%	50%	6%
	Not eligible	53	85%	49%	85%	32%	89%	38%	81%	26%
	Gap (Eligible - Not eligible)		-24%	-38%	-24%	-21%	-39%	-32%	-31%	-20%
Disadv.	Disadvantaged	18	67%	17%	67%	11%	56%	6%	56%	6%
	Other	53	83%	47%	83%	32%	87%	38%	79%	26%
	Gap (Disadvantaged - Other)		-16%	-30%	-16%	-21%	-31%	-32%	-23%	-20%
SEN	No SEN	58	90%	48%	90%	33%	86%	36%	83%	26%
	SEN Support	12	25%	0%	25%	0%	42%	0%	25%	0%
	EHCP	1	100%	0%	100%	0%	100%	0%	100%	0%
Born	Autumn	25	88%	40%	84%	28%	84%	32%	84%	24%
	Spring	18	83%	33%	78%	28%	89%	22%	78%	17%
	Summer	28	68%	43%	75%	25%	68%	32%	61%	21%
Att.	95-100% Attendance	43	81%	49%	86%	33%	81%	40%	79%	28%
	90-95% Attendance	20	70%	35%	60%	25%	75%	20%	60%	15%
	85-90% Attendance	2	100%	0%	100%	0%	100%	0%	100%	0%
	80-85% Attendance	3	67%	0%	67%	0%	67%	0%	67%	0%
	<=80% Attendance	3	100%	0%	100%	0%	67%	0%	67%	0%

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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

Information on shading used can be found on page 4

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	73	**78%**	38%	**78%**	26%	**78%**	29%	**73%**	21%
EAL	English	58	**81%**	41%	**79%**	31%	**79%**	33%	**74%**	24%
EAL	Not English	13	**69%**	31%	**77%**	8%	**77%**	15%	**69%**	8%
EAL	Gap (Not English - English)		**-12%**	-10%	**-2%**	-23%	**-2%**	-18%	**-5%**	-16%
Ethnic Groups	Asian	1	**100%**	100%	**100%**	0%	**100%**	100%	**100%**	0%
Ethnic Groups	Black	13	**62%**	15%	**77%**	0%	**54%**	0%	**46%**	0%
Ethnic Groups	Chinese	1	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnic Groups	Mixed	14	**71%**	29%	**64%**	21%	**64%**	21%	**64%**	14%
Ethnic Groups	White	38	**89%**	53%	**87%**	42%	**92%**	45%	**87%**	34%
Ethnic Groups	Other	4	**50%**	25%	**50%**	0%	**75%**	0%	**50%**	0%
Ethnic Groups	Unknown	2	**50%**	0%	**50%**	0%	**50%**	0%	**50%**	0%
Ethnicity	Asian Other	1	**100%**	100%	**100%**	0%	**100%**	100%	**100%**	0%
Ethnicity	Black African	3	**67%**	33%	**100%**	0%	**33%**	0%	**33%**	0%
Ethnicity	Black Caribbean	3	**67%**	0%	**100%**	0%	**67%**	0%	**33%**	0%
Ethnicity	Black Other	7	**57%**	14%	**57%**	0%	**57%**	0%	**57%**	0%
Ethnicity	Chinese	1	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnicity	White & Asian	1	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%
Ethnicity	White & Bl African	2	**100%**	50%	**100%**	50%	**100%**	0%	**100%**	0%
Ethnicity	White & Bl Caribbean	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	Other Mixed	10	**70%**	20%	**60%**	10%	**60%**	20%	**60%**	10%
Ethnicity	White British	34	**91%**	53%	**88%**	44%	**94%**	47%	**88%**	38%
Ethnicity	White Irish	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	White Other	3	**100%**	67%	**100%**	33%	**100%**	33%	**100%**	0%
Ethnicity	Any Other Ethnicity	4	**50%**	25%	**50%**	0%	**75%**	0%	**50%**	0%

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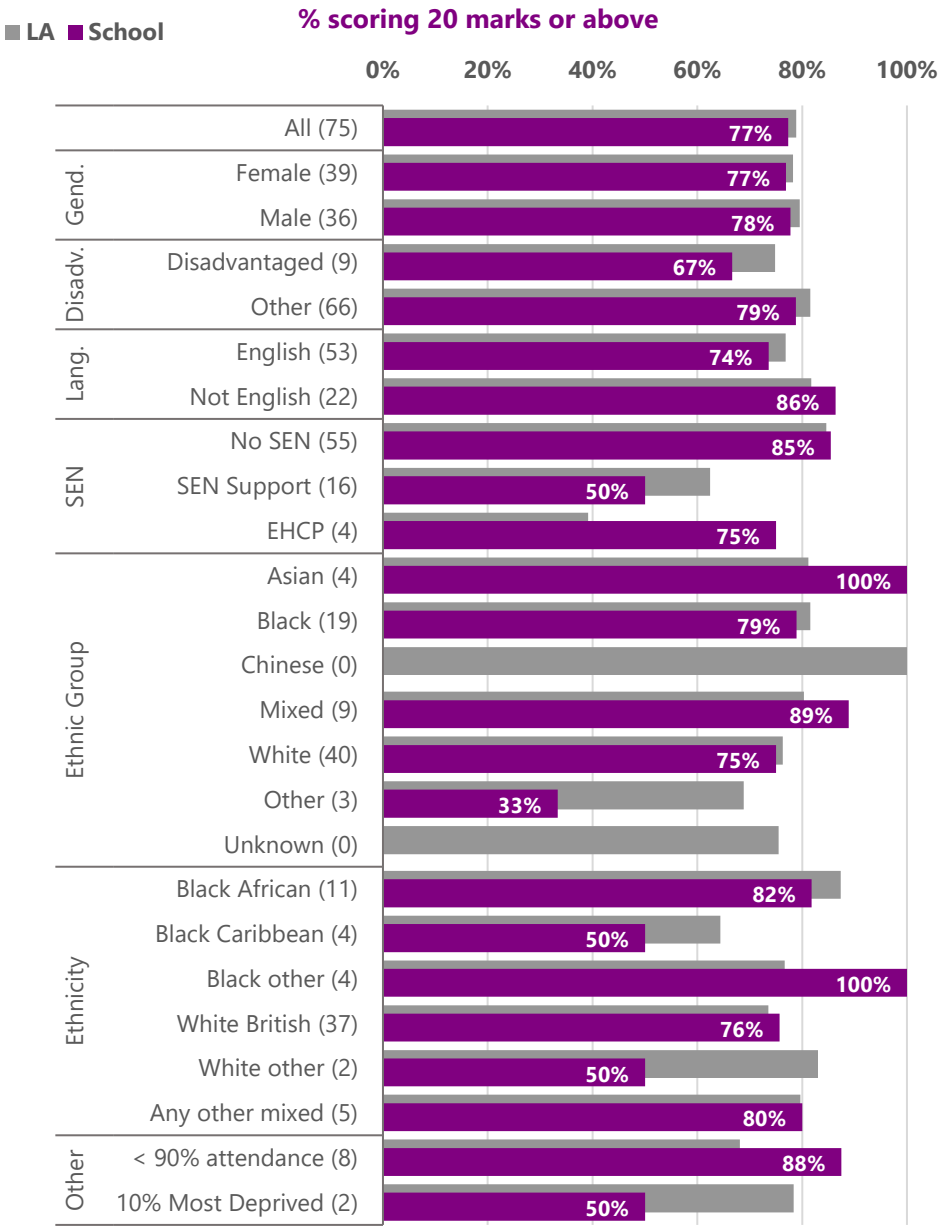
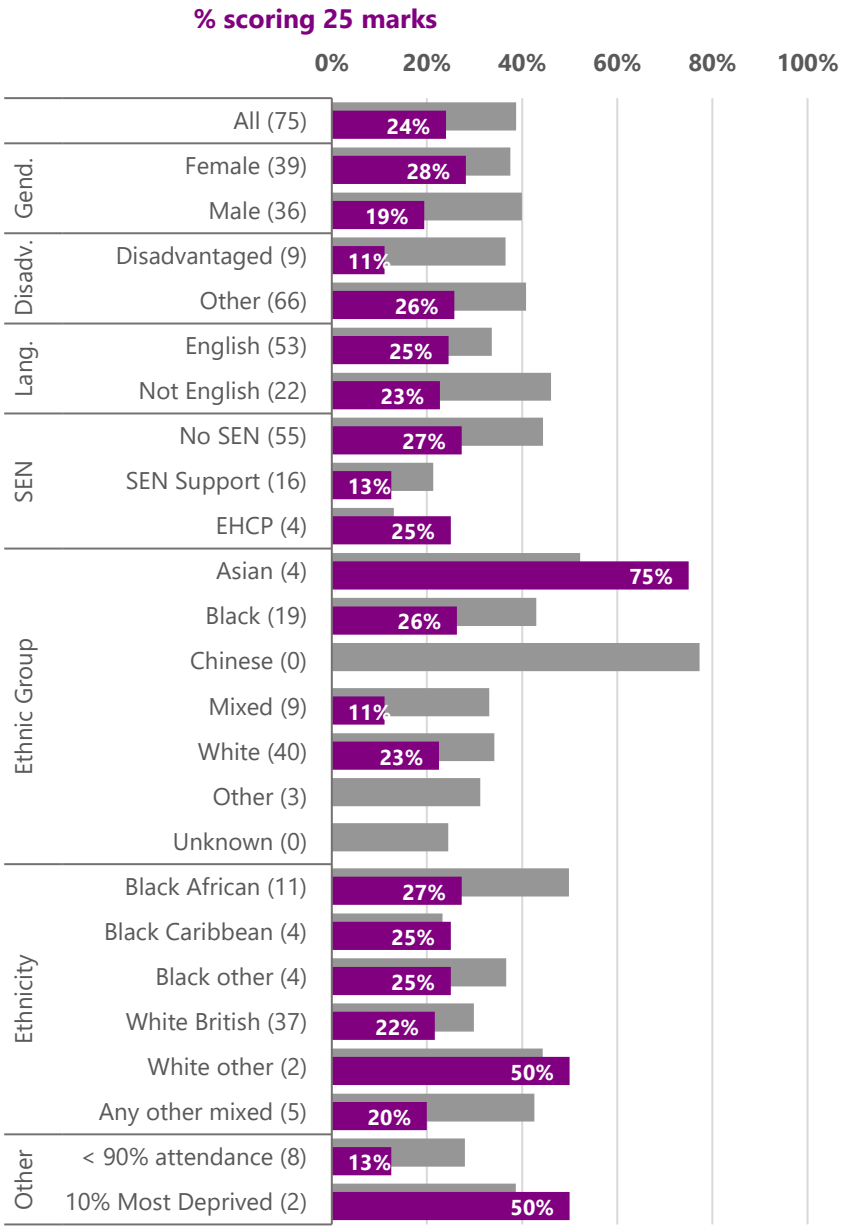
i) Vulnerable Groups Analysis





