## **EYFSP - Sedgeberrow CE First School**

#### Percentage of Pupils achieving at least Expected level across all ELGs or Good Level of Development - 2022



Due to the introduction of the new EYFSP framework this year, it will not be possible to provide trend data until 2023. The percentage of pupil's achieving a Good Level of Development (GLD) and also the percentage of pupil's achieving the expected standard for all early learning goals has been provided for 2018 and 2019 for reference only. These figures are not directly comparable to 2022 and the introduction of the new framework.

Introduction or the new framework.

The number of pupils in Worcestershire achieving GLD in 2022 was 65.0%, which was in-line with National performance (65.2%).

73.1% of Girls in Worcestershire achieved GLD in 2022 compared to 72.0% of girls nationally. 56.9% of Worcestershire boys achieved a good level of development, compared to 58.8% of boys nationally. Please note - EVFSP National data provided below is for state-funded schools (not including Private, Voluntary and Independent schools) obtained from NCER using data from most local authorities in England and therefore may differ slightly to National published figures.

	RMANCE DATA CTED Standard		Rove	2022 Girls	Total	Rove	Cirlo	Total	Boyes	Cirlo	Total			Trend Graph	
		Boys 10	Girls 19	Total 29	Boys	Girls	Total	Boys	Girls	Total			- 6 1	ablanta.	
IN	o of Pupils	School	100.0%	94.7%	96.6%							1009/	Communicatio	n & Language - % a standard	ichieving expecte
Communication &	Listening , Attention &	LA	76.5%	88.4%	82.5%							100% - 50% -			
	Understanding	National	77.2%	87.2%	82.1%								93%		
Language		School	100.0%	89.5%	93.1%								7370	80%	80%
	Speaking	LA	78.7%	88.9%	83.8%							0%		_	
	Speaking	National	78.2%	87.1%	82.5%								School	LA	National
		School	100.0%	100.0%	100.0%								Personal Socia	al and Emotional D	evelonment - %
	Self-Regulation	LA	78.9%	91.8%	85.3%									eving expected star	
	Jeti-Regulation	National	79.6%	90.8%	85.1%							100% 7			
		School	100.0%	100.0%	100.0%							80% -			
Personal, Social and	Managing Self	LA	82.1%	92.7%	87.4%							60% -	400%		
otional Development	managing sett		82.3%	92.0%	87.0%							40% -	100%	83%	83%
		National	100.0%	100.0%	100.0%							20% -			
	Building	School	83.8%	94.2%	89.0%							0% -			,
	Relationships	LA	84.2%	93.0%	88.5%								School	LA	National
		National	100.0%	100.0%	100.0%								Dhusias I Day 1		
	Gross Motor Skills	School		95.7%								1000	Physical Develo	pment - % achievir standard	ig expected
	Gross Motor Skills	LA	88.4% 89.3%	95.7%	92.0%							100% -		_	
ysical Development		National		94.7%	96.6%							50% -	97%	250/	85%
	Fine Motor Skills	School	100.0% 79.5%											85%	03/6
		LA		93.0%	86.2%							0% -	School	LA	National
	Comprehension  Word Reading	National	79.4%	92.5%	85.8%								301000	LA	National
		School	100.0%	94.7%	96.6%							4000	Literacy - %	achieving expected	d standard
		LA	76.8%	87.3%	82.0%							100%			
		National	76.0%	84.7%	80.3%							80% -			
1.0		School	90.0%	94.7%	93.1%							60% -			
Literacy		LA	70.2%	80.1%	75.1%							40% -	90%	68%	68%
		National	70.3%	79.2%	74.7%							20% -		08%	00%
		School	80.0%	94.7%	89.7%							0% -			
	Writing	LA	62.0%	77.0%	69.4%								School	LA	National
		National	63.6%	75.7%	69.5%										
		School	100.0%	100.0%	100.0%								Mathematics -	% achieving expect	ted standard
	Number	LA	76.2%	81.6%	78.9%							100%			
Mathematics		National	75.5%	80.2%	77.8%							60% -	97%		
		School	100.0%	94.7%	96.6%							40% - 20% -	7770	77%	76%
	Numerical Patterns	LA	76.1%	80.9%	78.5%							0% -	6.11		
		National	74.6%	79.9%	77.2%								School	LA	National
		School	100.0%	89.5%	93.1%								Understanding	the World - % ach standard	ieving expected
	Past & Present	LA	80.6%	89.2%	84.9%							100%		Starradia	
		National	77.7%	85.8%	81.6%										
Understanding the	People Culture &	School	100.0%	94.7%	96.6%							60%			
World	Communities	LA	80.1%	88.9%	84.5%								93%	83%	000
		National	77.2%	85.5%	81.3%							40%		63%	80%
		School	100.0%	100.0%	100.0%							20%			
	The Natural World	LA	85.2%	91.5%	88.4%							0%	School	LA	National
		National	81.9%	88.7%	85.3%								22/1000		acrondt
	Constitution in the	School	100.0%	100.0%	100.0%							Е	xpressive Arts &	Design % achievin	g expected
	Creating with Materials	LA	82.2%	93.9%	88.0%							100% 7		standard	
Expressive Arts &	macerials	National	81.5%	93.1%	87.2%							80% - 60% -	4000		
Design		School	100.0%	100.0%	100.0%							40% -	100%	85%	85%
	Being Imaginative & Expressive	LA	81.2%	94.2%	87.7%							20% -			
	rvhisspins	National	81.4%	92.4%	86.8%								School	LA	National

