

Use 2022/23 school and college performance data with caution

School performance data for the 2022/23 academic year should be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.

School performance data should be considered alongside a range of other information about the school, which could include looking at school websites, reading Ofsted reports, and speaking to the school directly. Conclusions should not be drawn on a single piece of data alone.

Crosshall Infant School Academy Trust (URN: 136332) School performance summary 2022/2023

School characteristics

Basic characteristics trends

This is final data for 2022/2023 (January 2023 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Breakdown	Up to Key stage 2 basic characteristics trends					
	2021		2022		2023	
	School	National	School	National	School	National
Number on roll	388	278	340	277	312	277
Male %	50.0	50.9	51.5	50.9	54.8	50.9
Female %	50.0	49.1	48.5	49.1	45.2	49.1
Ever 6 FSM %	15.9	24.9	11.7	25.5	9.7	25.9
Minority ethnic groups %	19.3	34.4	19.6	35.2	22.4	36.6
SEN EHCP %	1.5	2.1	1.5	2.3	2.2	2.5
SEN support %	20.1	12.6	14.1	13.0	17.0	13.5
English additional language %	21.4	21.0	22.4	21.3	26.0	22.1
Stability %	92.5	81.7	95.8	81.0	92.1	80.1
School deprivation indicator	0.08	0.18	0.08	0.18	0.08	0.18

Basic characteristics by national curriculum year group

This is final data for 2022/2023 (January 2023 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
2	107	58	42	14	16	18	31	2	29
1	71	48	52	10	28	31	25	4	21
Pre-compulsory	134	56	44	4	25	30	7	1	5

Absence

This data includes all absences reported during the autumn term 2022 and spring term 2022. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

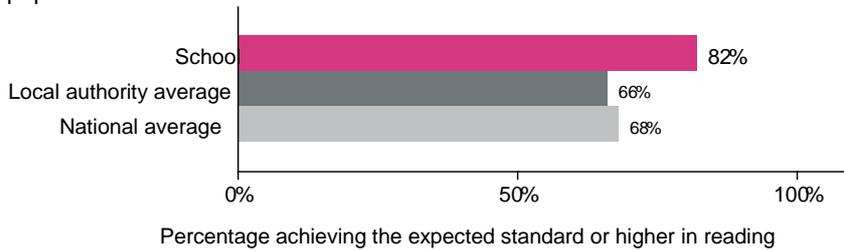
Breakdown	Absence						
	No. of enrolments in the school	Sessions missed due to absence					
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	183	5.8	6.0	31	16.9	17.3	
Male	97	5.5	6.1	16	16.5	17.8	
Female	86	6.2	5.8	15	17.4	16.9	
Ever 6 FSM	25	6.9	8.4	6	24.0	29.7	
Non-Ever 6 FSM	157	5.7	5.0	25	15.9	12.3	
SEN EHCP	4	14.6	10.1	2	50.0	32.2	
SEN support	20	7.0	7.9	6	30.0	25.7	
No SEN	158	5.4	5.5	22	13.9	15.1	
English first language	140	5.6	5.8	22	15.7	16.6	
English additional language	43	6.5	6.3	9	20.9	19.9	

Key stage 1 performance measures

This is provisional data for 2022/23.

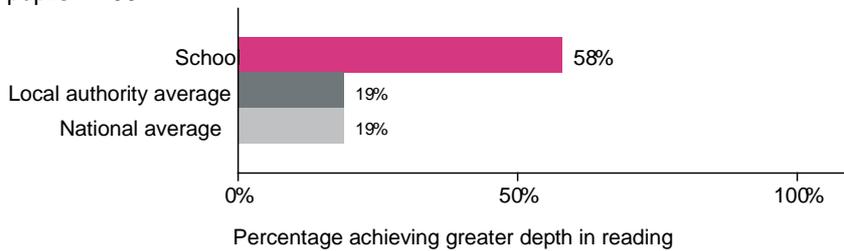
Percentage achieving the expected standard or higher in reading

