Super School Profile

Bessemer Grange Primary School

2023

Produced by Mime
February 2024

mime *making information matter*

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About this Profile

Welcome to the 2023 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 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 2023.

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

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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

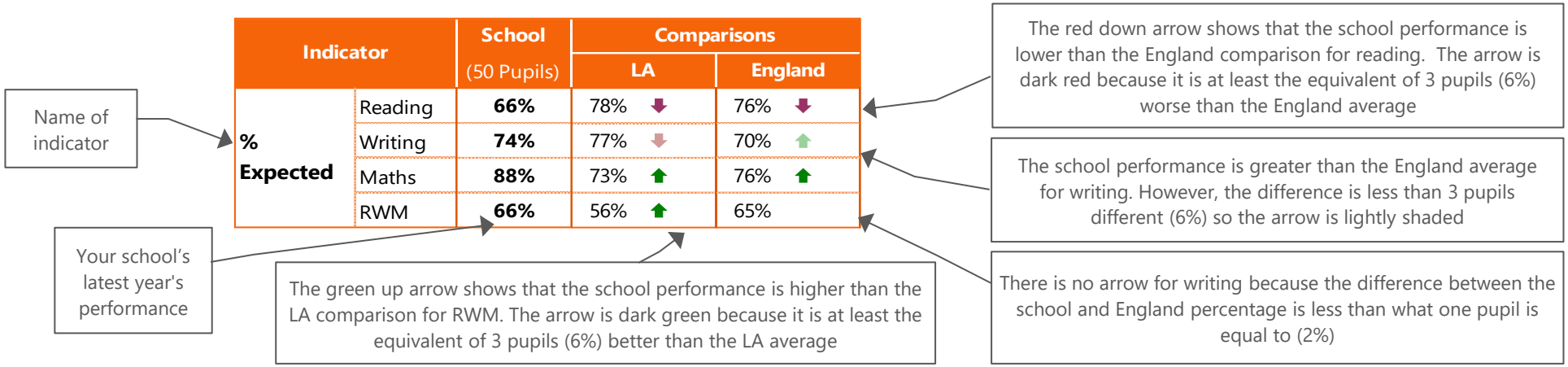
- >=3 pupils better than the comparator
- >=1 pupil better than the comparator

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

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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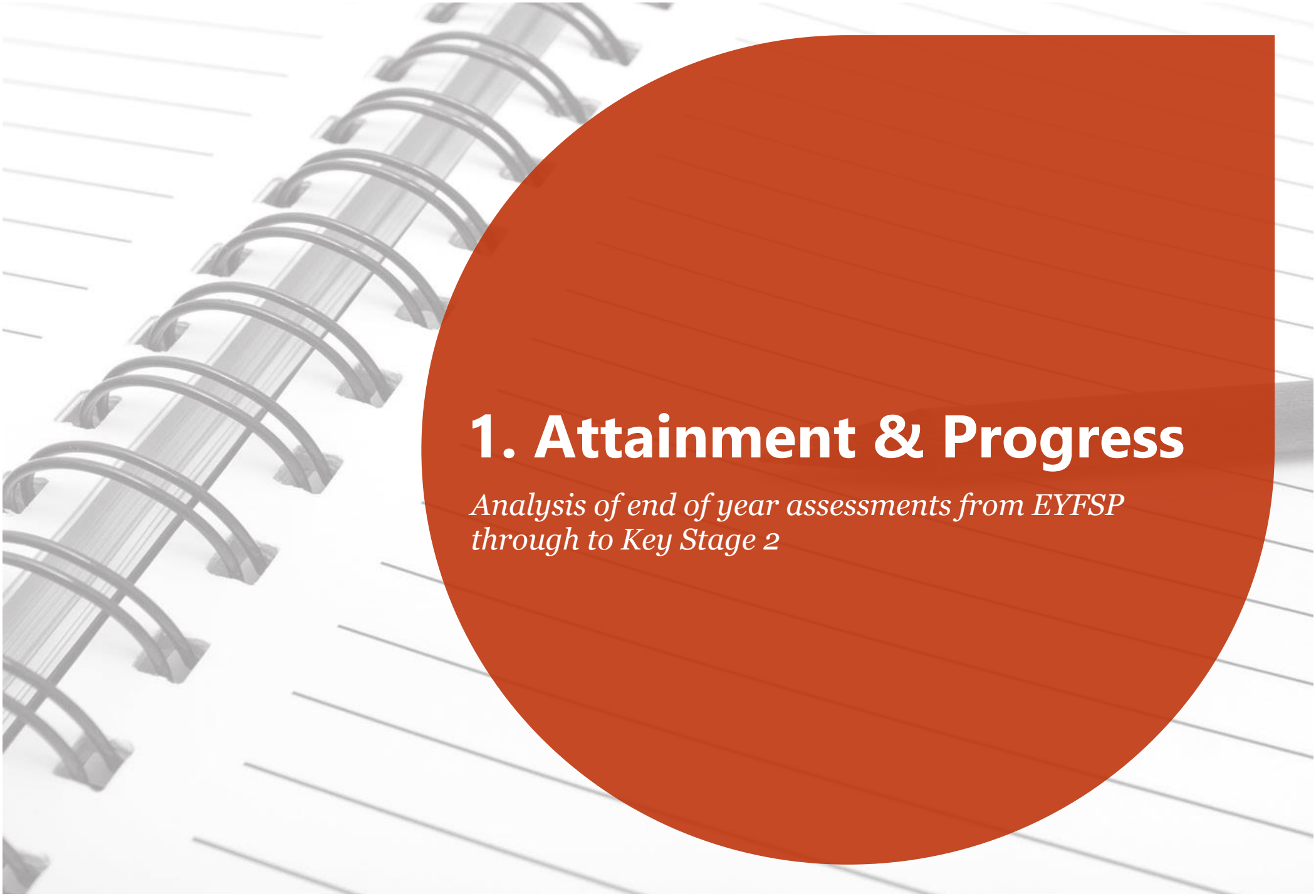

1. Attainment & Progress

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 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?

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 (2023)

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					London	
		School 2018	School 2019	School 2022	School 2023	School Change from 2022 (-15% -5% +5% +15%)	Eng 2018	Eng 2019	Eng 2022	Eng 2023	2023 Difference from England (-15% -5% +5% +15%)	2023	
EYFSP	GLD	83%	84%	82%	**84%**	+2%	72%	72%	65%	**67%**	+17%	**69%**	Section 1b
Yr1 Phonics	Achieving Threshold	80%	95%	89%	**86%**	-3%	82%	82%	75%	**79%**	+7%	**81%**	Section 1c
KS1 Expected Standard	Reading TA	88%	80%	78%	**81%**	+3%	75%	75%	67%	**68%**	+13%	**71%**	Section 1d
	Writing TA	82%	76%	78%	**79%**	+1%	70%	69%	58%	**60%**	+19%	**64%**	
	Maths TA	90%	77%	78%	**82%**	+4%	76%	76%	68%	**70%**	+12%	**73%**	
KS1 Greater Depth	Reading TA	43%	41%	38%	**30%**	-8%	26%	25%	18%	**19%**	+11%	**23%**	Section 1d
	Writing TA	25%	32%	26%	**21%**	-5%	16%	15%	8%	**8%**	+13%	**12%**	
	Maths TA	34%	30%	29%	**28%**	-1%	22%	22%	15%	**16%**	+12%	**21%**	
KS2 Expected Standard	Reading Test	70%	86%	83%	**68%**	-15%	76%	74%	75%	**73%**	-5%	**77%**	Section 1f
	Writing TA	74%	86%	81%	**82%**	+1%	79%	79%	70%	**72%**	+10%	**77%**	
	Maths Test	77%	88%	81%	**77%**	-4%	76%	79%	72%	**73%**	+4%	**79%**	
	RWM Test/TA	67%	75%	75%	**62%**	-13%	65%	65%	59%	**60%**	+2%	**67%**	
	GPS Test	69%	88%	88%	**80%**	-8%	78%	79%	73%	**73%**	+7%	**79%**	
KS2 Higher Standard	Reading Test	27%	49%	51%	**34%**	-17%	28%	27%	28%	**29%**	+5%	**34%**	Section 1f
	Writing TA	26%	33%	30%	**35%**	+5%	20%	20%	13%	**13%**	+22%	**18%**	
	Maths Test	29%	41%	46%	**35%**	-11%	24%	27%	23%	**24%**	+11%	**33%**	
	RWM Test/TA	14%	28%	24%	**26%**	+2%	10%	11%	7%	**8%**	+18%	**12%**	
	GPS Test	27%	51%	50%	**37%**	-13%	35%	36%	28%	**30%**	+7%	**39%**	
KS2 Progress	Reading Prog Score	+0.7	+2.9	+1.3	**-2.0**	-3.3 (-2 -1 0 +1 +2)	0	0	0	**0**	-2.0 (-2 -1 0 +1 +2)	**+0.7**	Section 1f
	Writing Prog Score	+0.5	+1.3	+1.1	**+2.1**	+1.0	0	0	0	**0**	+2.1	**+1.0**	
	Maths Prog Score	+1.0	+1.5	+1.6	**+0.2**	-1.4	0	0	0	**0**	+0.2	**+1.4**	

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Early Years Foundation Stage Profile (2023)

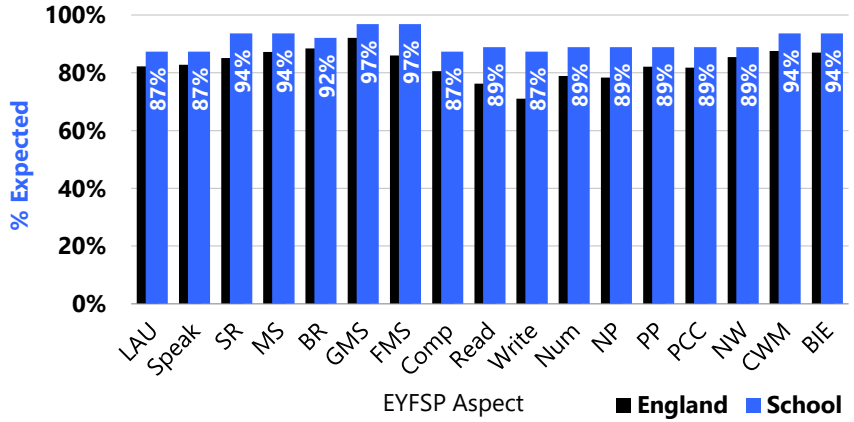
Bessemer Grange Primary School **1b**

i) % Achieving Expected Level in Each Aspect of Learning

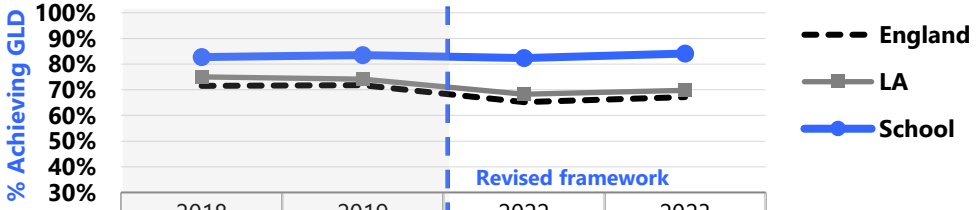
	Aspect	Code	Expected							
			School				LA		England	
			2018	2019	2022	**2023** (63 Pupils)	2022	**2023**	2022	**2023**
Good Level of Development	CL: Listening, attention and understanding	LAU	85%	86%	94%	**87%**	80%	79% ↑	82%	82% ↑
	CL: Speaking	Speak	87%	88%	90%	**87%**	80%	80% ↑	83%	83% ↑
	PSED: Self-regulation	SR	89%	93%	94%	**94%**	84%	83% ↑	85%	85% ↑
	PSED: Managing self	MS	89%	95%	94%	**94%**	85%	85% ↑	87%	87% ↑
	PSED: Building relationships	BR	90%	95%	91%	**92%**	86%	86% ↑	89%	88% ↑
	PD: Gross motor skills	GMS	91%	92%	96%	**97%**	90%	91% ↑	92%	92% ↑
	PD: Fine motor skills	FMS			96%	**97%**	84%	85% ↑	86%	86% ↑
	Lit: Comprehension	Comp	84%	85%	87%	**87%**	79%	79% ↑	80%	81% ↑
	Lit: Word reading	Read			87%	**89%**	76%	76% ↑	75%	76% ↑
	Lit: Writing	Write	84%	84%	82%	**87%**	73%	73% ↑	70%	71% ↑
	Math: Numbers	Num	86%	87%	88%	**89%**	78%	80% ↑	78%	79% ↑
	Math: Numerical patterns	NP			91%	**89%**	78%	78% ↑	77%	78% ↑
	UTW: Past and present	PP	-	-	91%	**89%**	80%	80% ↑	82%	82% ↑
	UTW: People, culture and communities	PCC	86%	86%	93%	**89%**	81%	80% ↑	81%	82% ↑
	UTW: The natural world	NW	87%	86%	91%	**89%**	82%	82% ↑	85%	85% ↑
	EAD: Creating with materials	CWM	91%	95%	93%	**94%**	86%	85% ↑	87%	88% ↑
	EAD: Being imaginative and expressive	BIE	92%	93%	93%	**94%**	86%	86% ↑	87%	87% ↑

NB. Comparisons for 2019 and earlier years 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)



	2018	2019	2022	2023
England	72%	72%	65%	67%
LA	75%	74%	68%	70%
School	83%	84%	82%	84%

