

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	School Attainment and Progress 2023/24 and Co-production of pathways
Meeting date	26 November 2024
Status	Public Report
Executive summary	<p>This is a summary of the results for the 2023/24 Cohort across EYFS - KS5 for all statutory assessment points and external examinations in BCP state funded schools.</p> <p>Progress by groups across educational phases will be available later in the academic following all national checks and the outcomes of the census in January.</p> <p>The team would be happy to come back to the Committee to discuss those at a later date if required or to submit a report for their consideration.</p> <p>In addition the paper serves as an update on the co-production work between headteachers and the LA in developing pathways to develop & improve services; see appendices.</p>
Recommendations	<p>It is RECOMMENDED that:</p> <p>The Committee note the outcomes of pupils in EYFS - KS5. If the Committee has any questions or would like to commission further analysis, officers will be happy to report further or attend in person to answer questions.</p>
Reason for recommendations	<p>There is no longer any remaining Covid related "support" for examination and assessment for pupils and schools. Results this year are entirely under the same parameters as 2018/2019 which was the last standard year.</p>

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Wards	Council-wide
Classification	For Update

1. Background School Attainment and Progress

Context of Cohort 2023/24. The class of this academic year continued to see challenges from the pandemic era of education.

In 2020, the cohorts of 2023/24 were;

- Aged 1 if they were in EYFS
- Aged 2 if they took Phonics in Y1
- In Y2-3 if they were in KS2 & took SATs this year
- In Y9 if they took A Levels this summer
- In Y6/7 if they took GCSE.

As well as the impact of the pandemic on their learning during their Early Years (EY) or previous Key Stage (KS); schools continued with additional challenges to attendance caused by educational and transport strikes and additional bank holidays.

High demand for support for emotional health and well being amongst older pupils and for support with communication and language issues for the youngest learners, shows the ongoing impact of the pandemic on social skills and resilience.

a) Early Years Foundation Stage

This phase of education covers from the very earliest days in nursery or childcare to 5 years of age.

The Early Years Foundation Stage Profile (EYFSP) assesses Reception year pupils in the June before they start in Year 1. Most children turn 5 during the year. The EYFSP is based on observation and assessment in the three Prime¹ and four Specific² Areas of Learning along with the three Characteristics of Effective Learning. The 7 Areas of Learning assessed

¹ **The Prime Areas of Learning:**

Communication and language (2 ELGs), Personal, social and emotional development (3 ELGs) & Physical development (2 ELGs)

² **The Specific Areas of Learning** Literacy (3ELGs), Mathematics (2 ELGs), Understanding the world (3 ELGs), & Expressive arts and design 2 ELGs)

each have sub sections called Early Learning Goals (ELGs). In total there are 17 ELGs and the judgements are completely teacher assessment. A Good Level of Development GLD is judged by a child achieving “expected in all of the first 12 ELGs (all Primes, Literacy and Mathematics.)

Cohort 2023/24 In 2023 there were 112 children fewer in this cohort, a 3% reduction from 2022, which was down 180 (5%) on 2022. This cohort of children were 1 year olds in the first summer of Covid.

Outcomes. 70.9% of children in BCP achieving a **Good Level of Development** (GLD). This is an increase of 0.5pp since last year. This is the same pp increase as provisional national GLD at 67.7%.

The lowest ELG was in Writing at 73.2%, which continues to be a target for improvement for many schools. We aim for settings to focus on Prime areas, alongside mark making

Pupils achieving all Prime Early Learning Goals (ELG) was down 0.4pp to 78.6%, yet BCP remain above national which also saw a decrease to 74.9%.

The lowest Prime ELG remains Listening & Attention at 85%, which is reflective of feedback from schools and settings that communication for learning, is an important feature to focus.

All groups of children with SEND are above national.

Areas for Development.