Number of pupils = 106



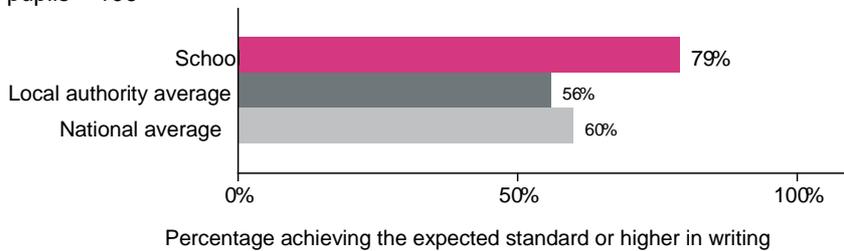
Percentage achieving greater depth in reading

Number of pupils = 106



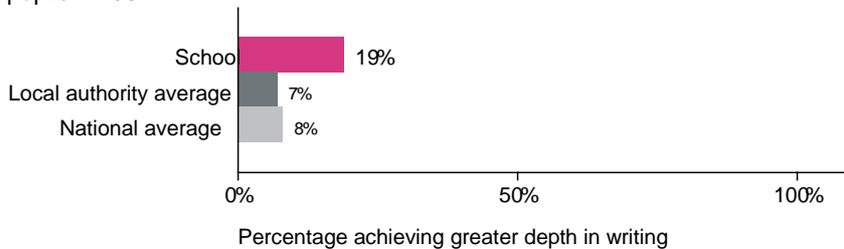
Percentage achieving the expected standard or higher in writing

Number of pupils = 106



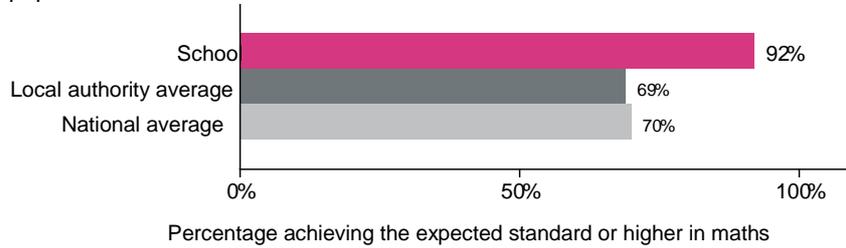
Percentage achieving greater depth in writing

Number of pupils = 106



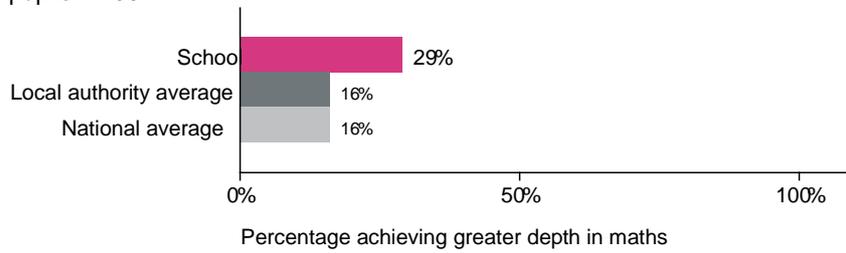
Percentage achieving the expected standard or higher in maths

Number of pupils = 106



Percentage achieving greater depth in maths

Number of pupils = 106



Key stage 1 additional reports

Reading attainment by pupil group

Key stage 1 reading attainment by pupil group										
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards		
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	
All pupils	106	58	19	82	68	14	22	4	9	
Male	60	57	17	80	65	15	23	5	11	
Female	46	59	21	85	72	13	21	2	7	
Disadvantaged	17	47	22	88	73	12	19	0	7	
Other	89	60	22	81	73	15	19	4	7	
SEN EHCP	1	0	N/A	0	N/A	100	N/A	0	N/A	
SEN support	30	7	N/A	50	N/A	37	N/A	13	N/A	
No SEN	75	79	22	96	77	4	19	0	4	
English first language	87	59	N/A	83	N/A	14	N/A	3	N/A	
English additional language	19	53	N/A	79	N/A	16	N/A	5	N/A	