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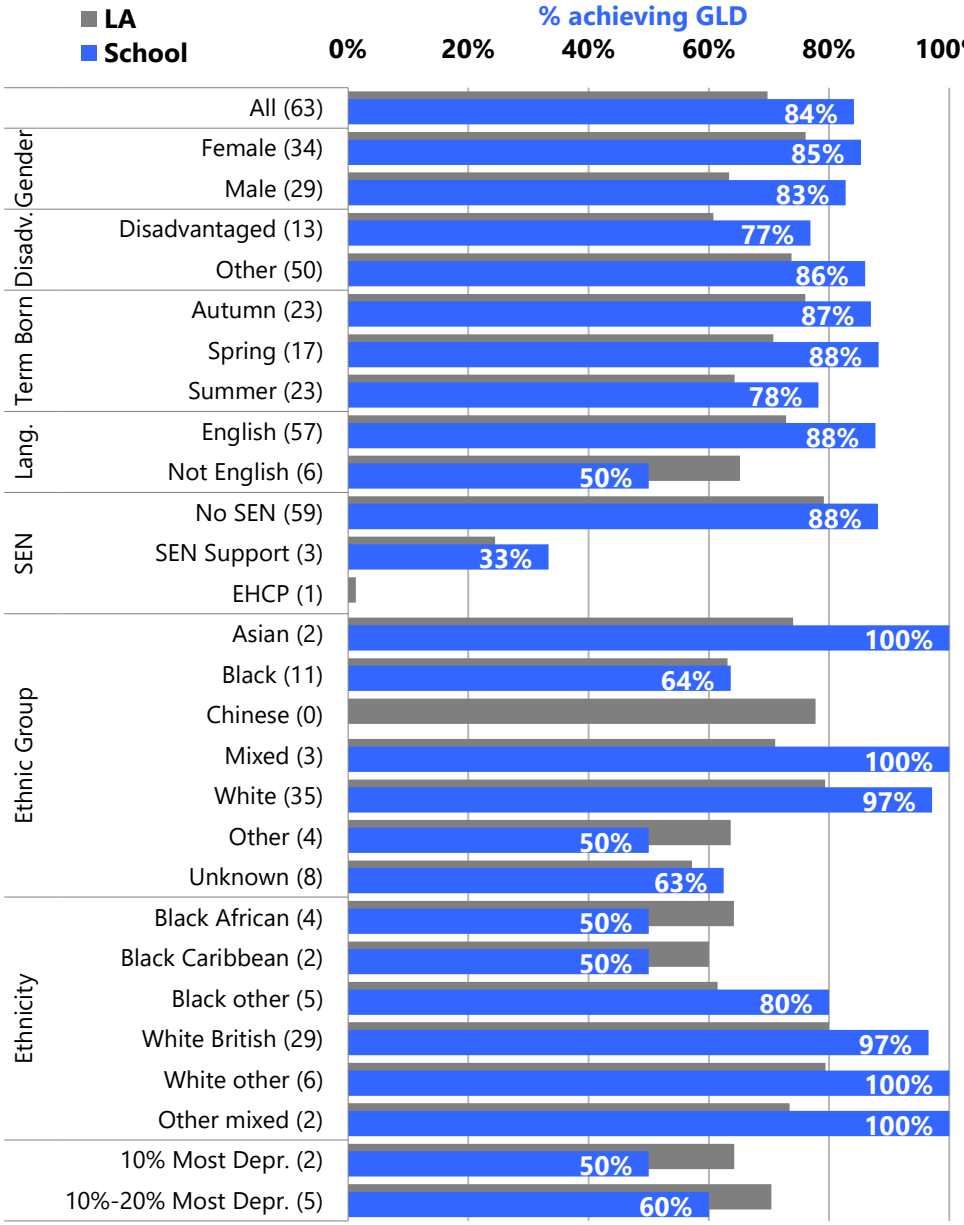
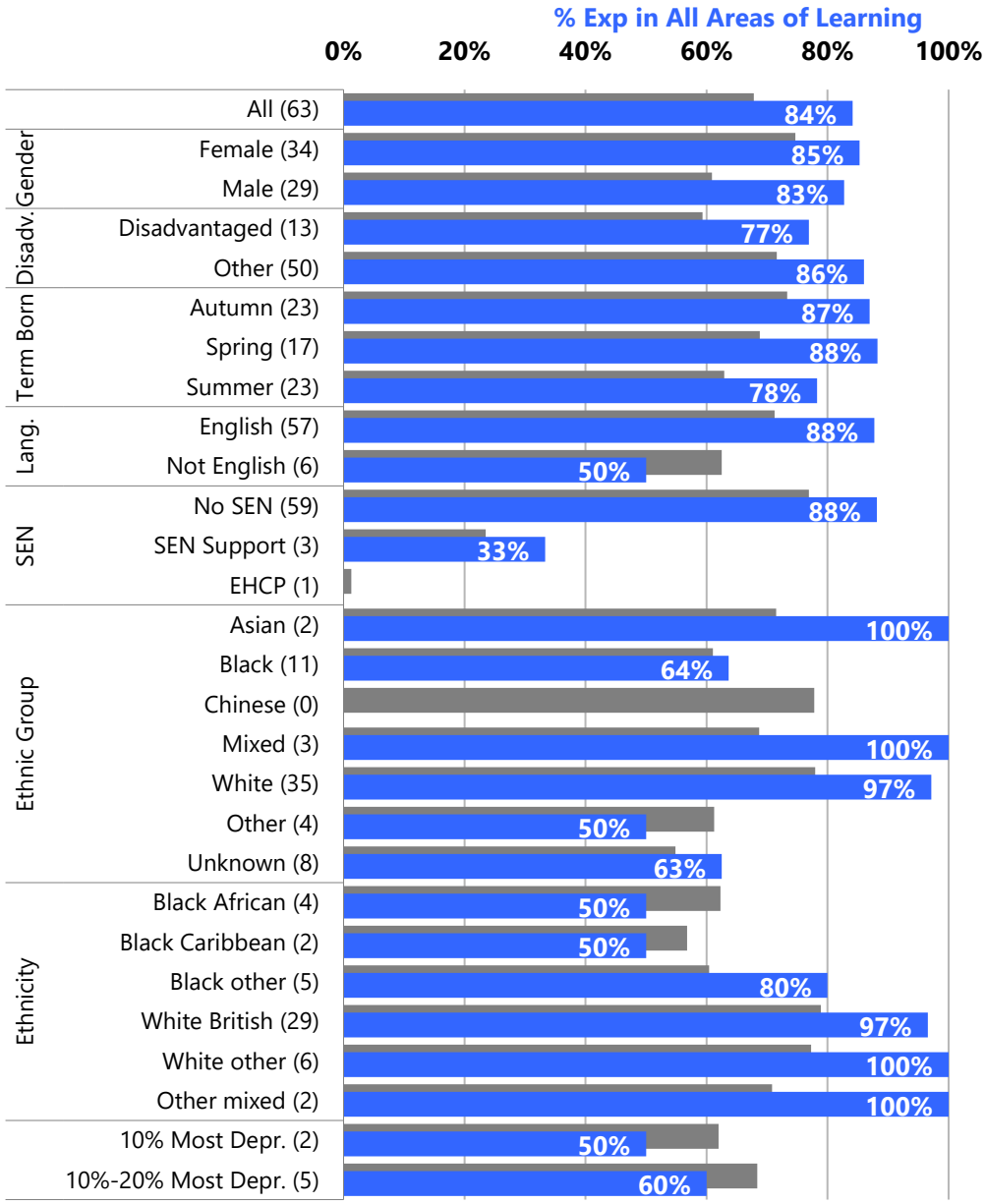
iii) Vulnerable Groups Analysis - % achieving GLD and % at Expectation in All Areas of Learning





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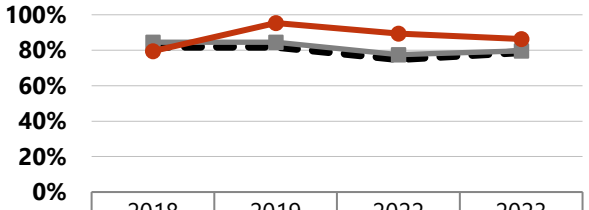
Year 1 Phonics (2023)

Bessemer Grange Primary School **1c**

i) % Achieving Phonics Threshold Year 1

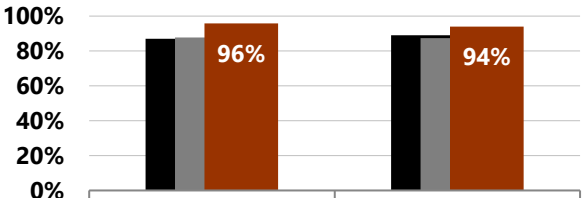
School	Comparisons		
	LA	England	Sch 2022
86%	80% ↑	79% ↑	89% ↓
66 pupils			



	2018	2019	2022	2023
Eng	82%	82%	75%	79%
LA	85%	84%	78%	80%
Sch	80%	95%	89%	86%

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

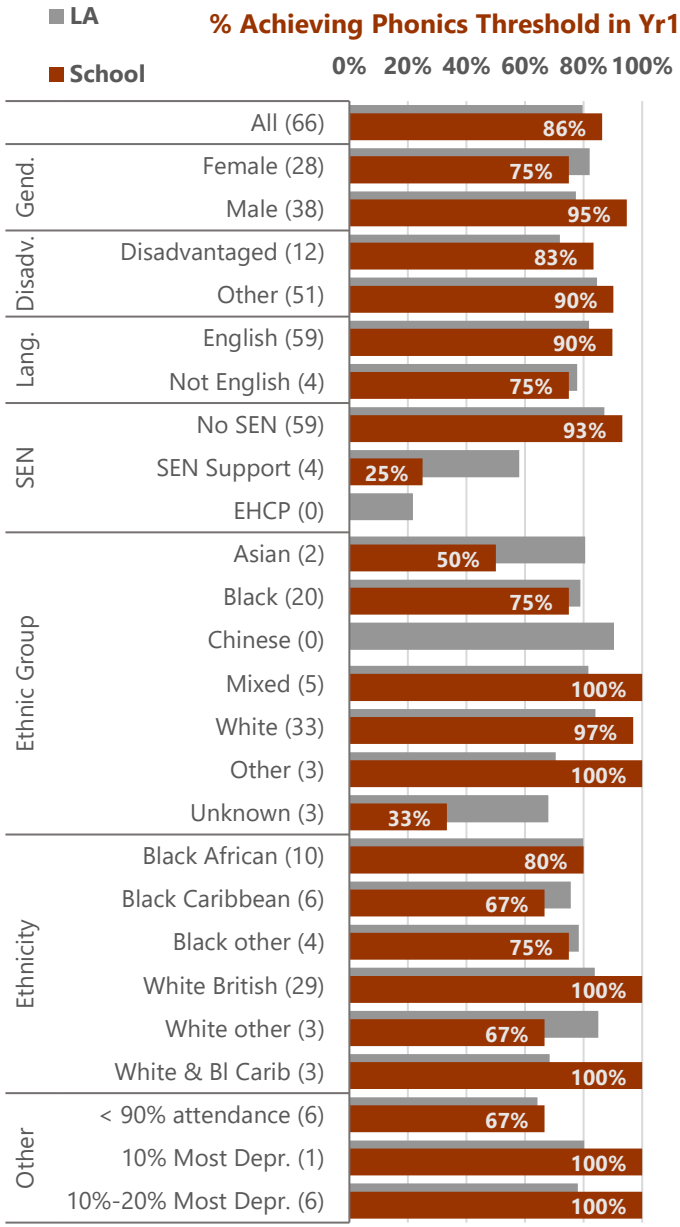
School	Comparisons	
	LA	England
94%	87% ↑	89% ↑
67 pupils		

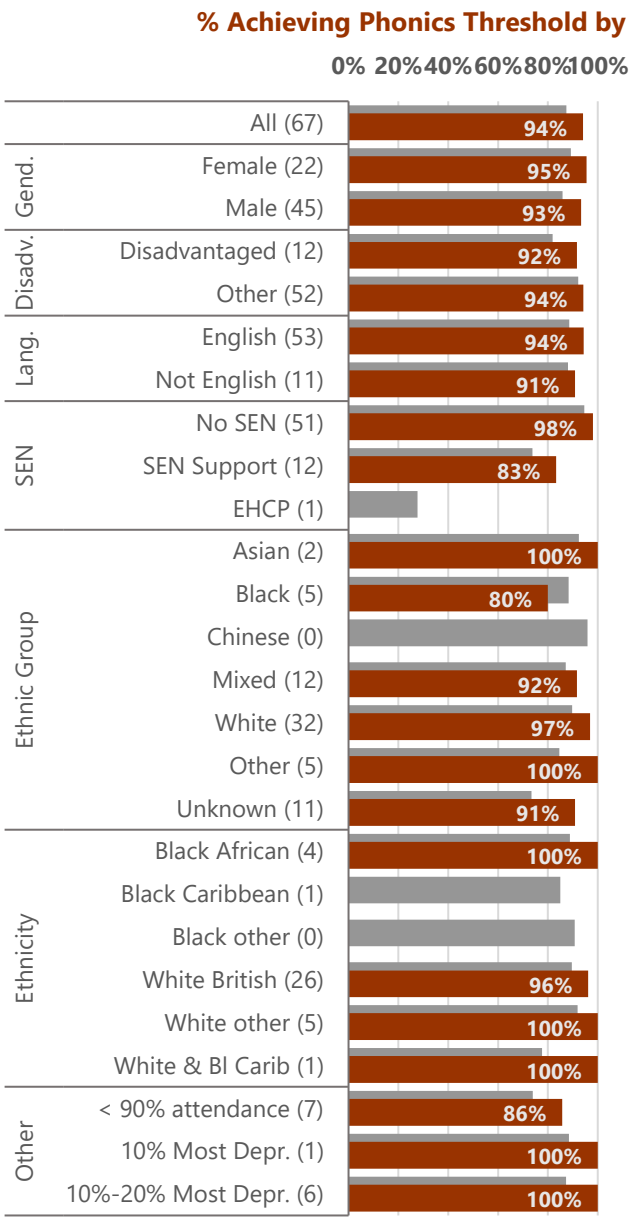


	2022	2023
Eng	87%	89%
LA	88%	87%
Sch	96%	94%

■ Eng ■ LA ■ Sch

iii) Vulnerable Groups Analysis





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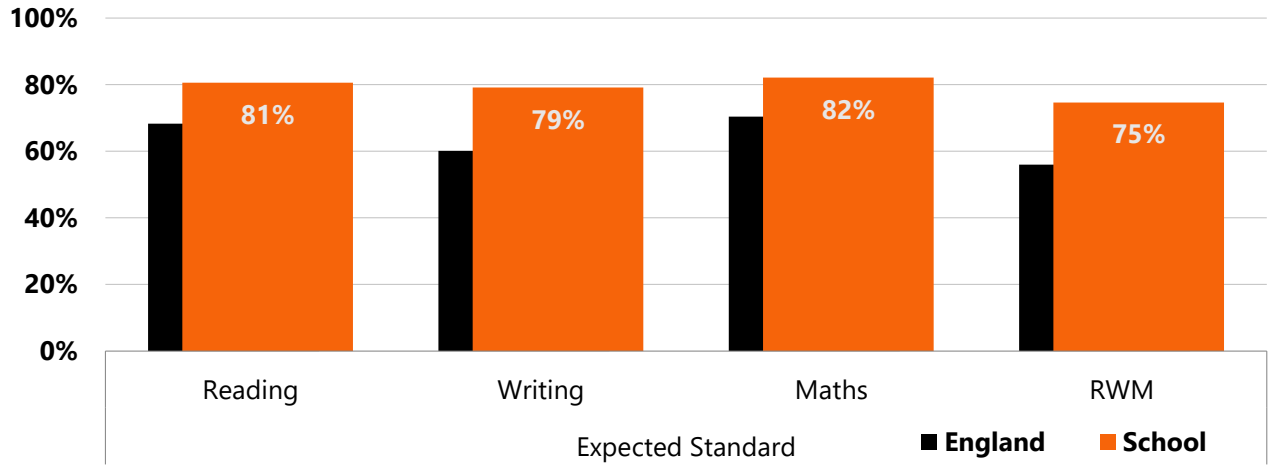
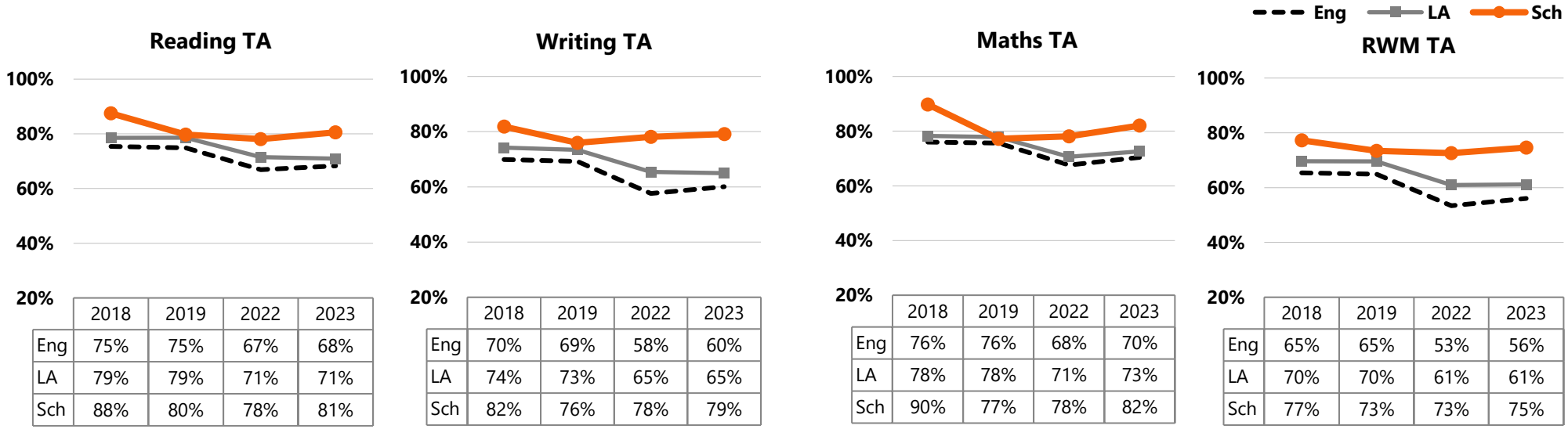
i) % Reaching Expected Standard