- Boys’ communication skills have dropped, although they remain above national.
- Communication, language and literacy gap between FSM children³ and non-FSM has widened.
- FSM boys are now a group below national having dropped 5.4pp
- Monitor boys’ attainment across all ELGs, only Writing and Being Imaginative & Expressive were up on last year
- Focus on children who received 2YO funding – names are now an automatic import to schools.

b) Phonics

Context. The phonics screening check (PSC) is an informal test that year 1 pupils undertake⁴. With some exceptions, all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year.

The PSC has 40 words divided into two parts. Both contain a mixture of real and “pseudo” words⁵. All pseudo-words in the check are accompanied by a picture of an imaginary creature. Pupils are taught that when a word has a creature next to it, it is a pseudo-word.

³ As most children now have a FSM in Infants schools or KS1, sometimes families are eligible but not claiming FSM status. This is an important part of their support starting school

⁴ Children who have not met the standard in Year 1 will re-take the check in Year 2. The 2024 phonics screening check threshold mark was 32.

⁵ Pseudo-words are phonically decodable but without an associated meaning & are in the PSC to assess whether a child can decode words using phonics skills.

Cohort 23/24

Year 1 - this cohort were 2 years old at the start of Covid.

- 81.3% met the expected standard, an increase of 2.3pp
- This is now above national at 80.2% and South-West.
- All groups increased on last year's attainment

End of Key Stage 1 - this cohort were 3 years old at the start of Covid.

- By the end of Year 2, 90.6% of children met the required standard for phonics.
- There are no national comparison figures.
- Non-FSM boys were the only group to drop from 2023.
- 18.8% of children with an EHCP passed, below national at 20.2%

Areas for Development

Year One

- Focus for FSM children – currently below national

End of Key Stage 1

- Non FSM boys

There is no longer statutory Key Stage 1 SATs, and due to Covid there are no progress measures for this year's Key Stage 2 SATs

c) Key Stage 2

Context. KS2 SATs⁶ are held on the same dates across the country in May for all children in Year 6. Test papers are marked externally. Writing is teacher assessed and a selection of schools are moderated each year. The mark a child gets in each test is called the **raw score**. This raw score for each test will be translated into a **scaled score**, which will show how the child has done against the expected standard. Children need to achieve a scaled score of 100 to meet the expected standard.

Cohort 2022/23. The cohort was finishing year 2 and moving into year 3, or some transitioning into a junior school, during the first Covid lockdown summer in 2020.

Outcomes

Combined Reading, Writing and Maths

At expected and greater depth

- 62.2% of the cohort met expected or greater depth standard, a drop of 0.8pp on 2023.
 - This remains above national by 2.4ppt at 60.6%.
 - Disadvantaged children dropped by 1.6ppt and are back below national by 2.2ppt.
 - FSM boys are the only group that increased attainment by 0.8ppt.
 - All groups of children with an identified additional need are below their national peers
- 1.

⁶ Standard Assessment Tests

At greater depth

- 9% were at greater depth across all 3 areas, a decrease of 1% following an increase of 2% last year. This does remain above national by 1.3pp.
- Girls were the only group to increase on last year by 0.4. FSM girls increased by 0.3pp
- All FSM are below national, boys by 0.5ppt and girls by 0.3ppt.

All children in individual subjects

- **Reading** at expected and greater depth, 73.3%, a drop of 2.7pp and now below national at 74.3%.
- At higher standard, 29.1% above national at 28.5%.
- **Writing** at expected and greater depth, 74.2%, above national at 71.8%.
- At greater depth, 14.8% above national at 12.9%
- **Maths** at expected and greater depth, 73.4%, above national at 73.1%.
- At higher standard, 24.5% above national at 23.9%

Areas for development

- Reading all children at all levels – especially FSM girls.
- Writing FSM children and boys
- Maths all children at all levels
- All children with an identified additional need

Maintained Schools

There are currently 12 maintained schools with primary age children in BCP. Last year there were 13. 2 of these schools are specialist.