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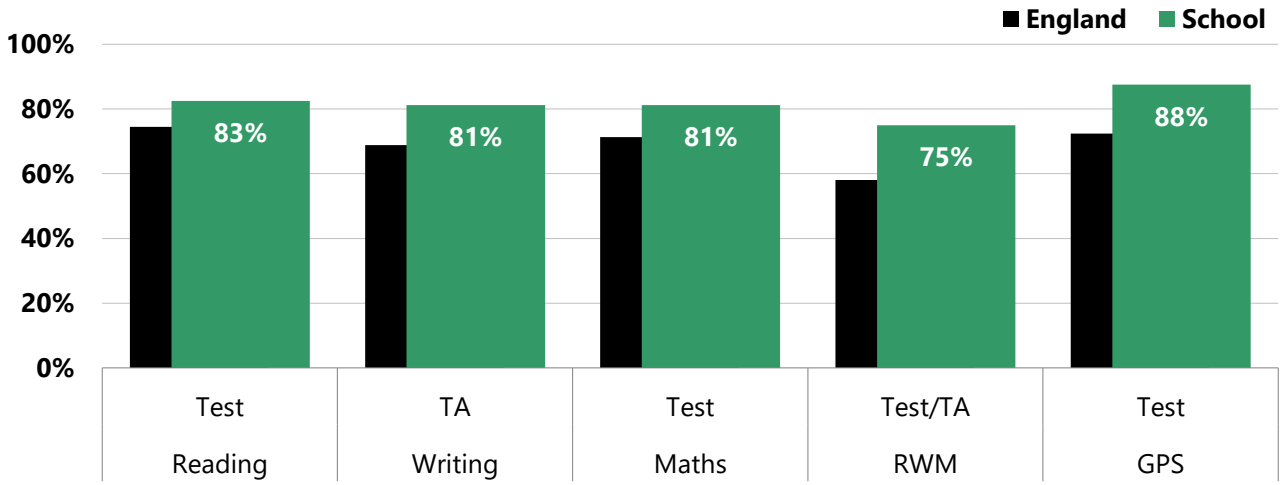
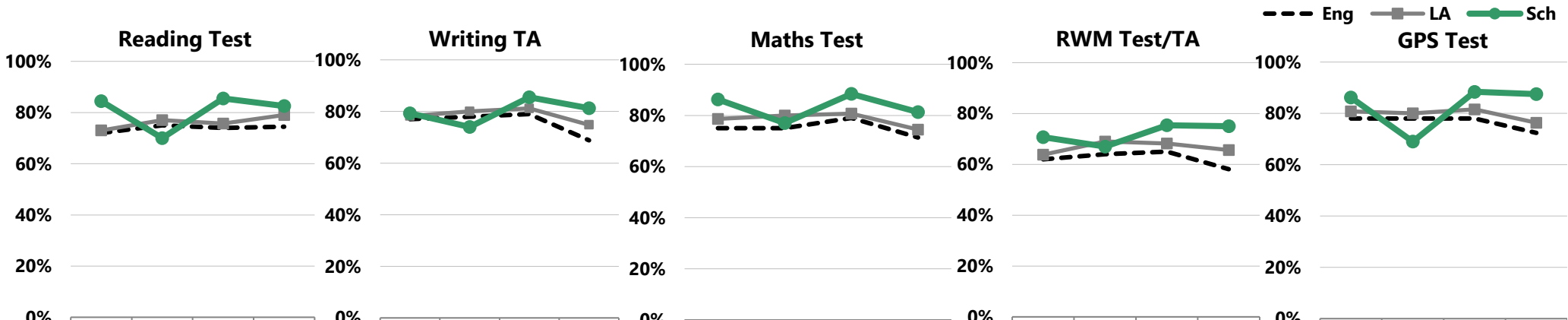
i) % Reaching Expected Standard (Test and TA)

Indicator		School (80 Pupils)	Comparisons LA		Comparisons England	
Reading	Test	**83%**	79%	↑	74%	↑
Writing	TA	**81%**	75%	↑	69%	↑
Maths	Test	**81%**	74%	↑	71%	↑
RWM	Test/TA	**75%**	66%	↑	58%	↑
GPS	Test	**88%**	76%	↑	72%	↑



ii) % Reaching Expected Standard (Time Series)



	2017	2018	2019	2022
Eng	72%	75%	74%	74%
LA	73%	77%	76%	79%
Sch	84%	70%	86%	83%

	2017	2018	2019	2022
Eng	77%	78%	79%	69%
LA	78%	80%	81%	75%
Sch	79%	74%	86%	81%

	2017	2018	2019	2022
Eng	75%	75%	79%	71%
LA	79%	80%	81%	74%
Sch	86%	77%	88%	81%

	2017	2018	2019	2022
Eng	62%	64%	65%	58%
LA	64%	69%	68%	66%
Sch	71%	67%	75%	75%

	2017	2018	2019	2022
Eng	78%	78%	78%	72%
LA	81%	80%	82%	76%
Sch	86%	69%	88%	88%

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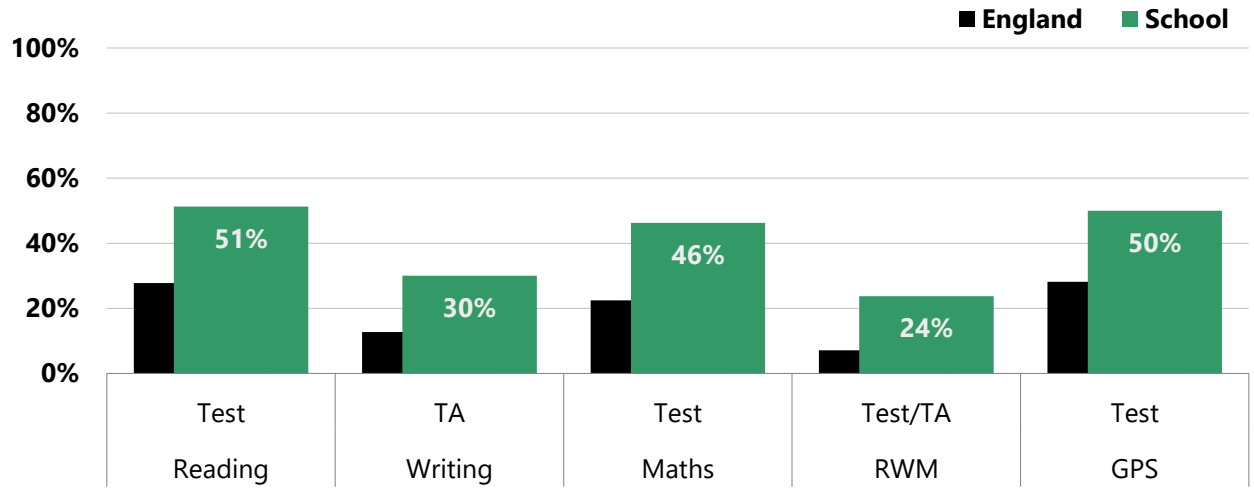
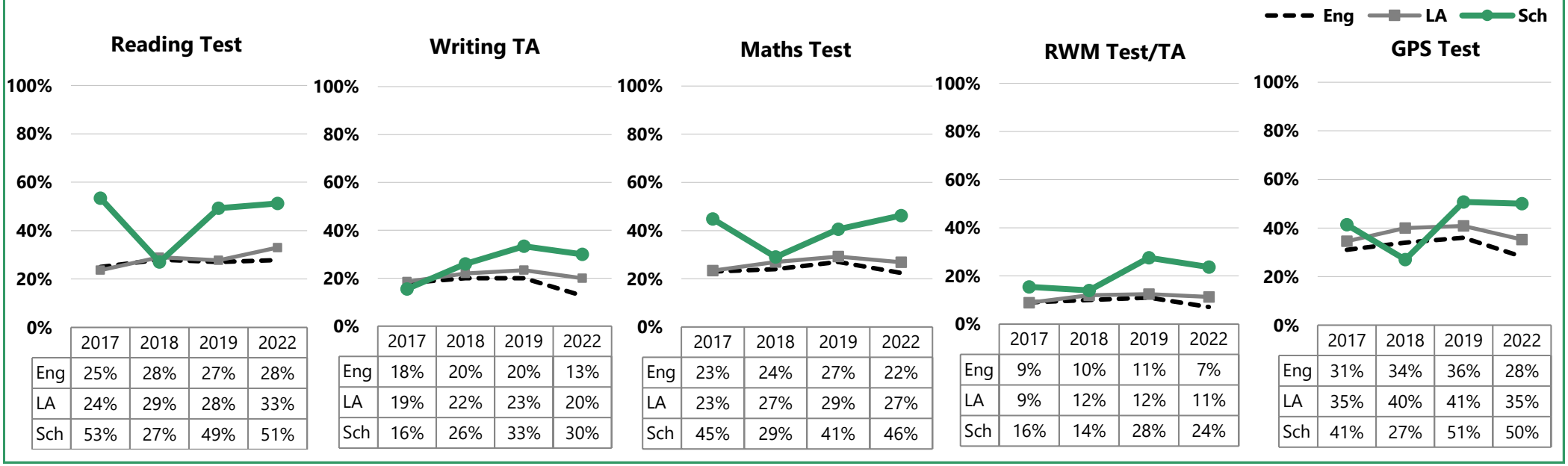
iii) % Reaching a Higher Standard (Test and TA)

Indicator		School (80 Pupils)	Comparisons LA	Comparisons England
Reading	Test	**51%**	33% ↑	28% ↑
Writing	TA	**30%**	20% ↑	13% ↑
Maths	Test	**46%**	27% ↑	22% ↑
RWM	Test/TA	**24%**	11% ↑	7% ↑
GPS	Test	**50%**	35% ↑	28% ↑



iv) % Reaching a Higher Standard (Time Series)