Indicator		School (67 Pupils)	Comparisons LA	Comparisons England
% Expected	Reading	**81%**	71% ↑	68% ↑
	Writing	**79%**	65% ↑	60% ↑
	Maths	**82%**	73% ↑	70% ↑
	RWM	**75%**	61% ↑	56% ↑



ii) % Reaching Expected Standard (Time Series)



Reading TA	2018	2019	2022	2023
Eng	75%	75%	67%	68%
LA	79%	79%	71%	71%
Sch	88%	80%	78%	81%

Writing TA	2018	2019	2022	2023
Eng	70%	69%	58%	60%
LA	74%	73%	65%	65%
Sch	82%	76%	78%	79%

Maths TA	2018	2019	2022	2023
Eng	76%	76%	68%	70%
LA	78%	78%	71%	73%
Sch	90%	77%	78%	82%

RWM TA	2018	2019	2022	2023
Eng	65%	65%	53%	56%
LA	70%	70%	61%	61%
Sch	77%	73%	73%	75%

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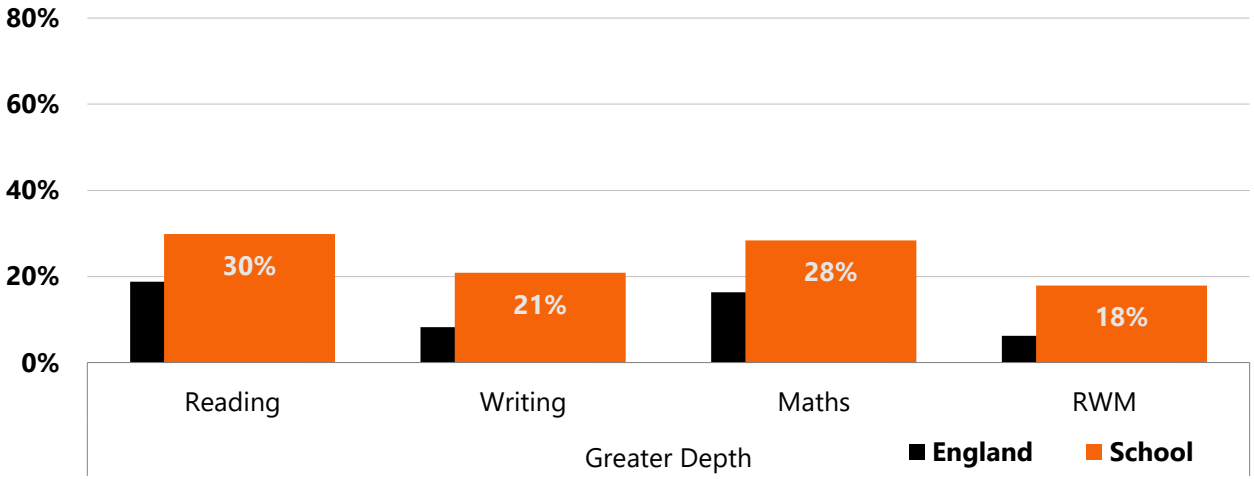
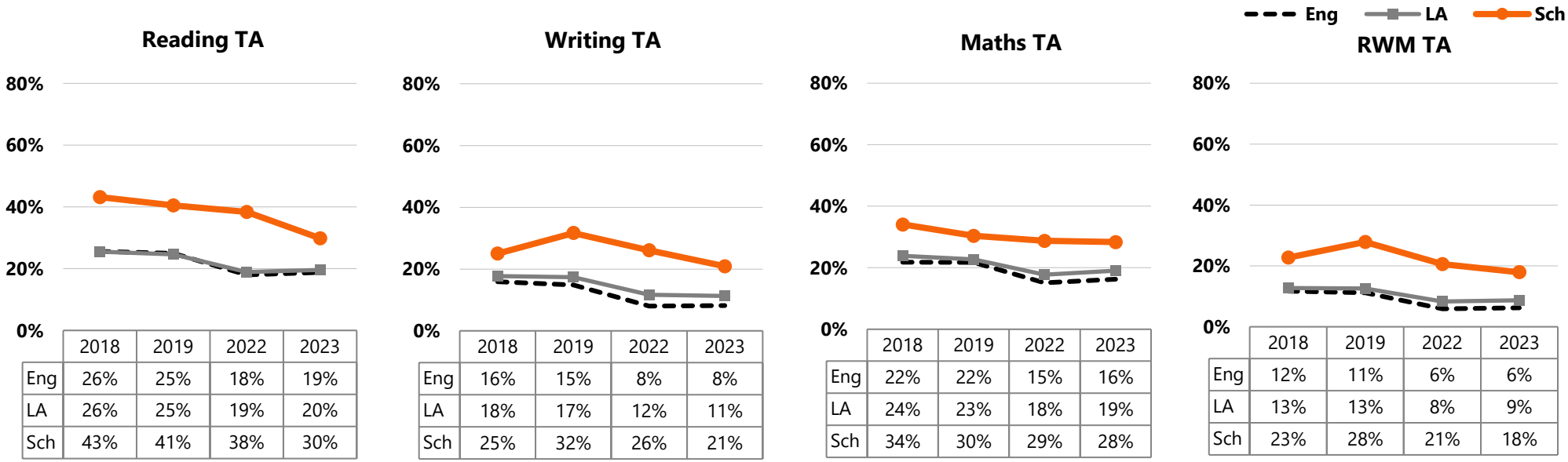
iii) % Working at Greater Depth

Indicator		School (67 Pupils)	Comparisons LA		Comparisons England	
% Greater Depth	Reading	**30%**	20%	↑	19%	↑
	Writing	**21%**	11%	↑	8%	↑
	Maths	**28%**	19%	↑	16%	↑
	RWM	**18%**	9%	↑	6%	↑



iv) % at Greater Depth (Time Series)



	2018	2019	2022	2023
Eng	26%	25%	18%	19%
LA	26%	25%	19%	20%
Sch	43%	41%	38%	30%

	2018	2019	2022	2023
Eng	16%	15%	8%	8%
LA	18%	17%	12%	11%
Sch	25%	32%	26%	21%

	2018	2019	2022	2023
Eng	22%	22%	15%	16%
LA	24%	23%	18%	19%
Sch	34%	30%	29%	28%

	2018	2019	2022	2023
Eng	12%	11%	6%	6%
LA	13%	13%	8%	9%
Sch	23%	28%	21%	18%

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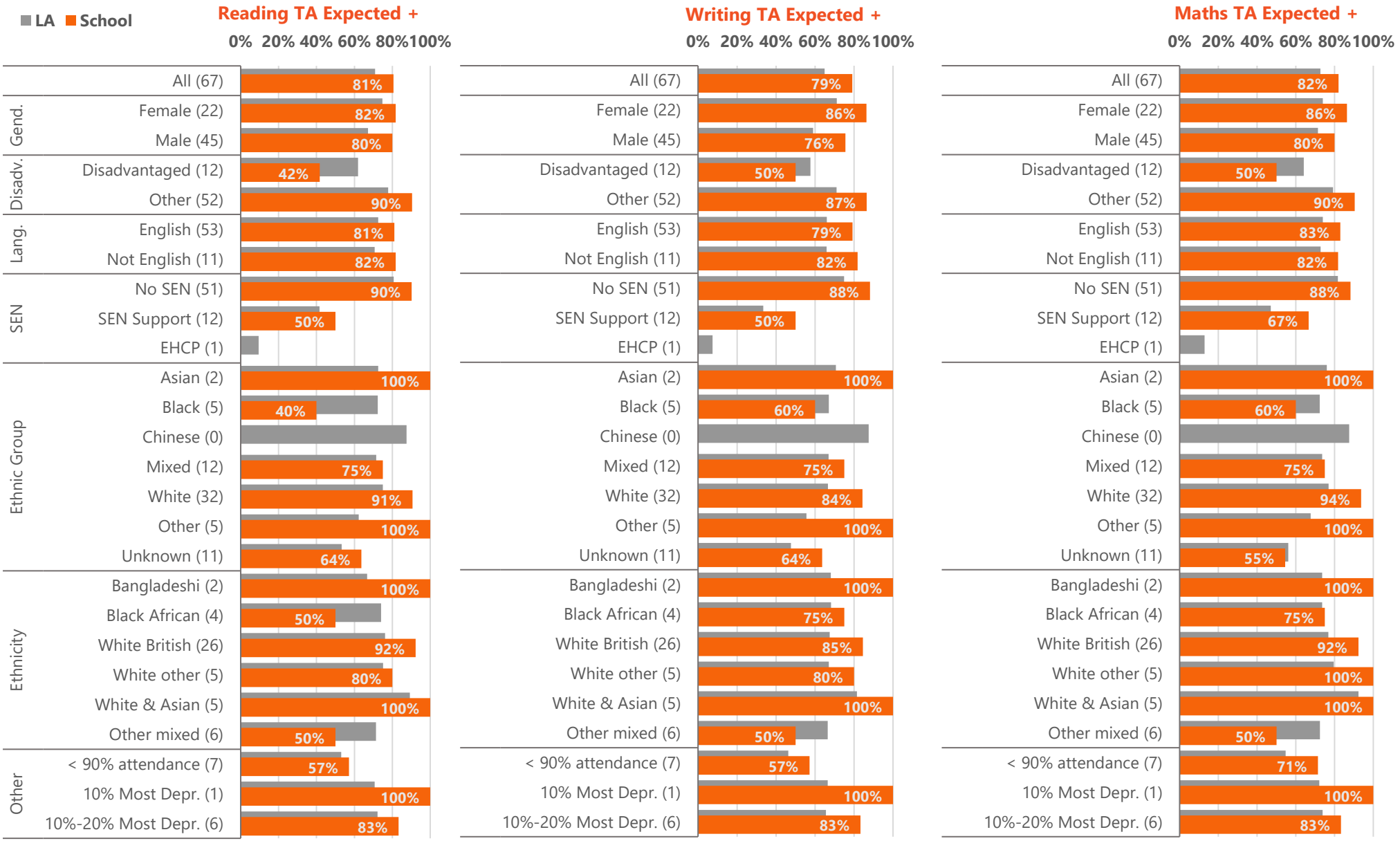
v) Vulnerable Groups Analysis - TA



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

Key to shading (on Exp + only):

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

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	67	**81%**	30%	**79%**	21%	**82%**	28%	**75%**	18%
Gender	Female	22	**82%**	45%	**86%**	32%	**86%**	23%	**82%**	23%
	Male	45	**80%**	22%	**76%**	16%	**80%**	31%	**71%**	16%
	Gap (Male - Female)		**-2%**	-23%	**-10%**	-16%	**-6%**	+8%	**-11%**	-7%
FSM	Eligible	12	**42%**	0%	**50%**	0%	**50%**	0%	**42%**	0%
	Not eligible	52	**90%**	37%	**87%**	27%	**90%**	35%	**83%**	23%
	Gap (Eligible - Not eligible)		**-48%**	-37%	**-37%**	-27%	**-40%**	-35%	**-41%**	-23%
Disadv.	Disadvantaged	12	**42%**	0%	**50%**	0%	**50%**	0%	**42%**	0%
	Other	52	**90%**	37%	**87%**	27%	**90%**	35%	**83%**	23%
	Gap (Disadvantaged - Other)		**-48%**	-37%	**-37%**	-27%	**-40%**	-35%	**-41%**	-23%
SEN	No SEN	51	**90%**	37%	**88%**	27%	**88%**	33%	**82%**	24%
	SEN Support	12	**50%**	0%	**50%**	0%	**67%**	8%	**50%**	0%
	EHCP	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Born	Autumn	22	**95%**	55%	**91%**	50%	**91%**	45%	**86%**	41%
	Spring	21	**71%**	19%	**76%**	10%	**81%**	24%	**71%**	10%
	Summer	21	**76%**	14%	**71%**	5%	**76%**	14%	**67%**	5%
Att.	95-100% Attendance	43	**86%**	28%	**81%**	21%	**86%**	28%	**79%**	19%
	90-95% Attendance	14	**79%**	29%	**86%**	21%	**79%**	36%	**71%**	21%
	85-90% Attendance	6	**67%**	50%	**67%**	33%	**83%**	17%	**67%**	17%
	<=80% Attendance	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%

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

Key to shading (on Exp + only):

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

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	67	**81%**	30%	**79%**	21%	**82%**	28%	**75%**	18%
EAL	English	53	**81%**	32%	**79%**	23%	**83%**	30%	**74%**	21%
EAL	Not English	11	**82%**	18%	**82%**	18%	**82%**	18%	**82%**	9%
EAL	Gap (Not English - English)		**+1%**	-14%	**+3%**	-5%	**-1%**	-12%	**+8%**	-12%
Ethnic Groups	Asian	2	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnic Groups	Black	5	**40%**	0%	**60%**	0%	**60%**	20%	**40%**	0%
Ethnic Groups	Mixed	12	**75%**	33%	**75%**	25%	**75%**	50%	**75%**	25%
Ethnic Groups	White	32	**91%**	38%	**84%**	25%	**94%**	25%	**81%**	19%
Ethnic Groups	Other	5	**100%**	20%	**100%**	20%	**100%**	20%	**100%**	20%
Ethnic Groups	Unknown	11	**64%**	27%	**64%**	18%	**55%**	27%	**55%**	18%
Ethnicity	Bangladeshi	2	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnicity	Black African	4	**50%**	0%	**75%**	0%	**75%**	25%	**50%**	0%
Ethnicity	Black Caribbean	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	White & Asian	5	**100%**	20%	**100%**	20%	**100%**	60%	**100%**	20%
Ethnicity	White & Black Caribbean	1	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%
Ethnicity	Other Mixed	6	**50%**	33%	**50%**	17%	**50%**	33%	**50%**	17%
Ethnicity	White British	26	**92%**	35%	**85%**	27%	**92%**	31%	**81%**	23%
Ethnicity	White Irish	1	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnicity	White Other	5	**80%**	60%	**80%**	20%	**100%**	0%	**80%**	0%
Ethnicity	Any Other Ethnicity	5	**100%**	20%	**100%**	20%	**100%**	20%	**100%**	20%

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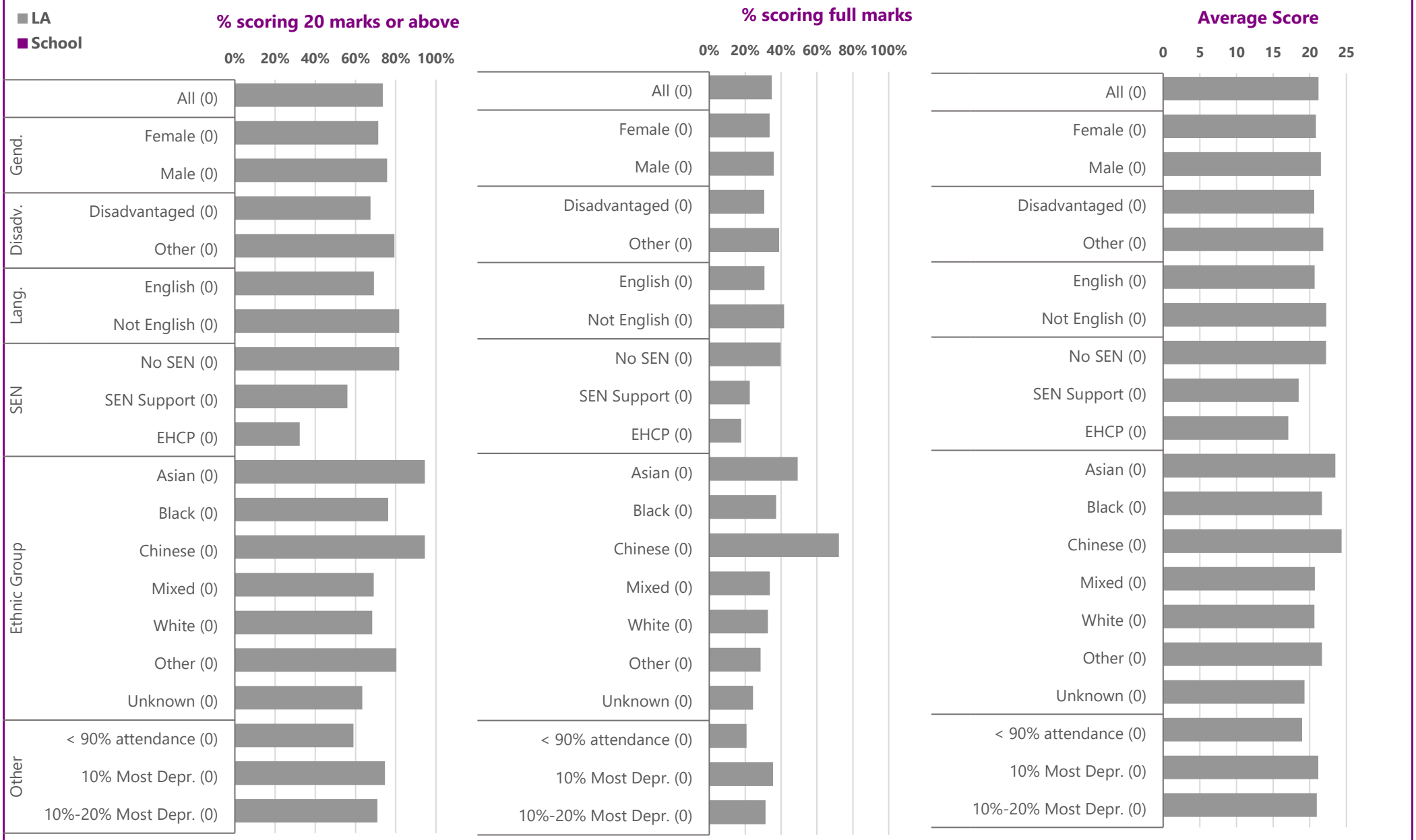
i) Vulnerable Groups Analysis



