

Super School Profile

Grange Primary School

2024

Produced by Mime
January 2025

Contents

Introduction

Section 1) Attainment & Progress

Questions to consider

- a) Attainment Summary
- b) Early Years Foundation Stage Profile
- c) Year 1 Phonics
- d) Key Stage 1 (2023)
- e) Year 4 Multiplication Tables Check
- f) Key Stage 2 (Validated)
- g) All Years Vulnerable Groups Summary

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) Staffing

- a) School Workforce

Section 5) Local Area Context

- a) Local Context

Appendices (Data Sources & Caveats, Glossary)

About this Profile

Welcome to the 2024 Super School Profile for 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.

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 Key Stage 2 attainment and progress analysis in this version of the Profile uses validated KS2 data from the DfE performance tables, and excludes pupils who recently arrived from overseas.

This differs from the version of this profile produced in September which used unvalidated data for 2024.

Further information on the data sources used in this Profile can be found in the Appendix.

Updates for 2024:

- **EYFSP pupil characteristic breakdown:** Additional tables of data have been provided showing the achievement of each EYFSP aspect split by pupil characteristics.
- **Key Stage 2 Progress:** In the absence of Key Stage 1 to Key Stage 2 progress data due to the pandemic, this year we have included transition matrices that show progress from EYFSP to Key Stage 2 for reading, writing and maths.
- **Ethnicity analysis:** The Chinese ethnic group is now part of the Asian broad ethnic group, in line with the new approach taken by the DfE.
- **Attendance by year group:** Attendance analysis now includes a breakdown by year group, including how these compare to the same age group elsewhere in the local authority.
- **Severe absence:** Severe absence (>50%) is now shown on the attendance pupil map, attendance trend charts and as a breakdown in attainment sections.
- **Local context:** The local context page has an additional category specifically for your Reception cohort. This means that you can see if your latest pupil intake is likely to have a different context to other children in your school.

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	England
Name of indicator % Expected	Reading	66%	78% ↓ 76% ↓
	Writing	74%	77% ↓ 70% ↑
	Maths	88%	73% ↑ 76% ↑
	RWM	66%	56% ↑ 65%

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.

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 the equivalent of at least 3 pupils above or below the 'All Pupils' figure, a darker shade will be used. If the gap the equivalent of at least 1 pupil 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.



1. Attainment & Progress

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

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 and, if so, 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?

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).

Attainment & Progress Summary (2024)

Grange Primary School

1a

Key to shading

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

*Number of pupils (see page 4 for explanation)

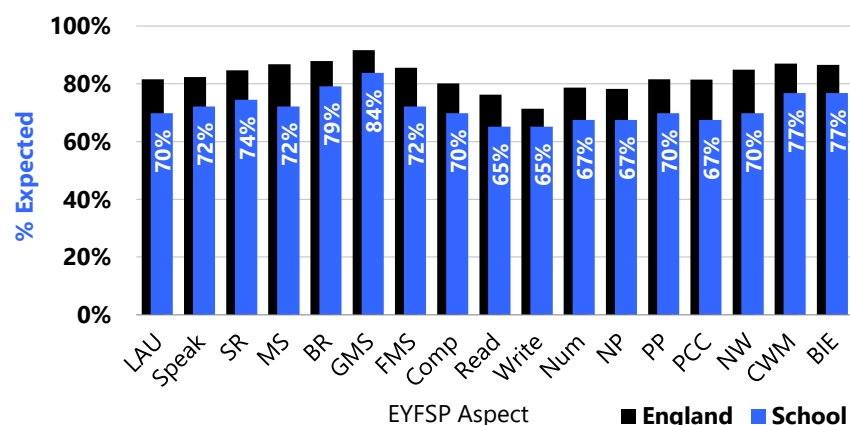
Key to shading		School - Over Time					England - Over Time					London 2024											
		School 2019	School 2022	School 2023	School 2024	School Change from 2023				Eng 2019	Eng 2022			Eng 2023	Eng 2024	2024 Difference from England							
						-15%	-5%	+5%	+15%							-15%	-5%	+5%	+15%				
*Number of pupils (see page 4 for explanation)																							
>3* above Eng	>1* above Eng	within 1* of Eng	>1* below Eng	>3* below Eng																			
EYFSP	GLD	77%	69%	67%	65%	-2%				72%	65%	67%	68%	-3%				70%	Section 1b				
Yr1	Achieving Threshold	87%	77%	74%	88%	+14%				82%	75%	79%	80%	+8%				82%	Section 1c				
KS1 Expected Standard	Reading TA	79%	67%	66%	-	-				75%	67%	68%	-	-				-	Section 1d				
	Writing TA	81%	55%	53%	-	-				69%	58%	60%	-	-				-					
	Maths TA	84%	60%	63%	-	-				76%	68%	70%	-	-				-					
KS1 Greater Depth	Reading TA	35%	8%	6%	-	-				25%	18%	19%	-	-				-	Section 1d				
	Writing TA	26%	8%	6%	-	-				15%	8%	8%	-	-				-					
	Maths TA	35%	10%	6%	-	-				22%	15%	16%	-	-				-					
MTC	Achieving 20+	-	60%	63%	67%	+4%				-	60%	63%	67%	-				73%	Section 1e				
KS2 Expected Standard	Reading Test	49%	57%	68%	78%	+10%				74%	75%	73%	75%	+3%				80%	Section 1f				
	Writing TA	72%	48%	66%	70%	+4%				79%	70%	72%	72%	-2%				77%					
	Maths Test	54%	45%	58%	68%	+10%				79%	72%	73%	74%	-6%				80%					
	RWM Test/TA	39%	30%	50%	63%	+13%				65%	59%	60%	61%	+2%				69%					
	GPS Test	74%	55%	74%	73%	-1%				79%	73%	73%	73%	-				80%					
KS2 Higher Standard	Reading Test	14%	18%	16%	25%	+9%				27%	28%	29%	29%	-4%				34%	Section 1f				
	Writing TA	23%	0%	8%	3%	-5%				20%	13%	13%	13%	-10%				18%					
	Maths Test	12%	11%	21%	25%	+4%				27%	23%	24%	24%	+1%				33%					
	RWM Test/TA	5%	0%	5%	0%	-5%				11%	7%	8%	8%	-8%				12%					
	GPS Test	26%	18%	32%	35%	+3%				36%	28%	30%	32%	+3%				43%					
							-2	-1	0	+1	+2						-2	-1	0	+1	+2		
KS2 Progress	Reading Prog Score	-3.9	-2.2	-0.5		-				0.0	0.0	0.0	-	-					Section 1f				
	Writing Prog Score	+0.1	-1.8	+0.5		-				0.0	0.0	0.0	-	-									
	Maths Prog Score	-2.5	-3.5	-2.1		-				0.0	0.0	0.0	-	-									

i) % Achieving Expected Level in Each Aspect of Learning

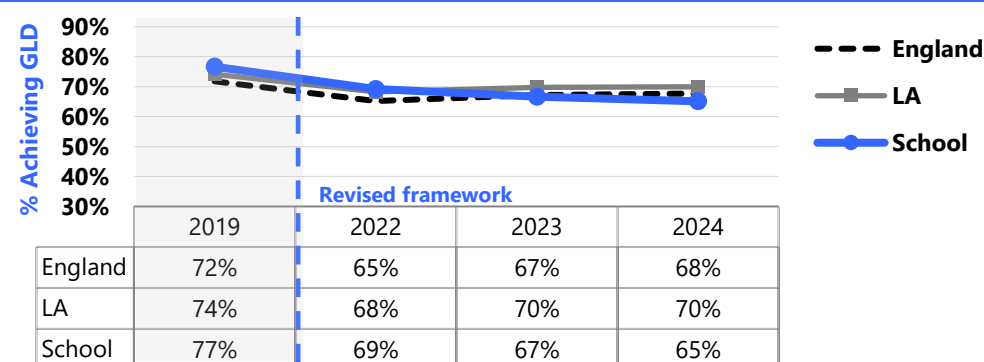
Aspect				Expected									
				School				LA		England			
				2019	2022	2023	2024 (43 Pupils)	2023	2024	2023	2024		
Good Level of Development	CL	Listening, attention and understanding	LAU	85%	79%	80%	70%	79%	79%	↘	82%	82%	↘
		Speaking	Speak	85%	82%	93%	72%	80%	80%	↘	83%	82%	↘
	PSED	Self-regulation	SR	88%	90%	87%	74%	83%	83%	↘	85%	85%	↘
		Managing self	MS	90%	87%	93%	72%	85%	85%	↘	87%	87%	↘
		Building relationships	BR	87%	87%	80%	79%	86%	86%	↘	88%	88%	↘
	PD	Gross motor skills	GMS	92%	97%	97%	84%	91%	90%	↘	92%	92%	↘
		Fine motor skills	FMS		95%	73%	72%	85%	84%	↘	86%	86%	↘
	Lit	Comprehension	Comp	78%	69%	77%	70%	79%	78%	↘	81%	80%	↘
		Word reading	Read		69%	70%	65%	76%	77%	↘	76%	76%	↘
		Writing	Write		78%	69%	73%	65%	73%	73%	↘	71%	71%
	Math	Numbers	Num	82%	74%	87%	67%	80%	79%	↘	79%	79%	↘
		Numerical patterns	NP		74%	90%	67%	78%	79%	↘	78%	78%	↘
	UTW	Past and present	PP	-	74%	87%	70%	80%	80%	↘	82%	82%	↘
		People, culture and communities	PCC	88%	77%	97%	67%	80%	81%	↘	82%	81%	↘
The natural world		NW	88%	74%	97%	70%	82%	83%	↘	85%	85%	↘	
Creating with materials		CWM	93%	87%	93%	77%	85%	86%	↘	88%	87%	↘	
Being imaginative and expressive		BIE	92%	87%	97%	77%	86%	85%	↘	87%	87%	↘	

NB. Comparisons for 2019 show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information

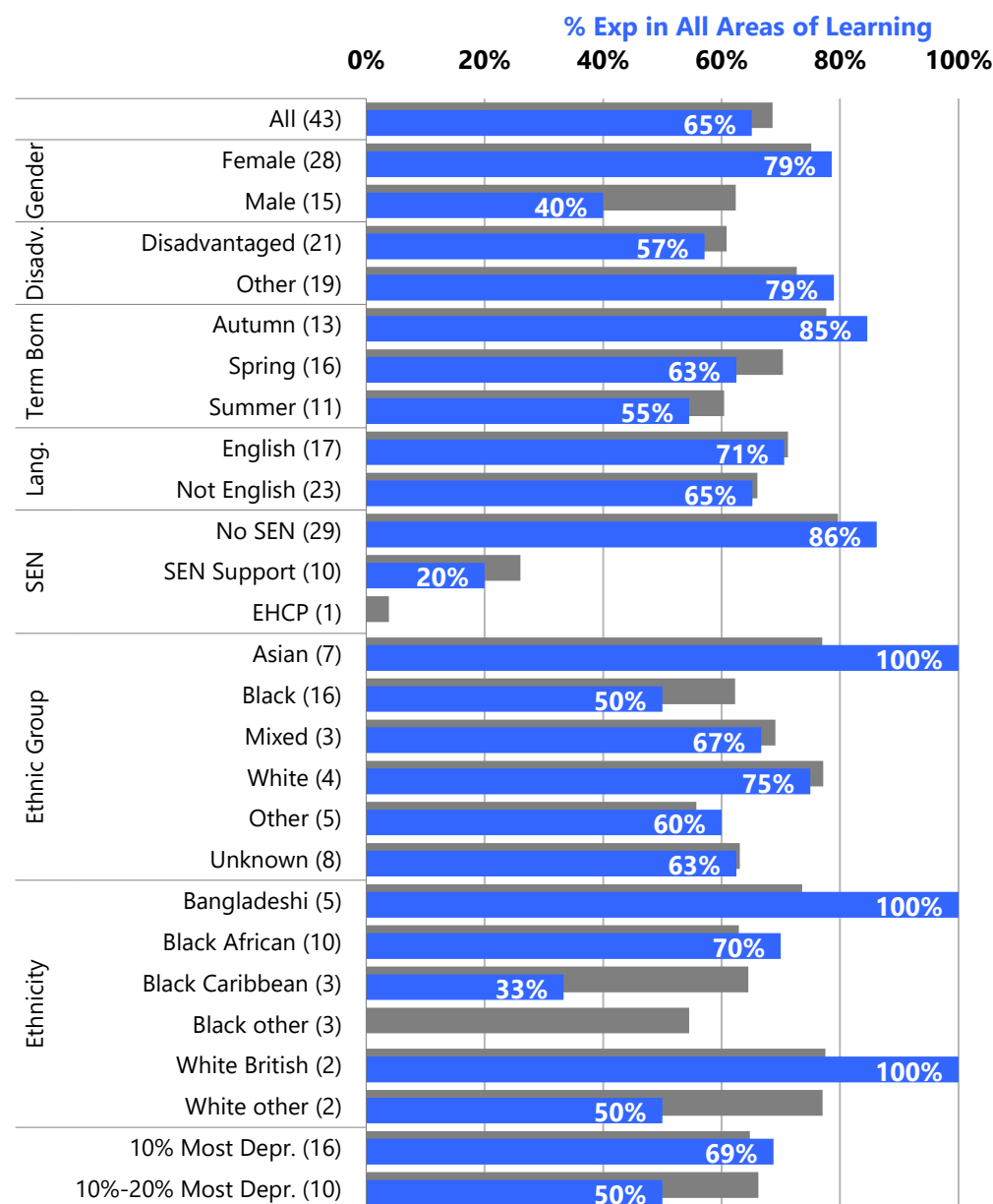
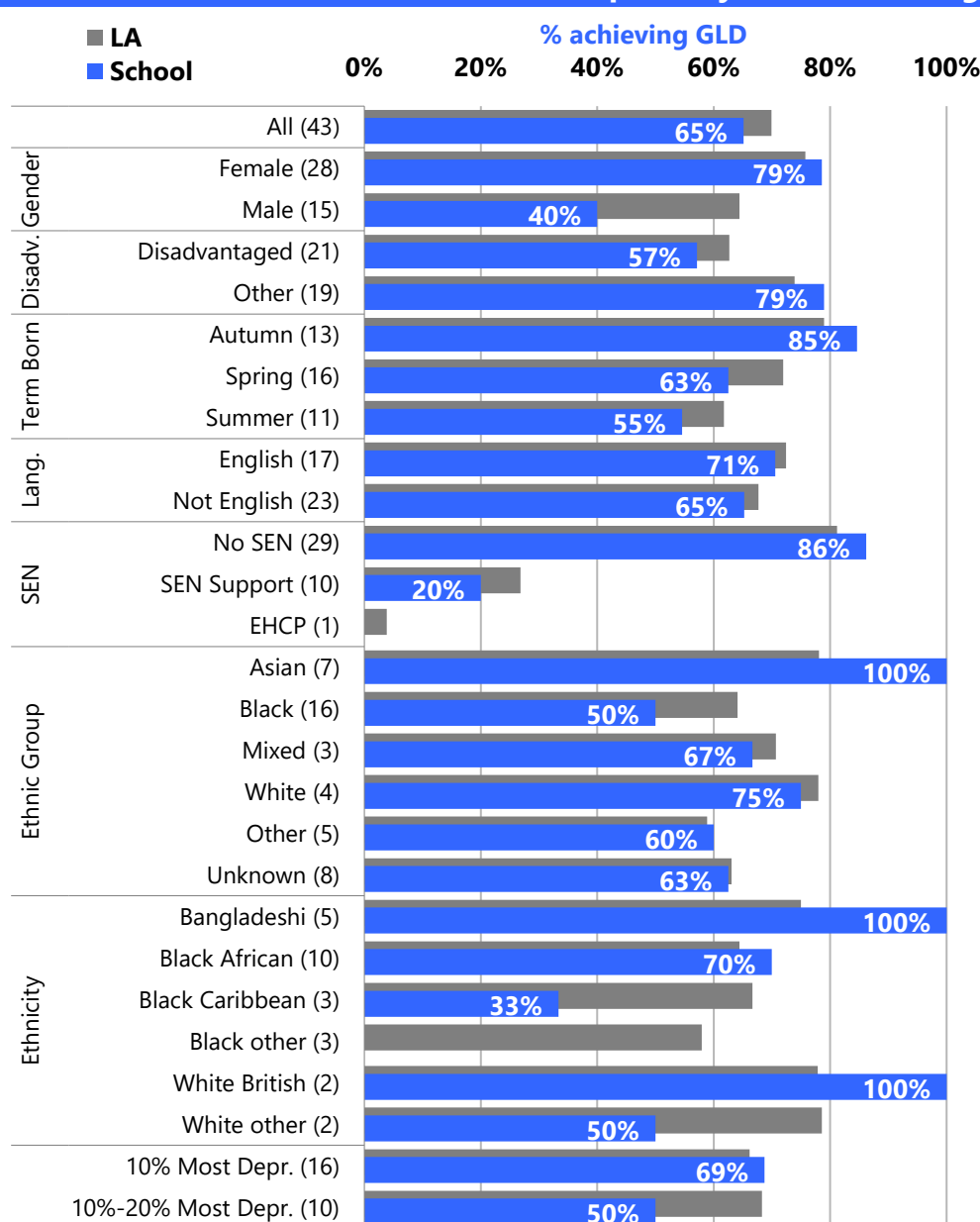
The arrows compare your school to the LA and England averages for the current year. See the Introduction for more details. Local authority data excludes pupils at PVI's.