#### EYFSP - Sedgeberrow CE First School

#### Percentage of Pupils EMERGING in all Early Learning Goals - 2022

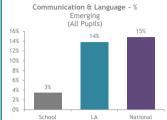
Emerging data provided on this page is based on the percentage of pupils who were reported as emerging in all of the learning goals within each subject area. For example, where a child was reported as emerging at Comprehension, Word reading and Writing then they would be included in the emerging % for Literacy below.

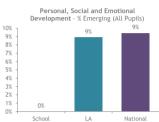
Physical Development appeared to be the strongest area both locally and nationally in 2022, with only 7% of pupils emerging in this area. Mathematics appeared to be the weakest area with 20% of children considered to be emerging in this area in Worcestersphire and 21% nationally.

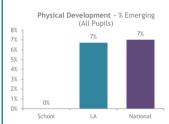
After SEN pupils, boys, those pupils eligible for Free School Meals (FSM) and those who speak English as an Additional Language (EAL) appeared to have the highest rates of emerging pupils in 2022 across all 7 areas. This pattern is seen both locally and nationally.

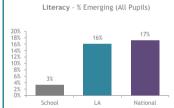
#### School Performance compared to Worcestershire and National - ALL PUPILS

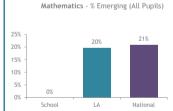
#### School Performance compared to Worcestershire and National - GENDER, FSM, EAL & SEN