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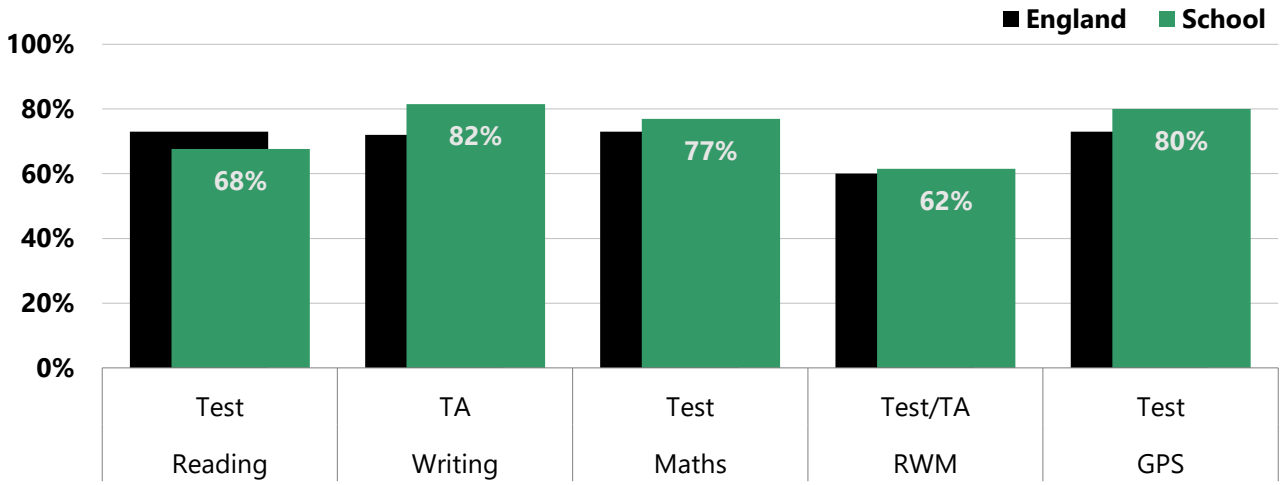
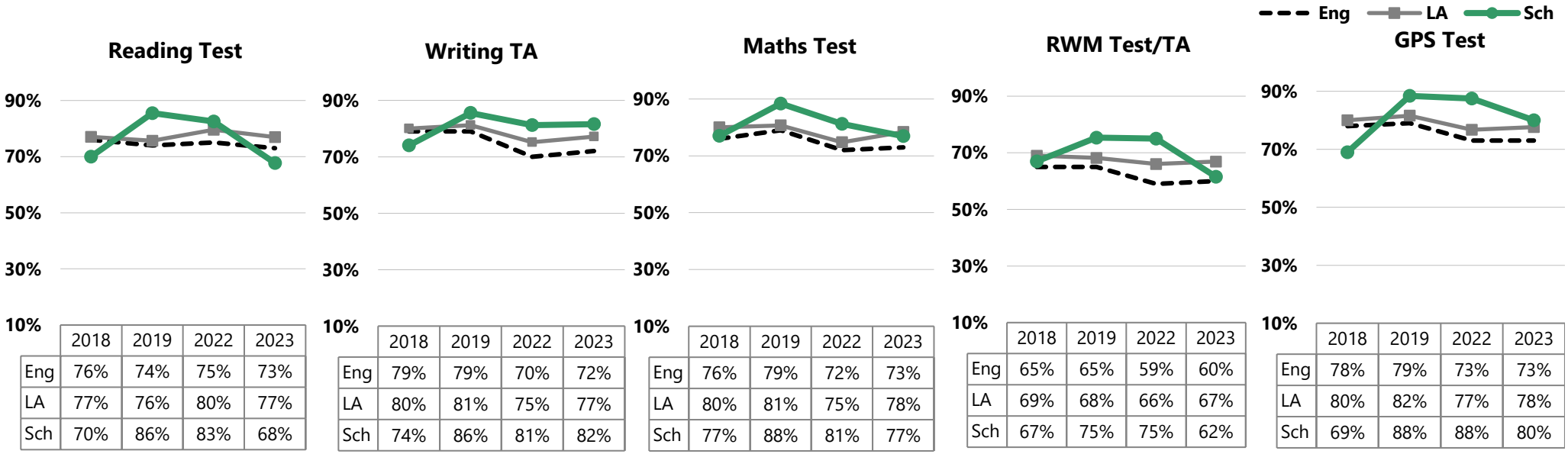
i) % Reaching Expected Standard (Test and TA)

Indicator		School (65 Pupils)	Comparisons LA		Comparisons England	
Reading	Test	**68%**	77%	↓	73%	↓
Writing	TA	**82%**	77%	↑	72%	↑
Maths	Test	**77%**	78%		73%	↑
RWM	Test/TA	**62%**	67%	↓	60%	↑
GPS	Test	**80%**	78%	↑	73%	↑



ii) % Reaching Expected Standard (Time Series)



	2018	2019	2022	2023
Eng	76%	74%	75%	73%
LA	77%	76%	80%	77%
Sch	70%	86%	83%	68%

	2018	2019	2022	2023
Eng	79%	79%	70%	72%
LA	80%	81%	75%	77%
Sch	74%	86%	81%	82%

	2018	2019	2022	2023
Eng	76%	79%	72%	73%
LA	80%	81%	75%	78%
Sch	77%	88%	81%	77%

	2018	2019	2022	2023
Eng	65%	65%	59%	60%
LA	69%	68%	66%	67%
Sch	67%	75%	75%	62%

	2018	2019	2022	2023
Eng	78%	79%	73%	73%
LA	80%	82%	77%	78%
Sch	69%	88%	88%	80%

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

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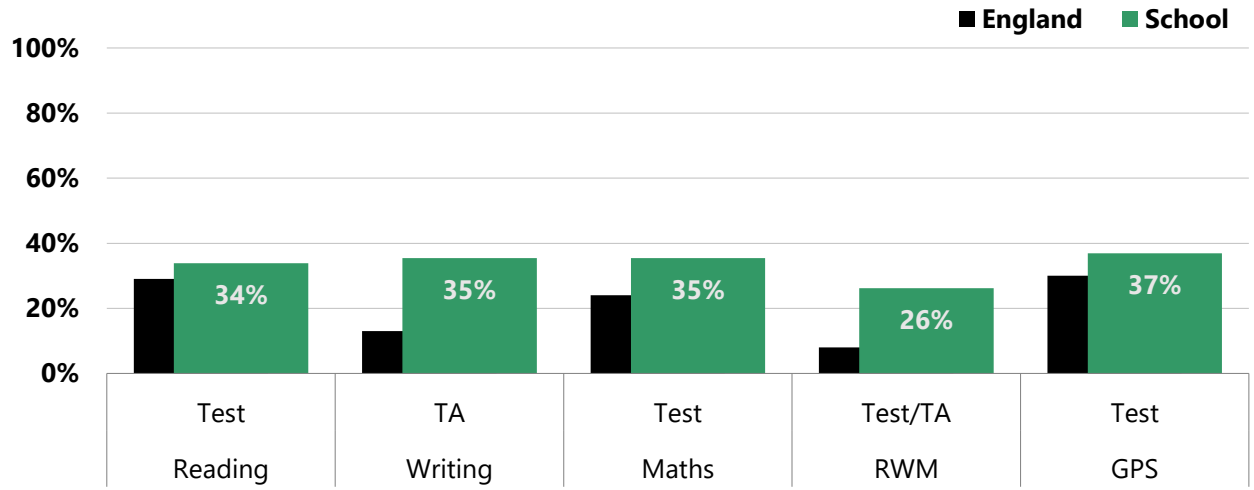
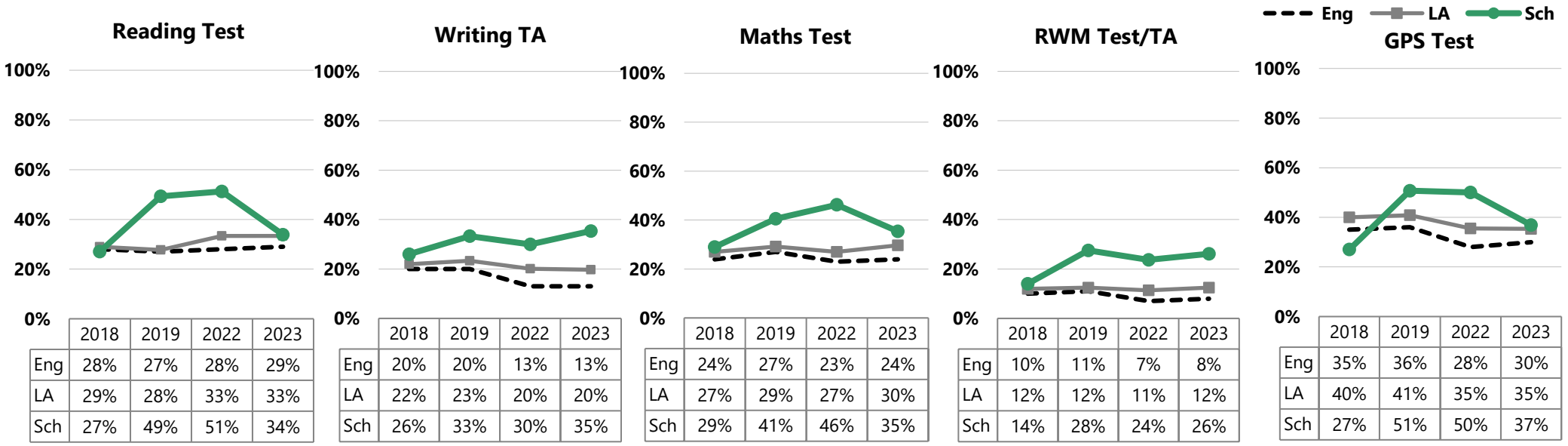
iii) % Reaching a Higher Standard (Test and TA)

Indicator		School (65 Pupils)	Comparisons LA		Comparisons England	
Reading	Test	**34%**	33%		29%	↑
Writing	TA	**35%**	20%	↑	13%	↑
Maths	Test	**35%**	30%	↑	24%	↑
RWM	Test/TA	**26%**	12%	↑	8%	↑
GPS	Test	**37%**	35%	↑	30%	↑



iv) % Reaching a Higher Standard (Time Series)



	2018	2019	2022	2023
Eng	28%	27%	28%	29%
LA	29%	28%	33%	33%
Sch	27%	49%	51%	34%

	2018	2019	2022	2023
Eng	20%	20%	13%	13%
LA	22%	23%	20%	20%
Sch	26%	33%	30%	35%

	2018	2019	2022	2023
Eng	24%	27%	23%	24%
LA	27%	29%	27%	30%
Sch	29%	41%	46%	35%

	2018	2019	2022	2023
Eng	10%	11%	7%	8%
LA	12%	12%	11%	12%
Sch	14%	28%	24%	26%

	2018	2019	2022	2023
Eng	35%	36%	28%	30%
LA	40%	41%	35%	35%
Sch	27%	51%	50%	37%

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

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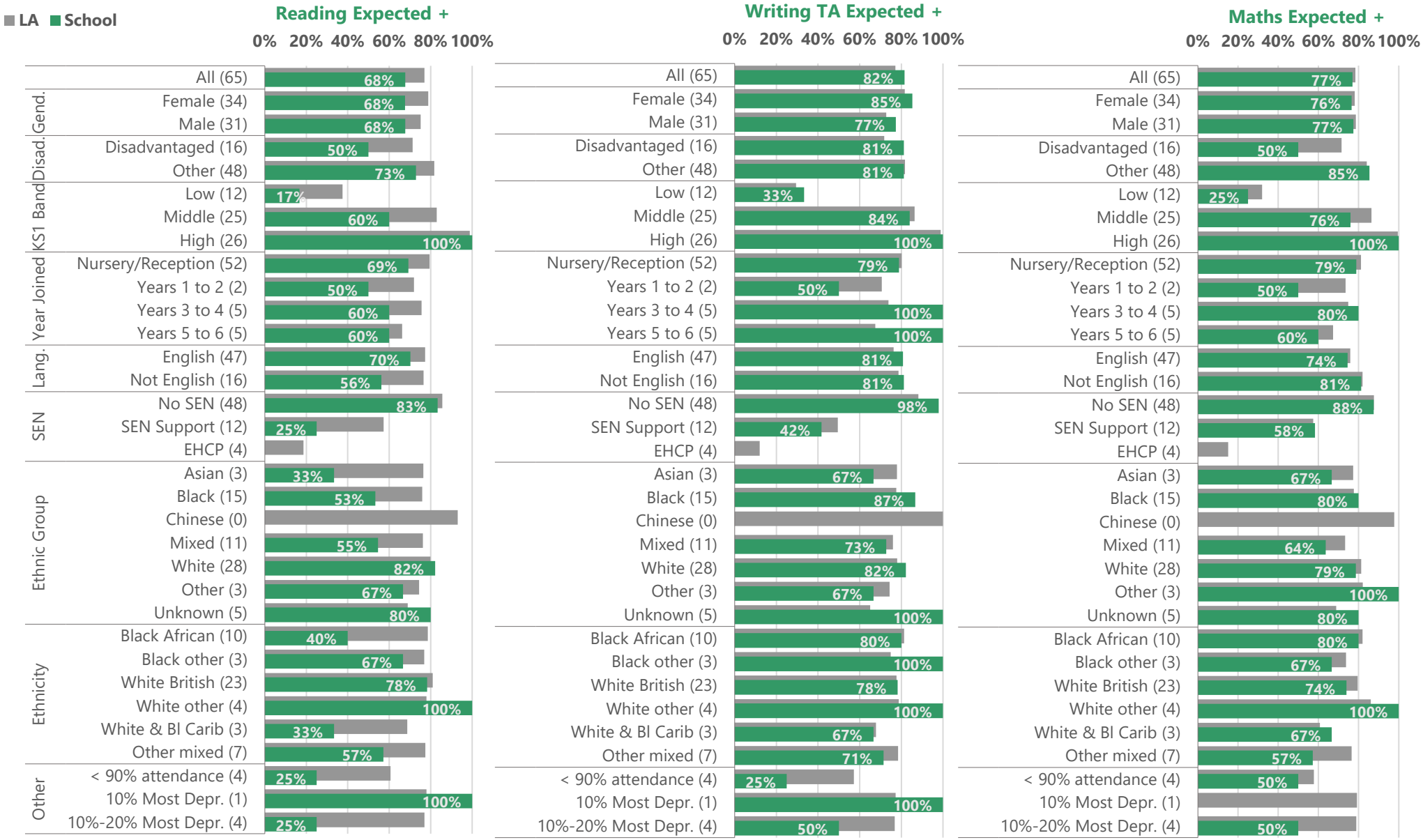
v) Vulnerable Groups Analysis