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



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



iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (1)

Key to shading:

*Number of pupils (see page 4 for explanation)

	>3* above All pupils		>1* below All pupils
	>1* above All pupils		>3* below All pupils

		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
All		43	70%	72%	74%	72%	79%	84%	72%	70%	65%	65%	67%	67%	70%	67%	70%	77%	77%
Gender	Female	28	86%	86%	89%	86%	93%	93%	89%	82%	79%	79%	79%	79%	86%	82%	86%	96%	96%
	Male	15	40%	47%	47%	47%	53%	67%	40%	47%	40%	40%	47%	47%	40%	40%	40%	40%	40%
	Gap (Male - Female)		-46%	-39%	-42%	-39%	-40%	-26%	-49%	-35%	-39%	-39%	-32%	-32%	-46%	-42%	-46%	-56%	-56%
FSM	Eligible	22	64%	68%	68%	68%	73%	86%	68%	64%	59%	59%	64%	64%	64%	59%	64%	68%	68%
	Not eligible	18	83%	83%	83%	78%	89%	83%	78%	83%	78%	78%	78%	78%	83%	83%	83%	89%	89%
	Gap (Eligible - Not eligible)		-19%	-15%	-15%	-10%	-16%	+3%	-10%	-19%	-19%	-19%	-14%	-14%	-19%	-24%	-19%	-21%	-21%
Disadv.	Disadvantaged	21	62%	67%	67%	67%	71%	86%	67%	62%	57%	57%	62%	62%	62%	57%	62%	67%	67%
	Other	19	84%	84%	84%	79%	89%	84%	79%	84%	79%	79%	79%	79%	84%	84%	84%	89%	89%
	Gap (Disad. - Other)		-22%	-17%	-17%	-12%	-18%	+2%	-12%	-22%	-22%	-22%	-17%	-17%	-22%	-27%	-22%	-22%	-22%
SEN	No SEN	29	93%	93%	93%	90%	97%	97%	93%	90%	86%	86%	86%	86%	93%	90%	93%	97%	97%
	SEN Support	10	20%	30%	30%	30%	40%	50%	20%	30%	20%	20%	30%	30%	20%	20%	20%	30%	30%
	EHCP	1	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Born	Autumn	13	92%	92%	92%	85%	100%	92%	85%	92%	85%	85%	85%	85%	92%	92%	92%	92%	92%
	Spring	16	69%	69%	75%	75%	75%	75%	69%	63%	63%	63%	63%	63%	69%	63%	69%	75%	75%
	Summer	11	55%	64%	55%	55%	64%	91%	64%	64%	55%	55%	64%	64%	55%	55%	55%	64%	64%

iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (2)

Key to shading:

*Number of pupils (see page 4 for explanation)



>3* above All pupils



>1* above All pupils



>1* below All pupils

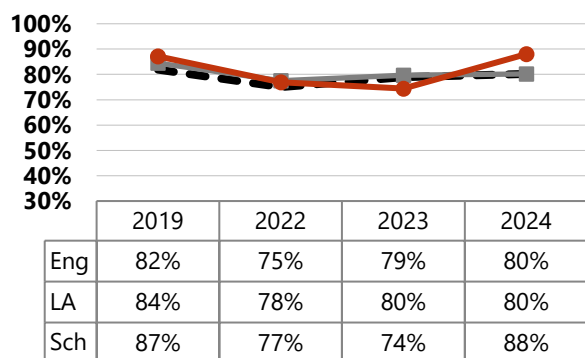


>3* below All pupils

		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
All		43	70%	72%	74%	72%	79%	84%	72%	70%	65%	65%	67%	67%	70%	67%	70%	77%	77%
Lang.	English	17	76%	76%	82%	76%	88%	88%	76%	76%	71%	71%	71%	71%	76%	76%	76%	82%	82%
	Not English	23	70%	74%	70%	70%	74%	83%	70%	70%	65%	65%	70%	70%	70%	65%	70%	74%	74%
	Gap (EAL - Not EAL)		-6%	-2%	-12%	-6%	-14%	-5%	-6%	-6%	-6%	-6%	-1%	-1%	-6%	-11%	-6%	-8%	-8%
Ethnic Groups	Asian	7	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Black	16	63%	69%	63%	56%	75%	88%	63%	63%	50%	50%	56%	56%	63%	56%	63%	69%	69%
	Mixed	3	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	100%	100%
	White	4	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
	Other	5	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
	Unknown	8	63%	63%	88%	88%	88%	88%	75%	63%	63%	63%	63%	63%	63%	63%	63%	75%	75%
Ethnicity	Bangladeshi	5	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Pakistani	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Asian Other	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Black African	10	70%	80%	70%	70%	80%	90%	70%	80%	70%	70%	80%	80%	70%	70%	70%	70%	70%
	Black Caribbean	3	67%	67%	67%	33%	67%	67%	33%	67%	33%	33%	33%	33%	67%	67%	67%	67%	67%
	Black Other	3	33%	33%	33%	33%	67%	100%	67%	0%	0%	0%	0%	0%	33%	0%	33%	67%	67%
	White & BI African	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	White & BI Caribbean	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Other Mixed	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%
	White British	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	White Other	2	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
	Any Other Ethnicity	5	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%

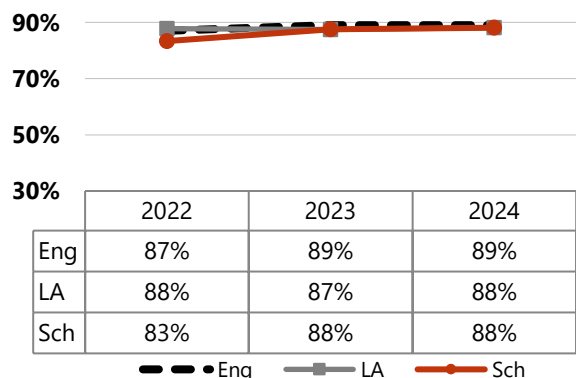
i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	LA	England	Sch 2023
88%	80% ↑	80% ↑	74% ↑
25 pupils			

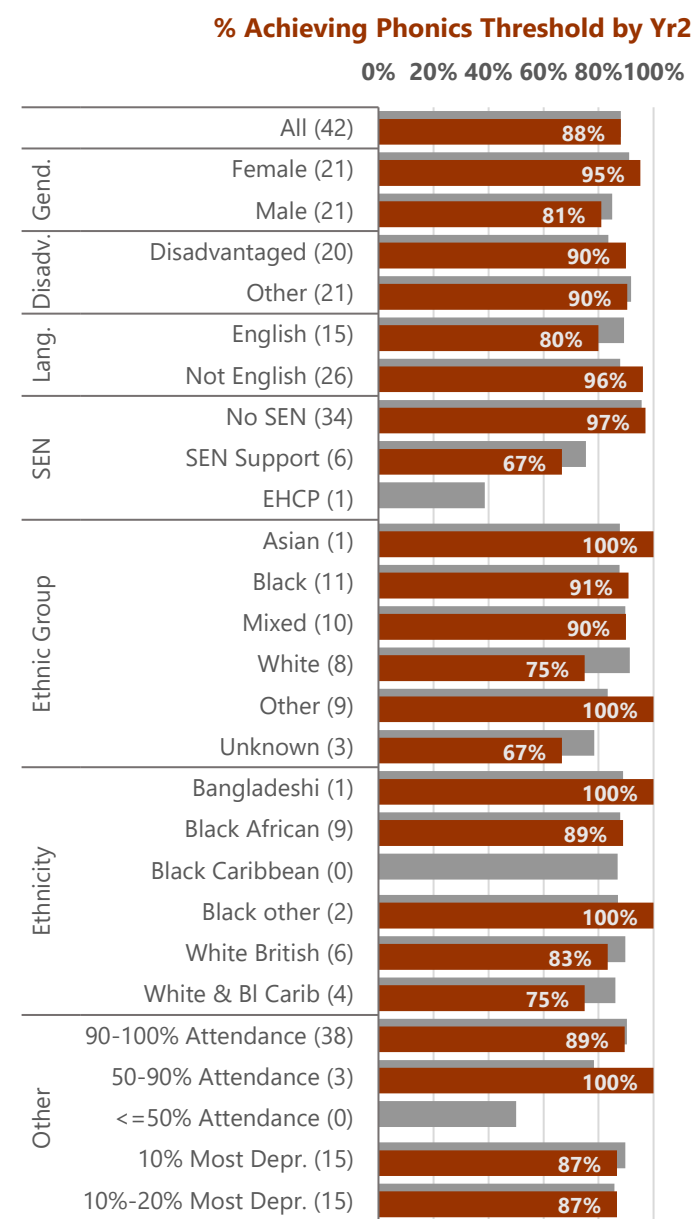
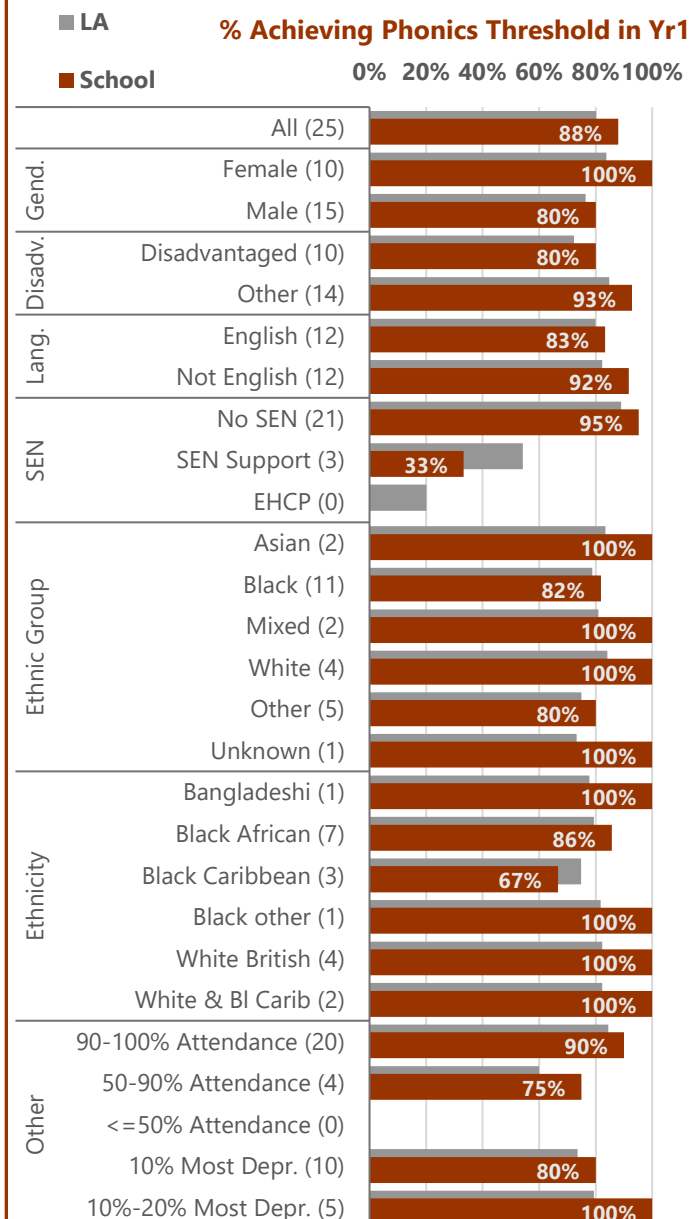


ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)