In July 2024, 10 mainstream schools reported EYFSP data and 7 were above national.

For Phonics 8 of the 9 to report were above national, with 6 being in the top 20 of the 56 schools in BCP.

At Key Stage 2 combined RWM, of the 9 schools to report, 6 were in the top 11 schools in BCP (52 in total) for expected level, and 7 in the top 20 for greater depth.

Reading, 7 schools in the top 14 at both expected level and greater depth.

Writing, 5 schools in the top 10 at expected and 6 in the top 17 for greater depth.

Maths had 7 schools in the top 21 at expected and 6 in the top 13 for greater depth.

Maintained schools also featured at the top of schools with the greatest increase in attainment for each area of attainment.

d) Key Stage 4⁷.

Context.

This is the examination phase which includes Level 2 Qualifications usually taken by pupils in the year they are 16. They include GCSE and vocational / applied qualifications.

⁷ National Data release date for Secondary school performance data in England: 2024 is 24 October 2024. This report is written prior to this release date and as such all data and commentary highlight the local emerging picture.

As GCSEs are the significant qualification young people achieve at this stage, schools are measured across key areas which are designed to encourage secondary schools to teach a broad and balanced academic curriculum, with a strong focus on English and maths. These are a mix of attainment and progress measures, alongside information on subjects entered and pupil destinations post-16. There is one threshold attainment measure, which tells you the % of pupils in a school who achieve a grade 5 or above in English and maths. Other attainment measures, such as Attainment 8 and EBacc Average Point Score, highlights how well all pupils in a school are doing across a range of subjects. Attainment measures are important for explaining the outcomes achieved by pupils in a school. The EBacc entry measure explains how many pupils in a school are entered for the full set of EBacc subjects which the government feels are the most important core academic subjects for pupils to study⁸.

Cohort 2023/24

In 2024 there were 3932 children that completed their level 2 qualifications within our 27 mainstream secondary schools. This compares to 3836 pupils at the end of KS4 in 2022/2023. The year 11 cohort of 2023/2024 were in year 7 (11 year olds) during the first wave of the covid pandemic.

The KS4 performance measures reported in this report, for the 2023/24 academic year have been affected by the following factors:

- The return to pre-pandemic grading, with some protections, in 2023.
- Performance data may include results achieved in 2022 and 2023, and there were different approaches to grading in those years.
- Ongoing uneven impacts of the pandemic on pupils, schools and colleges.
- KS4 data based on qualification outcomes cannot be compared between 2021/22 and 2022/23. This is because for most qualifications that count in performance measures, a different grading approach was used in 2021/22, to take account of the impact of the pandemic.
- 2022/23 KS4 data can be used to make cautious comparisons between schools/colleges, trusts, local authority and national averages from the same year.

For 2023/24, the KS4 attainment performance measures are:

- Attainment 8 - attainment across 8 qualifications
- Progress 8 - progress across the same 8 qualifications as Attainment 8
- Attainment in English and maths - percentage of pupils achieving a grade 5 or above in English and maths.
- EBacc entry - percentage of pupils entering the English Baccalaureate⁹

⁸ <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

⁹ The EBacc is GCSEs in: English language and literature, maths, the sciences, geography or history & a language

- EBacc APS - English Baccalaureate Average Point Score
- Entries into triple science (the percentage of pupils entered for biology, chemistry and physics) and entries into languages (the percentage of pupils entered for an EBacc language) will change from being additional measures to become headline measures for 2023/24, and will be reported on the main school page in performance tables from autumn 2024.

Outcomes. GCSE results of pupils at the end of Key Stage 4 (KS4) at state-funded schools in BCP and whose grades were awarded in summer 2024.