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

Key to shading (on Exp + only):

- >3* above All pupils
- >1* above All pupils
- >1* below 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	65	**68%**	34%	**82%**	35%	**77%**	35%	**62%**	26%	**80%**	37%
Gender	Female	34	**68%**	35%	**85%**	35%	**76%**	32%	**62%**	24%	**82%**	35%
	Male	31	**68%**	32%	**77%**	35%	**77%**	39%	**61%**	29%	**77%**	39%
	Gap (Male - Female)		**-**	-3%	**-8%**	-	**+1%**	+7%	**-1%**	+5%	**-5%**	+4%
FSM	Eligible	15	**53%**	20%	**80%**	13%	**53%**	13%	**33%**	13%	**80%**	13%
	Not eligible	49	**71%**	39%	**82%**	43%	**84%**	43%	**69%**	31%	**80%**	45%
	Gap (Eligible - Not eligible)		**-18%**	-19%	**-2%**	-30%	**-31%**	-30%	**-36%**	-18%	**-**	-32%
Disadv.	Disadvantaged	16	**50%**	19%	**81%**	13%	**50%**	13%	**31%**	13%	**81%**	19%
	Other	48	**73%**	40%	**81%**	44%	**85%**	44%	**71%**	31%	**79%**	44%
	Gap (Disadvantaged - Other)		**-23%**	-21%	**-**	-31%	**-35%**	-31%	**-40%**	-18%	**+2%**	-25%
SEN	No SEN	48	**83%**	44%	**98%**	48%	**88%**	48%	**77%**	35%	**94%**	50%
	SEN Support	12	**25%**	8%	**42%**	0%	**58%**	0%	**17%**	0%	**50%**	0%
	EHCP	4	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
KS1 PA	Low Prior Attainment	12	**17%**	0%	**33%**	0%	**25%**	0%	**8%**	0%	**33%**	8%
	Middle Prior Attainment	25	**60%**	12%	**84%**	8%	**76%**	8%	**48%**	4%	**80%**	12%
	High Prior Attainment	26	**100%**	73%	**100%**	81%	**100%**	81%	**100%**	62%	**100%**	73%
Born	Autumn	15	**80%**	53%	**100%**	67%	**87%**	53%	**73%**	40%	**87%**	53%
	Spring	26	**69%**	46%	**73%**	35%	**77%**	46%	**65%**	35%	**77%**	38%
	Summer	24	**58%**	8%	**79%**	17%	**71%**	13%	**50%**	8%	**79%**	25%
Att.	95-100% Attendance	45	**73%**	42%	**87%**	42%	**84%**	44%	**69%**	33%	**84%**	44%
	90-95% Attendance	15	**60%**	20%	**80%**	27%	**60%**	20%	**47%**	13%	**67%**	27%
	85-90% Attendance	2	**50%**	0%	**50%**	0%	**100%**	0%	**50%**	0%	**100%**	0%
	80-85% Attendance	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
	<=80% Attendance	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**100%**	0%

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

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below 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	65	**68%**	34%	**82%**	35%	**77%**	35%	**62%**	26%	**80%**	37%
EAL	English	47	**70%**	34%	**81%**	38%	**74%**	36%	**62%**	26%	**79%**	34%
EAL	Not English	16	**56%**	31%	**81%**	25%	**81%**	31%	**56%**	25%	**81%**	44%
EAL	Gap (Not English - English)		**-14%**	-3%	**-**	-13%	**+7%**	-5%	**-6%**	-1%	**+2%**	+10%
Ethnic Groups	Asian	3	**33%**	33%	**67%**	33%	**67%**	33%	**33%**	33%	**67%**	67%
Ethnic Groups	Black	15	**53%**	27%	**87%**	20%	**80%**	20%	**47%**	20%	**80%**	40%
Ethnic Groups	Mixed	11	**55%**	27%	**73%**	27%	**64%**	27%	**45%**	27%	**73%**	18%
Ethnic Groups	White	28	**82%**	43%	**82%**	46%	**79%**	50%	**75%**	32%	**86%**	43%
Ethnic Groups	Other	3	**67%**	0%	**67%**	0%	**100%**	0%	**67%**	0%	**67%**	0%
Ethnic Groups	Unknown	5	**80%**	40%	**100%**	60%	**80%**	40%	**80%**	20%	**80%**	40%
Ethnicity	Pakistani	1	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
Ethnicity	Asian Other	2	**50%**	50%	**100%**	50%	**100%**	50%	**50%**	50%	**100%**	100%
Ethnicity	Black African	10	**40%**	20%	**80%**	20%	**80%**	20%	**40%**	20%	**80%**	50%
Ethnicity	Black Caribbean	2	**100%**	50%	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnicity	Black Other	3	**67%**	33%	**100%**	33%	**67%**	33%	**33%**	33%	**67%**	33%
Ethnicity	White & Black African	1	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%	**100%**	0%
Ethnicity	White & Black Caribbean	3	**33%**	33%	**67%**	33%	**67%**	33%	**33%**	33%	**67%**	0%
Ethnicity	Other Mixed	7	**57%**	29%	**71%**	29%	**57%**	29%	**43%**	29%	**71%**	29%
Ethnicity	White British	23	**78%**	43%	**78%**	52%	**74%**	52%	**70%**	35%	**83%**	48%
Ethnicity	White Irish	1	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%	**100%**	100%
Ethnicity	White Other	4	**100%**	25%	**100%**	0%	**100%**	25%	**100%**	0%	**100%**	0%
Ethnicity	Any Other Ethnicity	3	**67%**	0%	**67%**	0%	**100%**	0%	**67%**	0%	**67%**	0%

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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	1	1 100% LA: 85%	0 0% LA: 13%	0 0% LA: 2%
	Working Towards	12	9 75% LA: 53%	2 17% LA: 42%	1 8% LA: 5%
	Expected Standard	25	10 40% LA: 14%	13 52% LA: 57%	2 8% LA: 29%
	Greater Depth	25	0 0% LA: 1%	6 24% LA: 24%	19 76% LA: 76%

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	2	2 100% LA: 90%	0 0% LA: 10%	0 0% LA: 0%
	Working Towards	11	7 64% LA: 57%	4 36% LA: 41%	0 0% LA: 2%
	Expected Standard	32	6 19% LA: 10%	21 66% LA: 66%	5 16% LA: 24%
	Greater Depth	18	0 0% LA: 0%	0 0% LA: 24%	18 100% LA: 76%

Writing		Total Pupils	Key Stage 2 - Writing TA: Below Expected	Expected Standard	Greater Depth
Key Stage 1 Writing	Pre-KS	2	1 50% LA: 88%	1 50% LA: 12%	0 0% LA: 0%
	Working Towards	13	9 69% LA: 53%	4 31% LA: 46%	0 0% LA: 0%
	Expected Standard	27	2 7% LA: 8%	19 70% LA: 76%	6 22% LA: 16%
	Greater Depth	21	0 0% LA: 0%	4 19% LA: 30%	17 81% LA: 69%

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	104.8	-2.0	+0.8 ↓	0.0 ↓
Writing		+2.1	+1.4 ↑	0.0 ↑
Maths	105.7	+0.2	+1.1 ↓	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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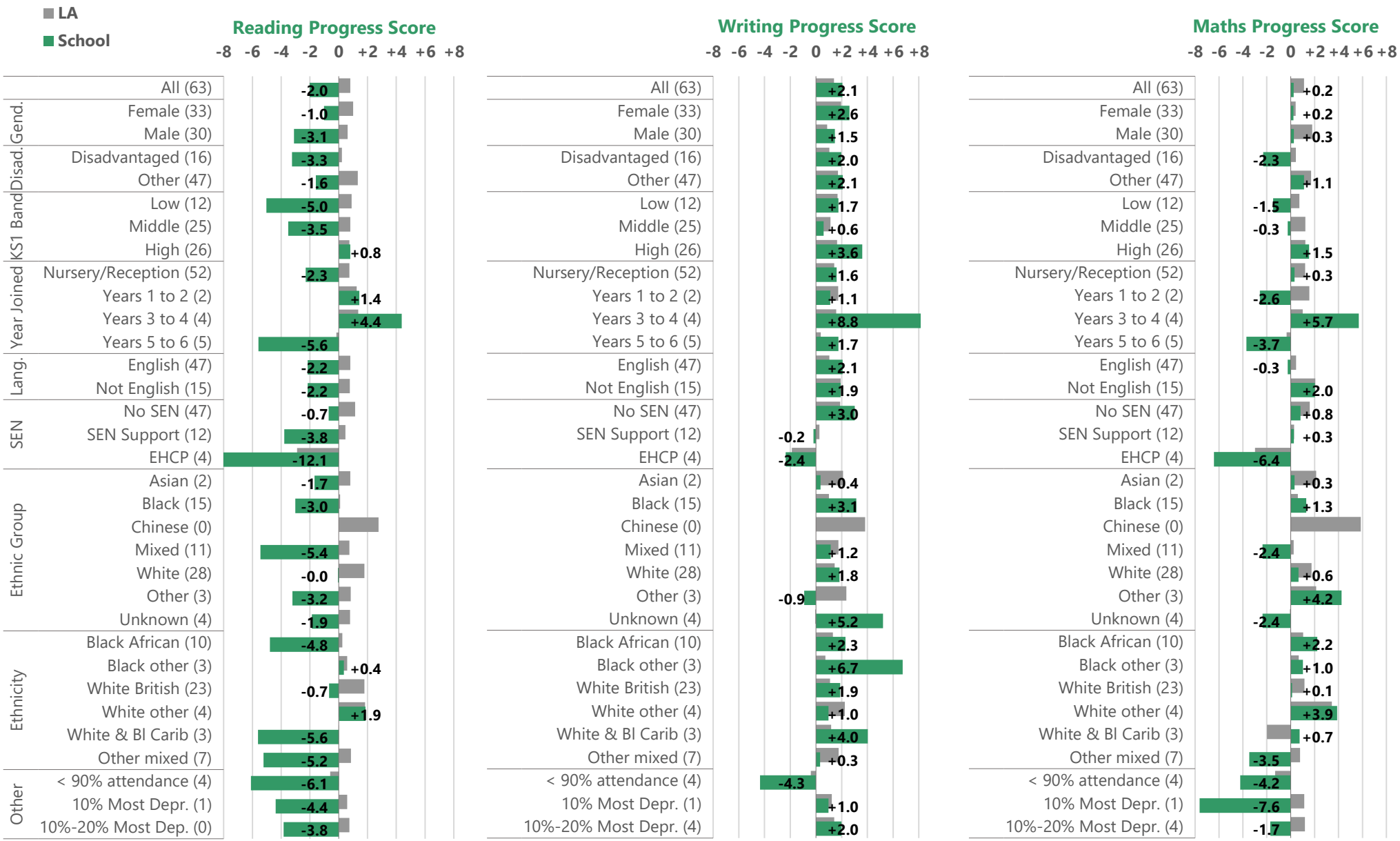
ix) Vulnerable Groups Analysis - Average Progress Score (Reading, Writing and Maths)



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Vulnerable Groups Summary (2023)

Bessemer Grange Primary School **1g**

		EYFSP GLD		YR1 Phonics 32+		KS1 (Expected +) Reading		KS1 (Expected +) Writing		KS1 (Expected +) Maths		KS2 (Expected +) Reading		KS2 (Expected +) Writing		KS2 (Expected +) Maths	
England average (All pupils):		Eng: 67%		Eng: 79%		Eng: 68%		Eng: 60%		Eng: 70%		Eng: 73%		Eng: 72%		Eng: 73%	
All Pupils	**All**	**84%**	(63)	**86%**	(66)	**81%**	(67)	**79%**	(67)	**82%**	(67)	**68%**	(65)	**82%**	(65)	**77%**	(65)
Gender	**Female**	**85%**	(34)	**75%**	(28)	**82%**	(22)	**86%**	(22)	**86%**	(22)	**68%**	(34)	**85%**	(34)	**76%**	(34)
	Male	**83%**	(29)	**95%**	(38)	**80%**	(45)	**76%**	(45)	**80%**	(45)	**68%**	(31)	**77%**	(31)	**77%**	(31)
Disadv.	**Disadvantaged**	**77%**	(13)	**83%**	(12)	**42%**	(12)	**50%**	(12)	**50%**	(12)	**50%**	(16)	**81%**	(16)	**50%**	(16)
	Other	**86%**	(50)	**90%**	(51)	**90%**	(52)	**87%**	(52)	**90%**	(52)	**73%**	(48)	**81%**	(48)	**85%**	(48)
Term Born	**Autumn**	**87%**	(23)	**96%**	(23)	**95%**	(22)	**91%**	(22)	**91%**	(22)	**80%**	(15)	**100%**	(15)	**87%**	(15)
	Spring	**88%**	(17)	**86%**	(22)	**71%**	(21)	**76%**	(21)	**81%**	(21)	**69%**	(26)	**73%**	(26)	**77%**	(26)
	Summer	**78%**	(23)	**83%**	(18)	**76%**	(21)	**71%**	(21)	**76%**	(21)	**58%**	(24)	**79%**	(24)	**71%**	(24)
Language	**English**	**88%**	(57)	**90%**	(59)	**81%**	(53)	**79%**	(53)	**83%**	(53)	**70%**	(47)	**81%**	(47)	**74%**	(47)
	Not English	**50%**	(6)	75%	(4)	**82%**	(11)	**82%**	(11)	**82%**	(11)	**56%**	(16)	**81%**	(16)	**81%**	(16)
SEN	**No SEN**	**88%**	(59)	**93%**	(59)	**90%**	(51)	**88%**	(51)	**88%**	(51)	**83%**	(48)	**98%**	(48)	**88%**	(48)
	SEN Support	33%	(3)	25%	(4)	**50%**	(12)	**50%**	(12)	**67%**	(12)	**25%**	(12)	**42%**	(12)	**58%**	(12)
	EHCP											0%	(4)	0%	(4)	0%	(4)
Ethnic Group	**Asian**											33%	(3)	67%	(3)	67%	(3)
	Black	**64%**	(11)	**75%**	(20)	**40%**	(5)	**60%**	(5)	**60%**	(5)	**53%**	(15)	**87%**	(15)	**80%**	(15)
	Mixed	100%	(3)	**100%**	(5)	**75%**	(12)	**75%**	(12)	**75%**	(12)	**55%**	(11)	**73%**	(11)	**64%**	(11)
	White	**97%**	(35)	**97%**	(33)	**91%**	(32)	**84%**	(32)	**94%**	(32)	**82%**	(28)	**82%**	(28)	**79%**	(28)
	Other	50%	(4)	100%	(3)	**100%**	(5)	**100%**	(5)	**100%**	(5)	67%	(3)	67%	(3)	100%	(3)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at Bessemer 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. All pupils
>3* below Eng. All pupils

*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.