School	Comparisons	
	LA	England
88%	88%	89%
42 pupils		

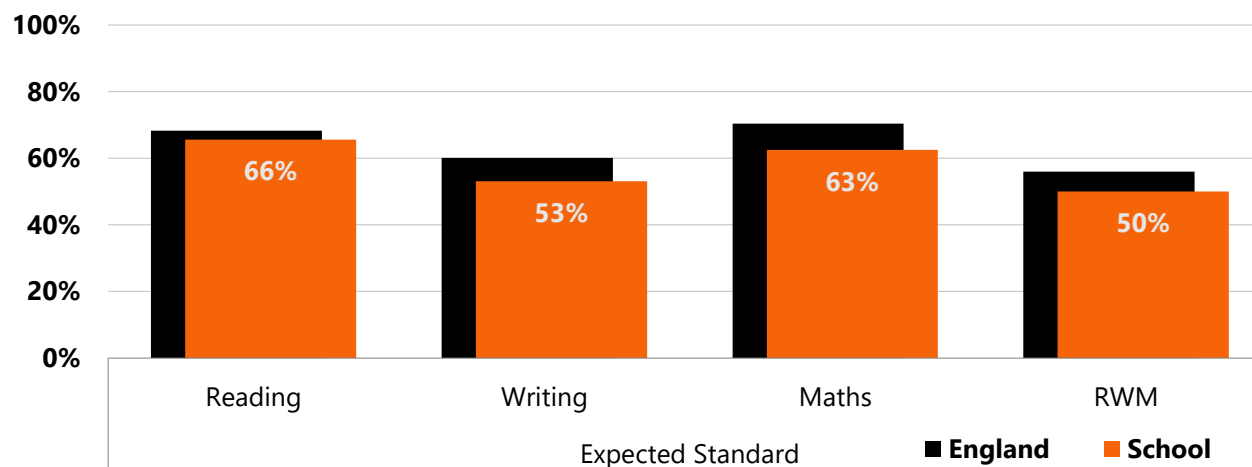


iii) Vulnerable Groups Analysis

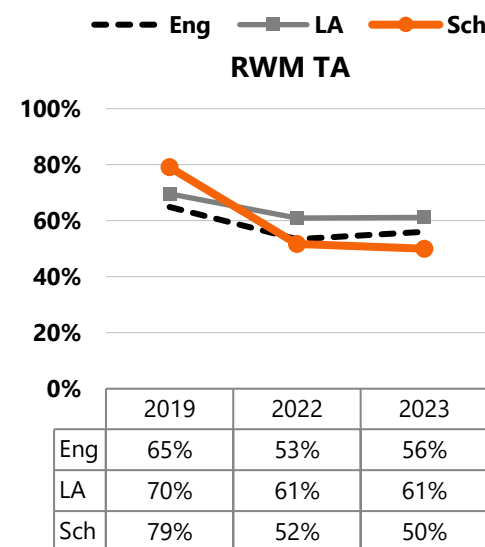
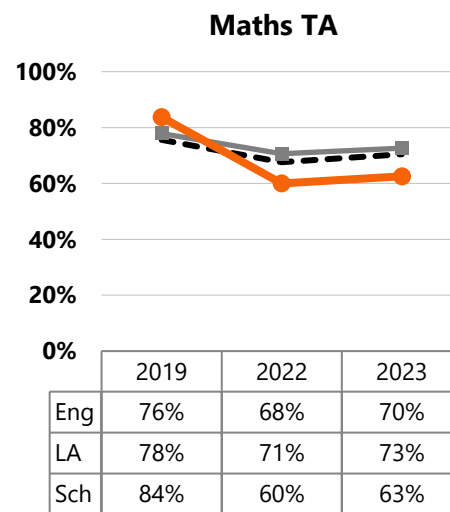
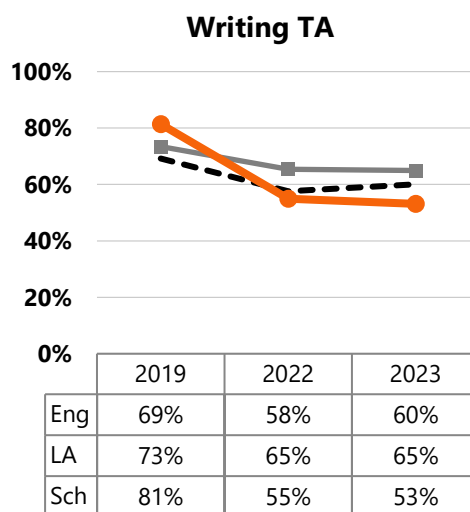
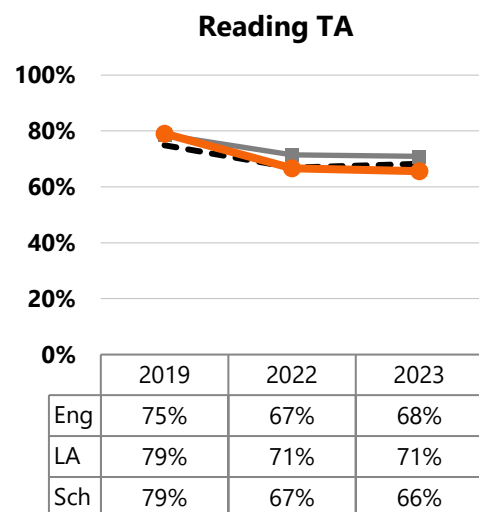


i) % Reaching Expected Standard

Indicator		School (32 Pupils)	Comparisons	
			LA	England
% Expected	Reading	66%	71% ↓	68%
	Writing	53%	65% ↓	60% ↓
	Maths	63%	73% ↓	70% ↓
	RWM	50%	61% ↓	56% ↓

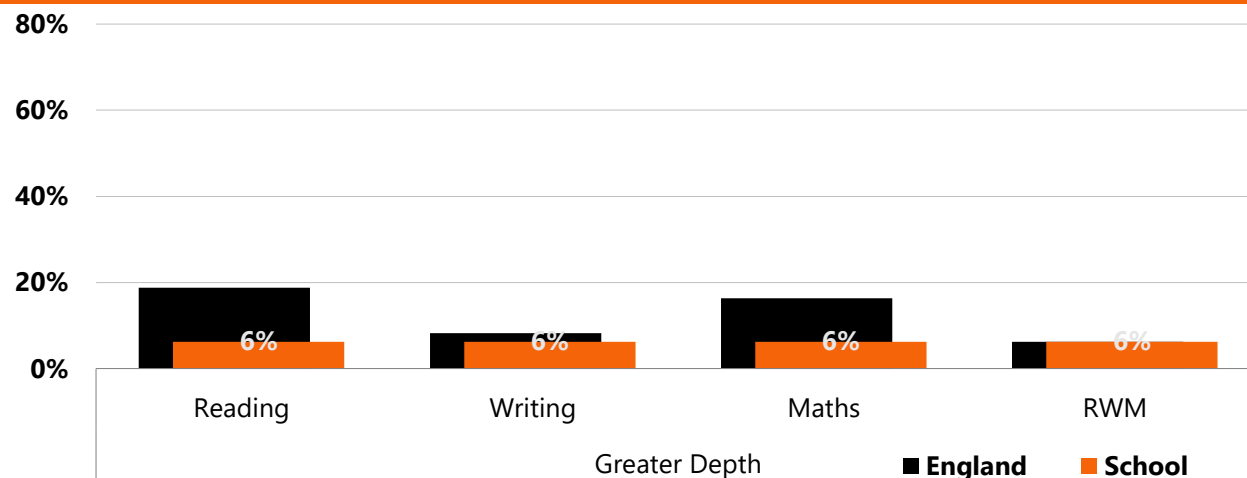


ii) % Reaching Expected Standard (Time Series)

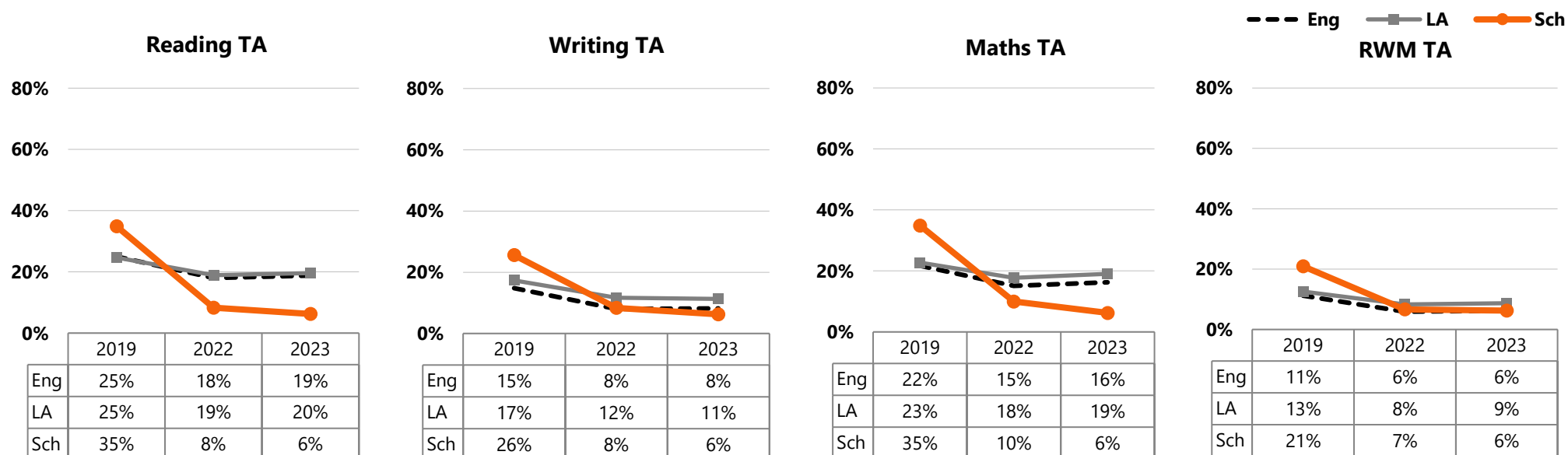


iii) % Working at Greater Depth

Indicator		School (32 Pupils)	Comparisons	
			LA	England
% Greater Depth	Reading	6%	20% ↓	19% ↓
	Writing	6%	11% ↓	8%
	Maths	6%	19% ↓	16% ↓
	RWM	6%	9%	6%

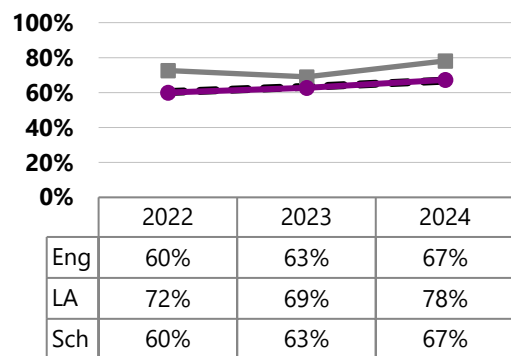


iv) % at Greater Depth (Time Series)



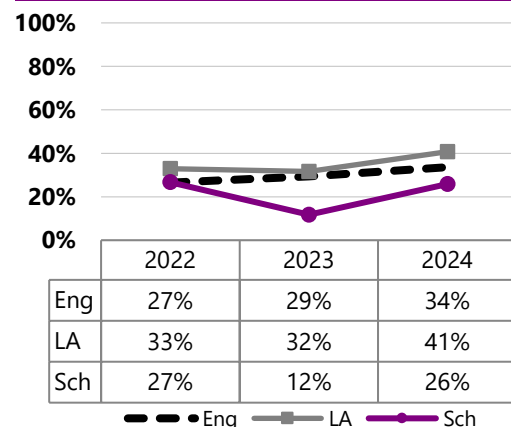
i) % scoring 20 marks or above

School	Comparisons		
	LA	Eng.	Sch 2023
67%			
58 pupils	78% ↓	67%	63% ↑

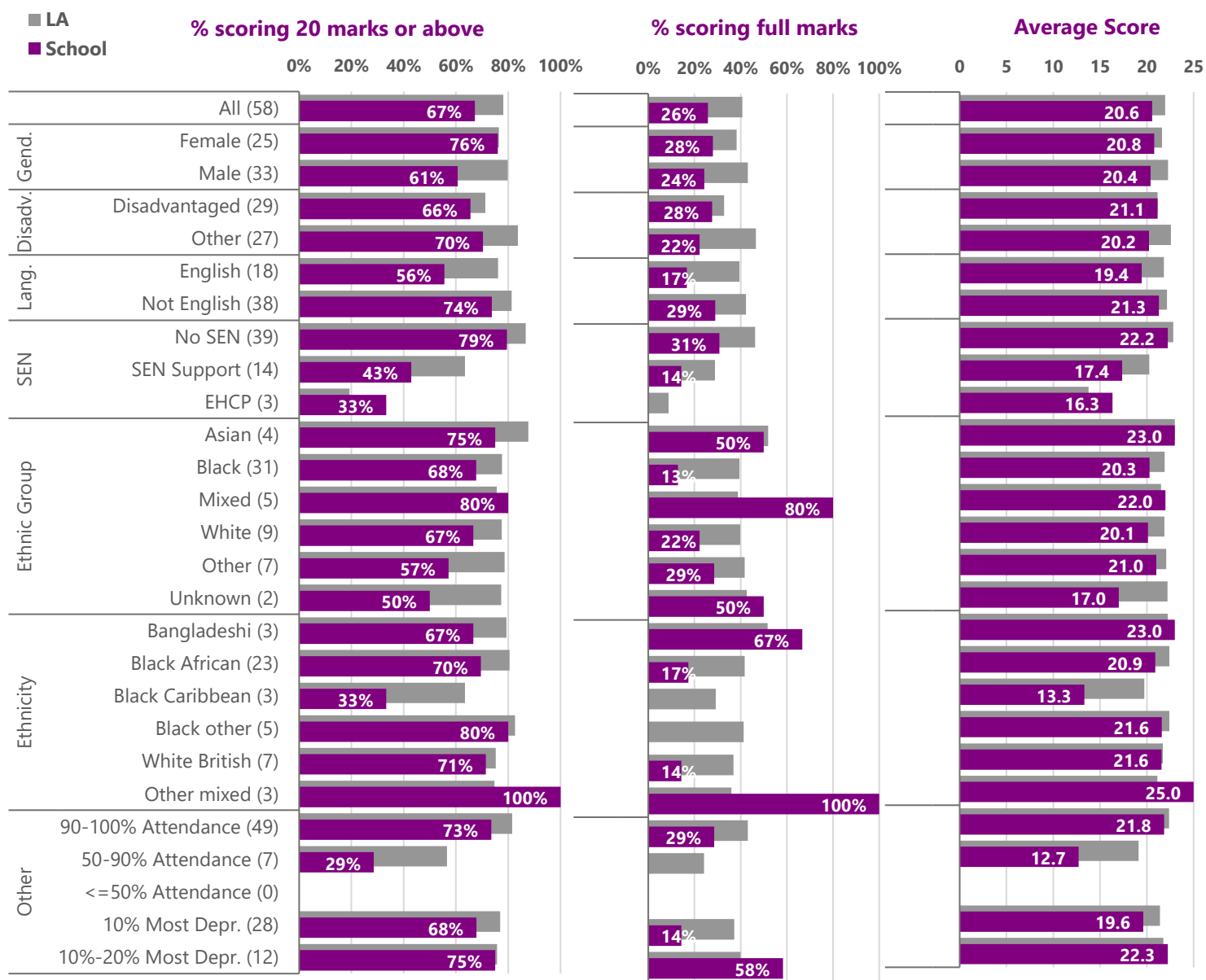


ii) % scoring full marks

School	Comparisons		
	LA	Eng.	Sch 2023
26%			
58 pupils	41% ↓	34% ↓	12% ↑



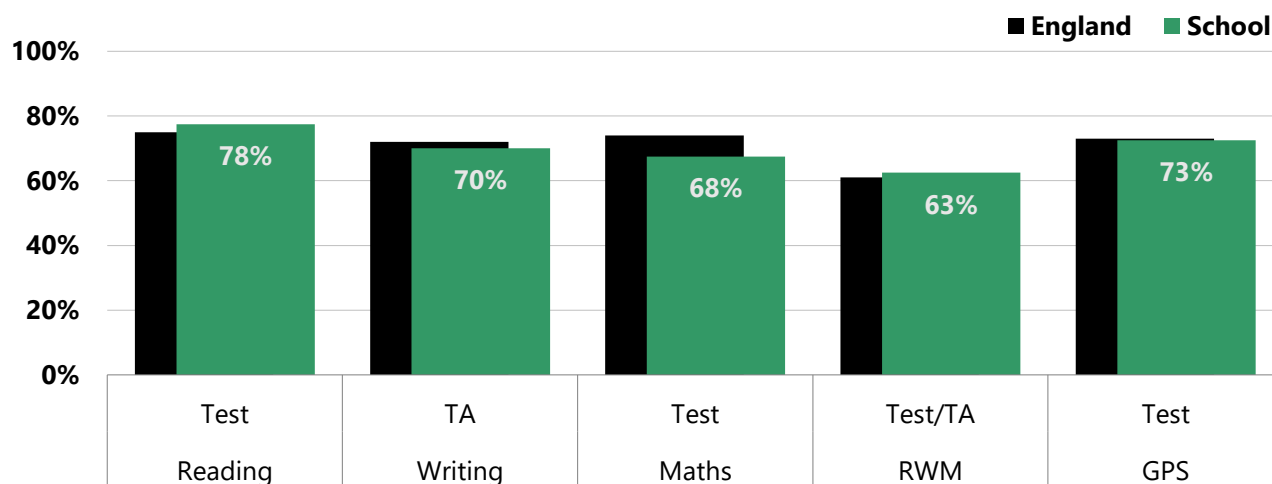
iii) Vulnerable Groups Analysis



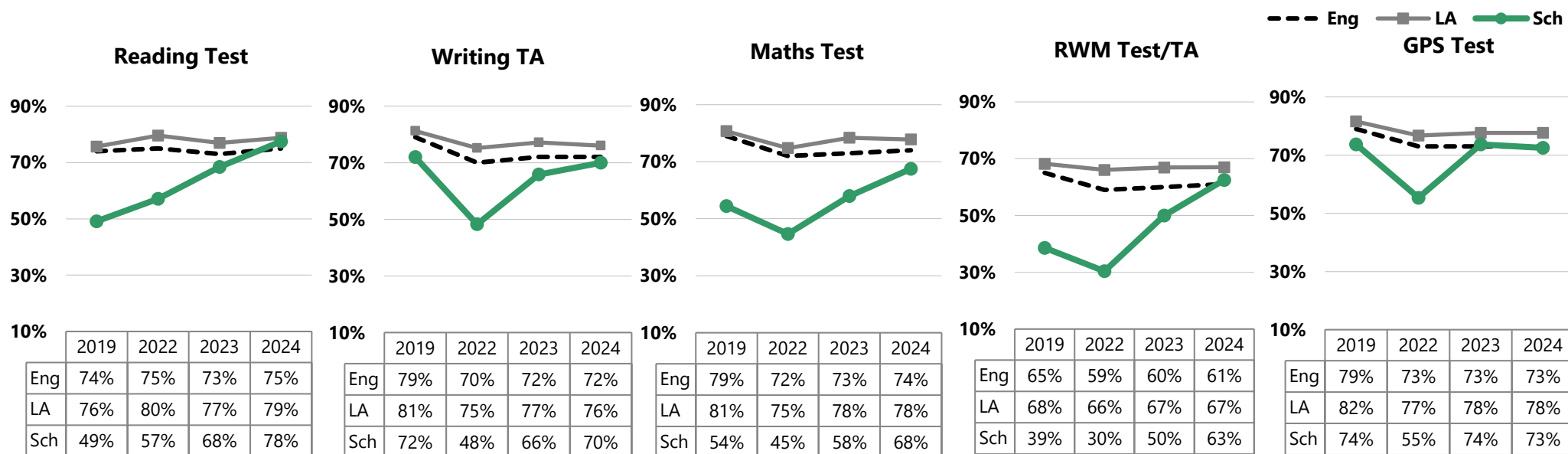
NB. Not all schools provided 2024 MTC data so the local authority comparisons are currently for a subset of all schools.