In Bournemouth, Christchurch and Poole

Percentage of pupils entering the English Baccalaureate (EBacc)

44.8%

An increase of 2.8 percentage points since 2023

Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs

58.6%

An increase of 3.2 percentage points since 2023

Average Attainment 8 score of all pupils

50.97

An increase of 0.97 points since 2023

Average EBacc Average Points Scores (APS) per pupil

4.55

A decrease of 0.10 points since 2023

The average number of GCSEs Entries Per Student was 7.97 in 2024 compared to 8.08 in 2023. On average pupils are being entered into fewer exams across BCP in 2024 compared to 2023.

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English language; English literature (double weighted providing both English language and English literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

The Average Attainment 8 score in BCP has been greater than national in 2019 at 50.0 BCP compared to 46.8 in England. 2023 at 50.0 BCP compared to 46.3 England and 2024 at 50.97 BCP compared to 46.8 in England. The Cohort of 2024 have improved performance, across almost all headline measures compared to 2023. Results showed an improvement of

2.9pp for a standard pass in English and maths and 4.5pp for a Good pass in English and maths. The only decline in performance measures from 2023 was in the average points score pupils achieved in the EBacc measure falling slightly from 4.65 in 2023 to 4.55 in 2024.

Our emerging data indicates that pupils in BCP schools have performed well in their GCSE examinations in 2024. Pupils have improved against the performance of their peers in 2023 and against national. At Grade 4+ pupils have performed 2 PP better than in 2023 and 10.2 PP compared to national. At Grade 5+ pupils have improved 3.3 pp from 2023 and 12.2 pp higher than National. At Grade 9 pupils have improved 0.6 pp from 2023 and 1.4pp above national. The proportion of pupils achieving a standard pass in English and Maths improved in 2024 from 72.9 in 2023 to 75.8 in 2024. This appears to buck the national picture which saw a slight decrease from 67.5 in 2023 to 66.6 in 2024. BCP pupils continue to outperform their peers nationally at both a standard pass and a strong pass in English and Maths. English continues to outperform maths at both a standard and a good pass.

Whilst the proportion of BCP pupils being entered into all components of the EBacc remains higher than that seen nationally the gap has narrowed from 4.7 percentage points in 2018/19 to 1.6 percentage points in 2022/23. The increase to 44.8 percentage points in 2024 in BCP follows the national picture which saw an increase of 4.9 percentage points

Maintained Schools

In academic year 2023/2024 there were 2 maintained mainstream schools with secondary age children in BCP. One of these maintained schools was in the top 3 non selective schools across BCP for its attainment 8 score. One maintained school achieved above the average national average point score for EBacc entries at 4.66, 0.32 above national average. One maintained school performed 0.44 below national average point score of 4.34. Across all schools in BCP 80% of exam outcomes were graded 9-4. In our two maintained schools 79.4% and 71.3% of entries were graded 9-4. In 2024, the percentage of students in England who achieved a strong pass (grade 5 or above) in both English and maths was 54.6%. Our maintained schools achievement rates for this measure were 55.6% and 43.5% respectively.

Areas for development.

Areas for development will be updated following the 'National Data Release for Secondary School Performance Data in England 2024' on 24 October 2024. This report has been produced prior to this data release and as such all data and commentary highlights the local emerging picture and has not been able to report on outcomes as they apply to gender, disadvantage, SEN, EAL, ethnicity and Prior Attainment.

Ongoing priorities include:

- Work with all schools/settings to maximise success in KS4 English and mathematics, so that young people can progress to level 3 qualifications.
- Work with all schools / settings to ensure pupils in all BCP schools are achieve in line with their peers nationally across all performance measures for
- For a small number of pupils where achieving a standard pass at GCSE is not achievable at the end of year 11 – where appropriate for the cohort, continue to work

with schools to consider introducing functional skills to lead onto applied learning and apprenticeships.