	2017	2018	2019	2022
Eng	25%	28%	27%	28%
LA	24%	29%	28%	33%
Sch	53%	27%	49%	51%

	2017	2018	2019	2022
Eng	18%	20%	20%	13%
LA	19%	22%	23%	20%
Sch	16%	26%	33%	30%

	2017	2018	2019	2022
Eng	23%	24%	27%	22%
LA	23%	27%	29%	27%
Sch	45%	29%	41%	46%

	2017	2018	2019	2022
Eng	9%	10%	11%	7%
LA	9%	12%	12%	11%
Sch	16%	14%	28%	24%

	2017	2018	2019	2022
Eng	31%	34%	36%	28%
LA	35%	40%	41%	35%
Sch	41%	27%	51%	50%

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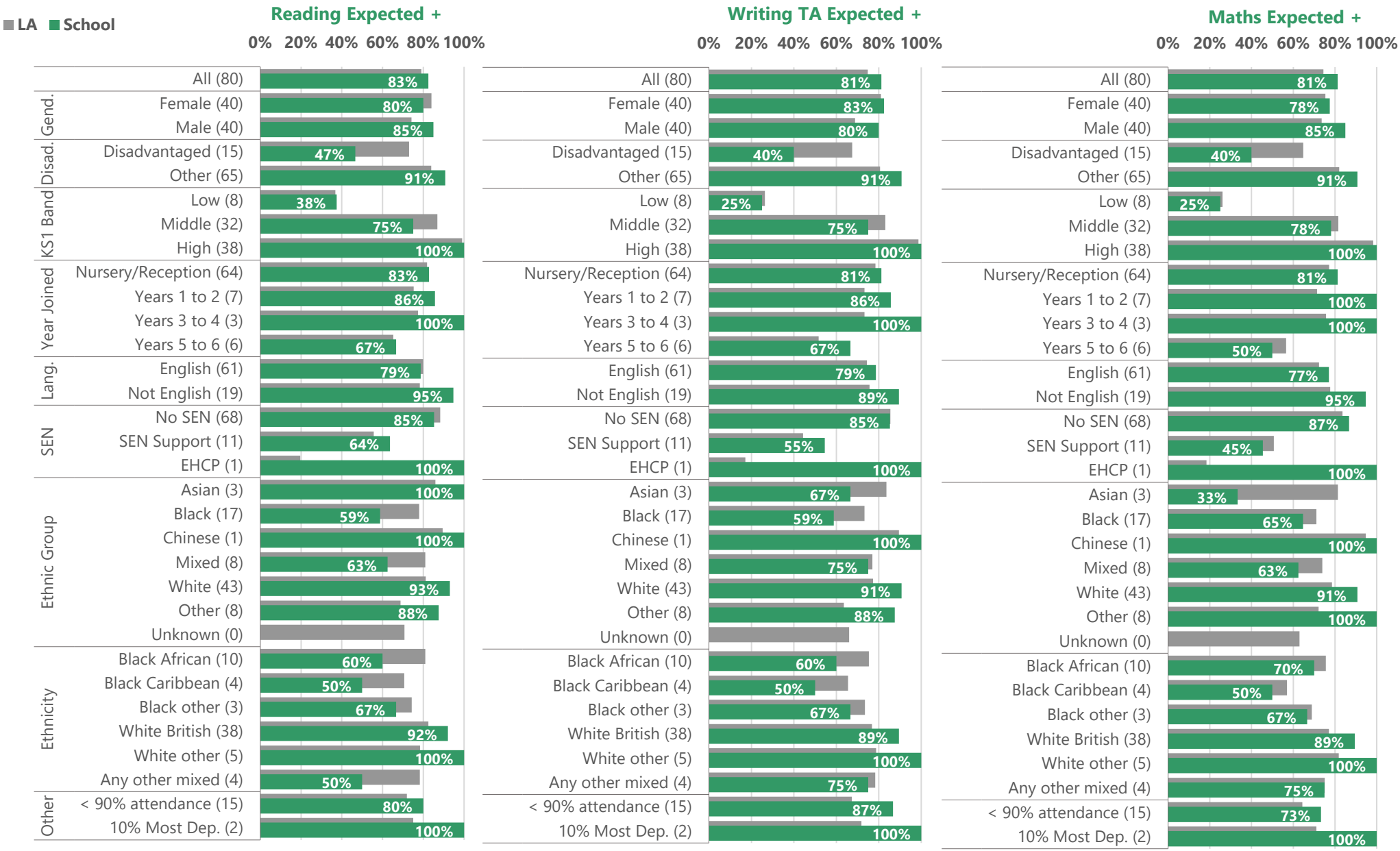
v) Vulnerable Groups Analysis



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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

In some cases pupil nos. will be lower for individual subjects. Information on shading used can be found on page 4

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	80	**83%**	51%	**81%**	30%	**81%**	46%	**75%**	24%	**88%**	50%
Gender	Female	40	**80%**	48%	**83%**	25%	**78%**	28%	**70%**	20%	**88%**	40%
	Male	40	**85%**	55%	**80%**	35%	**85%**	65%	**80%**	28%	**88%**	60%
	Gap (Male - Female)		**+5%**	+7%	**-3%**	+10%	**+7%**	+37%	**+10%**	+8%	**-**	+20%
FSM	Eligible	14	**50%**	21%	**43%**	7%	**43%**	14%	**36%**	7%	**79%**	14%
	Not eligible	66	**89%**	58%	**89%**	35%	**89%**	53%	**83%**	27%	**89%**	58%
	Gap (Eligible - Not eligible)		**-39%**	-37%	**-46%**	-28%	**-46%**	-39%	**-47%**	-20%	**-10%**	-44%
Disadv.	Disadvantaged	15	**47%**	20%	**40%**	7%	**40%**	13%	**33%**	7%	**80%**	13%
	Other	65	**91%**	58%	**91%**	35%	**91%**	54%	**85%**	28%	**89%**	58%
	Gap (Disadvantaged - Other)		**-44%**	-38%	**-51%**	-28%	**-51%**	-41%	**-52%**	-21%	**-9%**	-45%
SEN	No SEN	68	**85%**	53%	**85%**	32%	**87%**	53%	**79%**	26%	**94%**	56%
	SEN Support	11	**64%**	36%	**55%**	9%	**45%**	0%	**45%**	0%	**45%**	9%
	EHCP	1	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%
KS1 PA	Low Prior Attainment	8	**38%**	0%	**25%**	0%	**25%**	0%	**25%**	0%	**50%**	0%
	Middle Prior Attainment	32	**75%**	31%	**75%**	9%	**78%**	25%	**63%**	3%	**81%**	25%
	High Prior Attainment	38	**100%**	82%	**100%**	55%	**100%**	76%	**100%**	47%	**100%**	84%
Born	Autumn	28	**79%**	50%	**82%**	25%	**86%**	36%	**75%**	18%	**89%**	46%
	Spring	25	**84%**	52%	**84%**	36%	**80%**	60%	**76%**	28%	**84%**	56%
	Summer	27	**85%**	52%	**78%**	30%	**78%**	44%	**74%**	26%	**89%**	48%
Att.	95-100% Attendance	31	**84%**	52%	**81%**	32%	**90%**	52%	**81%**	26%	**90%**	65%
	90-95% Attendance	34	**82%**	59%	**79%**	35%	**76%**	47%	**74%**	26%	**79%**	50%
	85-90% Attendance	13	**85%**	38%	**92%**	15%	**77%**	38%	**69%**	15%	**100%**	23%
	80-85% Attendance	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**100%**	0%
	<=80% Attendance	1	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%

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vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

In some cases pupil nos. will be lower for individual subjects. Information on shading used can be found on page 4

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	80	**83%**	51%	**81%**	30%	**81%**	46%	**75%**	24%	**88%**	50%
EAL	English	61	**79%**	49%	**79%**	33%	**77%**	44%	**70%**	26%	**85%**	48%
EAL	Not English	19	**95%**	58%	**89%**	21%	**95%**	53%	**89%**	16%	**95%**	58%
EAL	Gap (Not English - English)		**+16%**	+9%	**+10%**	-12%	**+18%**	+9%	**+19%**	-10%	**+10%**	+10%
Ethnic Groups	Asian	3	**100%**	33%	**67%**	33%	**33%**	33%	**33%**	33%	**67%**	33%
Ethnic Groups	Black	17	**59%**	29%	**59%**	6%	**65%**	18%	**59%**	6%	**88%**	29%
Ethnic Groups	Chinese	1	**100%**	100%	**100%**	0%	**100%**	100%	**100%**	0%	**100%**	100%
Ethnic Groups	Mixed	8	**63%**	38%	**75%**	25%	**63%**	13%	**50%**	0%	**75%**	38%
Ethnic Groups	White	43	**93%**	60%	**91%**	37%	**91%**	58%	**86%**	33%	**91%**	56%
Ethnic Groups	Other	8	**88%**	63%	**88%**	50%	**100%**	75%	**88%**	38%	**88%**	75%
Ethnicity	Bangladeshi	1	**100%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**100%**	0%
Ethnicity	Pakistani	1	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%
Ethnicity	Asian Other	1	**100%**	0%	**100%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	Black African	10	**60%**	30%	**60%**	0%	**70%**	20%	**60%**	0%	**100%**	40%
Ethnicity	Black Caribbean	4	**50%**	25%	**50%**	25%	**50%**	25%	**50%**	25%	**75%**	25%
Ethnicity	Black Other	3	**67%**	33%	**67%**	0%	**67%**	0%	**67%**	0%	**67%**	0%
Ethnicity	Chinese	1	**100%**	100%	**100%**	0%	**100%**	100%	**100%**	0%	**100%**	100%
Ethnicity	White & Asian	2	**100%**	50%	**100%**	50%	**50%**	0%	**50%**	0%	**100%**	50%
Ethnicity	White & Bl African	1	**100%**	100%	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	100%
Ethnicity	White & Bl Caribbean	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	Other Mixed	4	**50%**	25%	**75%**	25%	**75%**	25%	**50%**	0%	**75%**	25%
Ethnicity	White British	38	**92%**	61%	**89%**	42%	**89%**	63%	**84%**	37%	**89%**	63%
Ethnicity	White Other	5	**100%**	60%	**100%**	0%	**100%**	20%	**100%**	0%	**100%**	0%
Ethnicity	Any Other Ethnicity	8	**88%**	63%	**88%**	50%	**100%**	75%	**88%**	38%	**88%**	75%

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vii) KS1 to KS2 Transition Matrices

Reading		Total Pupils	Key Stage 2 - Reading Test: Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
Key Stage 1 Reading	Pre-KS	0	- LA: 84%	- LA: 14%	- LA: 2%
	Working Towards	10	6 60% LA: 53%	3 30% LA: 41%	1 10% LA: 5%
	Expected Standard	33	7 21% LA: 10%	16 48% LA: 60%	10 30% LA: 30%
	Greater Depth	35	0 0% LA: 0%	5 14% LA: 31%	30 86% LA: 69%

Maths		Total Pupils	Key Stage 2 - Maths Test: Below Expected <100	Expected Standard 100 to 109	Higher Standard 110+
Key Stage 1 Maths	Pre-KS	0	- LA: 89%	- LA: 11%	- LA: 0%
	Working Towards	8	6 75% LA: 64%	2 25% LA: 36%	0 0% LA: 1%
	Expected Standard	40	7 18% LA: 15%	23 58% LA: 65%	10 25% LA: 20%
	Greater Depth	30	0 0% LA: 0%	3 10% LA: 29%	27 90% LA: 70%

Writing		Total Pupils	Key Stage 2 - Writing TA: Below Expected	Expected Standard	Greater Depth
Key Stage 1 Writing	Pre-KS	0	- LA: 88%	- LA: 12%	- LA: 0%
	Working Towards	15	11 73% LA: 60%	4 27% LA: 38%	0 0% LA: 1%
	Expected Standard	40	3 8% LA: 10%	29 73% LA: 75%	8 20% LA: 15%
	Greater Depth	23	0 0% LA: 0%	7 30% LA: 33%	16 70% LA: 67%

Analysis does not include pupils for whom KS1 prior attainment was not available or who were absent or had lost scripts for the KS2 tests

viii) KS1 to KS2 Progress Scores

Subject	School: Average KS2 Scaled Score*	School: Progress Score	Comparisons: LA	Comparisons: National
Reading	108.1	+1.3	+0.9 ↑	0.0 ↑
Writing		+1.1	+1.4 ↓	0.0 ↑
Maths	107.3	+1.6	+0.7 ↑	0.0 ↑

* NB. Some pupils with a scaled score are not included in the progress scores (e.g. because they have no prior attainment) and vice-versa