i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons	
		(40 Pupils)	LA	England
Reading	Test	78%	79%	75% ↑
Writing	TA	70%	76% ↓	72%
Maths	Test	68%	78% ↓	74% ↓
RWM	Test/TA	63%	67% ↓	61%
GPS	Test	73%	78% ↓	73%



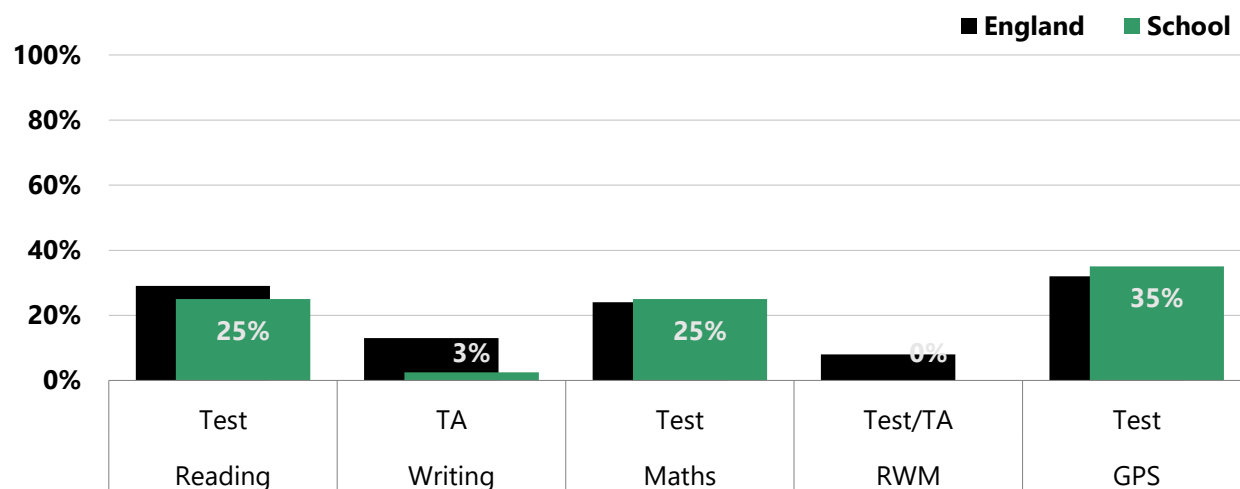
ii) % Reaching Expected Standard (Time Series)



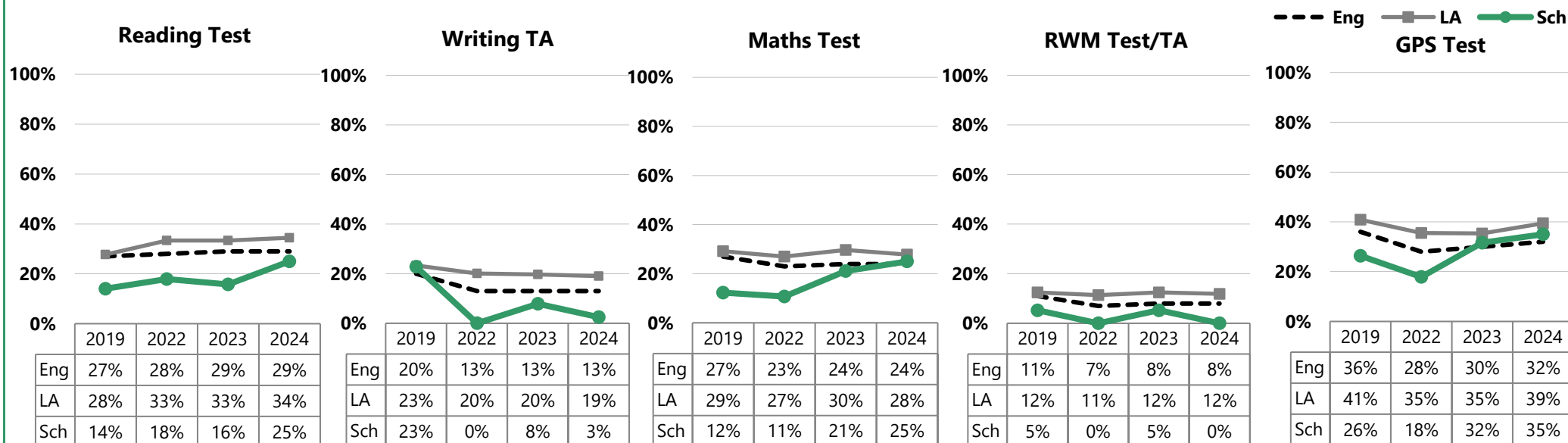
NB. Analysis shown is based on DfE validated data from December each year. See Appendix 1 for further information

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

Indicator		School	Comparisons	
		(40 Pupils)	LA	England
Reading	Test	25%	34% ↓	29% ↓
Writing	TA	3%	19% ↓	13% ↓
Maths	Test	25%	28% ↓	24%
RWM	Test/TA	0%	12% ↓	8% ↓
GPS	Test	35%	39% ↓	32% ↑



iv) % Reaching a Higher Standard (Time Series)



NB. Analysis shown is based on DfE validated data from December each year. See Appendix 1 for further information

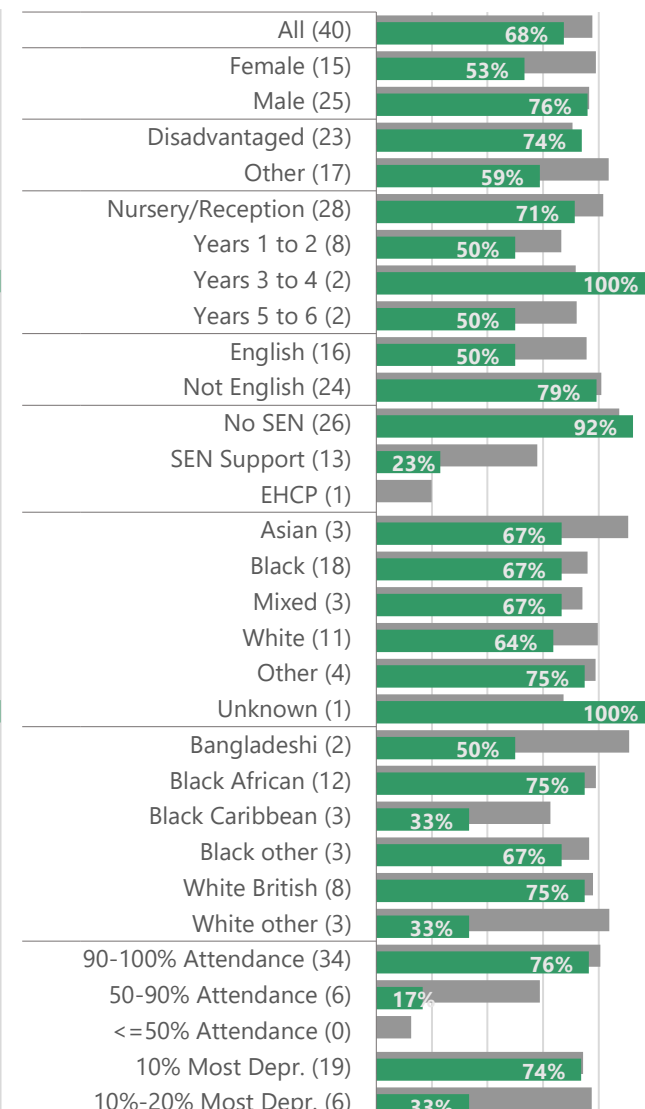
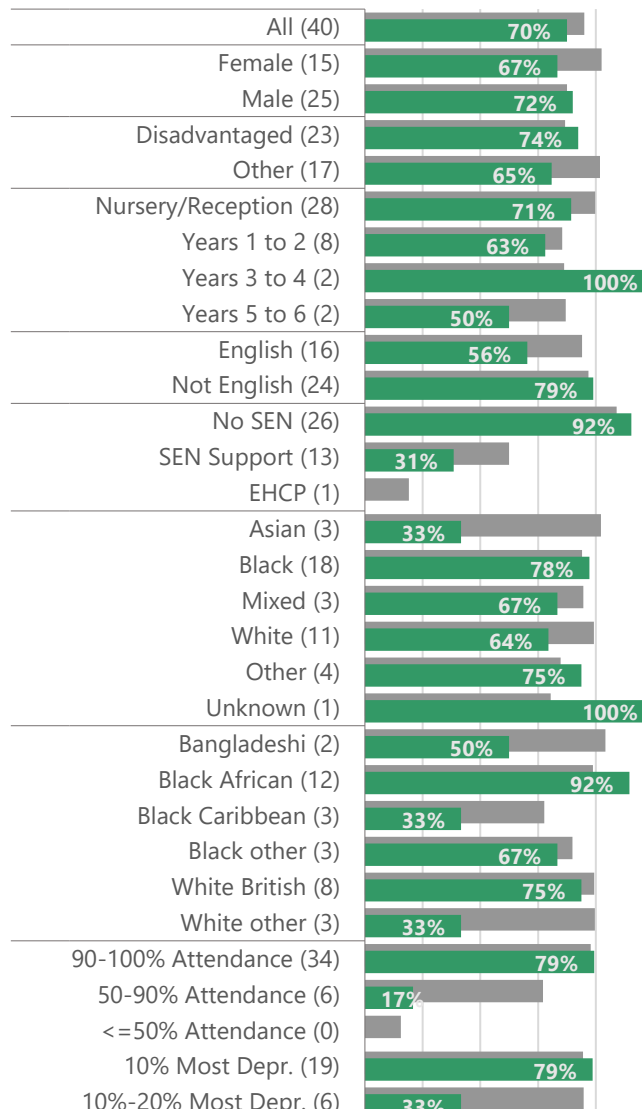
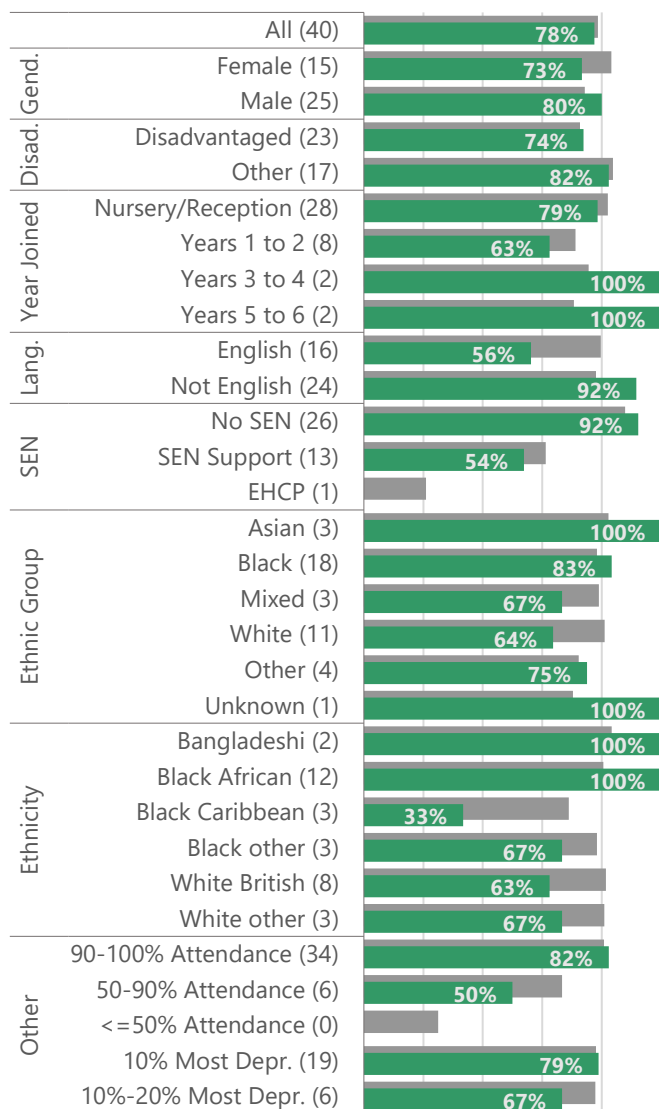
v) Vulnerable Groups Analysis

■ LA ■ School

Reading Expected +
0% 20% 40% 60% 80% 100%

Writing TA Expected +
0% 20% 40% 60% 80% 100%

Maths Expected +
0% 20% 40% 60% 80% 100%



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

Key to shading (on Exp + only):

 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		40	78%	25%	70%	3%	68%	25%	63%	0%	73%	35%
Gender	Female	15	73%	27%	67%	0%	53%	7%	53%	0%	67%	20%
	Male	25	80%	24%	72%	4%	76%	36%	68%	0%	76%	44%
	Gap (Male - Female)		+7%	-3%	+5%	+4%	+23%	+29%	+15%	-	+9%	+24%
FSM	Eligible	25	76%	28%	72%	0%	72%	28%	68%	0%	68%	36%
	Not eligible	15	80%	20%	67%	7%	60%	20%	53%	0%	80%	33%
	Gap (Eligible - Not eligible)		-4%	+8%	+5%	-7%	+12%	+8%	+15%	-	-12%	+3%
Disadv.	Disadvantaged	23	74%	30%	74%	0%	74%	30%	70%	0%	70%	39%
	Other	17	82%	18%	65%	6%	59%	18%	53%	0%	76%	29%
	Gap (Disadvantaged - Other)		-8%	+12%	+9%	-6%	+15%	+12%	+17%	-	-6%	+10%
SEN	No SEN	26	92%	35%	92%	0%	92%	38%	88%	0%	92%	46%
	SEN Support	13	54%	8%	31%	8%	23%	0%	15%	0%	38%	15%
	EHCP	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Born	Autumn	7	86%	29%	71%	0%	71%	29%	71%	0%	57%	43%
	Spring	15	80%	20%	73%	0%	73%	40%	60%	0%	87%	33%
	Summer	18	72%	28%	67%	6%	61%	11%	61%	0%	67%	33%
Att.	95-100% Attendance	25	92%	28%	84%	4%	80%	32%	76%	0%	84%	48%
	90-95% Attendance	9	56%	33%	67%	0%	67%	11%	56%	0%	67%	22%
	85-90% Attendance	6	50%	0%	17%	0%	17%	17%	17%	0%	33%	0%