- Further CEC¹⁰ support schools with their Careers' strategies. Ensuring all young people have clear advice and guidance prior to selecting their KS4 options.
- In line with the new performance measure review entries into triple science (the percentage of pupils entered for biology, chemistry and physics).
- Continue to promote and improve STEM take up post 14 and 16 via the Jurassic Maths Hub to work collectively on learning strategies and teaching arrangements to raise standards in schools to remove inconsistencies across the local authority.
- Following 'National Data Release for Secondary School Performance Data in England 2024' As is required, challenge and support schools and settings to improve the performance of vulnerable pupils, whose attainment and progress has not improved fast enough in recent years and remains inconsistent across all our schools.

e) Key Stage 5.

Context:

In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced being removed. For Vocational and technical qualifications that are taken alongside, or instead of, GCSEs and A levels, there was also a return to pre-pandemic standards in 2022/23. Throughout this report, comparisons are made with 2023 and with 2019.

The KS5 performance measures reported in this report, for the 2023/24 academic year have been affected by the following factors:

- The return to pre-pandemic grading in 2022/23, with some protections.
- 2022/23 performance measures may include some qualification grades that were awarded in 2021/22 using a different grading approach.
- The ongoing uneven impacts of the pandemic on different schools/colleges and pupils.

Outcomes:

Early comparisons indicate that, for most indicators, published data will show that BCP schools continue to be in line with national standards for KS5 performance measures. The Average Point Score (APS) per entry for A Levels has fallen this year from 34.19 in 2023 to 32.77 in 2024 a fall of 1.42 point. However despite this dip in APS improvement was seen in the percentage of students gaining AAB or higher in their A level studies. In 2019 17.4% of BCP students got AAB or higher. In 2024 27.5% of students achieved AAB or higher.

¹⁰ Careers and Enterprise Company

Course completion rates also improved this year with 93% of students completing their A Level courses This is an improvement of 1PP from 2023.

More students completed Applied and Technical qualifications at BCP Sixth Forms in 2024 than in 2023. This increase in students taking A levels alongside a BTEC or National Certificate shows the breadth of qualifications on offer across BCP sixth forms despite uncertainty about vocational qualifications and funding arrangements. In 2019 only 162 students studied applied general qualifications in our BCP sixth forms. In 2024 this has risen to 374.

A level

The BCP A level APS per entry has been above national in all three years, the South West region has been below national. However, the gap between national and south west region has been narrowing and BCP is now only just above national.

Attainment at GCSE appears to be a good predictor of how well a student will achieve at 'A' Level.

The average grade per entry between 2018/19 and 2022/23 for male students in BCP has remained at a C+ this is the same at the national average grade. The average grade per entry for BCP female students rose from, C+ to B- which is better than female students nationally who remained on a C+.

Both genders in BCP achieve on average better than their peers nationally. The gaps between genders, both in BCP and nationally widened between 2018/19 and 2022/23. Both in BCP and nationally female students outperform male students in A level study.

In 2022/23 the proportion of both BCP disadvantaged students and non-disadvantaged students being entered into A levels was lower than that seen nationally. Since 2018/2019 BCP disadvantaged and non-disadvantaged students outperformed their peers nationally. However, gaps between BCP and national for non-disadvantaged students has reduced marginally between 2018/19 where it was 1.51 points to 2022/23 at 0.28 points.

In 2022/23 the BCP disadvantaged, national non-disadvantaged A level gap was smaller than the national disadvantaged, non-disadvantaged gap.

2022/23 has saw higher numbers of entries than 2018/19 into A Levels but lower than 2021/22. Students with an EHCP, those with SEN Support and those with no SEN identified have increased proportions of students being entered into A levels compared to 2018/19.

At A level, as measured by APS and average grade per students, BCP EHCP, SEN Support and Non-SEN students continue to outperform their peers nationally. Nationally students with an Unknown SEN outperform BCP pupils with an EHCP.

For all SEN groups, in BCP and nationally, the results as measured by APS and average grade per student have improved from the levels seen in 2018/19.