Writing attainment by pupil group

Key stage 1 writing attainment by pupil group										
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards		
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	
All pupils	106	19	8	79	60	20	28	1	10	
Male	60	17	6	75	54	23	31	2	13	
Female	46	22	10	85	66	15	26	0	7	
Disadvantaged	17	6	10	76	65	24	26	0	8	
Other	89	21	10	80	65	19	26	1	8	
SEN EHCP	1	0	N/A	0	N/A	100	N/A	0	N/A	
SEN support	30	0	N/A	47	N/A	50	N/A	3	N/A	
No SEN	75	27	10	93	69	7	26	0	5	
English first language	87	16	N/A	79	N/A	21	N/A	0	N/A	
English additional language	19	32	N/A	79	N/A	16	N/A	5	N/A	

Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	106	29	16	92	70	8	21	0	7
Male	60	37	19	97	71	3	20	0	8
Female	46	20	13	87	70	13	23	0	6
Disadvantaged	17	18	19	88	75	12	18	0	5
Other	89	31	19	93	75	7	18	0	5
SEN EHCP	1	0	N/A	100	N/A	0	N/A	0	N/A
SEN support	30	3	N/A	77	N/A	23	N/A	0	N/A
No SEN	75	40	19	99	79	1	19	0	3
English first language	87	26	N/A	93	N/A	7	N/A	0	N/A
English additional language	19	42	N/A	89	N/A	11	N/A	0	N/A

Science attainment by pupil group

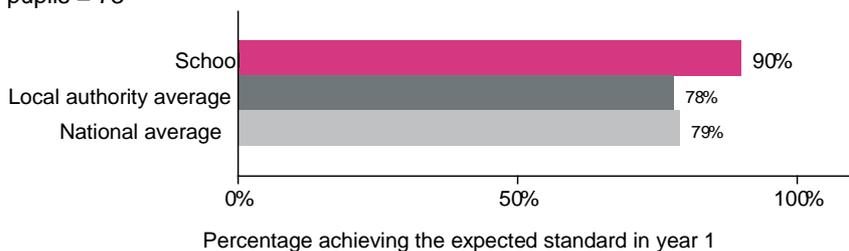
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	106	98	79
Male	60	98	76
Female	46	98	81
Disadvantaged	17	94	83
Other	89	99	83
SEN EHCP	1	100	N/A
SEN support	30	93	N/A
No SEN	75	100	87
English first language	87	99	N/A
English additional language	19	95	N/A

Phonics performance measures

This is provisional data for 2022/23.

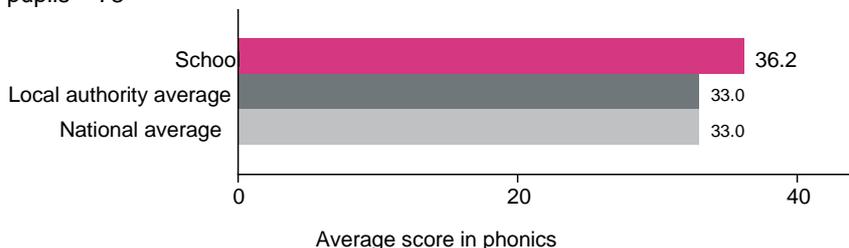
Percentage achieving the expected standard in phonics