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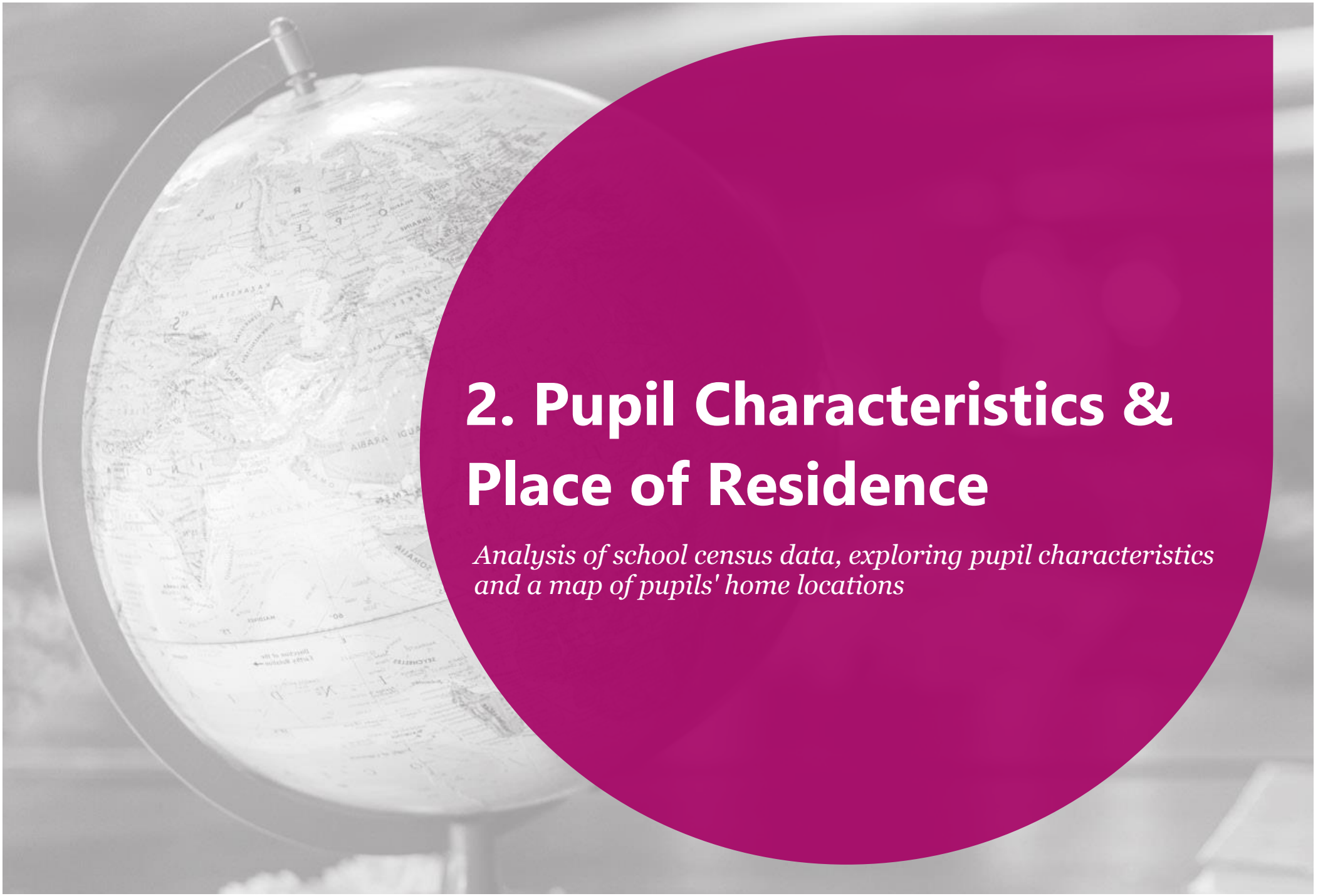

2. Pupil Characteristics & Place of Residence

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)

558 Pupils on roll in Jan 2023

		Bessemer Grange Primary School						LA (Primary Age Mainstream)	
		2019	2020	2021	2022	Jan 2023		Jan 23	School Difference vs LA
Total roll		671	663	622	587	**558**	%		
Gender	Female	53.1%	51.6%	48.9%	45.7%	**254**	**45.5%**	49.3%	-3.8%
	Male	46.9%	48.4%	51.1%	54.3%	**304**	**54.5%**	50.7%	+3.8%
FSM	Eligible	9.5%	10.6%	13.5%	17.2%	**111**	**19.9%**	36.0%	-16.1%
	Not Eligible	90.5%	89.4%	86.5%	82.8%	**447**	**80.1%**	64.0%	+16.1%
Joined School	Joined in Reception / Nursery	89.7%	91.6%	92.0%	90.6%	**502**	**90.0%**	82.9%	+7.1%
	Joined in Year 1 or 2	5.7%	5.0%	4.5%	3.6%	**18**	**3.2%**	7.8%	-4.6%
	Joined in Year 3 or 4	2.8%	2.3%	2.7%	3.7%	**28**	**5.0%**	7.4%	-2.4%
	Joined in Year 5 or 6	1.8%	1.2%	0.8%	2.0%	**10**	**1.8%**	1.9%	-0.1%
SEN Stage	No Special Educational Need	88.5%	83.7%	84.7%	83.6%	**472**	**84.6%**	81.4%	+3.2%
	SEN Support	9.8%	14.3%	12.5%	14.0%	**71**	**12.7%**	15.0%	-2.3%
	EHCP / Statement	1.6%	2.0%	2.7%	2.4%	**15**	**2.7%**	3.6%	-0.9%
SEN Primary Need	Autistic Spectrum Disorder	2.5%	2.7%	2.9%	3.7%	**22**	**3.9%**	4.1%	-0.2%
	Hearing Impairment	0.4%	0.3%	0.6%	0.3%	**2**	**0.4%**	0.2%	+0.2%
	Moderate Learning Difficulty	3.1%	3.5%	2.7%	2.0%	**8**	**1.4%**	1.2%	+0.2%
	Multi-Sensory Impairment	0.0%	0.0%	0.0%	0.0%	**0**	**0.0%**	0.0%	-
	Physical Disability	0.3%	0.0%	0.0%	0.0%	**0**	**0.0%**	0.3%	-0.3%
	Profound & Multiple Learning	0.0%	0.0%	0.0%	0.0%	**0**	**0.0%**	0.0%	-
	Severe Learning Difficulty	0.0%	0.2%	0.2%	0.0%	**0**	**0.0%**	0.1%	-0.1%
	Social, Emotional & Mental Health	1.9%	3.9%	2.7%	2.0%	**15**	**2.7%**	2.4%	+0.3%
	Specific Learning Difficulty	0.6%	1.5%	1.6%	3.9%	**18**	**3.2%**	1.6%	+1.6%
	Speech, Language & Comm.	1.9%	3.9%	4.5%	3.4%	**17**	**3.0%**	7.0%	-4.0%
	Visual Impairment	0.1%	0.2%	0.0%	0.2%	**1**	**0.2%**	0.1%	+0.1%
	Other Difficulty/Disability	0.4%	0.2%	0.0%	0.3%	**1**	**0.2%**	0.4%	-0.2%
	No Specialist Assessment	0.0%	0.0%	0.0%	0.3%	**2**	**0.4%**	1.1%	-0.7%
Deprivation Band (IDACI)	Band 1a: Most deprived 10%	3.3%	2.9%	2.7%	2.2%	**16**	**2.9%**	19.2%	-16.3%
	Band 1b: 10-20%	25.9%	9.4%	9.5%	8.5%	**44**	**7.9%**	36.0%	-28.1%
	Band 2: 20-40%	29.2%	44.2%	46.5%	49.6%	**297**	**53.2%**	25.4%	+27.8%
	Band 3: 40-60%	22.1%	15.1%	14.8%	14.5%	**78**	**14.0%**	9.7%	+4.3%
	Band 4: 60-80%	18.2%	27.0%	25.1%	24.2%	**119**	**21.3%**	8.1%	+13.2%
	Band 5: Least Deprived 20%	1.0%	1.2%	1.3%	0.9%	**4**	**0.7%**	1.7%	-1.0%
	Unmatched Postcode	0.3%	0.3%	0.2%	0.2%	**0**	**0.0%**	0.0%	-

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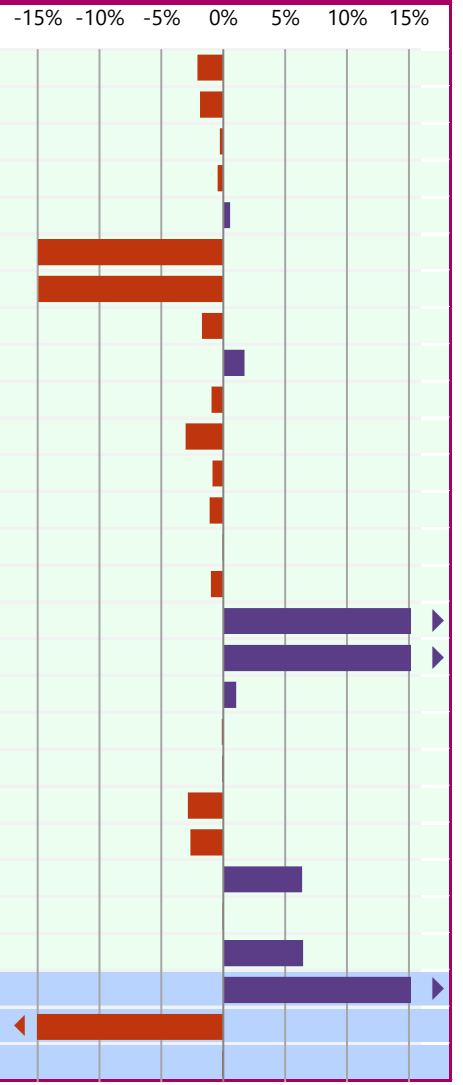
Pupil Breakdown by Contextual Characteristic (2)

558 Pupils on roll in Jan 2023

		Bessemer Grange Primary School						LA (Primary Age Mainstream)	
		2019	2020	2021	2022	Jan 2023		Jan 23	School Difference vs LA
							%		
Ethnicity	Asian or Asian British	3.9%	3.3%	3.1%	4.1%	**21**	**3.8%**	5.9%	-2.1%
	Bangladeshi	0.3%	0.3%	0.6%	0.7%	3	0.5%	2.4%	-1.9%
	Indian	0.9%	0.8%	0.8%	0.5%	3	0.5%	0.8%	-0.3%
	Pakistani	0.4%	0.5%	0.6%	0.5%	2	0.4%	0.8%	-0.4%
	Any Other Asian Background	2.2%	1.8%	1.0%	2.4%	13	2.3%	1.8%	+0.5%
	Black or Black British	24.7%	19.2%	18.0%	22.3%	**119**	**21.3%**	36.3%	-15.0%
	Black - African	14.5%	11.3%	10.3%	9.7%	59	10.6%	25.5%	-14.9%
	Black Caribbean	5.7%	4.8%	5.0%	4.6%	25	4.5%	6.2%	-1.7%
	Any Other Black Background	4.6%	3.0%	2.7%	8.0%	35	6.3%	4.6%	+1.7%
	Chinese	0.4%	0.5%	1.0%	0.3%	**1**	**0.2%**	1.1%	-0.9%
	Mixed	9.5%	10.3%	10.3%	12.4%	**62**	**11.1%**	14.2%	-3.1%
	White and Black African	1.5%	1.7%	2.1%	1.5%	7	1.3%	2.1%	-0.8%
	White and Black Caribbean	1.0%	1.2%	1.6%	2.2%	13	2.3%	3.4%	-1.1%
	White and Asian	1.3%	1.7%	2.1%	1.9%	10	1.8%	1.9%	-0.1%
	Any Other Mixed Background	5.7%	5.7%	4.5%	6.8%	32	5.7%	6.7%	-1.0%
	White	51.0%	49.6%	43.7%	50.9%	**265**	**47.5%**	30.2%	+17.3%
	White - British	43.4%	43.3%	39.1%	43.8%	221	39.6%	20.3%	+19.3%
	White - Irish	0.7%	0.8%	0.8%	1.4%	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	6.9%	5.6%	3.9%	5.8%	36	6.5%	9.3%	-2.8%
	Other	6.6%	5.4%	4.0%	6.1%	**30**	**5.4%**	8.0%	-2.6%
	Unknown	3.9%	11.8%	19.9%	3.7%	**60**	**10.8%**	4.4%	+6.4%
	Refused	1.3%	1.4%	1.8%	1.5%	9	1.6%	1.7%	-0.1%
	Information Not Yet Obtained	2.5%	10.4%	18.2%	2.2%	51	9.1%	2.7%	+6.4%
Lang.	English	74.4%	77.7%	80.4%	81.9%	**452**	**81.0%**	62.0%	+19.0%
	Not English	25.3%	22.0%	19.5%	17.9%	**105**	**18.8%**	37.7%	-18.9%
	Unknown	0.3%	0.3%	0.2%	0.2%	**1**	**0.2%**	0.3%	-0.1%



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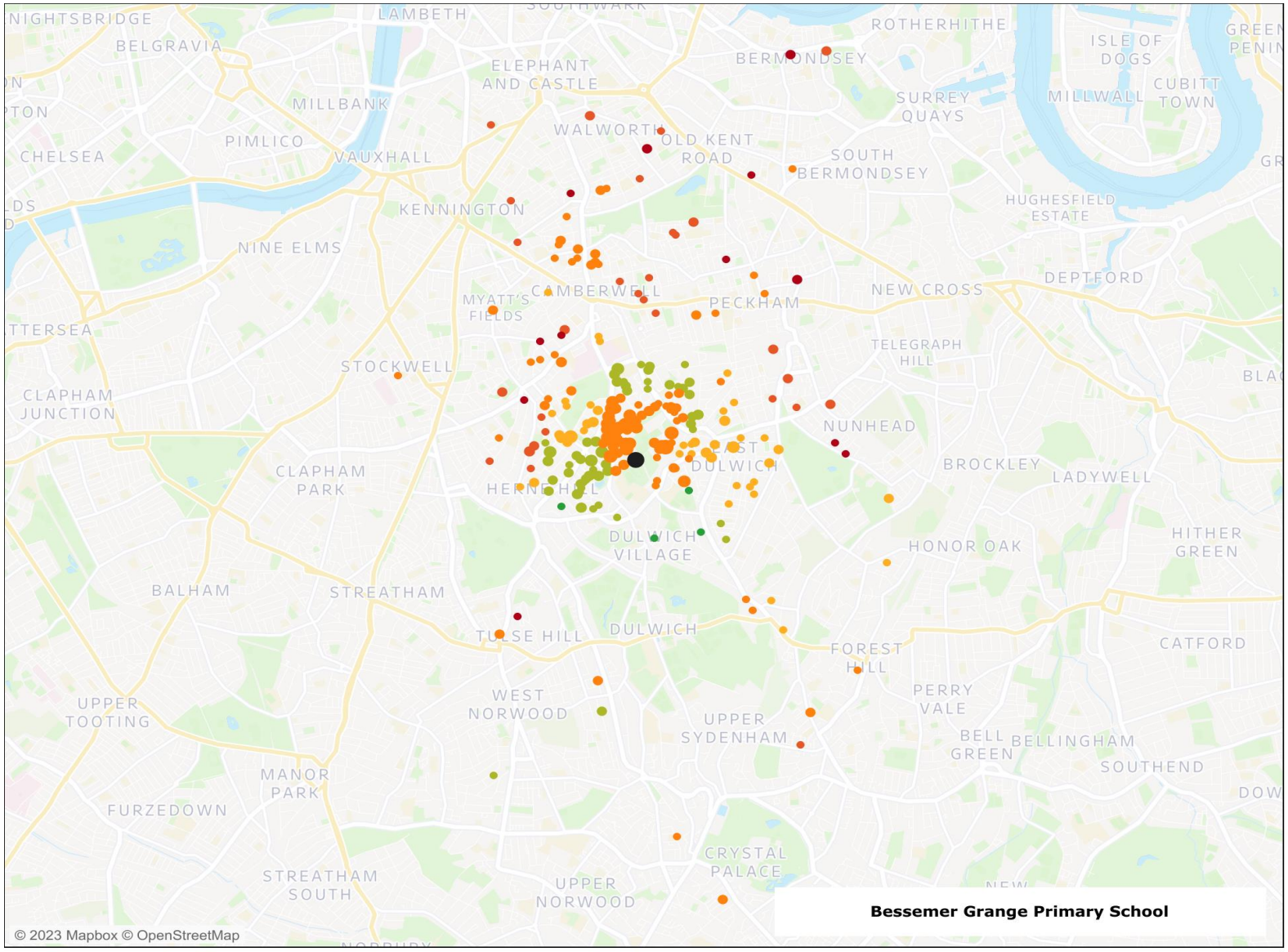
Map of Pupil Residence (Jan 2023)

Bessemer Grange Primary School **2b**



Map shows 547 pupils. Does not show 11 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.