Applied General

BCP saw a slightly larger increase in the applied level APS per entry between 2018/19 and 2021/22 than national. In 2022/23 the average grade per entry at Merit +for BCP students is in line with both the South West and national comparators.

When considering the Applied general APS, in 2021/22 both genders in BCP underperformed compared to their peers nationally.

Nationally in 2022/2023 a higher proportion of potential students, of both genders, studied applied general courses than BCP students.

BCP Females are now being outperformed by their peers nationally in applied general qualification.

In 2022/23 a lower proportion of BCP potential students, both disadvantaged and non-disadvantaged were entered for applied general subjects than national.

Since 2018/2019 BCP disadvantaged and non-disadvantaged students outperformed their peers nationally. In 2022/2023 BCP disadvantaged and non-disadvantaged students have underperformed compared to their peers nationally.

In 2022/23 the BCP disadvantaged, national non-disadvantaged, applied general gap was smaller than the equivalent national disadvantaged, national non-disadvantaged gap.

In 2022/2023 No students with an EHCP or SEN Support were entered into applied general exams.

No students with an EHCP in BCP took the applied general study route.

In 2022/23 a lower proportion of potential EHCP, SEN Support and Non-SEN students in BCP took the applied general route than national students in the same groups.

Technical level

BCP saw a larger increase in the tech level APS per entry between 2018/19 and 2022/23 than both national and the South West region. This is reflected in an increase in grade per entry from Merit to Distinction-.

Due to these small numbers, it is not possible to provide any meaningful in-depth analysis of pupil groups taking the tech level route.

Areas for development.

- Outcomes at A Level, Applied general and Tech Level qualification are starting to fall from strong outcomes in recent years to outcomes that are in line with or below national. Work with post 16 leaders to improve outcomes
- Disadvantaged students and SEND students are not well served in our sixth form. We have a growing EHCPs coming through system, we must get better at making sixth forms accessible to all young people.

- No, A Levels outside of our sixth forms. This is a particular issue for post 18 students. Students who wish to sit A Levels in a college setting must travel into Dorset (Weymouth) or Hampshire (Brockenhurst).
- Uncertainty remains around de-funding of vocational courses and classification remains around long-term plans for BTEC / Applied Awards. (Preventing future curriculum planning).
- Ensure that Sixth Forms are central to school development plans with Sixth Form leaders working with curriculum leaders to plan a 7-year journey. Thus improving seamless post 16 transitions and improving retention.
- Retention from year 11 into 12 is not strong in some settings. Work with school leaders to ensure each sixth form offer the correct curriculum route for their students.

Summary of equality implications

We will be able to make a better estimation of the impact of the issues outlined above by characteristics covered in the Equality Act, following the progress reports by group.

Please note that secondary phase has a strong gender specific educational pathway, with single sex schools in all selective settings and also in two large secondary campuses in United Learning.

Background papers

Each year the Education Improvement Team and the Education, Data Performance & Analysis Team produce reports on results from EYFS to Key Stage 5. These reports are shared with school and phase leaders and help inform the target groups and subjects that we and the educational system focus on for the following years.

For those Members who are interested in more in depth analysis, we have comprehensive reports on all stages and phases of education; EYFS, Phonics KS1, KS2, KS4 and KS5 as further reading.

Appendices

a) EYFS Percentage of pupils achieving a Good Level of Development (GLD) by gender and free school meal eligibility.