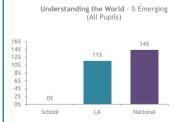


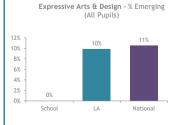


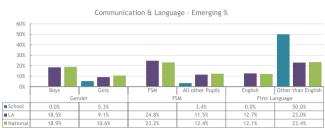


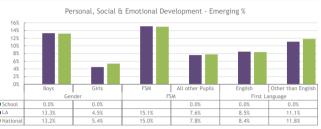


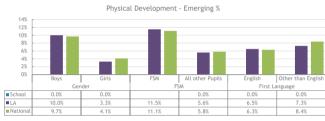


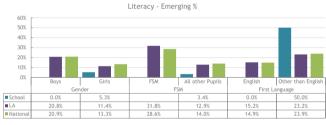


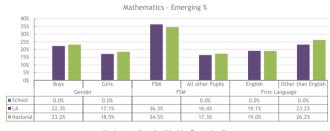




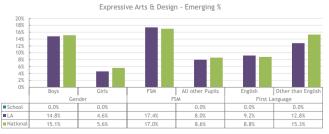


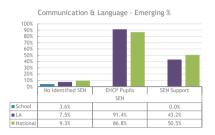


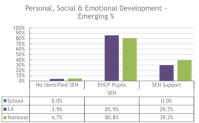




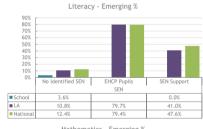


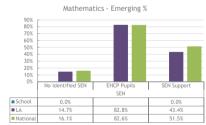


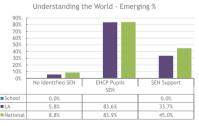


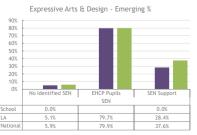












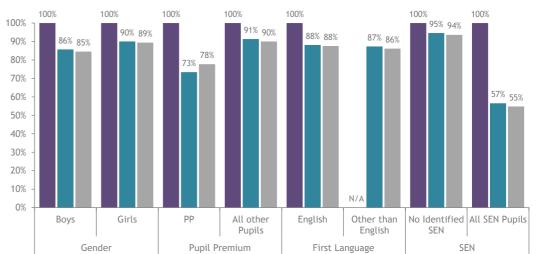
Produced by the Business Intelligence Team

## **Phonics - Sedgeberrow CE First School**

#### Percentage of Year 1 pupils meeting the expected standard of phonic decoding - 2022

#### 100% 90% 75% 75% 70% 60% 50% 40% 30% 20% 10% 0% All other English Other than No Identified All SEN Pupils Boys Pupils English SEN Pupil Premium SEN Gender First Language

# Percentage of pupils meeting the expected standard of phonic decoding by the end of year 2 (Aut 21 or Sum 22) - 2022



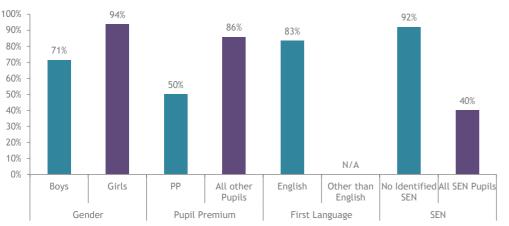
■ School ■ LA ■ National

PERFORMANCE DATA	2018			2019			2022			Trend Graph				
EXPECTED Standard	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Trend Graph				
No of Pupils	14	14	28	12	17	29	15	15	30	100% ¬				
	School	92.9%	100.0%	96.4%	83.3%	100.0%	93.1%	86.7%	100.0%	93.3%	80% - 96% 93% 93% 82% 82% 77% 82% 82% 75%	2018		
Percentage of pupils meeting the expected standard of phonic decoding in Year 1	LA	79.8%	85.0%	82.4%	78.3%	85.9%	82.0%	73.8%	80.4%	77.0%	40% -	2019		
,	National	79.2%	86.0%	82.5%	78.5%	85.4%	81.8%	72.2%	78.8%	75.5%	0% School LA National			

In 2022, 77% of pupils in Worcestershire reached the expected standard of Phonic decoding at the end of Year 1. This is a decrease in performance from 2019 but remains above the National figure (75.5%). In normal circumstances pupils who did not take the check in year 1 or who did not reach the expected standard usually take the check in year 2. However, due to the Covid-19 pandemic, summer phonics checks were cancelled in 2020 and 2021. The two cohorts which missed out on the check as Y1 pupils underwent it during the autumn term whilst in year 2. Consequently, the 2022 attainment figures in the top right hand chart of this page indicate those pupil's who had reached the expected standard at the end of year 2 based on the Autumn 2021 and Summer 2022 checks. In 2022, 87.8% of Year 2 pupils in Worcestershire reached the expected standard by the end of KS1. This is a decrease of 3.6% from 2019 but 1.9% above the 2022 National figure (86.9% all pupils).

## Key Stage 1 - Sedgeberrow CE First School

#### Reaching **EXPECTED** Standard in Reading, Writing & Maths - 2022



Pupil Group	LA	National
Boys	50.5%	49.2%
Girls	58.6%	57.7%
PP Eligible	33.7%	36.9%
PP Not Eligible	59.5%	58.4%
English	54.9%	53.8%
Other than English	52.4%	53.1%
No Identified SEND	62.7%	61.1%
All SEND Pupils	16.8%	15.0%

In 2022, the percentage of children in Worcestershire to have reached the expected standard in Reading, Writing and Maths at the end of KS1 was 54.5%. This is a decrease of 10.4% compared to 2019 performance but is higher than 2022 National performance (53.4%).