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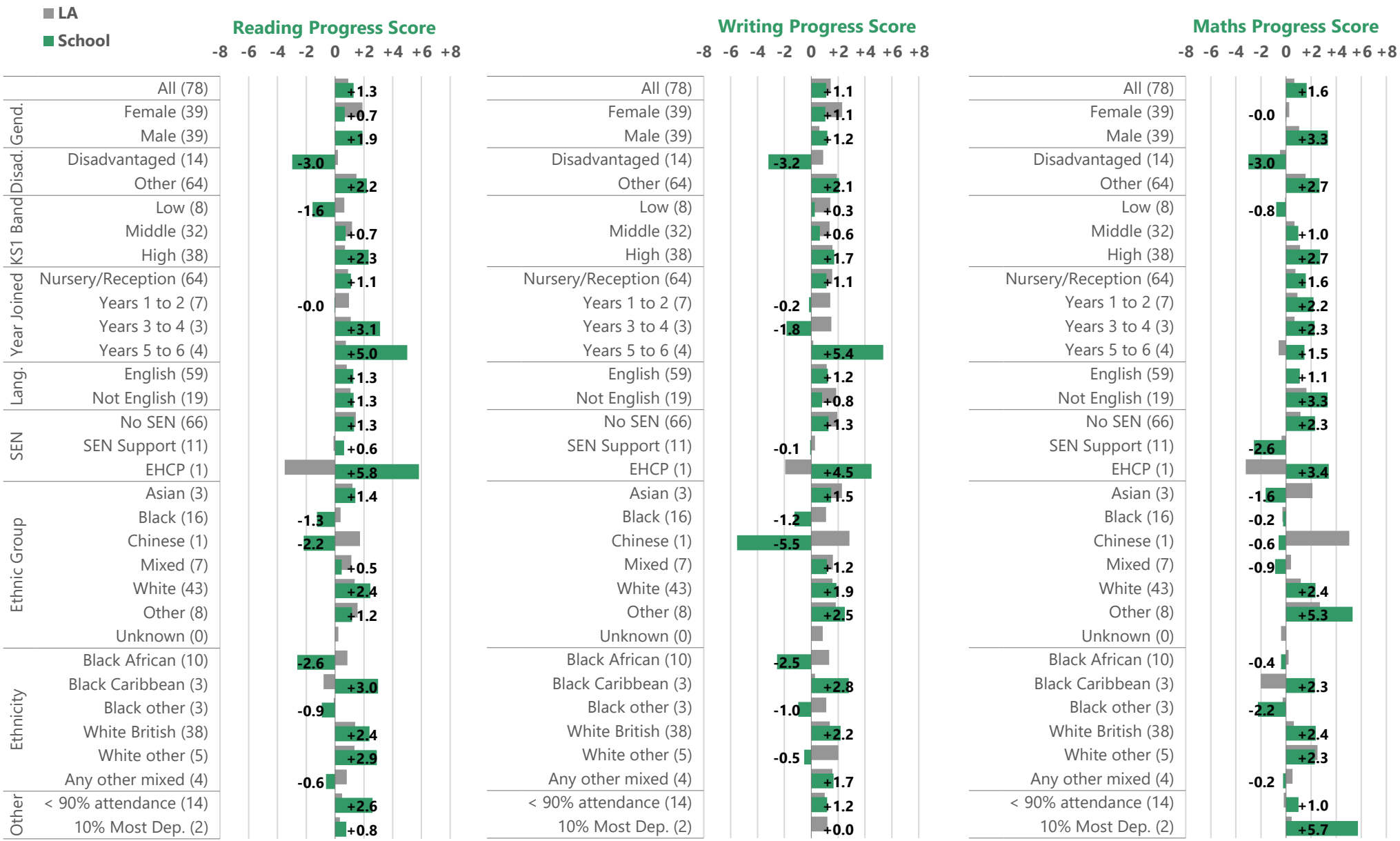
ix) Vulnerable Groups Analysis - Average Progress Score (Reading, Writing and Maths)



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Vulnerable Groups Grid (2022)

Bessemer Grange Primary School **1g**

		EYFSP GLD Eng: 65%	Yr1 Phonics 32+ Eng: 76%	KS1 (Expected+) Reading Eng: 67%	KS1 (Expected+) Writing Eng: 58%	KS1 (Expected+) Maths Eng: 68%	KS2 (Expected+) Reading Eng: 74%	KS2 (Expected+) Writing Eng: 69%	KS2 (Expected+) Maths Eng: 71%
All Pupils	All	82%	89%	78%	78%	78%	83%	81%	81%
Gender	Female	78%	100%	85%	88%	79%	80%	83%	78%
	Male	85%	84%	72%	69%	77%	85%	80%	85%
Disadv	Disadvantaged	80%	78%	67%	67%	56%	47%	40%	40%
	Other	84%	93%	83%	83%	87%	91%	91%	91%
Term Born	Autumn	87%	100%	88%	84%	84%	79%	82%	86%
	Spring	88%	84%	83%	78%	89%	84%	84%	80%
	Summer	74%	87%	68%	75%	68%	85%	78%	78%
Language	English	86%	89%	81%	79%	79%	79%	79%	77%
	Not English	33%	100%	69%	77%	77%	95%	89%	95%
SEN	No SEN	87%	98%	90%	90%	86%	85%	85%	87%
	SEN Support	25%	64%	25%	25%	42%	64%	55%	45%
Ethnicity	Asian						100%	67%	33%
	Black	76%	80%	62%	77%	54%	59%	59%	65%
	Mixed	100%	85%	71%	64%	64%	63%	75%	63%
	White	91%	91%	89%	87%	92%	93%	91%	91%
	Other	33%	100%	50%	50%	75%	88%	88%	100%

The analysis shows the percentage of pupils achieving the expected level for each pupil group in Bessemer Grange Primary School. **Only groups with at least 3 pupils are shown.**

Colour Key:
The colour shows the difference between the group and the England average for all pupils. Where the group is within 3% points of national the dot will be white

-21% 21%

Dot Size Key:
The dot size shows the number of pupils

3
20
40
60
80

Need to understand more?

Explore the vulnerable groups analysis for each of the year groups in this report. These provide actual pupil numbers and compare your school performance with benchmarks for each pupil group.

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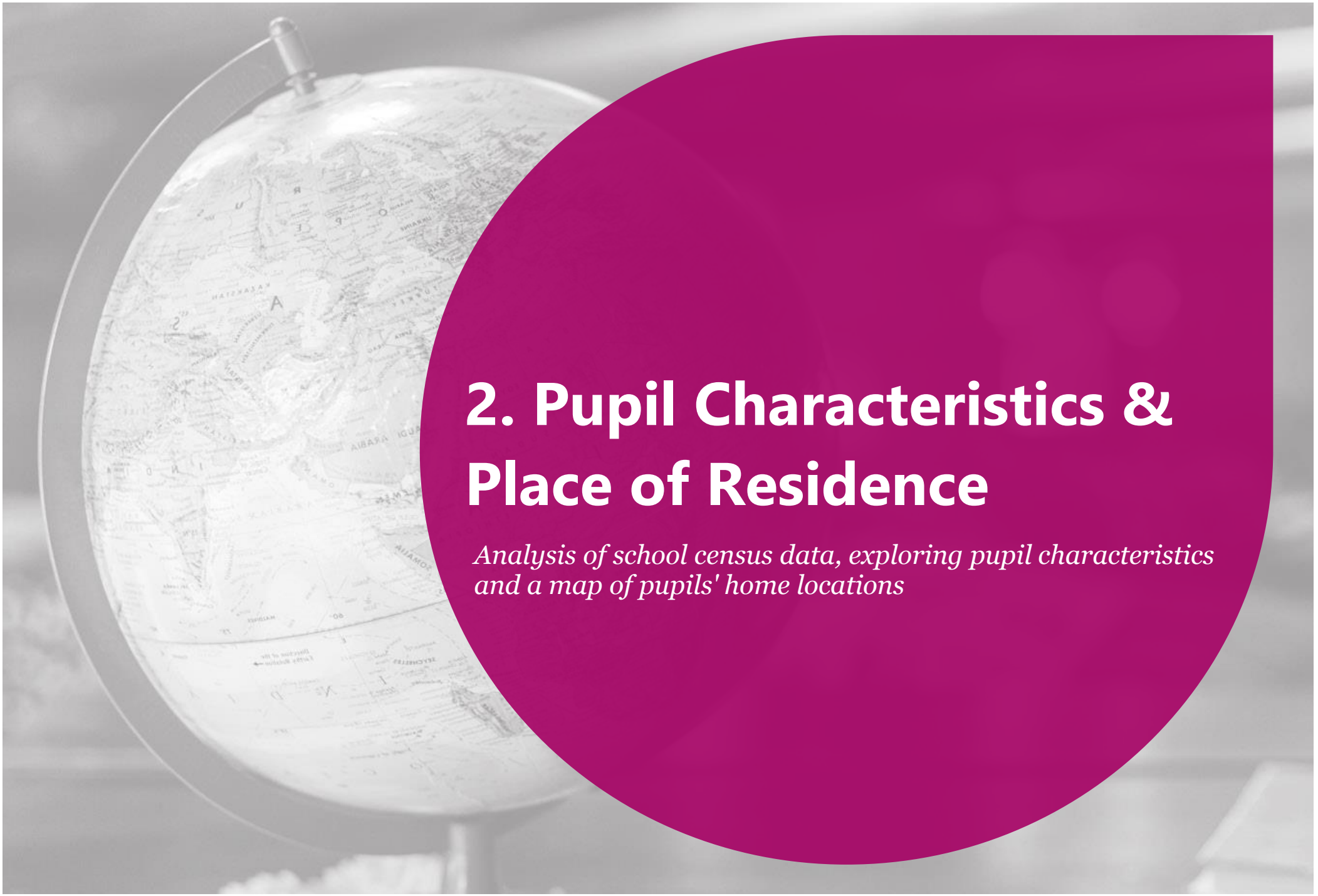

2. Pupil Characteristics & Place of Residence

Analysis of school census data, exploring pupil characteristics and a map of pupils' home locations

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Pupil Breakdown by Contextual Characteristic (1)

587 Pupils on roll in Jan 2022

	Pupil Characteristic	Bessemer Grange Primary School 2018	2019	2020	2021	Jan 2022	%	LA (Primary Age Maintained) Jan 22	School Difference vs LA
Gender	Female	52.8%	53.1%	51.6%	48.9%	268	45.7%	49.2%	-3.5%
	Male	47.2%	46.9%	48.4%	51.1%	319	54.3%	50.8%	+3.5%
FSM	Eligible	6.8%	9.5%	10.6%	13.5%	101	17.2%	34.9%	-17.7%
	Not Eligible	93.2%	90.5%	89.4%	86.5%	486	82.8%	65.1%	+17.7%
Joined School	Joined in Reception / Nursery	87.5%	89.7%	91.6%	92.0%	532	90.6%	83.4%	+7.2%
	Joined in Year 1 or 2	6.5%	5.7%	5.0%	4.5%	21	3.6%	7.7%	-4.1%
	Joined in Year 3 or 4	3.9%	2.8%	2.3%	2.7%	22	3.7%	7.0%	-3.3%
	Joined in Year 5 or 6	2.1%	1.8%	1.2%	0.8%	12	2.0%	1.9%	+0.1%
SEN Stage	No Special Educational Need	86.4%	88.5%	83.7%	84.7%	491	83.6%	81.8%	+1.8%
	SEN Support	12.8%	9.8%	14.3%	12.5%	82	14.0%	15.1%	-1.1%
	EHCP / Statement	0.9%	1.6%	2.0%	2.7%	14	2.4%	3.0%	-0.6%
SEN Primary Need	Autistic Spectrum Disorder	2.2%	2.5%	2.7%	2.9%	22	3.7%	3.5%	+0.2%
	Hearing Impairment	0.4%	0.4%	0.3%	0.6%	2	0.3%	0.2%	+0.1%
	Moderate Learning Difficulty	3.4%	3.1%	3.5%	2.7%	12	2.0%	1.4%	+0.6%
	Multi-Sensory Impairment	0.0%	0.0%	0.0%	0.0%	0	0.0%	0.0%	-
	Physical Disability	0.1%	0.3%	0.0%	0.0%	0	0.0%	0.4%	-0.4%
	Profound & Multiple Learning	0.0%	0.0%	0.0%	0.0%	0	0.0%	0.1%	-0.1%
	Severe Learning Difficulty	0.0%	0.0%	0.2%	0.2%	0	0.0%	0.1%	-0.1%
	Social, Emotional & Mental Health	2.4%	1.9%	3.9%	2.7%	12	2.0%	2.3%	-0.3%
	Specific Learning Difficulty	1.5%	0.6%	1.5%	1.6%	23	3.9%	1.8%	+2.1%
	Speech, Language & Comm.	2.8%	1.9%	3.9%	4.5%	20	3.4%	7.0%	-3.6%
	Visual Impairment	0.1%	0.1%	0.2%	0.0%	1	0.2%	0.1%	+0.1%
	Other Difficulty/Disability	0.6%	0.4%	0.2%	0.0%	2	0.3%	0.5%	-0.2%
	No Specialist Assessment	0.0%	0.0%	0.0%	0.0%	2	0.3%	1.0%	-0.7%
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	2.7%	3.3%	2.9%	2.7%	13	2.2%	19.3%	-17.1%
	Band 1b: 10-20%	25.4%	25.9%	9.4%	9.5%	50	8.5%	35.7%	-27.2%
	Band 2: 20-40%	30.1%	29.2%	44.2%	46.5%	291	49.6%	24.7%	+24.9%
	Band 3: 40-60%	22.3%	22.1%	15.1%	14.8%	85	14.5%	10.0%	+4.5%
	Band 4: 60-80%	17.7%	18.2%	27.0%	25.1%	142	24.2%	8.0%	+16.2%
	Band 5: Least Deprived 20%	1.2%	1.0%	1.2%	1.3%	5	0.9%	1.9%	-1.0%
	Unmatched Postcode	0.7%	0.3%	0.3%	0.2%	1	0.2%	0.3%	-0.1%