	2020 2021 Covid		2022	2023	2024	Difference to 2023	National 2024
Number of children			3,882	3,702	3,590	112	
All			67.6%	70.4%	70.9%	0.5pp	67.7%
Boys			60.9%	64.8%	65.1%	0.3pp	60.7%
Girls			74.7%	76.5%	76.8%	0.3	75.1%
Gender gap			13.8pp	11.7pp	11.7pp	0pp	14.4pp
FSM			47.9%	53.9%	51.0%	-2.9pp	51.5%
FSM Boys			39.3%	47.6%	42.2%	-5.4pp	43.2%

FSM Girls			57%	59.9%	58.9%	-1pp	60.1%
Non-FSM			71.9%	73.8%	75.1%	1.3pp	72.0%
Non-FSM Boys			65.8%	68.1%	69.7%	1.6pp	65.2%
Non-FSM Girls			78.4%	79.9%	80.7%	0.8pp	79.1%
Non-FSM to FSM			24.0pp	19.9pp	24.1pp	4.2pp	20.5pp

b) Phonics by the end of Year 1

	2020 & 21 Covid	2022	LA 2023	LA 2024	Difference to 2023	National 2024
All		75%	79%	81.3%	2.3pp	80.2%
Boys		73%	75%	78.3%	3.3pp	76.6%
Girls		78%	82%	84.6%	2.6pp	84.1%
Gender gap		5 pp	7pp	6.3pp	-0.7pp	7.5pp
FSM		61%	64%	66.3%	2.3pp	68.1%
Boys FSM		59%	59%	61.6%	2.6pp	62.8%
Girls FSM		63%	70%	70.8%	0.8pp	73.7%
Non-FSM		79%	82%	85.3%	3.3pp	84.3%
Boys non-FSM		77%	79%	82.4%	3.4pp	81.1%
Girls non-FSM		81%	85%	88.4%	3.4pp	87.7%
Non-FSM to FSM		18pp	18pp	19pp	1pp	16.2pp

c) Phonics by the end of Key Stage 1

	2020 and 21 Covid	2022	LA 2023	2024	Difference to 2023	National 2024 – released Nov 24
All		90%	90%	90.6%	0.6pp	
Boys		88%	89%	87.7%	- 1.3pp	
Girls		92%	92%	93.7%	1.7pp	
Gender gap		4pp	3pp	6pp	3pp	
FSM		80%	80%	82.2%	2.2pp	

Boys FSM		76%	77%	77.8%	0.8pp	
Girls FSM		84%	84%	86.9%	2.9pp	
Non-FSM		92%	93%	93.2%	0.2pp	
Boys non-FSM		90%	91%	90.7%	-0.3pp	
Girls non-FSM		95%	94%	95.9%	1.9pp	
Non-FSM to FSM		12pp	13pp	11pp	-2pp	

d) KS2 Reading, Writing & Maths - working at least the expected standard

	2020	2022	2023	2024	Difference to 2023	National 2024
All		60%	63%	62.2%	-0.8pp	60.6%
Boys		57%	59%	58.9%	-0.1pp	57.0%
Girls		64%	66%	65.6%	-0.4pp	64.3%
Gender gap		7pp	7pp	6.7pp	0.3pp	7.3pp
Disadvantaged		39%	45%	43.4%	-1.6pp	45.6%
FSM		38%	44%	43.0%	-1.0pp	45.3%
FSM boys		37%	39%	39.8%	0.8pp	41.6%
FSM girls		40%	49%	46.2%	-2.8pp	49.3%
Non FSM		66%	68%	68.8%	0.8pp	67.2%
Non FSM boys		62%	66%	65.4%	-0.6pp	63.7%
Non FSM girls		71%	71%	72.4%	1.4pp	70.9%
Non FSM to FSM		28pp	23pp	25.8pp	+ 2.8pp	21.9pp

e) KS2 Reading, Writing and Maths – working at greater depth

	2021	2022	2023	2024	Difference to 2023	National 2024
All		8%	10%	9.0%	-1.0pp	7.7%
Boys		7%	9%	7.6%	-1.4pp	6.5%
Girls		10%	10%	10.4%	0.4pp	8.9%
Gender gap		3pp	1pp	2.8pp	2.8pp	2.4pp
Disadvantaged		2%	4%	2.2%	-1.8pp	3.1%
FSM		2%	3%	2.7%	-0.3pp	3.0%
FSM boys		2%	4%	2.0%	-2.0pp	2.5%
FSM girls		2%	3%	3.3%	0.3pp	3.6%

