



BSquared 

# Using B Squared's Analytics Platform

Presented by: [Dale Pickles, Managing Director, B Squared](#)

# B Squared

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- B Squared products are all about supporting pupils with SEND
- We help schools to show the small steps of progress pupils with SEND make.
- Different frameworks for different ages and ability - EYFS, Primary and an Autism profiling tool
- Reduces teacher workload - identifies next steps, shows progress and supports meaningful communication
- Our products are used by around 15,000 schools
- We have over 25 years experience around showing progress for pupils with SEND
- We talk to hundreds of schools every year about their difficulties around assessment, data and showing progress for pupils with SEND and help them to solve these problems.



# Dale Pickles

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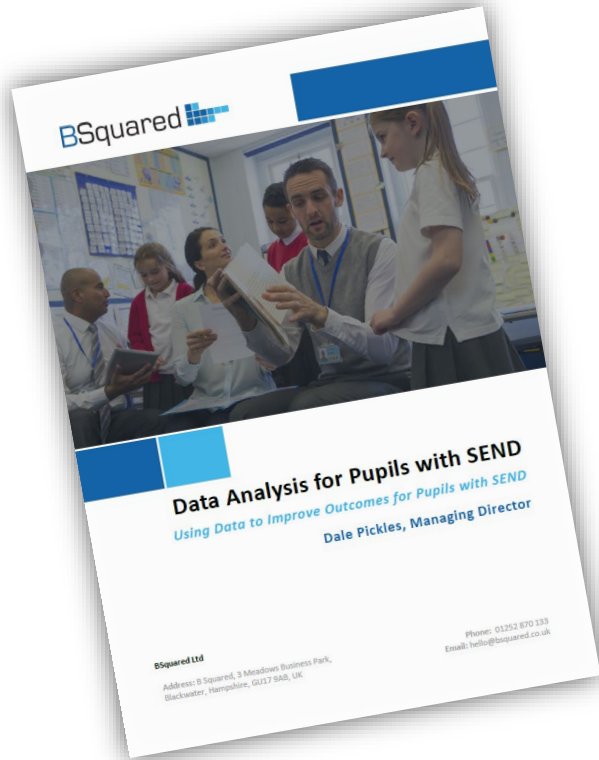
- Managing Director of B Squared
- Worked in SEND for over 20 years
- Supports schools around assessment, data and showing progress for pupils with SEND
- Host of the award winning SENDcast - podcast for Special Needs
- Host of the SEND Briefings and training courses on our Training for Education CPD website



The SENDcast was the winner in the Publication of the Year category in the 2022 nasen awards

# Data Analysis for Pupils with SEND

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I have already run a webinar and written a document looking at analysing data. They are designed to help improve your practice around data and make more use of your data.

You can find the webinar on our webinars page and the document can be downloaded from the same page.

Join in the chat as I go through this webinar, I will try to respond as we go through.

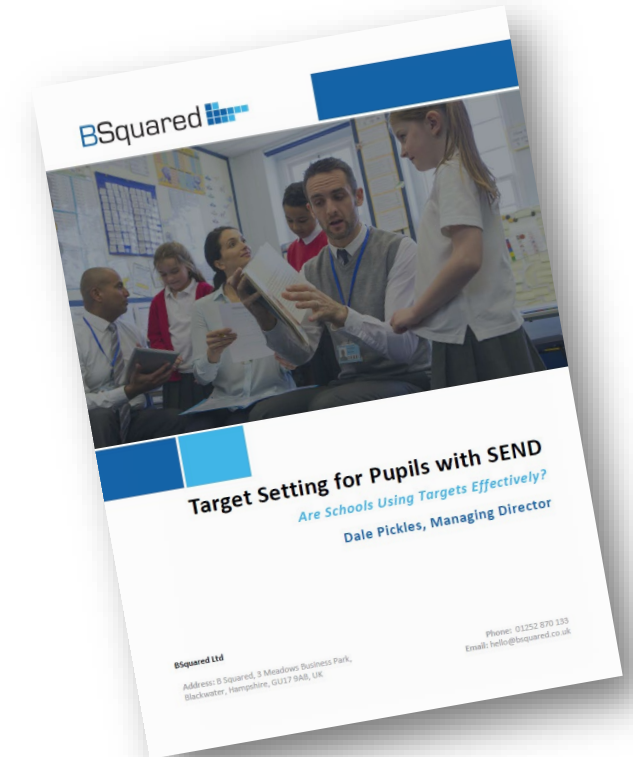
# Review your Approach to Target Setting

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I have already run a webinar and written a document on target setting. I look at what schools are doing, what they should stop doing and what they should do going forward.

On page 24 of the document is a set of questions to help you review your own approach to target setting.

It is really worth reading so you can identify if what you are doing is helping improve pupil outcomes OR is it just because this is the way we have always done it?



## 3 Webinars Around Data

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This is the first of three webinars around data. During these webinars I will help you all be less scared of data and help you use your data to improve your school. The final webinar is a tour through our new Analytics platform and how it helps schools use data correctly.

Part 1

**Target Setting for Pupils with SEND (Available on the B Squared Website)**

Part 2

**Analysing Data (Available on the B Squared Website)**

Part 3

**B Squared Analytics Platform (This webinar)**



# Types of Progress?

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## Linear Progress (in Analytics)

The simplest way to look at progress is linear progress. Progress is the difference between two attainment points that only look at their current level. This way of looking at data assumes that all pupils learn in the same order.