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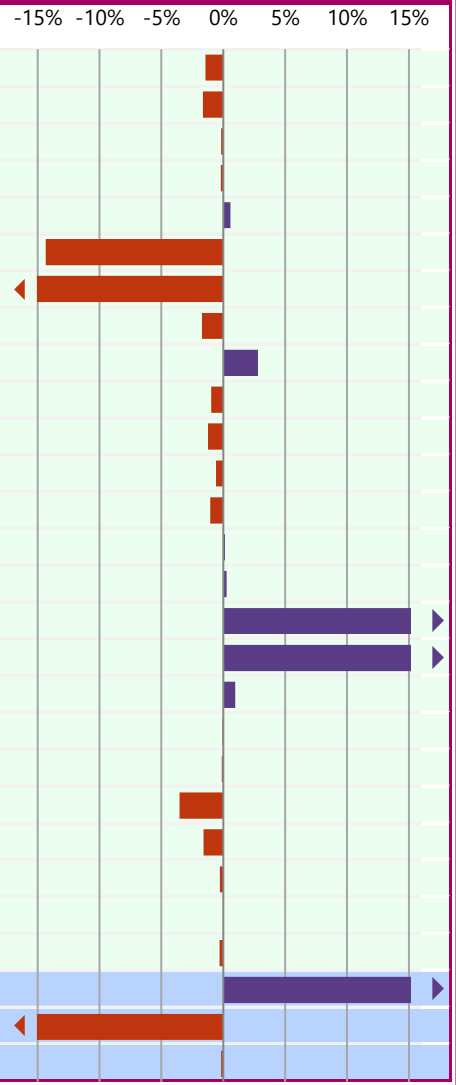
Pupil Breakdown by Contextual Characteristic (2)

587 Pupils on roll in Jan 2022

	Pupil Characteristic	Bessemer Grange Primary School 2018	2019	2020	2021	Jan 2022	%	LA (Primary Age Maintained) Jan 22	School Difference vs LA
Ethnicity	Asian or Asian British	4.5%	3.9%	3.3%	3.1%	**24**	**4.1%**	5.5%	-1.4%
	Bangladeshi	0.4%	0.3%	0.3%	0.6%	4	0.7%	2.3%	-1.6%
	Indian	0.9%	0.9%	0.8%	0.8%	3	0.5%	0.7%	-0.2%
	Pakistani	0.6%	0.4%	0.5%	0.6%	3	0.5%	0.7%	-0.2%
	Any Other Asian Background	2.5%	2.2%	1.8%	1.0%	14	2.4%	1.8%	+0.6%
	Black or Black British	24.6%	24.7%	19.2%	18.0%	**131**	**22.3%**	36.7%	-14.4%
	Black - African	14.8%	14.5%	11.3%	10.3%	57	9.7%	25.2%	-15.5%
	Black Caribbean	5.5%	5.7%	4.8%	5.0%	27	4.6%	6.3%	-1.7%
	Any Other Black Background	4.3%	4.6%	3.0%	2.7%	47	8.0%	5.2%	+2.8%
	Chinese	0.7%	0.4%	0.5%	1.0%	**2**	**0.3%**	1.3%	-1.0%
	Mixed	11.4%	9.5%	10.3%	10.3%	**73**	**12.4%**	13.7%	-1.3%
	White and Black African	1.9%	1.5%	1.7%	2.1%	9	1.5%	2.1%	-0.6%
	White and Black Caribbean	1.3%	1.0%	1.2%	1.6%	13	2.2%	3.3%	-1.1%
	White and Asian	1.0%	1.3%	1.7%	2.1%	11	1.9%	1.7%	+0.2%
	Any Other Mixed Background	7.1%	5.7%	5.7%	4.5%	40	6.8%	6.5%	+0.3%
	White	50.4%	51.0%	49.6%	43.7%	**299**	**50.9%**	31.0%	+19.9%
	White - British	41.8%	43.4%	43.3%	39.1%	257	43.8%	21.1%	+22.7%
	White - Irish	0.7%	0.7%	0.8%	0.8%	8	1.4%	0.4%	+1.0%
	Gypsy / Roma	0.0%	0.0%	0.0%	0.0%	0	0.0%	0.1%	-0.1%
	Traveller of Irish Heritage	0.0%	0.0%	0.0%	0.0%	0	0.0%	0.1%	-0.1%
	Any Other White Background	7.9%	6.9%	5.6%	3.9%	34	5.8%	9.3%	-3.5%
	Other	7.7%	6.6%	5.4%	4.0%	**36**	**6.1%**	7.7%	-1.6%
	Unknown	0.6%	3.9%	11.8%	19.9%	**22**	**3.7%**	4.0%	-0.3%
	Refused	0.6%	1.3%	1.4%	1.8%	9	1.5%	1.5%	-
	Information Not Yet Obtained	0.0%	2.5%	10.4%	18.2%	13	2.2%	2.5%	-0.3%
Lang.	English	73.9%	74.4%	77.7%	80.4%	**481**	**81.9%**	60.8%	+21.1%
	Not English	25.8%	25.3%	22.0%	19.5%	**105**	**17.9%**	38.9%	-21.0%
	Unknown	0.3%	0.3%	0.3%	0.2%	**1**	**0.2%**	0.3%	-0.1%



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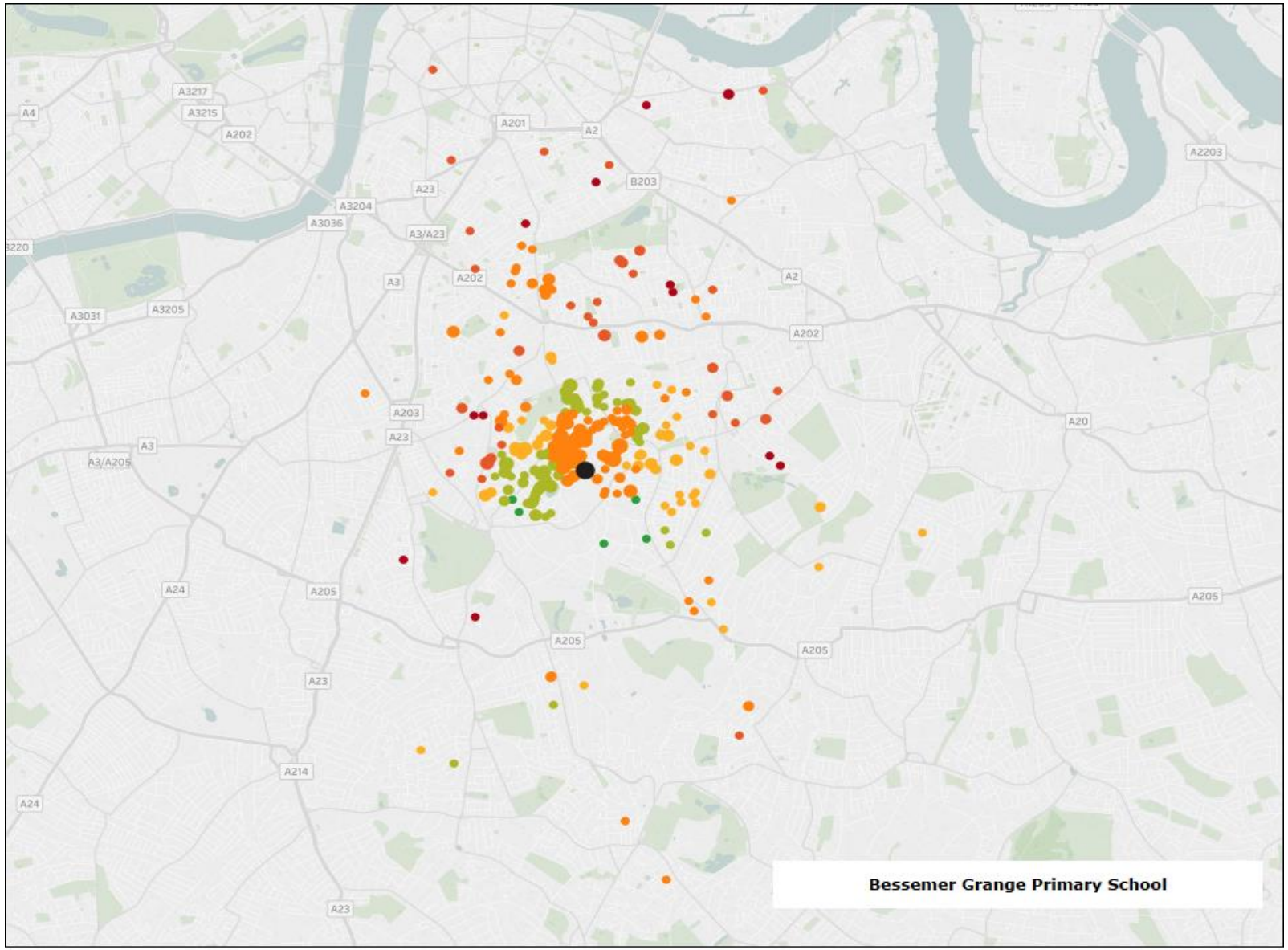
Map of Pupil Residence (Jan 2022)

Bessemer Grange Primary School **2b**



Map shows 572 pupils. Does not show 14 outside the map boundaries and 1 with missing or unrecognised postcode.

Key (Deprivation Band):

- Band 1a: 10% Most Deprived
- Band 1b: 10-20%
- Band 2: 20-40%
- Band 3: 40-60%
- Band 4: 60-80%
- Band 5: 20% Least Deprived
- Unknown IDACI band
- Location of school

Questions to Consider

1. Are there local areas that do not have many pupils attending your school? If so, what are the reasons for this?
2. Do pupils that travel further to your school come from more deprived or less deprived areas?

Note:
Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.