Non-FSM		10%	12%	11.0%	-1.0pp	9.6%
Non-FSM boys		8%	11%	9.5%	-1.5pp	8.2%
Non-FSM girls		12%	12%	12.7%	0.7pp	11.1%
Non-FSM to FSM		8pp	8pp	8.3pp	8.8pp	6.6pp

f) EYFS SEND

	All SEND		No SEND		EHCP		K- school support	
	BCP	National	BCP	National	BCP	National	BCP	National
GLD	32.2%	19.8%	79%	75.8%	4.6%	3.9%	39%	25%

g) Phonics SEND

	All SEND		No SEND		EHCP		K- school support	
	BCP	National	BCP	National	BCP	National	BCP	National
Year 1 Pass	45.3%	44.2%	89.5%	87.8%	18.8%	20.2%	51.8%	51.6%
Year 2 pass	61.8%		97.3%		27.9%		70.9%	

h) KS2 SEND

	All SEND		No SEND		EHCP		K- school support	
	BCP	National	BCP	National	BCP	National	BCP	National
RWM Exs+	16%	22%	74%	72%	7%	9%	20%	26%
Reading Exs+	34%	41%	83%	84%	16%	19%	40%	48%
Writing Exs+	27%	30%	86%	83%	11%	12%	33%	36%
Maths Exc+	30%	37%	84%	83%	11%	17%	37%	44%

i) KS4 BASICS

	BCP 2023	England 2023	BCP 2024	England 2024 (emerging)
BASICS Standard Pass English and Maths	72.9	67.5	75.1	66.6
BASICS Good Pass English and Maths	54.1	47.0	57.7	47.1

j) KS4 Breakdown of Grade from 9-1

School / Academy	National 2023	BCP Mainstream Schools 2023	Emerging National 2024	BCP Mainstream Schools 2024
Number of Students on roll at the end of Key Stage 4		3,646		3,807
Grade 9	5.0%	5.9%	5.1%	6.5%
Grade 8+	12.4%	15.2%	12.5%	16.4%
Grade 7+	22.5%	28.0%	22.6%	29.5%
Grade 6+	37.2%	44.7%	37.1%	47.4%
Grade 5+	54.5%	63.5%	54.6%	66.8%
Grade 4+	70.4%	78.6%	70.4%	80.6%
Grade 3+	85.4%	90.4%	85.3%	91.5%
Grade 2+	93.8%	96.0%	93.7%	96.6%
Grade 1+	98.3%	98.8%	98.2%	98.9%

Appendix 2 Co-production and relationships with schools and settings

In 2023/24 we have seen much higher levels of engagement and co-production between schools and officers in Education and Skills and Children's Services more widely.

Since the arrival of the Interim Director, Sharon Muldoon we have seen the following underway;

- a) Three weekly breakfast briefings with all heads in BCP which is recorded led by Cathi Hadley and Sharon; these are well attended and meetings are circulated across school senior leadership teams. To support co-production they have a "you asked/said; we did session.
- b) HT Forum meetings have co-produced terms of reference and agendas; the largest of these meetings includes an Education Conference in June which we are consulting on at the moment. As well as educators, health and many other professionals attended and were fully engaged in strategy development.
- c) Schools are regularly involved in workshops on improvement in SEND, alternative provision and strategy development which is maturing through co-production.
- d) Improvement boards, recruitment panels and quality assurance processes have educational professionals involved at many levels including at SEND Forum, planning of locality events and delivery of Careers and Apprenticeship Show.

- e) There is now an increasing level of engagement and interaction recognising that some of the work we do belongs to us all. We do not always agree, but there is an improvement in professional evidence-based challenge and support.
- f) Data sharing agreements have been co-developed and will drive next steps of embedding and seeing impact.