Writing remains our weakest subject with 58.7% of pupils in Worcestershire achieving the expected standard (a decrease of 10.2% from 2019) but above the National figure of 57.6%.

Girls (both in Worcestershire and nationally) remain more likely than boys to have reached the expected standard at the end of KS1 in 2022. This is the case for each of Reading, Writing and Science. However, boys are more likely than girls to reach the expected standard in Maths.

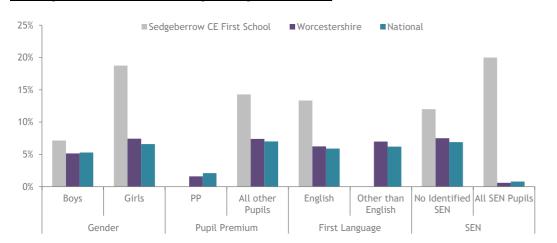
33.7% of pupils in Worcestershire who are eligible for pupil premium achieved the expected standard in 2022 which was 3.2% below the National comparator figure.

PERFORMANCE DATA			2018		2019			2022			Trend Graph					
EXPECTED	Standard	Boys	Girls	TOTAL	Boys	Girls	TOTAL	Boys	Girls	TOTAL			rrend Graph			
No. of Eligible Pupils		20	10	30	15	14	29	14	16	30	100% ¬					
Dooding	School	85.0%	90.0%	86.7%	93.3%	92.9%	93.1%	71.4%	93.8%	83.3%	50% -				■ 2018 ■ 2019	
Reading, Writing & Maths	LA	61.2%	70.1%	65.6%	60.4%	69.7%	64.9%	50.5%	58.6%	54.5%	0%	87% 93% 83%	66% 65% 54%	65% 65% 53%	■ 2019 ■ 2022	
	National	60.3%	70.6%	65.3%	60.0%	70.1%	64.9%	49.2%	57.7%	53.4%		School	LA	National		
	School	90.0%	90.0%	90.0%	93.3%	92.9%	93.1%	85.7%	93.8%	90.0%	100% ]				■2018	
Reading	LA	70.5%	79.7%	75.0%	71.3%	79.1%	75.1%	65.0%	71.4%	68.1%	50% -	90% 93% 90%	75% 75% 68%	75% 75% 67%	■2019 ■2022	
	National	71.2%	79.8%	75.4%	70.8%	79.2%	74.9%	63.4%	70.5%	66.9%	0% +	School	LA	National	¬ ■2022	
	School	85.0%	90.0%	86.7%	93.3%	92.9%	93.1%	71.4%	93.8%	83.3%	100% -				■2018	
Writing	LA	64.9%	76.8%	70.7%	63.2%	75.0%	69.0%	53.0%	64.7%	58.7%	50% - 0% -	87% 93% 83%	71% 69% 59%	70% 69% 58%	■ 2019 ■ 2022	
	National	63.4%	76.7%	69.9%	62.9%	75.9%	69.2%	51.8%	63.7%	57.6%	0% +	School	LA	National	- 2022	
	School	90.0%	90.0%	90.0%	93.3%	92.9%	93.1%	85.7%	93.8%	90.0%	100% -				■2018	
Maths	LA	74.3%	77.0%	75.6%	75.1%	76.2%	75.6%	69.4%	68.0%	68.7%	50% - 0% -	90% 93% 90%	76% 76% 69%	76% 76% 68%	<b>■</b> 2019	
	National	74.9%	77.3%	76.1%	74.5%	76.8%	75.6%	68.1%	67.1%	67.6%	0/0 4	School	LA	National	■2022	
	School	90.0%	90.0%	90.0%	93.3%	92.9%	93.1%	85.7%	93.8%	90.0%	100% -				<b>■</b> 2018	
Science	LA	80.9%	86.4%	83.6%	80.6%	85.3%	82.9%	77.3%	80.1%	78.7%	50% - 0% -	90% 93% 90%	84% 83% 79%	83% 82% 77%	■2019	
	National	80.3%	85.4%	82.8%	79.7%	85.0%	82.3%	75.0%	79.2%	77.1%	U% 1	School	LA	National	■2022	