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

Key to shading (on Exp + only):

 >3* above All pupils	 >1* below All pupils
 >1* above All pupils	 >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
All Pupils		40	78%	25%	70%	3%	68%	25%	63%	0%	73%	35%
EAL	English	16	56%	13%	56%	0%	50%	19%	44%	0%	56%	13%
	Not English	24	92%	33%	79%	4%	79%	29%	75%	0%	83%	50%
	Gap (Not English - English)		+36%	+20%	+23%	+4%	+29%	+10%	+31%	-	+27%	+37%
Ethnic Groups	Asian	3	100%	0%	33%	33%	67%	0%	33%	0%	67%	33%
	Black	18	83%	22%	78%	0%	67%	22%	67%	0%	72%	33%
	Mixed	3	67%	33%	67%	0%	67%	33%	67%	0%	67%	0%
	White	11	64%	27%	64%	0%	64%	27%	55%	0%	73%	36%
	Other	4	75%	25%	75%	0%	75%	25%	75%	0%	75%	50%
	Unknown	1	100%	100%	100%	0%	100%	100%	100%	0%	100%	100%
Ethnicity	Bangladeshi	2	100%	0%	50%	50%	50%	0%	50%	0%	50%	50%
	Pakistani	1	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%
	Black African	12	100%	33%	92%	0%	75%	25%	75%	0%	83%	42%
	Black Caribbean	3	33%	0%	33%	0%	33%	0%	33%	0%	33%	0%
	Black Other	3	67%	0%	67%	0%	67%	33%	67%	0%	67%	33%
	White & Black African	2	100%	50%	100%	0%	100%	50%	100%	0%	100%	0%
	White & Black Caribbean	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	White British	8	63%	25%	75%	0%	75%	38%	63%	0%	75%	38%
	White Other	3	67%	33%	33%	0%	33%	0%	33%	0%	67%	33%
	Any Other Ethnicity	4	75%	25%	75%	0%	75%	25%	75%	0%	75%	50%

vii) EYFSP to KS2 Transition Matrices

			Key Stage 2 - Reading Test			
Reading		Total Pupils	Below Expected	Expected Standard	Higher Standard	
EYFSP Reading	Emerging	5	4 80% LA: 55%	1 20% LA: 36%	0 0% LA: 9%	
	Expected	28	5 18% LA: 12%	15 54% LA: 52%	8 29% LA: 36%	
	Exceeding	3	0 0% LA: 3%	1 33% LA: 29%	2 67% LA: 67%	

			Key Stage 2 - Maths Test			
Maths		Total Pupils	Below Expected	Expected Standard	Higher Standard	
EYFSP Maths*	Emerging	5	4 80% LA: 54%	1 20% LA: 39%	0 0% LA: 7%	
	Expected	30	7 23% LA: 15%	14 47% LA: 57%	9 30% LA: 28%	
	Exceeding	1	0 0% LA: 1%	0 0% LA: 33%	1 100% LA: 66%	

			Key Stage 2 - Writing TA			
Writing		Total Pupils	Below Expected	Expected Standard	Greater Depth	
EYFSP Writing	Emerging	6	6 100% LA: 58%	0 0% LA: 39%	0 0% LA: 3%	
	Expected	29	5 17% LA: 13%	23 79% LA: 68%	1 3% LA: 19%	
	Exceeding	1	0 0% LA: 1%	1 100% LA: 40%	0 0% LA: 59%	

* EYFSP maths prior attainment shows the lower of number and shape, space and measure

Analysis does not include pupils for whom EYFSP prior attainment was not available or who had no assessment at Key Stage 2

		EYFSP GLD	YR1 Phonics 32+	MTC 20+	KS2 (Expected +)		
England average (All pupils):		Eng: 68%	Eng: 80%	Eng: 67%	Reading Eng: 75%	Writing Eng: 72%	Maths Eng: 74%
All Pupils	All	65% (43)	88% (25)	67% (58)	78% (40)	70% (40)	68% (40)
Gender	Female	79% (28)	100% (10)	76% (25)	73% (15)	67% (15)	53% (15)
	Male	40% (15)	80% (15)	61% (33)	80% (25)	72% (25)	76% (25)
Disadv.	Disadvantaged	57% (21)	80% (10)	66% (29)	74% (23)	74% (23)	74% (23)
	Other	79% (19)	93% (14)	70% (27)	82% (17)	65% (17)	59% (17)
Term Born	Autumn	85% (13)	89% (9)	63% (24)	86% (7)	71% (7)	71% (7)
	Spring	63% (16)	83% (6)	71% (14)	80% (15)	73% (15)	73% (15)
	Summer	55% (11)	89% (9)	72% (18)	72% (18)	67% (18)	61% (18)
Language	English	71% (17)	83% (12)	56% (18)	56% (16)	56% (16)	50% (16)
	Not English	65% (23)	92% (12)	74% (38)	92% (24)	79% (24)	79% (24)
SEN	No SEN	86% (29)	95% (21)	79% (39)	92% (26)	92% (26)	92% (26)
	SEN Support	20% (10)	33% (3)	43% (14)	54% (13)	31% (13)	23% (13)
	EHCP			33% (3)			
Ethnic Group	Asian	100% (7)		75% (4)	100% (3)	33% (3)	67% (3)
	Black	50% (16)	82% (11)	68% (31)	83% (18)	78% (18)	67% (18)
	Mixed	67% (3)		80% (5)	67% (3)	67% (3)	67% (3)
	White	75% (4)	100% (4)	67% (9)	64% (11)	64% (11)	64% (11)
	Other	60% (5)	80% (5)	57% (7)	75% (4)	75% (4)	75% (4)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at Grange Primary School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

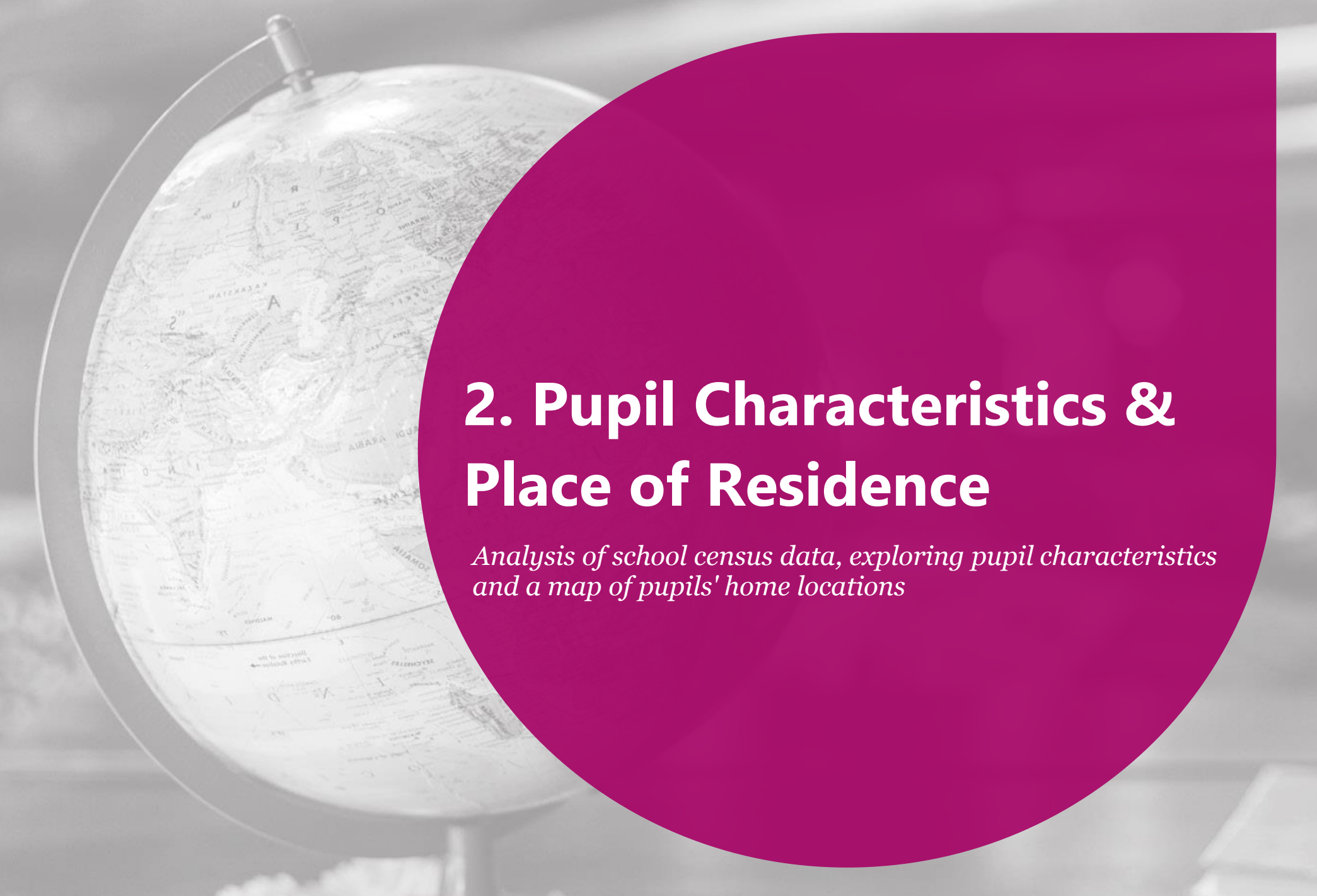
	>3* above Eng. All pupils
	>1* above Eng. All pupils

	>1* below Eng.
	>3* below Eng.

*Number of pupils (see page 4 for explanation)

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.



2. Pupil Characteristics & Place of Residence

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

Pupil Breakdown by Contextual Characteristic (1)

311 Pupils on roll in Jan 2024

School - Jan 2024

LA

School - Trend over time

Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School		0%	50%	100%	Jan 2024		2020	2021	2022	2023	2024	Trend		
	Total Roll	19	41	27	43	28	59	49	45	311							395	377	367	323	311			
Gen-der	Female	13	26	10	21	16	25	27	16	154	49.5%					49.4%	+0.1%	47.8%	48.0%	46.6%	46.7%	49.5%		
	Male	6	15	17	22	12	34	22	29	157	50.5%					50.6%	-0.1%	52.2%	52.0%	53.4%	53.3%	50.5%		
FSM	Eligible	5	22	13	20	16	36	24	27	163	52.4%					36.8%	+15.6%	36.7%	48.5%	49.0%	49.8%	52.4%		
	Not Eligible	14	19	14	23	12	23	25	18	148	47.6%					63.2%	-15.6%	63.3%	51.5%	51.0%	50.2%	47.6%		
Joined School	Joined in Reception / Nursery	19	41	24	35	24	43	33	28	247	79.4%					80.5%	-1.1%	76.5%	78.2%	77.4%	80.5%	79.4%		
	Joined in Year 1 or 2			3	8	2	6	3	8	30	9.6%					8.3%	+1.3%	13.2%	12.5%	12.0%	10.5%	9.6%		
	Joined in Year 3 or 4					2	10	6	2	20	6.4%					8.5%	-2.1%	7.1%	6.4%	6.8%	6.2%	6.4%		
	Joined in Year 5 or 6							7	7	14	4.5%					2.6%	+1.9%	3.3%	2.9%	3.8%	2.8%	4.5%		
SEN Stage	No Special Educational Need	19	30	24	35	19	40	37	29	233	74.9%					79.4%	-4.5%	81.8%	83.8%	71.1%	75.5%	74.9%		
	SEN Support	0	10	3	7	5	15	11	15	66	21.2%					16.6%	+4.6%	17.2%	14.1%	26.7%	21.4%	21.2%		
	EHCP / Statement	0	1	0	1	4	4	1	1	12	3.9%					4.0%	-0.1%	1.0%	2.1%	2.2%	3.1%	3.9%		
SEN Primary Need	Autistic Spectrum Disorder	0	6	0	1	2	2	0	1	12	3.9%					4.5%	-0.6%	1.0%	1.3%	1.1%	1.2%	3.9%		
	Hearing Impairment	0	0	0	0	0	0	0	0	0	0.0%					0.3%	-0.3%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Moderate Learning Difficulty	0	0	1	2	4	7	2	7	23	7.4%					1.1%	+6.3%	6.8%	5.8%	4.6%	2.5%	7.4%		
	Multi-Sensory Impairment	0	0	0	0	0	1	0	0	1	0.3%					0.0%	+0.3%	0.0%	0.0%	0.0%	0.3%	0.3%		
	Physical Disability	0	0	0	0	1	0	0	0	1	0.3%					0.3%	-	0.3%	0.3%	0.3%	0.3%	0.3%		
	Profound & Multiple Learning	0	0	0	0	0	0	0	0	0	0.0%					0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%		
	Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0.0%					0.1%	-0.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Social, Emotional & Mental Health	0	0	2	2	0	2	5	2	13	4.2%					2.9%	+1.3%	2.5%	1.6%	0.8%	3.1%	4.2%		
	Specific Learning Difficulty	0	0	0	0	0	2	2	3	7	2.3%					1.6%	+0.7%	0.8%	0.8%	16.3%	11.1%	2.3%		
	Speech, Language & Comm.	0	5	0	3	1	5	3	2	19	6.1%					7.5%	-1.4%	6.1%	5.6%	4.9%	5.6%	6.1%		
	Visual Impairment	0	0	0	0	0	0	0	0	0	0.0%					0.1%	-0.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Other Difficulty/Disability	0	0	0	0	1	0	0	0	1	2	0.6%					0.5%	+0.1%	0.8%	0.8%	0.8%	0.3%	0.6%	
	No Specialist Assessment	0	0	0	0	0	0	0	0	0	0	0.0%					1.6%	-1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	11	17	10	16	9	29	16	22	130	41.8%					19.1%	+22.7%	37.7%	39.8%	42.5%	41.2%	41.8%		
	Band 1b: 10-20%	5	10	7	15	8	14	19	6	84	27.0%					34.8%	-7.8%	29.4%	27.1%	25.1%	26.3%	27.0%		
	Band 2: 20-40%	2	13	7	10	8	14	12	16	82	26.4%					25.9%	+0.5%	28.6%	27.9%	26.2%	26.0%	26.4%		
	Band 3: 40-60%	0	1	2	0	2	1	0	1	7	2.3%					9.9%	-7.6%	2.8%	3.2%	3.0%	3.1%	2.3%		
	Band 4: 60-80%	1	0	0	1	1	0	2	0	5	1.6%					8.3%	-6.7%	0.5%	0.8%	1.9%	2.5%	1.6%		
	Band 5: Least Deprived 20%	0	0	1	1	0	1	0	0	3	1.0%					1.9%	-0.9%	0.3%	0.5%	0.5%	0.9%	1.0%		
	Unmatched Postcode	0	0	0	0	0	0	0	0	0	0.0%					0.1%	-0.1%	0.8%	0.8%	0.8%	0.0%	0.0%		

Pupil Breakdown by Contextual Characteristic (2)