Number of pupils = 73



Phonics average score

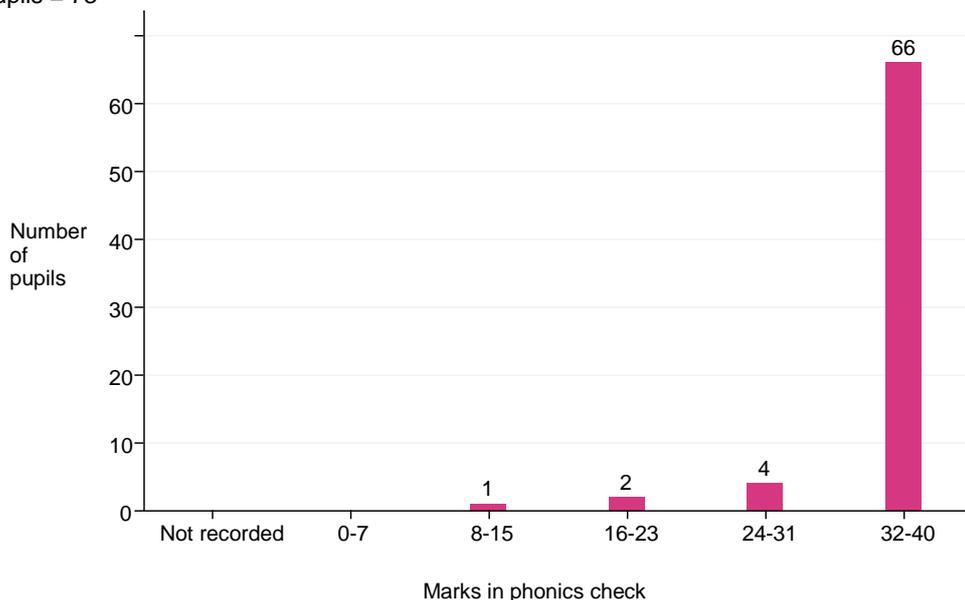
Number of pupils = 73



Attainment in phonics by mark

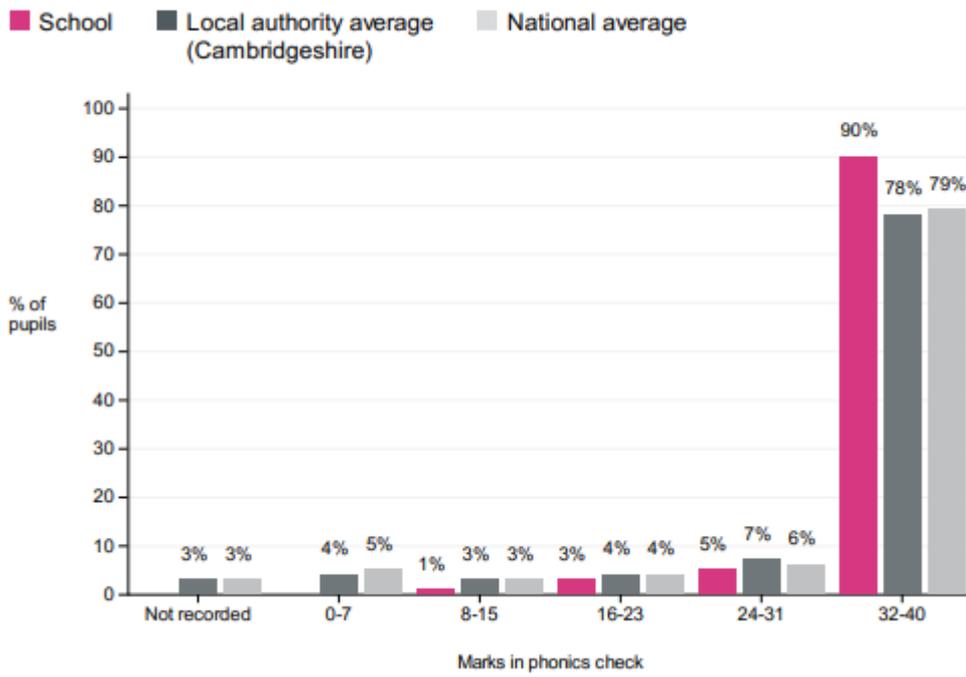
Number of pupils = 73

■ School



Attainment in phonics by %

Number of pupils = 73



Phonics additional reports

Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	73	0	7	66	90	79	36	33	
Male	35	0	6	29	83	76	35	32	
Female	38	0	1	37	97	82	37	34	
Disadvantaged	9	0	1	8	89	67	34	30	
Other	64	0	6	58	91	83	36	34	
SEN EHCP	2	0	1	1	50	20	29	19	
SEN support	16	0	4	12	75	48	34	25	
No SEN	53	0	0	53	100	86	38	35	
English first language	49	0	3	46	94	80	37	33	
English additional language	22	0	2	20	91	78	37	33	

Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group							
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark	
All pupils	13	0	2	11	85	35	
Male	8	0	2	6	75	35	
Female	5	0	0	5	100	36	
Disadvantaged	3	0	0	3	100	37	
Other	10	0	2	8	80	35	
SEN EHCP	1	0	0	1	100	34	
SEN support	10	0	2	8	80	35	
No SEN	2	0	0	2	100	37	
English first language	10	0	1	9	90	36	
English additional language	3	0	1	2	67	33	