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3. Pupil Behaviour

Analysis of pupil absence and exclusions

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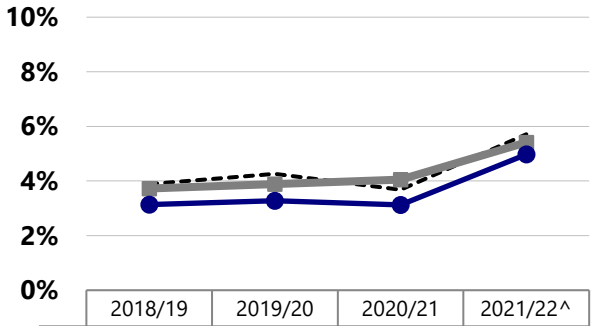
Pupil Absence (Autumn & Spring Terms)

Bessemer Grange Primary School

3a

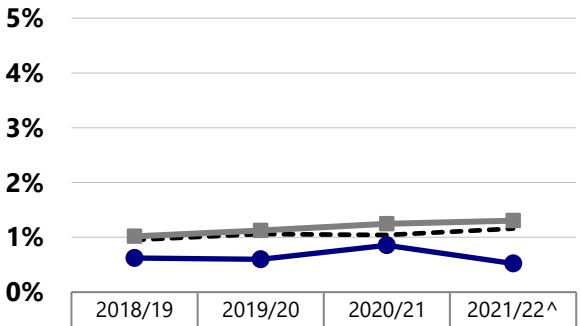
i) Overall and Unauthorised Absence (Time Series) - Autumn & Spring Terms*

Overall Absence



	2018/19	2019/20	2020/21	2021/22^
Eng	3.9%	4.3%	3.7%	5.7%
LA	3.7%	3.9%	4.1%	5.4%
Sch	3.1%	3.3%	3.1%	5.0%

Unauthorised Absence

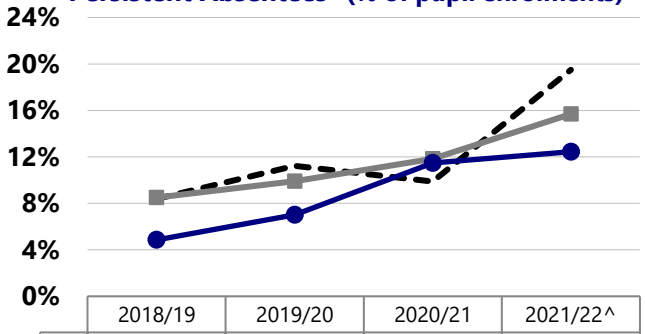


	2018/19	2019/20	2020/21	2021/22^
Eng	1.0%	1.1%	1.0%	1.2%
LA	1.0%	1.1%	1.2%	1.3%
Sch	0.6%	0.6%	0.9%	0.5%

Eng
LA
Sch

ii) Persistent Absentees - Aut/Spr*

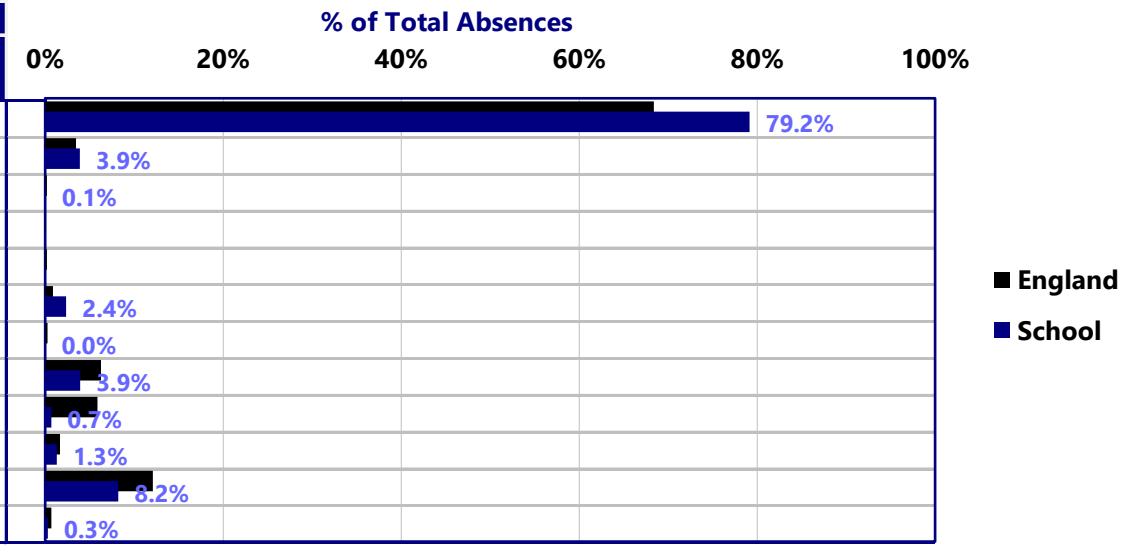
Persistent Absentees[1] (% of pupil enrolments)



	2018/19	2019/20	2020/21	2021/22^
Eng	8.4%	11.2%	9.9%	19.5%
LA	8.5%	9.9%	11.8%	15.7%
Sch	4.9%	7.0%	11.5%	12.4%

iii) % Absence by Reason - Autumn & Spring Terms*

	Reason	Code	School	Comparisons LA	Comparisons England^
Authorised	Illness (inc from COVID)	I	**79.2%**	62.4% ↑	68.4% ↑
Authorised	Medical/dental appt	M	**3.9%**	4.0% ↓	3.5% ↑
Authorised	Religious observance	R	**0.1%**	0.1%	0.2% ↓
Authorised	Study leave	S	**0.0%**	0.0%	0.0%
Authorised	Traveller absence	T	**0.0%**	0.0%	0.2% ↓
Authorised	Agreed holiday	H	**2.4%**	1.1% ↑	0.9% ↑
Authorised	Excluded	E	**0.0%**	0.1% ↓	0.3% ↓
Authorised	Other authorised	C	**3.9%**	8.0% ↓	6.3% ↓
Unauth	Holiday not agreed	G	**0.7%**	3.4% ↓	5.9% ↓
Unauth	Arrived late	U	**1.3%**	2.3% ↓	1.7% ↓
Unauth	Other unauthorised	O	**8.2%**	16.6% ↓	12.1% ↓
Unauth	No reason yet	N	**0.3%**	1.9% ↓	0.7% ↓



*2019/20 and 2020/21 data was affected by the COVID pandemic and only shows the Autumn term position for schools, LA and England. In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22

^England comparisons for 2021/22 are for the Autumn term only.

[1]A persistent absentee is defined as someone with 90% or less attendance

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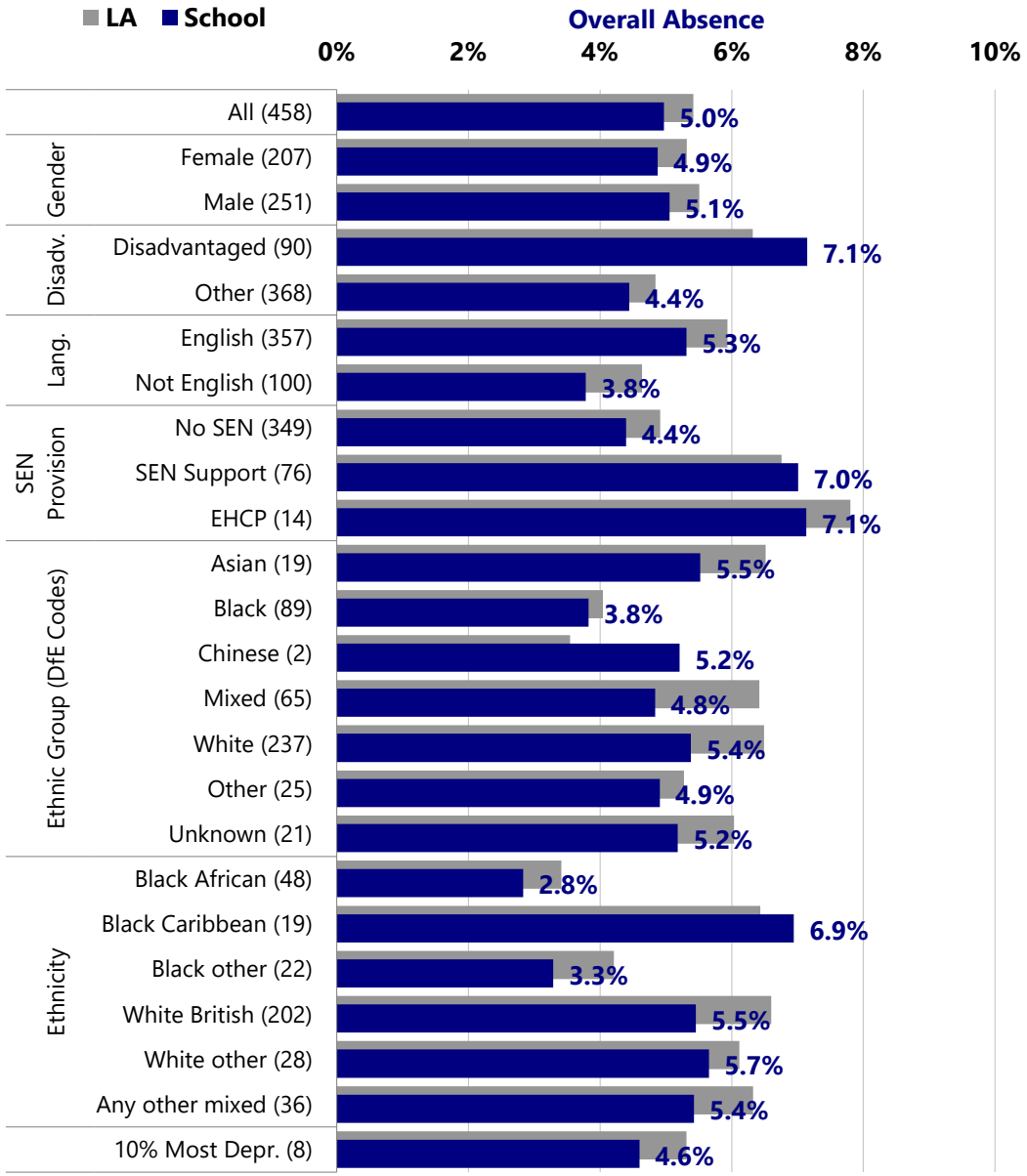
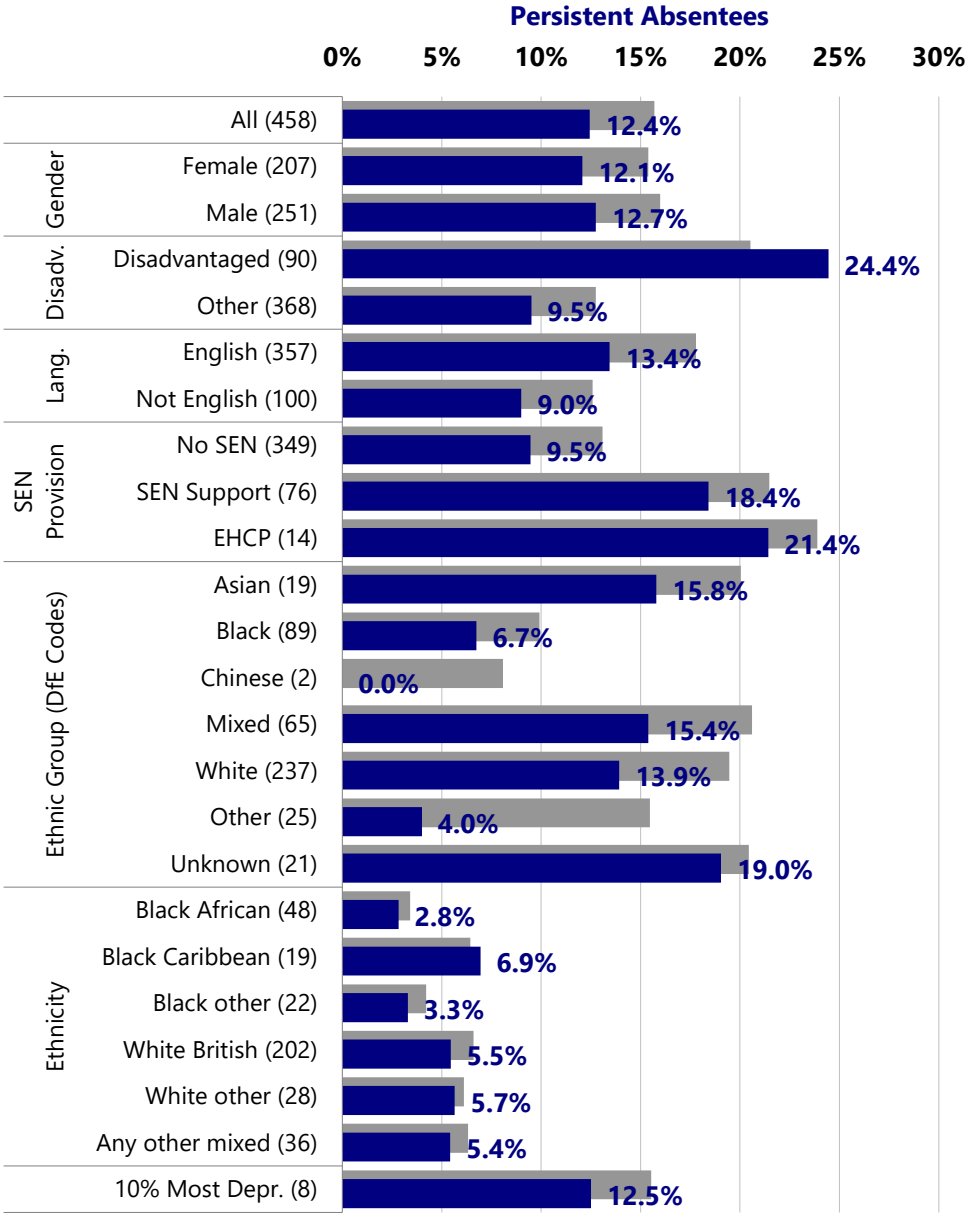
iv) Vulnerable Groups Analysis - Autumn & Spring Terms