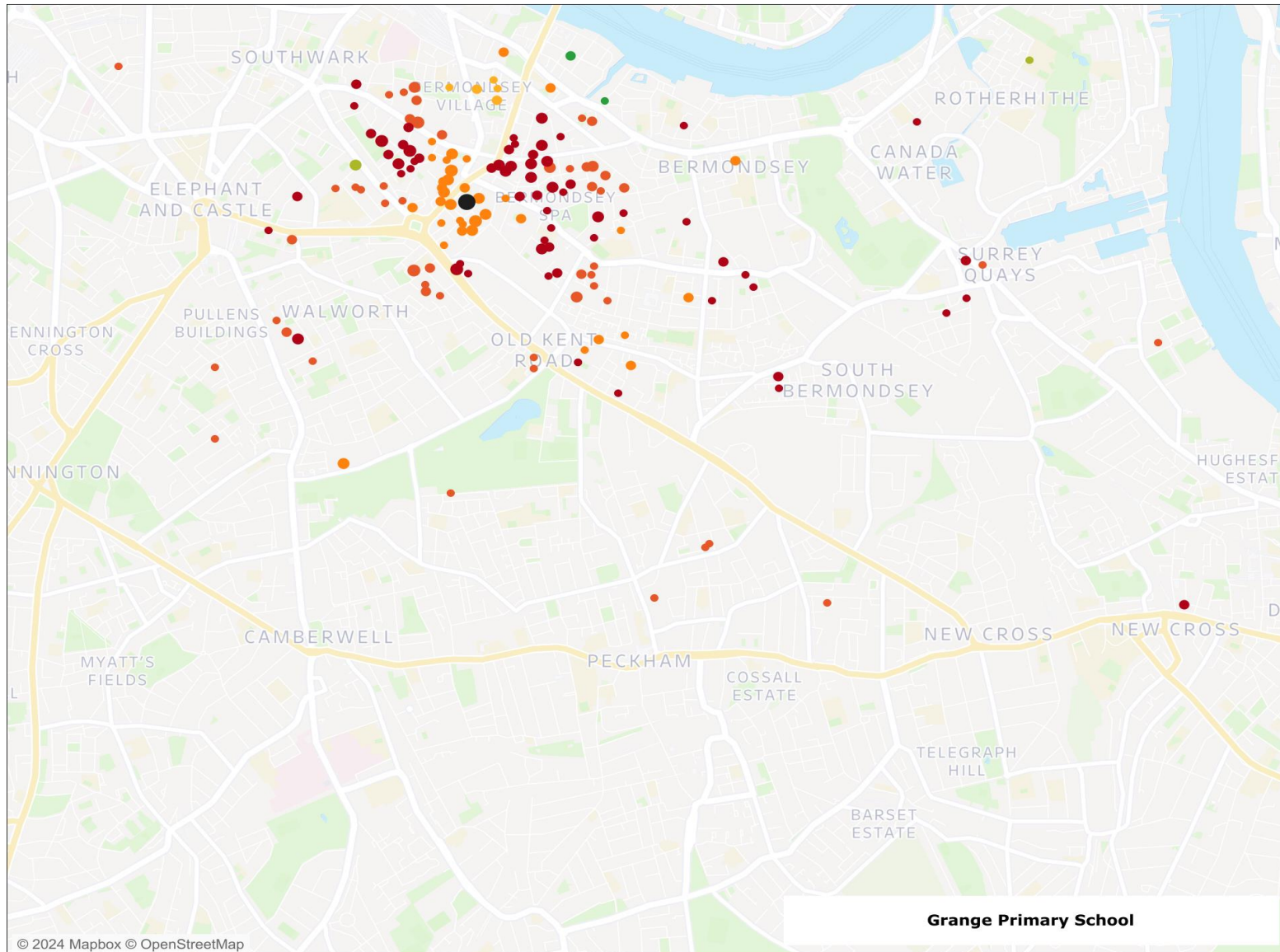
311 Pupils on roll in Jan 2024

School - Jan 2024

LA

School - Trend over time

Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School	0%	50%	100%	Jan 2024	2020	2021	2022	2023	2024	Trend
Ethnicity	Asian or Asian British	2	8	2	2	2	4	3	3	26	8.4%			7.0% +1.4%	7.8%	8.0%	8.4%	8.4%	8.4%	
	Bangladeshi	2	6	1	1	1	3	2	2	18	5.8%			2.4% +3.4%	4.3%	4.8%	5.2%	5.6%	5.8%	
	Chinese	0	0	0	0	0	0	0	0	0	0.0%			1.0% -1.0%	1.0%	0.5%	0.8%	0.0%	0.0%	
	Indian	0	0	0	0	0	0	0	0	0	0.0%			0.9% -0.9%	0.5%	0.3%	0.5%	0.3%	0.0%	
	Pakistani	0	1	0	0	0	1	0	1	3	1.0%			0.8% +0.2%	1.3%	0.8%	1.4%	1.2%	1.0%	
	Any Other Asian Background	0	1	1	1	1	0	1	0	5	1.6%			1.9% -0.3%	1.8%	2.1%	1.4%	1.2%	1.6%	
	Black or Black British	7	16	13	12	12	34	19	22	135	43.4%			35.1% +8.3%	38.7%	36.1%	35.1%	41.5%	43.4%	
	Black - African	5	10	9	10	11	26	15	16	102	32.8%			24.8% +8.0%	22.0%	22.0%	24.3%	30.0%	32.8%	
	Black Caribbean	2	3	3	0	1	3	4	3	19	6.1%			6.1% -	6.3%	5.6%	4.6%	5.3%	6.1%	
	Any Other Black Background	0	3	1	2	0	5	0	3	14	4.5%			4.1% +0.4%	10.4%	8.5%	6.3%	6.2%	4.5%	
	Mixed	2	3	3	10	2	5	11	3	39	12.5%			14.7% -2.2%	9.4%	11.7%	11.7%	13.0%	12.5%	
	White and Black African	1	1	0	0	1	2	2	2	9	2.9%			2.2% +0.7%	2.5%	3.2%	3.0%	2.8%	2.9%	
	White and Black Caribbean	1	1	3	4	0	0	4	1	14	4.5%			3.4% +1.1%	2.8%	3.7%	3.3%	4.0%	4.5%	
	White and Asian	0	0	0	0	0	0	0	0	0	0.0%			2.0% -2.0%	0.3%	0.3%	0.5%	0.6%	0.0%	
	Any Other Mixed Background	0	1	0	6	1	3	5	0	16	5.1%			7.0% -1.9%	3.8%	4.5%	4.9%	5.6%	5.1%	
	White	2	4	4	8	6	9	10	12	55	17.7%			30.4% -12.7%	23.3%	23.1%	21.3%	19.2%	17.7%	
	White - British	2	2	4	6	5	7	1	8	35	11.3%			20.5% -9.2%	15.2%	14.6%	14.4%	12.7%	11.3%	
	White - Irish	0	0	0	0	0	0	1	0	1	0.3%			0.5% -0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	
	Gypsy / Roma	0	0	0	0	0	0	0	0	0	0.0%			0.1% -0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	
Lang.	Traveller of Irish Heritage	0	0	0	0	0	0	0	0	0	0.0%			0.1% -0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	
	Any Other White Background	0	2	0	2	1	2	8	4	19	6.1%			9.3% -3.2%	7.8%	8.0%	6.5%	6.2%	6.1%	
	Other	4	5	5	9	5	7	4	4	43	13.8%			8.1% +5.7%	12.2%	11.7%	13.1%	16.4%	13.8%	
	Unknown	2	5	0	2	1	0	2	1	13	4.2%			4.8% -0.6%	7.6%	9.0%	9.5%	1.5%	4.2%	
	Refused	0	1	0	2	0	0	1	1	5	1.6%			1.9% -0.3%	0.5%	0.3%	0.8%	1.5%	1.6%	
	Information Not Yet Obtained	2	4	0	0	1	0	1	0	8	2.6%			2.9% -0.3%	7.1%	8.8%	8.7%	0.0%	2.6%	
	English	8	17	13	15	10	19	21	17	120	38.6%			62.8% -24.2%	41.3%	39.3%	38.7%	36.5%	38.6%	
Lang.	Not English	11	24	14	28	18	40	28	28	191	61.4%			37.0% +24.4%	58.7%	60.7%	61.3%	63.5%	61.4%	
	Unknown	0	0	0	0	0	0	0	0	0	0.0%			0.2% -0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	



Map shows 306 pupils. Does not show 5 outside the map boundaries and 0 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:

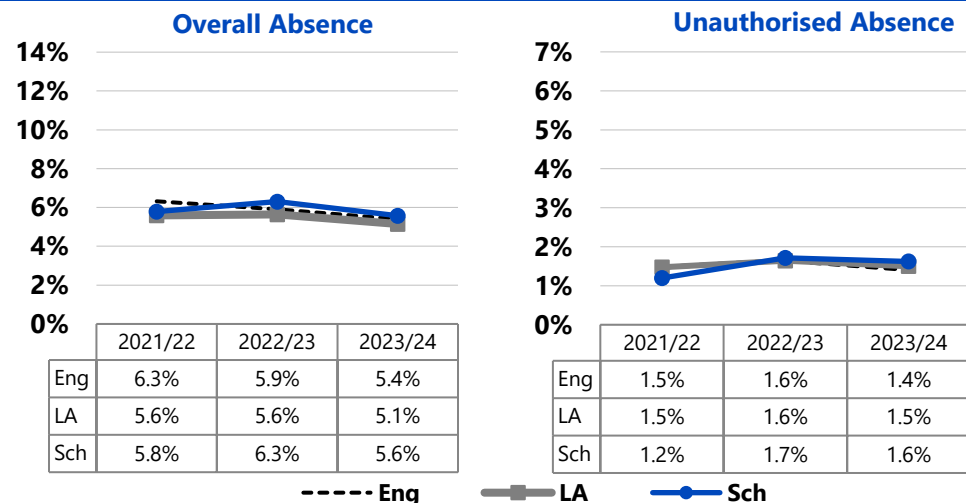
Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.

The background of the slide is a grayscale photograph of children's legs and feet as they walk across a rope bridge. The bridge is made of thick ropes and wooden logs. A large, solid blue circle is overlaid on the right side of the image, containing the title and subtitle text.

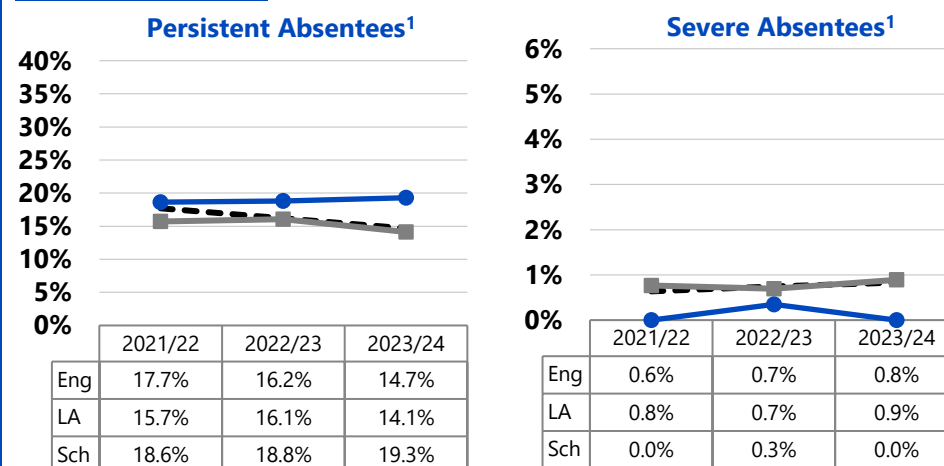
3. Pupil Behaviour

Analysis of pupil absence and exclusions

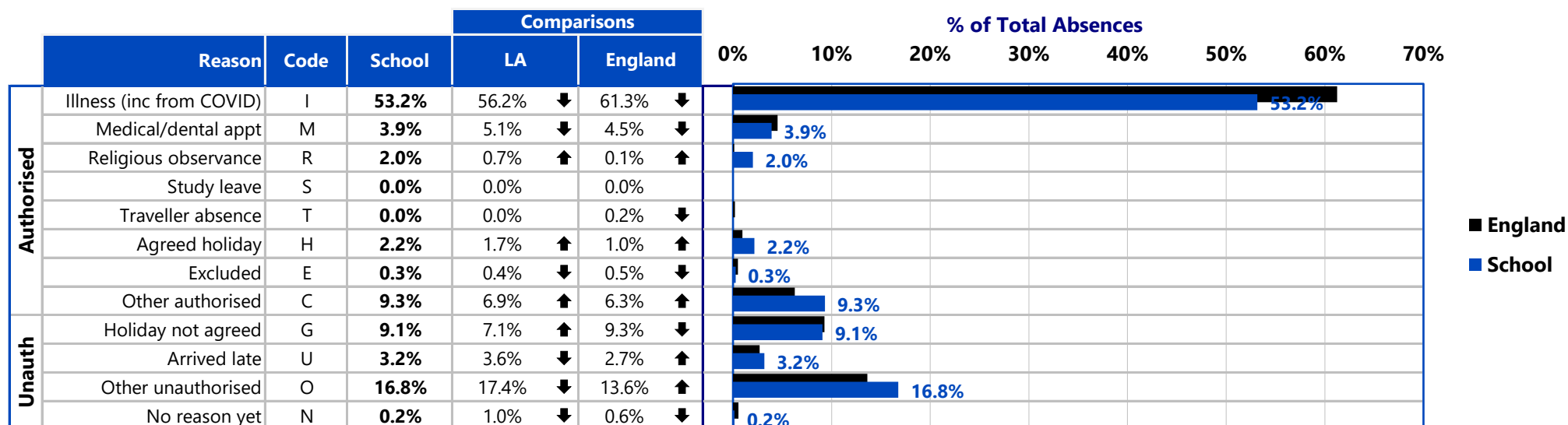
i) Overall & Unauthorised Absence - Three Terms