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3. Pupil Behaviour

Analysis of pupil absence and exclusions

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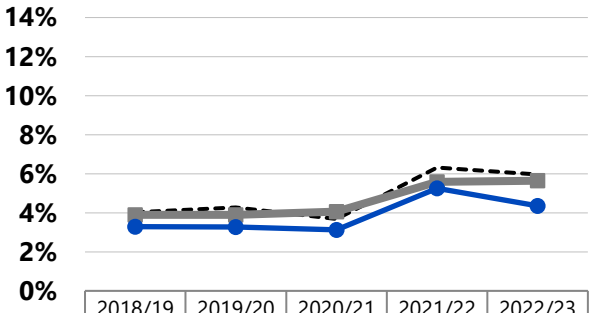
Pupil Absence (Three Terms)

Bessemer Grange Primary School **3a**

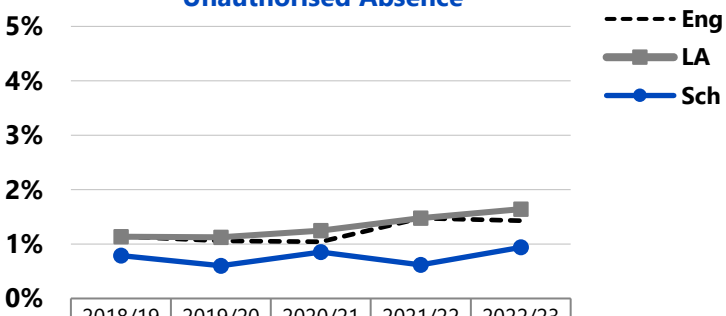
i) Overall and Unauthorised Absence (Time Series) - Three Terms*

Overall Absence



	2018/19	2019/20	2020/21	2021/22	2022/23
Eng	4.0%	4.3%	3.7%	6.3%	6.0%
LA	3.9%	3.9%	4.1%	5.6%	5.6%
Sch	3.3%	3.3%	3.1%	5.3%	4.4%

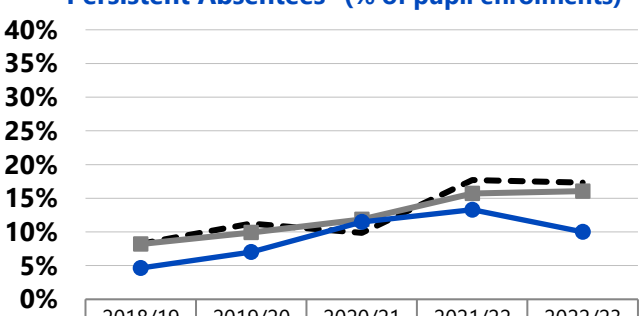
Unauthorised Absence



	2018/19	2019/20	2020/21	2021/22	2022/23
Eng	1.1%	1.1%	1.0%	1.5%	1.4%
LA	1.1%	1.1%	1.2%	1.5%	1.6%
Sch	0.8%	0.6%	0.9%	0.6%	0.9%

ii) Persistent Absentees - Three Terms*

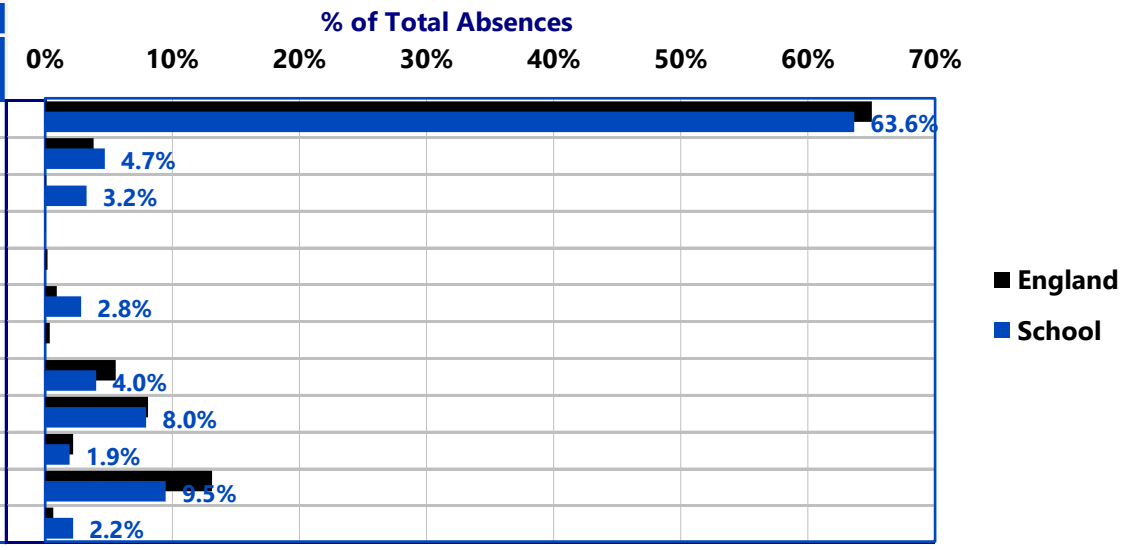
Persistent Absentees[1] (% of pupil enrolments)



	2018/19	2019/20	2020/21	2021/22	2022/23
Eng	8.2%	11.2%	9.9%	17.7%	17.3%
LA	8.2%	9.9%	11.8%	15.7%	16.1%
Sch	4.7%	7.0%	11.5%	13.3%	10.0%

iii) % Absence by Reason - Three Terms

	Reason	Code	School	Comparisons LA	Comparisons England
Authorised	Illness (inc from COVID)	I	**63.6%**	54.9% ↑	65.0% ↓
Authorised	Medical/dental appt	M	**4.7%**	4.5% ↑	3.8% ↑
Authorised	Religious observance	R	**3.2%**	3.2%	0.1% ↑
Authorised	Study leave	S	**0.0%**	0.0%	0.0%
Authorised	Traveller absence	T	**0.0%**	0.1% ↓	0.2% ↓
Authorised	Agreed holiday	H	**2.8%**	1.4% ↑	0.9% ↑
Authorised	Excluded	E	**0.0%**	0.3% ↓	0.4% ↓
Authorised	Other authorised	C	**4.0%**	6.5% ↓	5.5% ↓
Unauth	Holiday not agreed	G	**8.0%**	6.9% ↑	8.1% ↓
Unauth	Arrived late	U	**1.9%**	2.9% ↓	2.2% ↓
Unauth	Other unauthorised	O	**9.5%**	17.8% ↓	13.1% ↓
Unauth	No reason yet	N	**2.2%**	1.5% ↑	0.6% ↑



*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 and 2022/23.

^England comparisons for 2022/23 are for the Autumn and Spring terms only.

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

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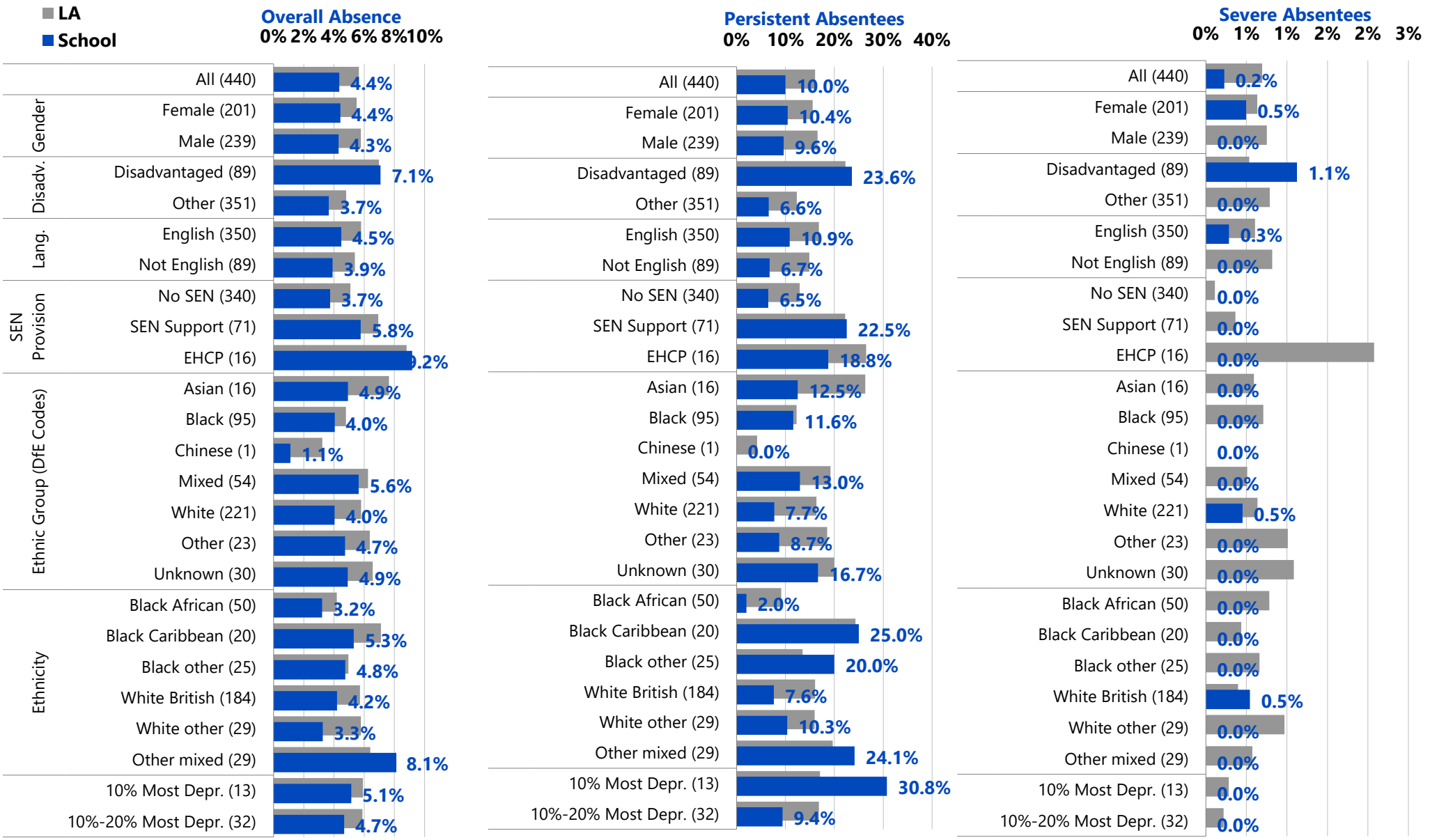
iv) Vulnerable Groups Analysis - Three Terms



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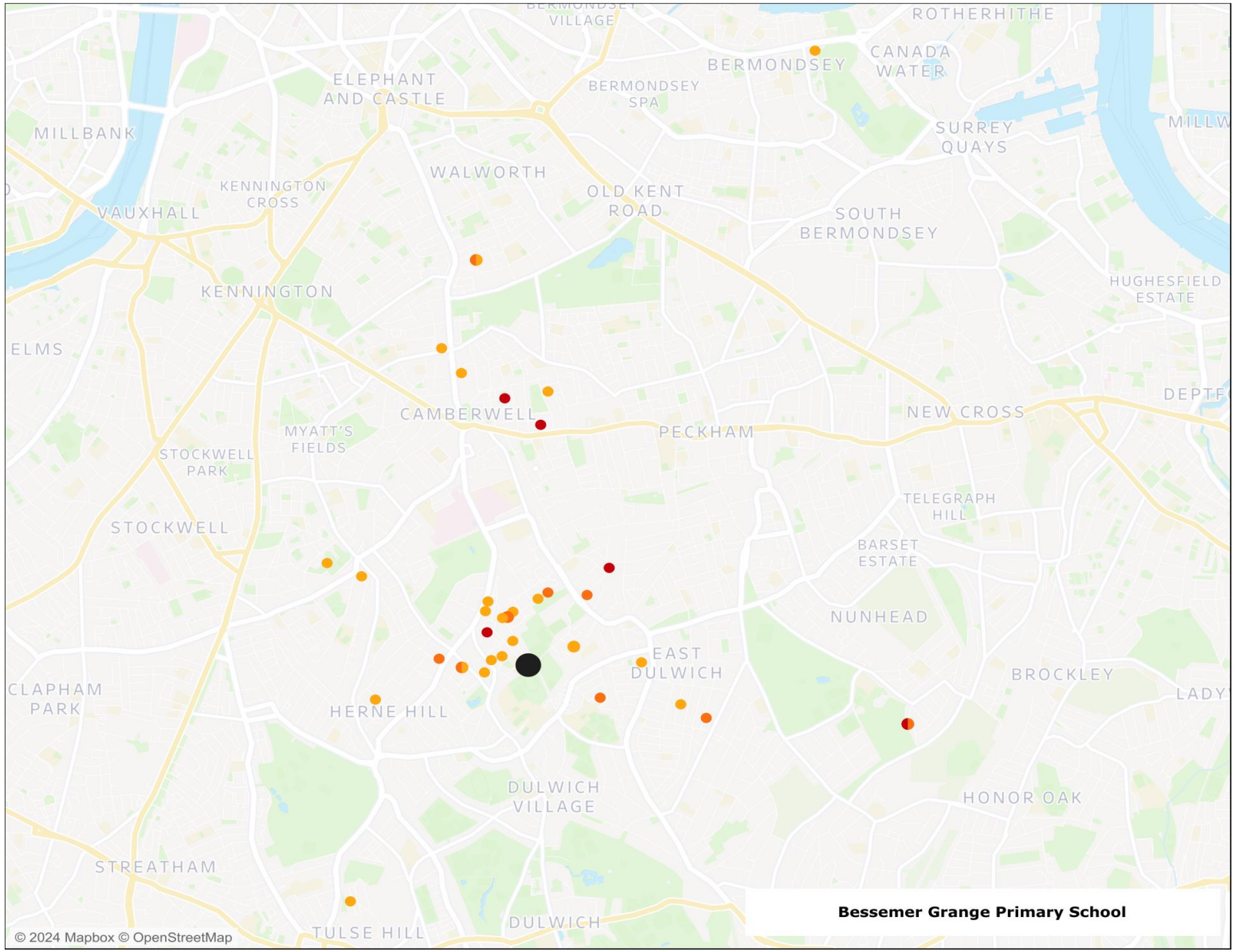
v) Map of Persistent Absentees



Key (Attendance Band):

- Band 3: 86-90% (Persistent Absentee)
- Band 4: 80-85% (Persistent Absentee)
- Band 5: <=80% (Persistent 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.