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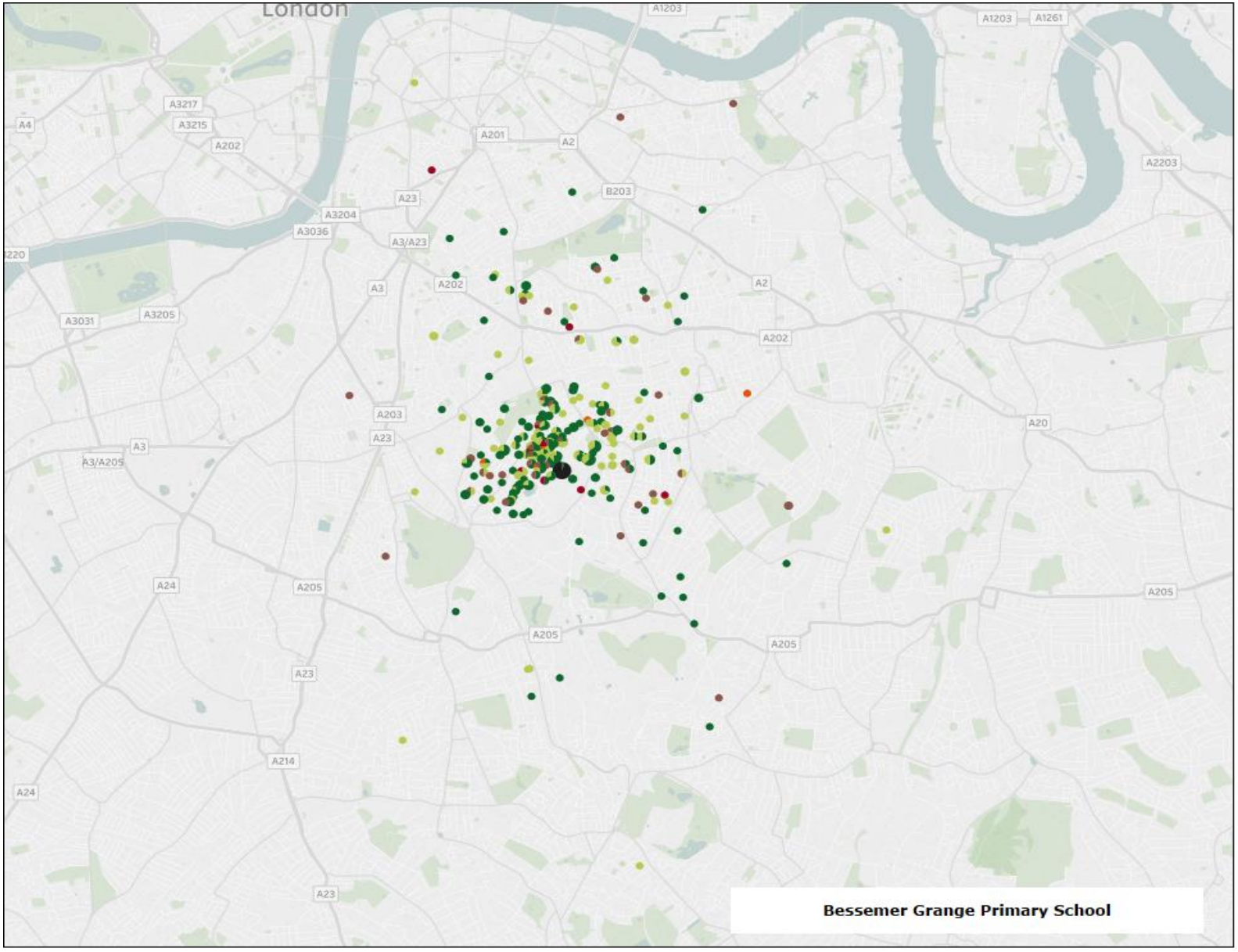
v) Pupil Map by Attendance Band



Key (Attendance Band):

- Band 1: 96-100% Attendance
- Band 2: 91-95%
- Band 3: 86-90% (Persistent Absentee)
- Band 4: 80-85% (Persisent Absentee)
- Band 5: <=80% (Persisent Absentee)
- Unknown
- Location of school

Questions to Consider

1. Are there any areas of red and orange dots that suggest poor attendance is concentrated in particular areas?

2. If so, are there particular actions you need to take to address this?

Notes:
Each dot refers to a single postcode. Where more than one pupil lives in a particular postcode, the dot will be larger. If pupils in the same postcode have different attendance levels, the dot will become a pie chart.

Pupils from Nursery and Reception are not plotted on the map.

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Exclusions & Suspensions (2021/22 Aut & Spr)

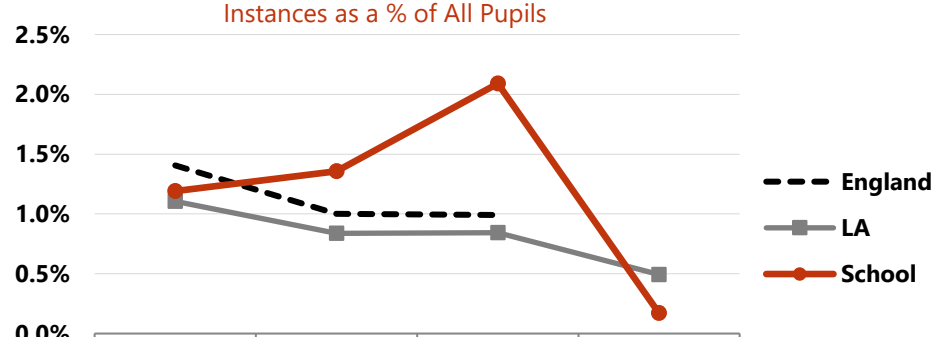
Bessemer Grange Primary School **3b**

i) Headline Exclusions & Suspensions Indicators

	Indicator	Primary Comparisons Sch (Aut/Spr 21/22)		LA (Aut/Spr 21/22)	Eng (Full Year 20/21)
	Permanent Exclusions (% of all pupils)	**0**	0.00%	0.00%	0.01%
Suspensions	No. of instances (suspensions as a % of all pupils)	**1**	0.17%	0.49% ↓	0.99%
Suspensions	No. of pupils with suspensions (% of all pupils)	**1**	0.17%	0.36% ↓	0.52%
Suspensions	Average length in days of suspensions		**1.0**	1.6 ↓	2.0 ↓
Suspensions	0.5 to 5 Days	**1**	100.0%	98.2% ↑	98.6% ↑
Suspensions	6 to 15 days	**0**	0.0%	1.8% ↓	1.2% ↓
Suspensions	16+ Days	**0**	0.0%	0.0%	0.1% ↓

Suspensions Over Time

Instances as a % of All Pupils

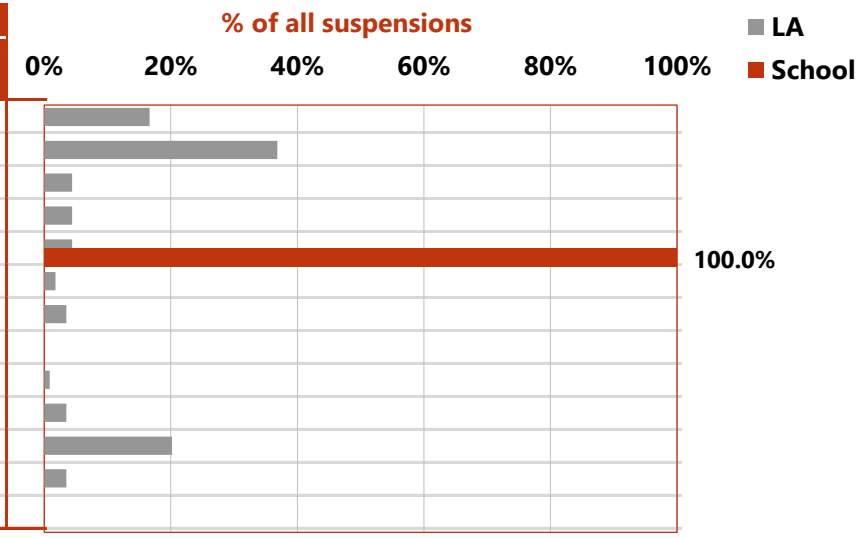


	2018/19	2019/20	2020/21	2021/22*
England	1.41%	1.00%	0.99%	
LA	1.11%	0.84%	0.84%	0.49%
School	1.19%	1.36%	2.09%	0.17%

*Only covers Autumn & Spring terms in 2021/22

ii) Suspensions by Reason (% of all instances of suspensions)

Reason (Selected codes)	Code	Primary Comparisons" Sch (Aut/Spr 21/22)	LA (Aut/Spr 21/22)	Eng (Full Year 20/21)
Physical Assault Against a Pupil	PP	**0.0%**	16.7% ↓	18.4% ↓
Physical Assault Against an Adult	PA	**0.0%**	36.8% ↓	23.3% ↓
Verbal abuse/threatening behaviour - adult	VA	**0.0%**	4.4% ↓	12.4% ↓
Verbal abuse/threatening behaviour - pupil	VP	**0.0%**	4.4% ↓	6.0% ↓
Offensive Weapon	OW	**100.0%**	4.4% ↑	1.2% ↑
Bullying	BU	**0.0%**	1.8% ↓	0.7% ↓
Abuse - Race	RA	**0.0%**	3.5% ↓	1.1% ↓
Abuse - Sexual Orientation / Gender Identity	LG	**0.0%**	0.0%	0.2% ↓
Sexual Misconduct	SM	**0.0%**	0.9% ↓	0.4% ↓
Damage	DM	**0.0%**	3.5% ↓	6.0% ↓
Persistent Disruptive Behaviour	DB	**0.0%**	20.2% ↓	28.0% ↓
Inappropriate Use of Online Technology	MT	**0.0%**	3.5% ↓	0.6% ↓
Public Health Transgression	PH	**0.0%**	0.0%	1.7% ↓



2019/20 and 2020/21 data is affected by the periods of school closure due to the COVID-19 pandemic and therefore rates are lower than for a typical year.