ii) Persistent & Severe Absentees - Three Terms



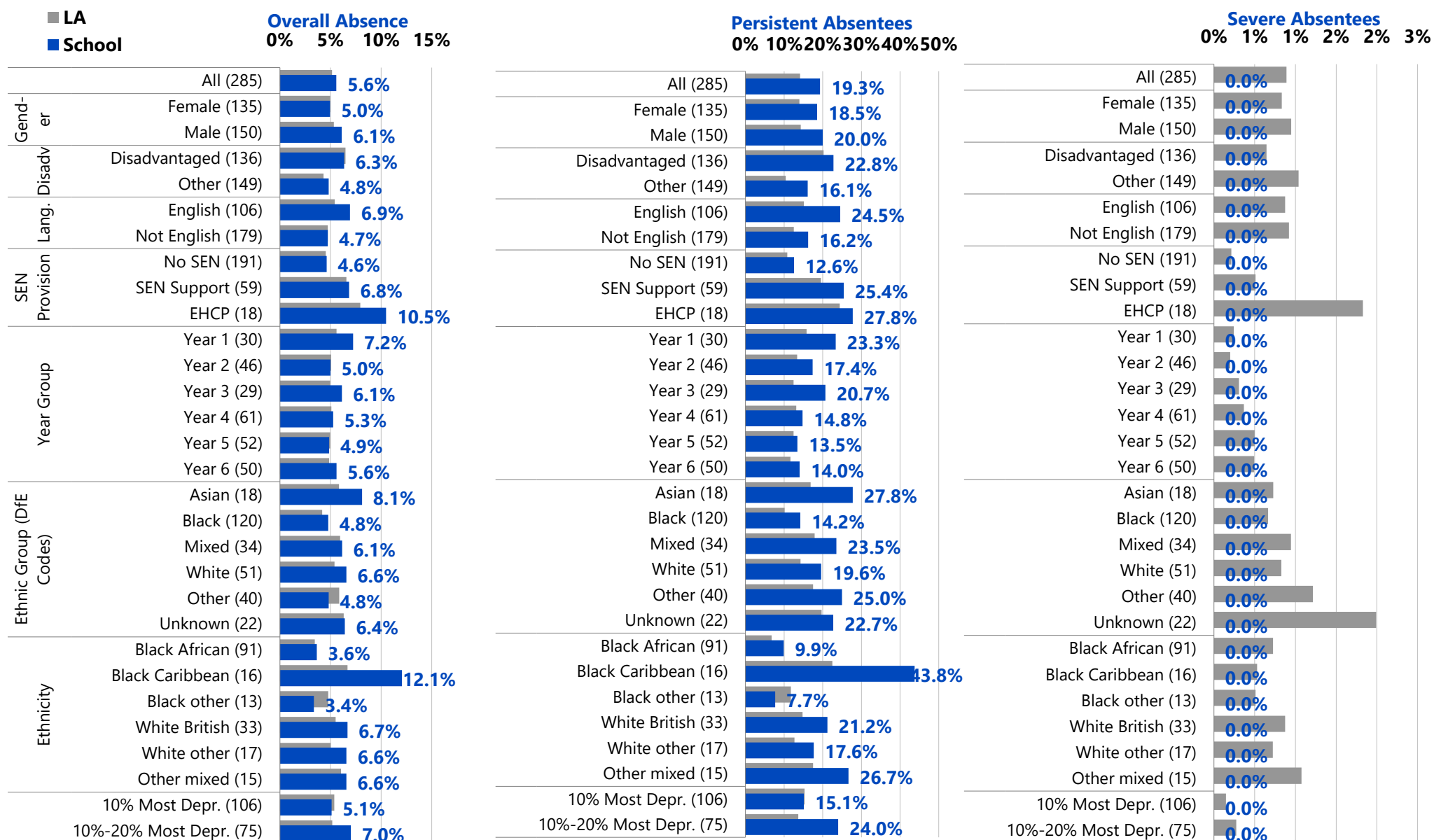
iii) % Absence by Reason - Three Terms



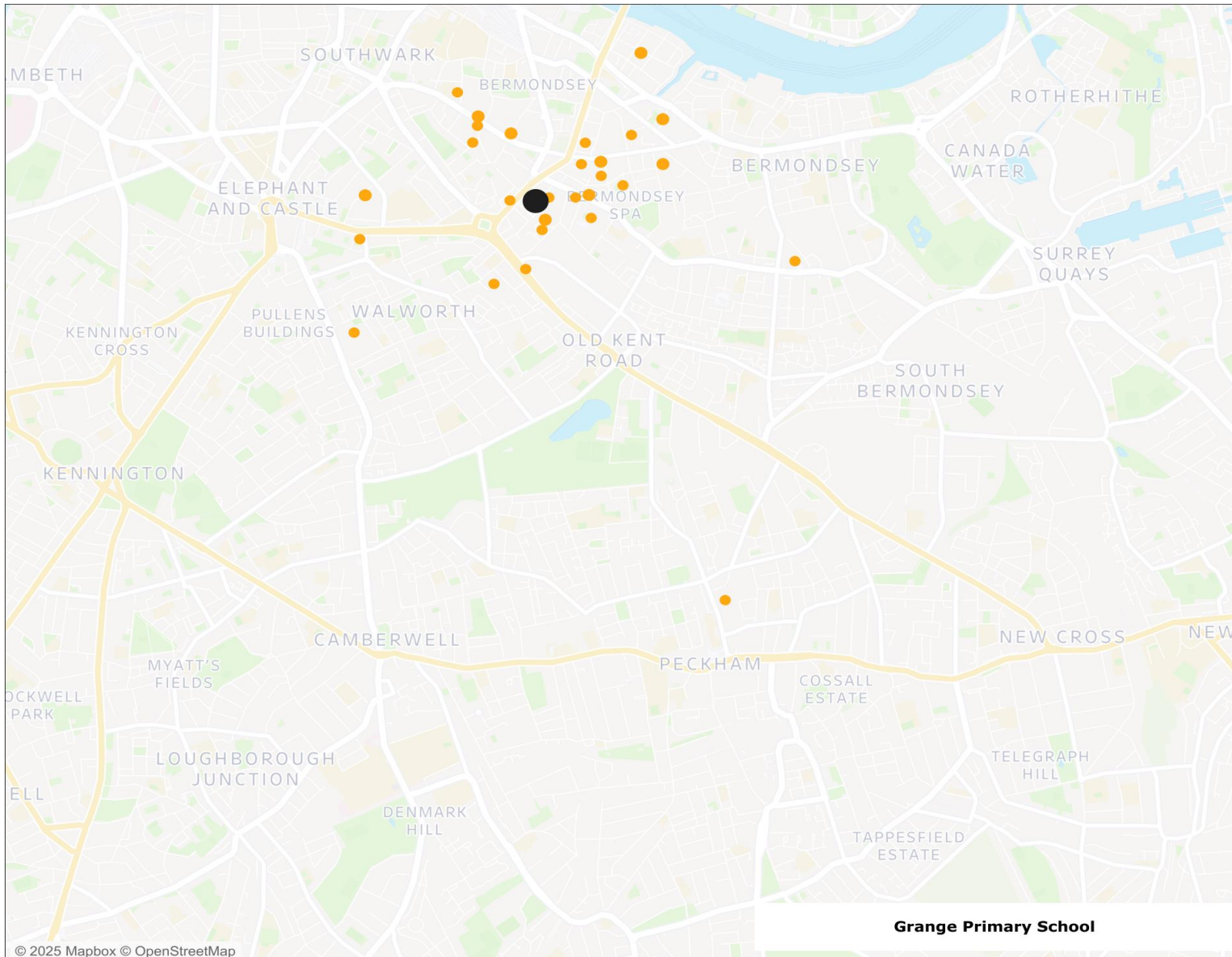
[^]England comparisons for 2023/24 are for the Autumn and Spring terms only.

¹A persistent absentee is defined as someone with 90% or less attendance. A severe absentee is defined as someone with 50% or less attendance

iv) Vulnerable Groups Analysis - Three Terms



v) Map of Persistent Absentees



Key (Attendance Band):

- 50-90% attendance (Persistent but not Severe Absentee)
- ≤50% attendance (Severe Absentee)
- Location of school

Questions to Consider

1. Are there any concentrations of dots that suggest persistent absence is a problem in particular geographical areas?
2. If so, are there particular actions you need to take to address this?

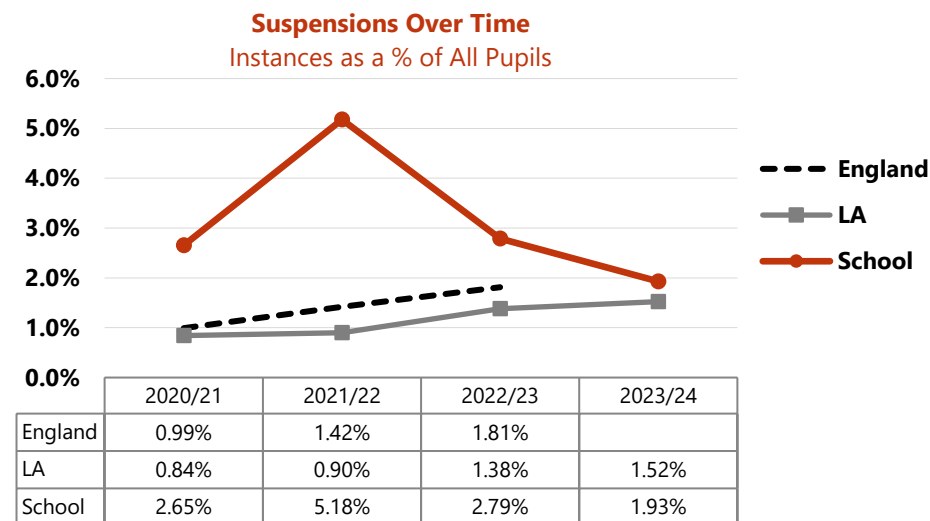
Notes:

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.

i) Headline Exclusions & Suspensions Indicators

Indicator		Primary Comparisons		
		Sch (2023/24)	LA (2023/24)	England (2022/23)
Permanent Exclusions (% of all pupils)		0 0.00%	0.00%	0.03% ↓
Suspensions	No. of instances (suspensions as a % of all pupils)	6 1.93%	1.52% ↑	1.81% ↑
	No. of pupils with suspensions (% of all pupils)	3 0.96%	0.84% ↑	0.82% ↑
	Average length in days of suspensions	1.2	1.8 ↓	2.0 ↓
	0.5 to 5 Days	6 100.0%	98.2% ↑	98.7% ↑
	6 to 15 days	0 0.0%	1.5% ↓	1.1% ↓
	16+ Days	0 0.0%	0.3% ↓	0.2% ↓



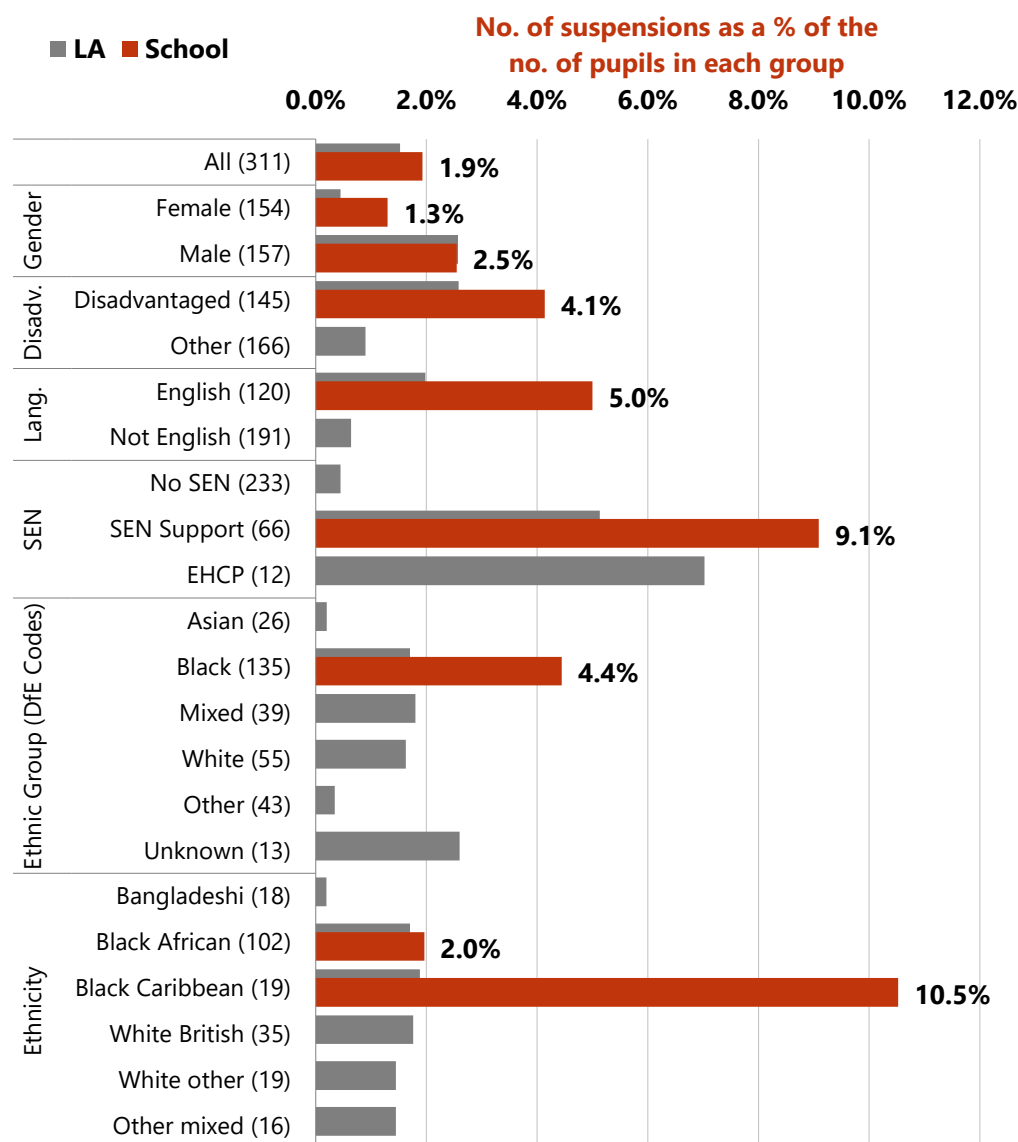
ii) Suspensions by Reason (% of all instances of suspensions)

Reason (Selected codes)	Code	Primary Comparisons [^]			% of all suspensions					
		Sch (2023/24)	LA (2023/24)	England (2022/23)	0%	20%	40%	60%	80%	100%
Physical Assault Against a Pupil	PP	0.0%	27.1% ↓	17.5% ↓						
Physical Assault Against an Adult	PA	16.7%	24.6% ↓	24.9% ↓						
Verbal abuse/threatening behaviour - adult	VA	16.7%	10.3% ↑	11.8% ↑						
Verbal abuse/threatening behaviour - pupil	VP	0.0%	3.3% ↓	5.1% ↓						
Offensive Weapon	OW	0.0%	0.6% ↓	1.0% ↓						
Bullying	BU	0.0%	3.6% ↓	0.6% ↓						
Abuse - Race	RA	0.0%	1.5% ↓	1.0% ↓						
Abuse - Sexual Orientation / Gender Identity	LG	0.0%	0.0%	0.1% ↓						
Sexual Misconduct	SM	33.3%	1.5% ↑	0.5% ↑						
Damage	DM	0.0%	2.7% ↓	7.1% ↓						
Theft	TH	0.0%	0.6% ↓	0.1% ↓						
Drugs and alcohol related	DA	0.0%	0.0%	0.3% ↓						
Persistent Disruptive Behaviour	DB	33.3%	22.8% ↑	29.2% ↑						
Inappropriate Use of Online Technology	MT	0.0%	1.2% ↓	0.4% ↓						

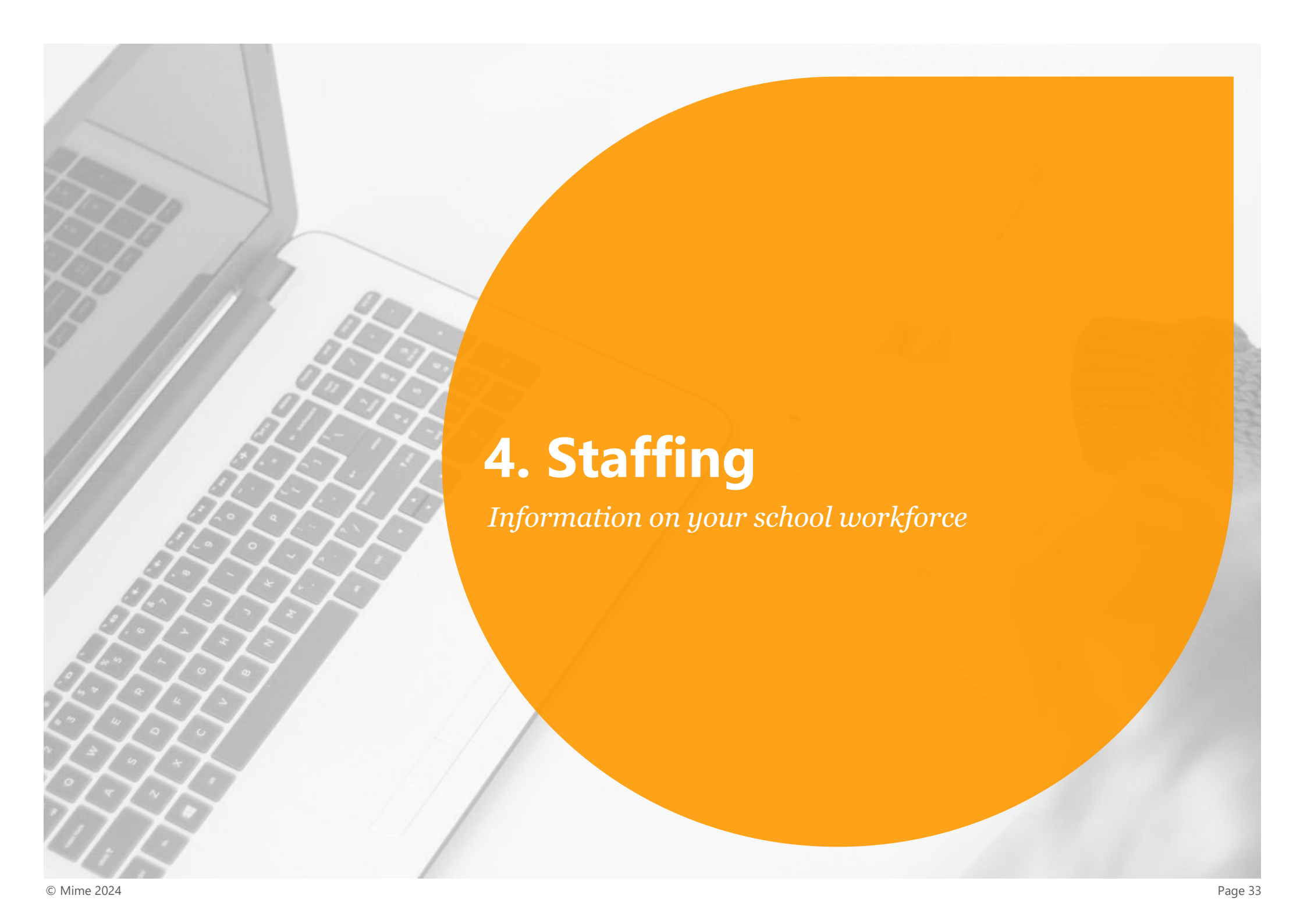
2020/21 data is affected by the periods of school closure due to the COVID-19 pandemic and therefore rates are lower than for a typical year.