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Exclusions & Suspensions (2022/23)

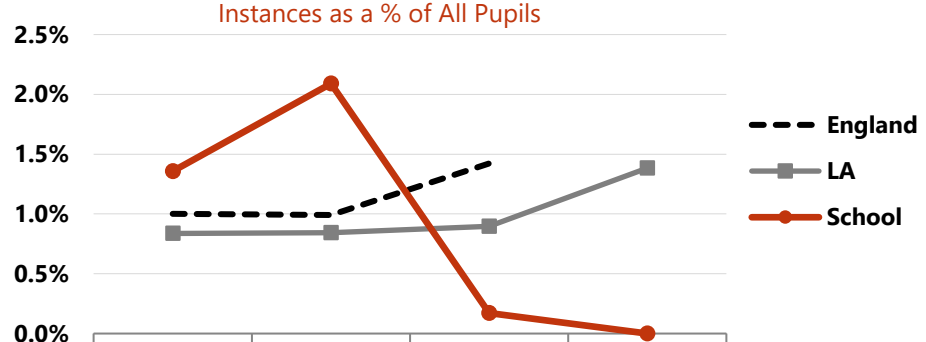
Bessemer Grange Primary School **3b**

i) Headline Exclusions & Suspensions Indicators

	Indicator	Primary Comparisons Sch (2022/23)		LA (2022/23)	England (2021/22)
	Permanent Exclusions (% of all pupils)	**0**	0.00%	0.00%	0.02%
Suspensions	No. of instances (suspensions as a % of all pupils)	**0**	0.00%	1.38%	1.42%
Suspensions	No. of pupils with suspensions (% of all pupils)	**0**	0.00%	0.76%	0.68%
Suspensions	Average length in days of suspensions	-		1.6	2.0
Suspensions	0.5 to 5 Days	-	-	99.1%	98.7%
Suspensions	6 to 15 days	-	-	0.9%	1.1%
Suspensions	16+ Days	-	-	0.0%	0.2%

Suspensions Over Time

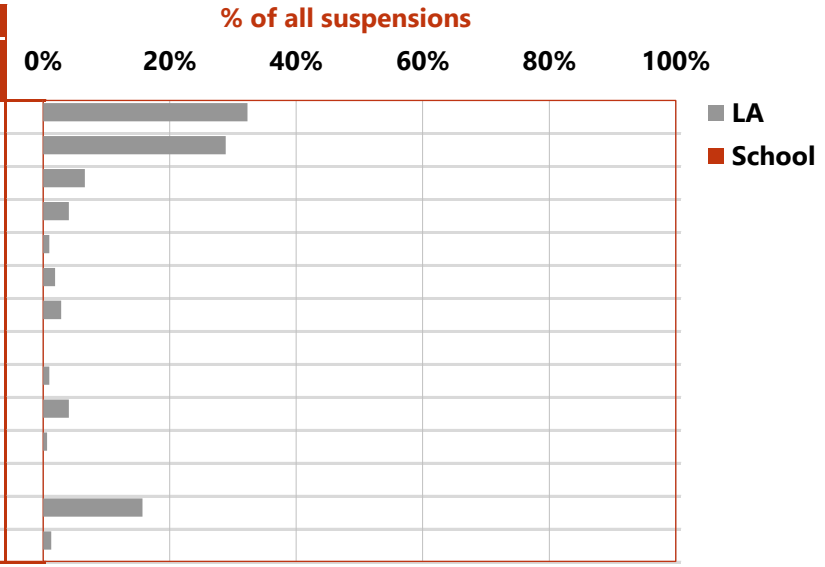
Instances as a % of All Pupils



	2019/20	2020/21	2021/22	2022/23
England	1.00%	0.99%	1.42%	
LA	0.84%	0.84%	0.90%	1.38%
School	1.36%	2.09%	0.17%	0.00%

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

Reason (Selected codes)	Code	Primary Comparisons^ Sch (2022/23)	LA (2022/23)	England (2021/22)
Physical Assault Against a Pupil	PP	-	32.3%	17.6%
Physical Assault Against an Adult	PA	-	28.8%	24.2%
Verbal abuse/threatening behaviour - adult	VA	-	6.6%	12.3%
Verbal abuse/threatening behaviour - pupil	VP	-	4.1%	5.5%
Offensive Weapon	OW	-	0.9%	1.1%
Bullying	BU	-	1.9%	0.7%
Abuse - Race	RA	-	2.8%	0.9%
Abuse - Sexual Orientation / Gender Identity	LG	-	0.0%	0.2%
Sexual Misconduct	SM	-	0.9%	0.6%
Damage	DM	-	4.1%	6.5%
Theft	TH	-	0.6%	0.1%
Drugs and alcohol related	DA	-	0.0%	0.4%
Persistent Disruptive Behaviour	DB	-	15.7%	29.1%
Inappropriate Use of Online Technology	MT	-	1.3%	0.4%



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 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).

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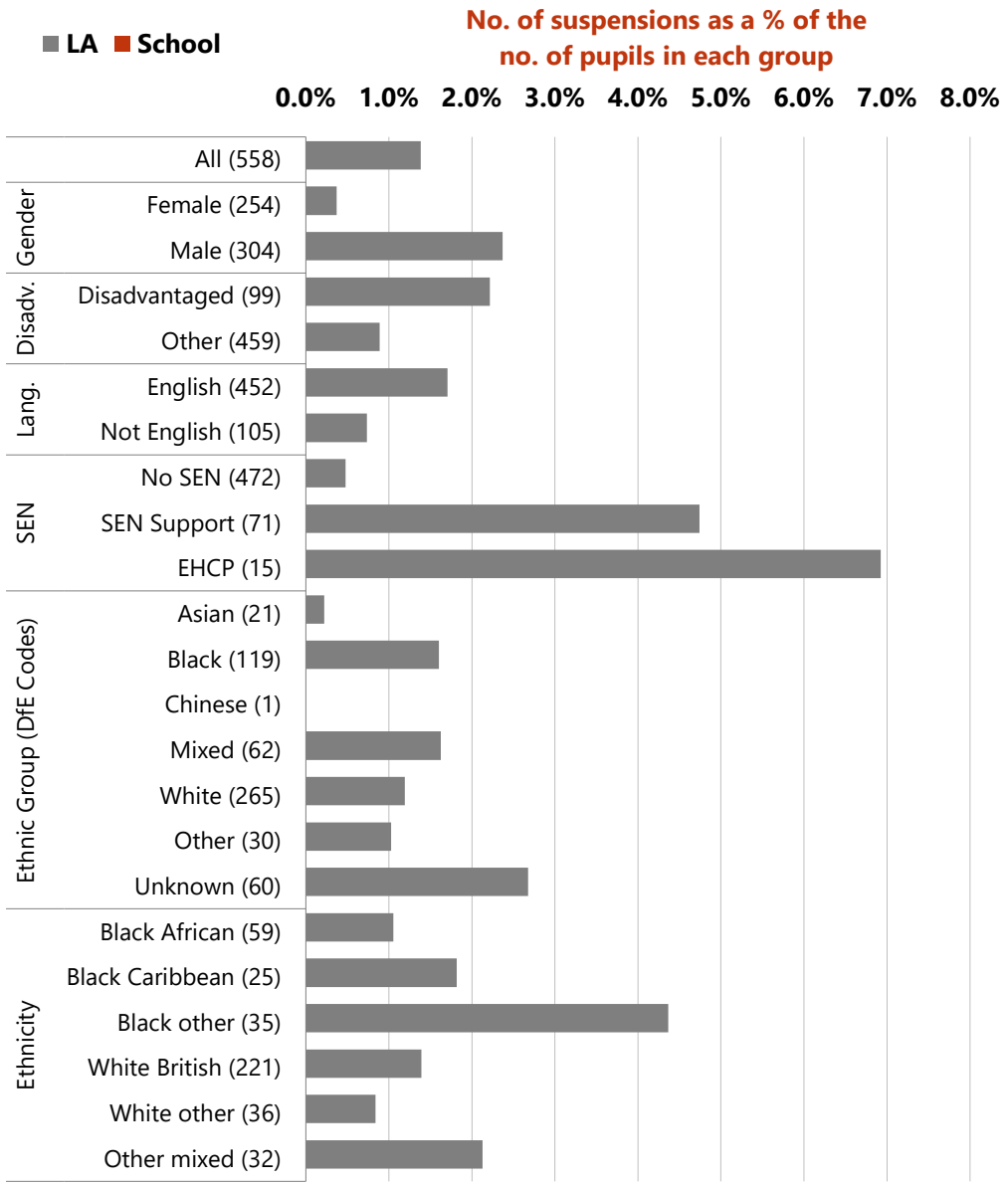
iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



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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4. Staffing

Information on your school workforce

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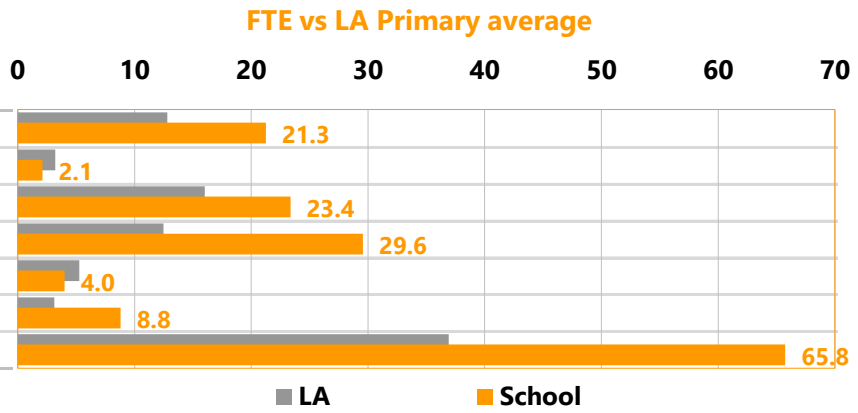
School Workforce (November 2022)

Bessemer Grange Primary School **4a**

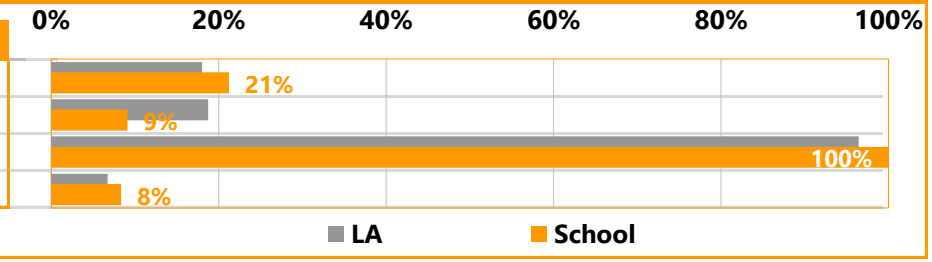
i) School workforce breakdown by role type

	School headcount	FTE	
		School	LA Primary average
Classroom Teachers	27	21.3	12.8
Teachers in the Leadership Group	6	2.1	3.2
Total number of Teachers	33	23.4	16.0
Teaching Assistants	48	29.6	12.5
Non Classroom-based School Support Staff	4	4.0	5.3
Auxiliary Staff	23	8.8	3.1
Total School Workforce	**108**	**65.8**	**36.9**



ii) Staff characteristics

	School %	LA Primary average %
All Teachers who Are Male (%)	21%	18%
Teachers Aged 50 or over (%)	9%	19%
Teachers with Qualified Teacher Status (%)	100%	96%
All Teaching Assistants who Are Male (%)	8%	7%



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	50%	39	1.1
LA Primary average	64%	95	5.0

iv) Other workforce indicators

	Mean Gross Salary of All Teachers (£)	Pupil: Teacher Ratio FTE
School	£46,275	23.1
LA Primary average	£49,753	18.7

Note that * indicates that the data is supressed or missing

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5. Local Area Context

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

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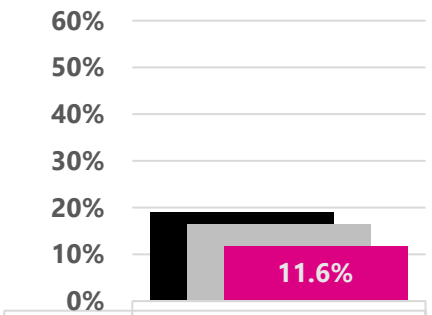
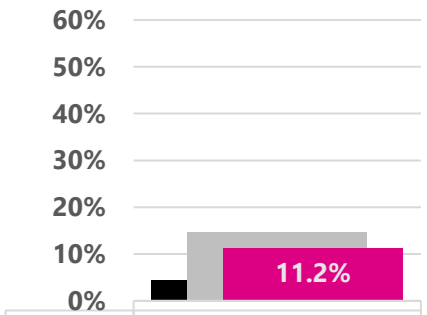
This page uses the home locations of children at your school matched to data from the 2021 Census and DWP to help illustrate the sorts of challenges that your children may be facing. The postcodes for each child at the school have been matched to small geographical areas (containing around 300 people) which gives an average across your school based on those local households. 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



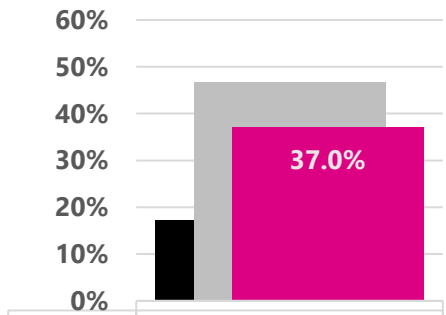
England	19.0%
LA	16.4%
School	11.6%

Overcrowded Households



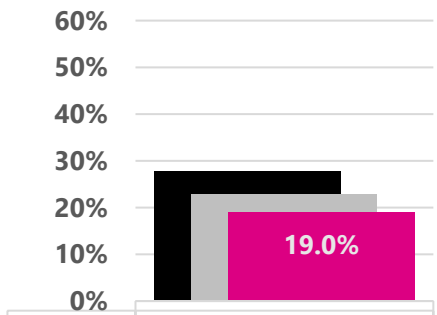
England	4.4%
LA	14.7%
School	11.2%

Social Rented Houses



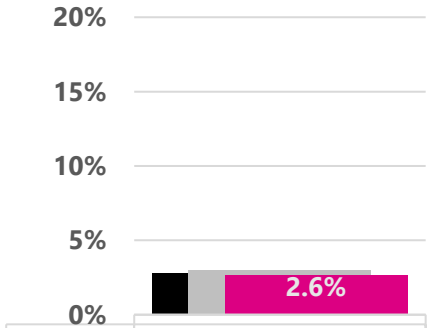
England	17.1%
LA	46.6%
School	37.0%

Highest Qualification Below Level 2



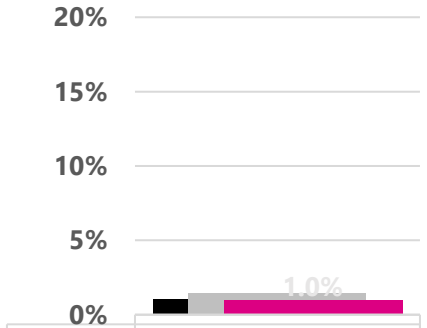
England	27.8%
LA	22.9%
School	19.0%

Young People Not in Good Health



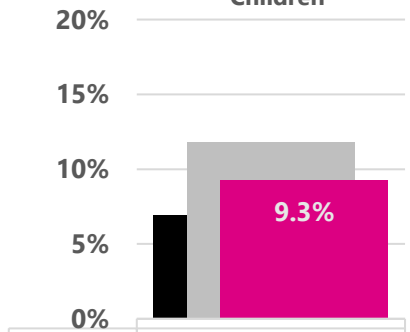
England	2.8%
LA	3.0%
School	2.6%

Young Carers



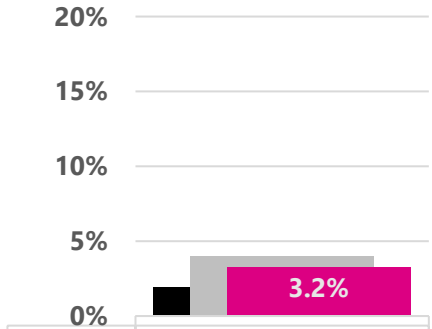
England	1.1%
LA	1.5%
School	1.0%

Lone Parents with Dependent Children



England	6.9%
LA	11.8%
School	9.3%

Resident in UK less than 2 years



England	1.9%
LA	4.0%
School	3.2%

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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 and earlier 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	Validated KS1 teacher assessment returns from schools. National data is taken from the DfE Statistical First Release.
Year 4 Multiplication Check	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.
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 2023 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 2022/23 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). In line with DfE guidance, 2020/21 analysis treats COVID related absences (X codes) as not being absent, unlike in 2021/22 and 2022/23 - hence 2021/22 and 2022/23 absence often appears higher than in 2020/21.
Exclusions	Exclusions data for 2022/23 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 2022. Some sickness data is suppressed due to small numbers of teachers involved. Local Authority figures do not include all through schools.

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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 2023 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 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. 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)
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
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
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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