" School and LA reason code analysis is based on the first reason stated for each exclusion, whereas the England comparator shows the total reasons given that are assigned each code (where one exclusion may have more than one reason).

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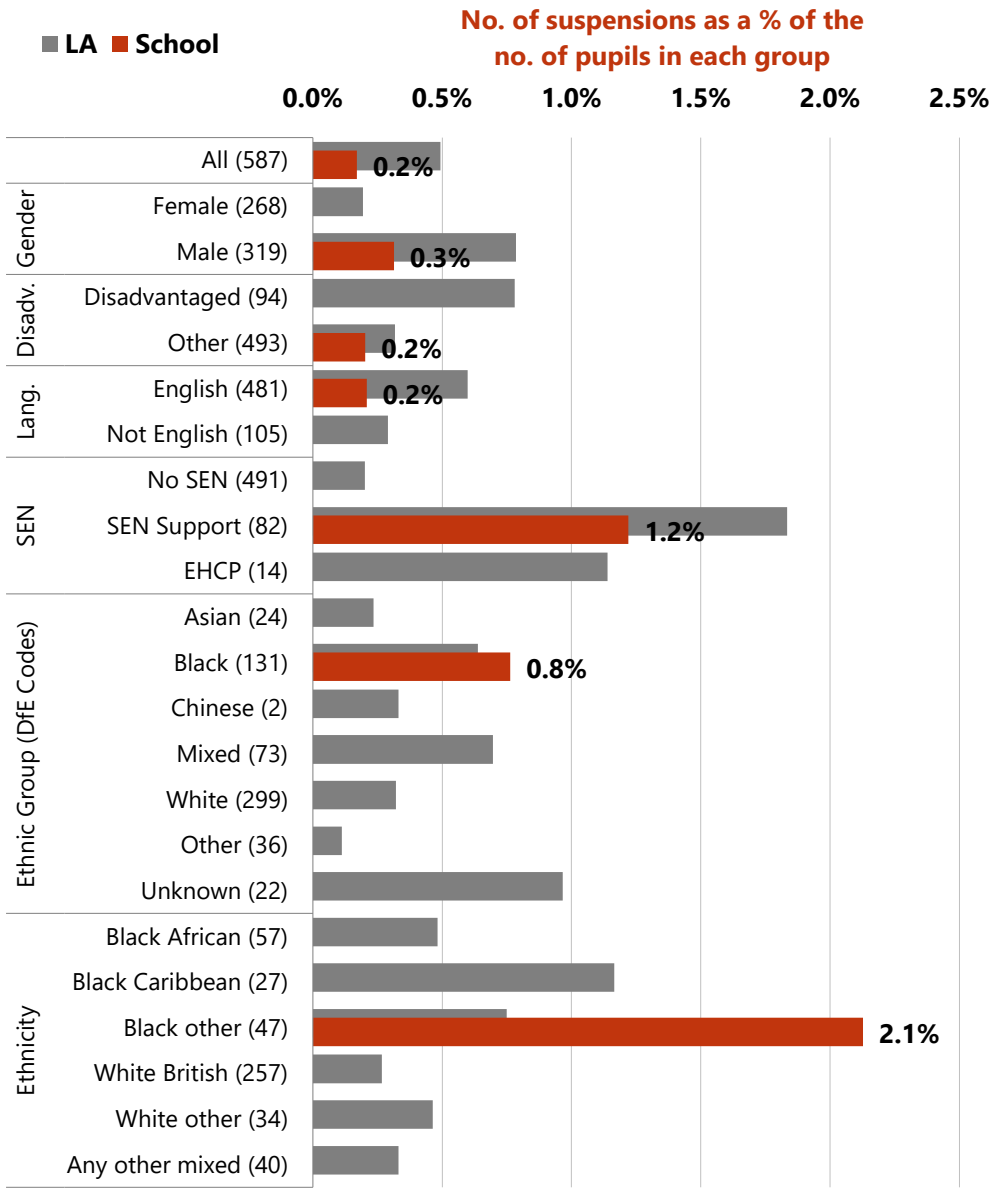
iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school.

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Appendices

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Appendix 1 - Data Sources & Caveats

Section	Data Source
EYFSP	Validated EYFSP returns from schools. Local Authority figures do not include private, voluntary or independent (PVI) settings, unlike some other published analysis. National data for 2022 is from provisional information on the Nexus forum and is for internal school/LA use only. Prior year comparators show the closest possible aspect from the previous framework - see Appendix 3 for more information.
Year 1 Phonics	Validated Year 1 Phonics check returns from schools. Analysis also shows the proportion of the full Year 2 cohort (who were on roll at the time of the phonics check) who achieved the threshold, including those who resat the check in Year 2. Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Southwark. National data for 2022 is from provisional information on Nexus and is for internal school/LA use only. Note that absent pupils are included in the threshold measures but not in the average points scores.
Key Stage 1	Validated KS1 teacher assessment returns from schools. National data for 2022 is from provisional information on Nexus and is for internal school/LA use only.
Year 4 Multiplication Check	Test data provided by schools through a non-statutory collection. Children who left school are removed, but children who were absent, working below or unable to access the test are included as not achieving
Key Stage 2	Unvalidated test and TA data provided by the DfE in Summer 2022 via ASP. This will include pupils who may be discounted from the performance tables. Historical data is the validated performance table data from each year; note that the DfE sometimes retrospectively changes historical data in subsequent publications. National data for 2022 is taken from the DfE provisional Statistical First Release.
School Census	Validated January 2022 school census returns from schools. LA figures do not include special schools or nurseries, but do include primary age pupils from all through schools
Pupil Absence	School census returns from schools in January and May 2022. Historical data is from DfE validated performance table and Statistical First Release data (in a small number of cases this is suppressed and therefore not shown). Absence analysis does not include pupils who are below the statutory school age (age 5). In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22 - hence 2021/22 absence often appears higher than in 2020/21
Exclusions	Data from 2021/22 is taken from the January and May school census, so does not yet show the full year. Prior years show the full year, based on DfE published statistics from the school census; however, note that LA figures in this profile include primary aged exclusions from all through schools(shown as a proportion of all primary aged pupils), unlike published DfE data. Reason code analysis is based on the first reason stated for each exclusion for the LA. The national comparisons, however, shows the total reasons given that are assigned each code (where one exclusion may have more than one reason).

Note that contextual analysis (e.g. KS1 analysis by ethnicity) is created by linking the above data sources to the January census for the same year and school, using a pupil's UPN. Note that, owing to pupil mobility, this may not be the same as the analysis in schools' own systems which may include the characteristics of new pupils on roll at the point of the assessment in the summer term.

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Appendix 2 - Glossary

ARE	Age related expectations
CL	Communication and Language (EYFSP prime area of learning)
Disadvantaged	Term used to describe pupils who are either FSM Ever 6 (i.e. they have received free school meals at some point in the preceding 6 years), adopted from care or Looked After Children. "Other" is the term used to class all pupils other than those classed as disadvantaged
EAD	Expressive Arts and Design (EYFSP specific area of learning)
EHCP	Education, Health and Care Plan
EYFSP	Early Years Foundation Stage Profile
FSM	Free School Meals. Note that in this Profile, "FSM Eligible" describes pupils who were eligible for free school meals on the date of the school census (as opposed to FSM Ever 6 which looks at FSM eligibility at any point in the preceding 6 years)
FSM Ever 6	A pupil who has received free school meals at some point in the preceding 6 years
FT	Fixed term (Exclusion) - now referred to as a suspension by the DfE
FTE	Full-time equivalent. In FTE calculations part-time nursery pupils count as half an FTE, rather than one pupil used in headcount calculations.
GLD	Good Level of Development at EYFSP defined as a pupil achieving the expected level or better in all aspects within the prime areas of learning (CLL, PD, PSED) and within literacy and maths
GPS	Grammar, Punctuation and Spelling (test at KS2)
IDACI	Income Deprivation Affecting Children Index - A national dataset that allows linking of a pupil's home postcode to a relative deprivation score. The index was updated in 2019
Joined school	A pupil's entry date is used to calculate the year in which they joined the school. However, note that entry dates can be affected by a school becoming an academy and by the merging of infant and junior schools
KS	Key stage
LA	Local authority
Lit	Literacy (EYFSP specific area of learning)
LSOA	Lower Super Output Area - An area of approximately 1500 residents used by the government for statistical purposes
Math	Abbreviation used for Mathematics (EYFSP specific area of learning)
PD	Physical Development (EYFSP prime area of learning)
Persistent Absentee	A pupil attending school for 90% or less of their possible sessions
PSED	Personal, Social and Emotional Development (EYFSP prime area of learning)
RWM	Reading, Writing & Maths combined
Scaled Score	A pupil's raw test score is converted to a scaled score. A scaled score of 100 or more means the child has met the expected standard for the test
SEMH	Social, Emotional and Mental Health (SEN primary need type)
SEN	Special Educational Need
Suspension	Formerly known as a fixed term exclusion
TA	Teacher assessment
UPN	Unique Pupil Number
UTW	Understanding of the World (EYFSP specific area of learning)
10% Most Deprived Areas	Term used in the contextual analysis in this Profile to show pupils living in the 10% most deprived areas *nationally* (based on IDACI scores). Note that it does not show your school's 10% most deprived pupils (and some schools in less deprived areas may have no pupils in this category)

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Appendix 3 - EYFSP Aspects and Mapping to Old Framework

The table below shows the areas of learning and aspects from the EYFSP framework in use from 2021/22, and which aspect from the previous framework is shown for comparison purposes in the EYFS analysis in this profile.

Area of Learning	EYFSP aspect from 2022	Aspect for comparison from 2019 and earlier
Communication and Language	Listening, attention and understanding	The lower of Listening and Attention & Understanding
	Speaking	Speaking
Personal, Social and Emotional Development	Self-regulation	Self-confidence and Self-awareness
	Managing self	Managing Feelings and Behaviour
	Building relationships	Making relationships
Physical Development	Gross motor skills	Moving and Handling
	Fine motor skills	
Literacy	Comprehension	Reading
	Word reading	
	Writing	Writing
Mathematics	Numbers	Numbers
	Numerical patterns	
Understanding the World	Past and present	N/A
	People, culture and communities	People and Communities
	The natural world	The World
Expressive Arts and Design	Creating with materials	Exploring and Using Media and Materials
	Being imaginative and expressive	Being Imaginative

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