[^] School and LA reason code analysis shows the first reason stated for an exclusion, whereas England data shows all reasons given for each exclusion (i.e. one exclusion may have more than one reason).

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



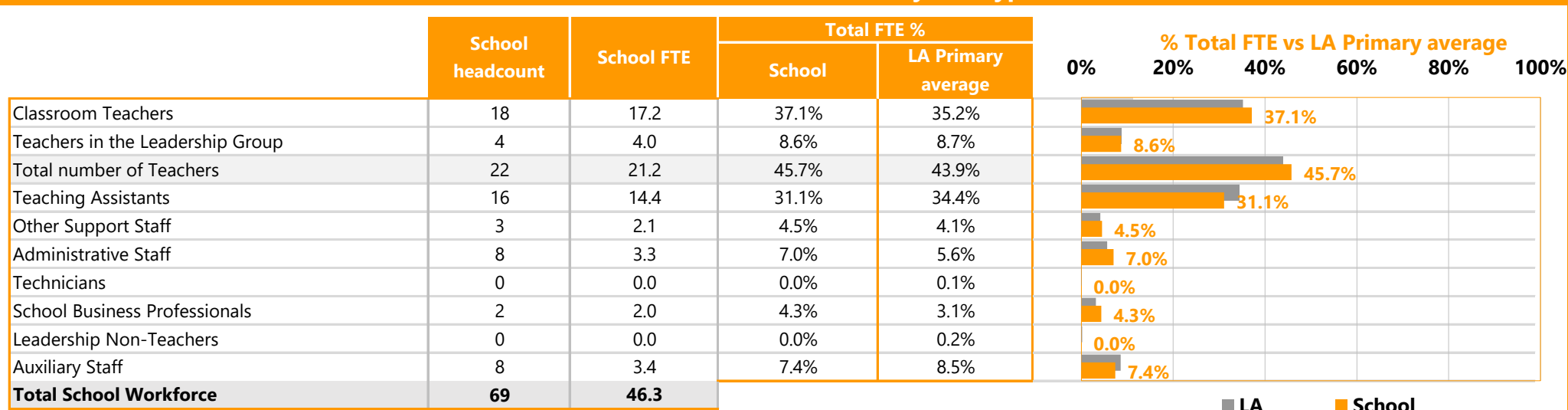
NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school. The ethnicities displayed are based on the overall cohort size of each group, not the number of suspensions - this may mean that the specific ethnicity with suspensions is not visible



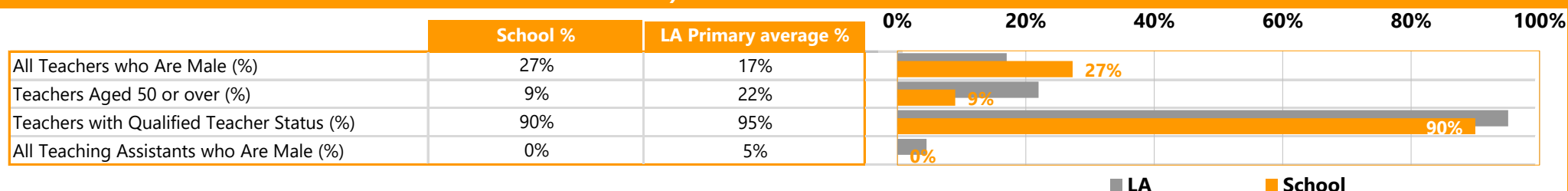
4. Staffing

Information on your school workforce

i) School workforce breakdown by role type



ii) Staff characteristics



iii) Teacher sickness absence

	Teachers with at Least One Period of Sickness (%)	Total Number of Days Lost to Sickness	Average Number of Days Lost to Teacher Sickness (per teacher)
School	88%	113	6.6
LA Primary average	66%	79	4.4

iv) Other workforce indicators

	Mean Gross Salary of All Teachers (£)	Pupil: Teacher Ratio FTE
School	£55,426	14.7
LA Primary average	£52,739	18.9

Note that * indicates that the data has been suppressed by the DfE due to small numbers or is missing

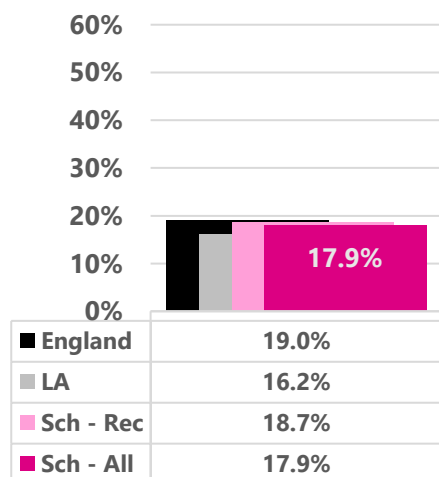
An aerial photograph of a city, likely London, showing a dense urban landscape with various buildings, streets, and a prominent Ferris wheel in the lower-left quadrant. A large, solid magenta circle is superimposed on the right side of the image, partially obscuring the city view. The title '5. Local Area Context' is written in white, bold, sans-serif font within this circle.

5. Local Area Context

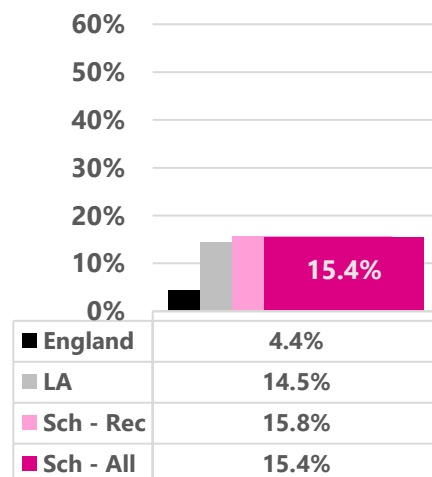
Analysis of the local area, based on the home locations of the pupils at your school

This page uses the home locations of children at your school matched to data from the 2021 Census and DWP to help illustrate the sorts of challenges that your children may be facing. The postcodes for each child at the school have been matched to small geographical areas (containing around 300 people) which gives an average across your school based on those local households. Based on this, the charts show the average for your whole school, as well as for your reception cohort only. LA averages are based on all pupils at state-funded schools in the LA. See Appendix 1 for full details of the measures included.

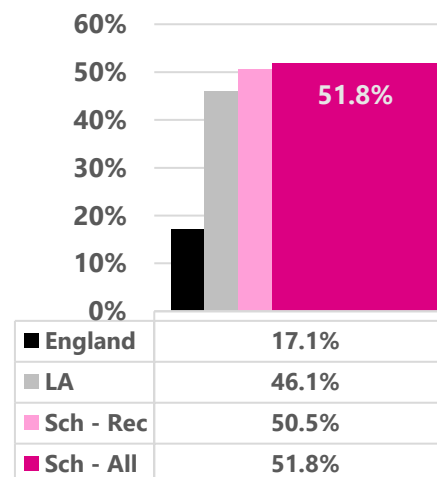
Relative Low Income



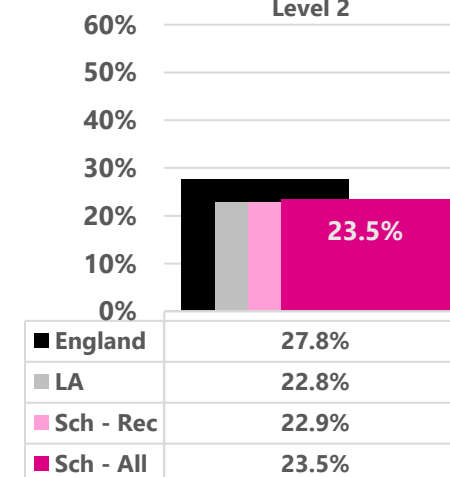
Overcrowded Households



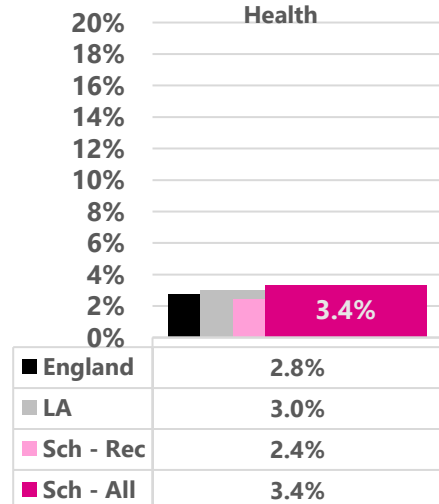
Social Rented Houses



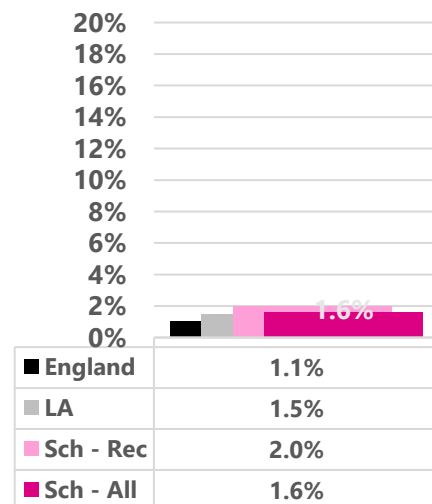
Highest Qualification Below Level 2



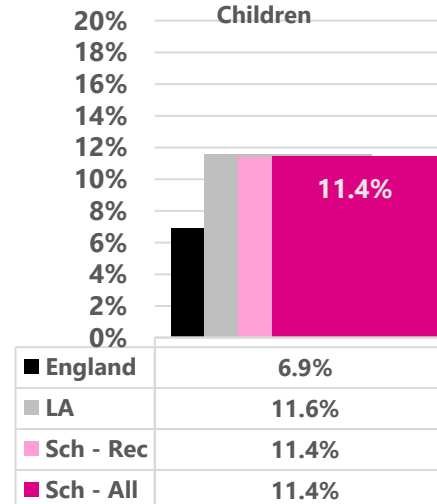
Young People Not in Good Health



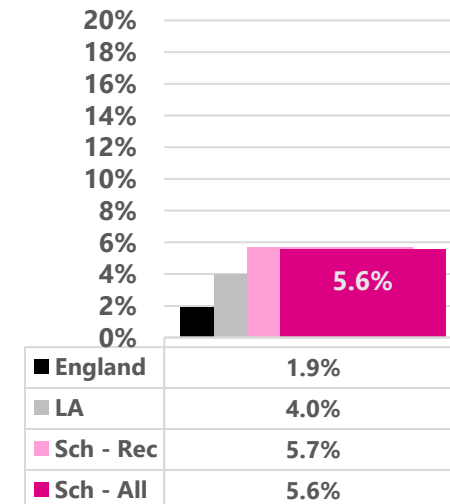
Young Carers



Lone Parents with Dependent Children



Resident in UK less than 2 years



The background of the slide is a grayscale photograph of a library shelf filled with books. A large, dark gray circle is superimposed over the right half of the image, partially obscuring the books. The word "Appendices" is written in white, bold, sans-serif font across the center of this circle.

Appendices

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 is taken from the DfE Statistical First Release. Comparators for 2019 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. National data is taken from the DfE Statistical First Release.
Key Stage 1	No data for 2024. Prior year data is validated KS1 teacher assessment returns from schools.
Year 4 Multiplication Check	2024 test data provided by schools via CTF data returns. Children who left school are removed, but children who were absent, working below or unable to access the test are included as not achieving. Prior year data is for all schools in the local authority from Nexus. National data is taken from the DfE Statistical First Release.
Key Stage 2	Validated DfE data from December each year. The figures therefore discount pupils recently arrived from overseas, in line with DfE rules. Historical data is the validated performance table data from each year; note that the DfE sometimes retrospectively changes historical data in subsequent publications. Note that this is a different source to the unvalidated version of this profile.
School Census	Validated January 2024 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 covering all three terms in the 2023/24 academic year. 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). Note that LA figures for the current year include primary aged children from all through schools, unlike published DfE data for prior years. Absence analysis does not include pupils who are below the statutory school age (age 5). Note that map of persistent absentees only shows pupils that were on roll at the school for the January 2024 census.
Exclusions	Exclusions data for 2023/24 is from termly schools census returns, matched to pupil characteristics in the January school census. 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, show the total reasons given that are assigned each code (where one exclusion may have more than one reason).
School Workforce	Data from School Workforce Census as of November 2023. Some sickness data is suppressed due to small numbers of teachers involved. Local Authority figures do not include all through schools.

Appendix 1 - Data Sources & Caveats

Section	Data Source
Local Context	Data from the 2021 Census and the Department for Work and Pensions (DWP). The average values for small geographical areas (OA and Ward level) were matched to the postcodes of school children (taken from the validated January 2024 school census returns from schools). See below for details on each of the measures: - Relative Low Income – Ward level data from the 2022 DWP release: Children in low income families: local area statistics. This gives the percentage of 0-15 year olds living in a family defined as being in low income before housing costs. - Overcrowded Households – Output Area level data from the 2021 Census (ONS), under the Housing topic. This is based on the occupancy rating for bedrooms, which is calculated by comparing the number of bedrooms required by the household to the number of available bedrooms. Households with a negative occupancy rating are defined as being overcrowded. - Social Rented Houses – Output Area level data from the 2021 Census (ONS), under the Housing topic. This gives the percentage of resident households that fall under the “Rented: Social rented” category for the tenure of household. - Highest Qualification Level Below Level 2 – Output Area level data from the 2021 Census (ONS), under the Education topic. This gives the percentage of the over 16 year old resident population that either holds no qualifications, or only holds a Level 1 or entry level qualification. - Young People Not in Good Health – Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of 0-15 year old residents who assessed the general state of their health as not being either “Good” or “Very Good”. - Young Carers – Output Area level data from the 2021 Census (ONS), under the Health topic. This gives the percentage of 0-15 year old residents that are recorded as providing any hours of unpaid care per week. - Lone Parent Households – Output Area level data from the 2021 Census (ONS), under the population topic. This gives the percentage of households that fall under the category of “Single family household: Lone parent family: With dependent children” for household composition. - Resident in the UK Less than 2 years – Output Area level data from the 2021 Census (ONS), under the Population topic. This gives the percentage of all usual residents, who were not born in the UK, and most recently arrived to live in the UK less than 2 years ago.

Note that contextual analysis (e.g. KS2 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.

The ethnicities displayed on the vulnerable groups analysis charts are the six ethnicities with the largest cohort size in your school for the relevant year group.

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)
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
SEN	Special Educational Need
Severe Absentee	A pupil attending school for 50% or less of their possible sessions
Suspension	Formerly known as a fixed term exclusion
TA	Teacher assessment
Term Born	September to December are classed as autumn born, January to April as spring born, and May to August as summer born, regardless of whether the child is out of their regular year group
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 <i>nationally</i> (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)

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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