Produced by the Business Intelligence Team

## Key Stage 1 - Sedgeberrow CE First School

### Reaching GREATER DEPTH in Reading, Writing & Maths - 2022



Sedgeberrow CE First School - 2022								
Boys	7.1%							
Girls	18.8%							
PP Eligible	0.0%							
PP Not Eligible	14.3%							
English	13.3%							
Other than English	N/A							
No Identified SEND	12.0%							
All SEND Pupils	20.0%							

6.3% of pupils in Worcestershire were deemed to be working at greater depth at the end of KS1 in 2022 in Reading, Writing and Maths. Although this was a decrease of 5.4% from 2019 performance, Worcestershire has remained above National for three consecutive years. The strongest subject area in Worcestershire over the last 3 years has been Reading, with 19.8% of pupils achieving greater depth in 2022 (compared to 18.0% nationally). Girls, both locally and nationally, are more like than boys to achieve a greater depth in Reading, Writing and Maths at KS1, although boys are more likely to achieve a greater depth in Maths.

Weakest performance in KS1 is seen in pupil's with an identified SEN and those pupil's eligible for pupil premium.

PERFORM	PERFORMANCE DATA		2018		2019			2022			Trend Graph				
GREATER DEPTH		Boys	Girls	TOTAL	Boys Gir		TOTAL	Boys	Girls	TOTAL			riena Graph		
No. of Eli	No. of Eligible Pupils		10	30	15	14	29	14	16	30	30% ¬	27% 24%			
Reading,	School	30.0%	20.0%	26.7%	13.3%	35.7%	24.1%	7.1%	18.8%	13.3%	20% -	24%	13% 12%	12% 11%	<b>■</b> 2018
Writing &	LA	10.7%	15.2%	12.9%	10.2%	13.2%	11.7%	5.1%	7.4%	6.3%	10% -		6%	6%	■2019 ■2022
Maths	National	9.9%	13.5%	11.7%	9.5%	13.0%	11.2%	5.3%	6.6%	5.9%	0% +	School	LA	National	_
	School	40.0%	40.0%	40.0%	33.3%	50.0%	41.4%	28.6%	56.3%	43.3%	60% 7	40% 41% 43%			■ 2018
Reading	LA	24.0%	31.9%	27.8%	22.6%	28.9%	25.7%	18.1%	21.6%	19.8%	40% - 20% -	10/0	28% 26% 20%	26% 25% 18%	■2019 ■2022
	National	22.3%	29.1%	25.6%	21.7%	28.6%	25.0%	16.3%	19.7%	18.0%	0%	School	LA	National	
	School	30.0%	20.0%	26.7%	20.0%	42.9%	31.0%	7.1%	25.0%	16.7%	40% 30%	27% _31%			■2018
Writing	LA	12.4%	22.4%	17.3%	11.8%	19.0%	15.3%	6.0%	10.4%	8.2%	20% - 10% -	17%	17% 15% 8%	16% 15% 8% National	■ 2019 ■ 2022
	National	11.8%	20.1%	15.9%	11.1%	18.6%	14.8%	6.2%	9.9%	8.0%	0% +	School	LA		1
	School	35.0%	20.0%	30.0%	33.3%	42.9%	37.9%	21.4%	25.0%	23.3%	40% 7	38%	24% 24%	220/ 220/	<b>■</b> 2018
Maths	LA	26.2%	20.8%	23.6%	24.1%	18.7%	21.5%	18.8%	13.0%	15.9%	30% - 20% - 10% -	23/0	24% 21% 16%	22% 22%	■ 2019 ■ 2022
	National	23.9%	19.6%	21.8%	23.9%	19.4%	21.7%	17.6%	12.4%	15.1%	0%	School	LA	National	7

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