All progress is technically linear. I cannot count to 10 before I can count to 2.

A subject or area of the curriculum is several strands or concepts joined together. I might be better at some concepts than others, my progress can become spiky, I might work across different levels. This would be non-linear progress.



# Types of Progress?

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## Non-Linear Progress (in Analytics)

Non-linear progress is about celebrating all progress. Instead of ignoring my ability in decoding and focusing on my struggle with comprehension, non-linear progress recognises all the progress I am making. We can show spiky progress.

Pupils with SEND don't develop in a nice simple uniform way and they can have multiple barriers. Some of these barriers stop a pupil from making progress if you only look at progress in a linear way. With non-linear progress you can show there is progress, that they are learning new skills, even though there are some skills they cannot achieve.





# Types of Progress?

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## Engagement/Achievement (not in Analytics)

Linear and non-linear progress generally require pupils to achieve skills, but before a pupil can achieve a skill, they need to engage with the activity. If they don't engage, there won't be progress.

**This is the fundamental principle of the Engagement Model. It doesn't just apply to pupils with complex needs, it applies to all of us.**

If the pupil is engaging in more activities/learning opportunities or are they requiring less support to achieve skills, they are making progress. Sadly most assessment systems schools use do not show this type of progress.



# Which Type of Progress is Best?

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## There is no simple answer!

Most systems are limited, they can only show linear progress.

Out of England, Scotland and Wales, only the Welsh Government recognises non-linear progress.

What you use depends on what you are trying to show. If we are looking at academic progress, it will be quantitative data and we can use all 3 types of progress.

If you are looking at non-academic/softer skills, the data will be more qualitative, so you won't be able to do the numerical representation, it will be about interpreting the data.



# Which Type of Progress is Best?

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## Linear Progress

You will always start here, it is the simplest way to look at data. This will be suitable for most pupils.

## Non-Linear Progress

If you struggle to show linear progress, move on to non-linear progress. Are they making progress on other levels?

## Engagement/Achievement

If they aren't achieving skills, are they requiring less support? Are they more engaged?

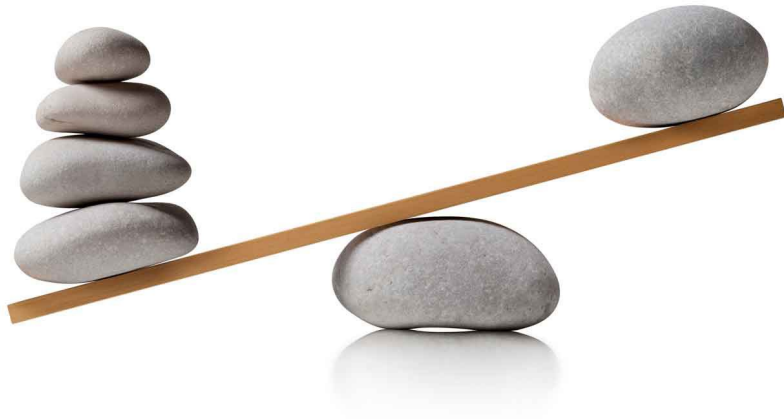
Simple



Complex

# Not All Levels are Equal

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Once Upon a Time in a Galaxy Far Far Away....

We had P Levels and Levels. The way they were often presented visually is that the levels were all the same size. Expectations were the same for each level.

They weren't the same size.  
(The DFE recognised this themselves)

There are lots of different frameworks, all with different sized levels. Judging progress effectively requires more work.

# Not All Levels are Equal

Connecting Steps V4 used RAW scores, these were different for each framework

Sizes of levels represent the ability level range

P8 is twice the size of P4. Level 1 was 3 times the size of P4

	NC 2c	Standard 6		Progression Step 6	Year 2	Entry 2	Level 13	Level 12 (6-7 yrs)			
NC 1	NC 1a	Standard 5	Exc. ELG	6	5	Entry 1	Level 12	Level 11 (5-6 yrs)			
	NC 1b	Standard 4		5							
	NC 1c	Standard 3	4	Year 1							
	P8	Standard 2	3	Primary Step 3	Step 7				Level 11	Level 10 (4-5 yrs)	
			Children in Reception	3	3						
			3 & 4 year olds	2	2		Level 10	Level 9 (3-4 yrs)			
			2½-3 years	Engagement Step 6	Primary Step 2	Step 6	Level 9	Level 8 (2½-3 yrs)			
			2-2½ years						6	Primary Step 1	6
			18-24 months	Engagement Step 5	Primary Step 1				Step 5	Level 7	Level 6 (18-24m)
			12-18 months								
			9-12 months	Engagement Step 4	Primary Step 1	Step 4	Level 6	Level 4 (9-12m)			
			6-9 months						4	4	4
			3-6 months	Engagement Step 3	Primary Step 1	Step 3	Level 3	Level 3 (6-9m)			
			0-3 months						3	3	3
				Engagement Step 2	Primary Step 1	Step 2	Level 2	Level 1			
									2	2	2
				Engagement Step 1	Primary Step 1	Step 1	Level 1	Level 1 (0-3 months)			
									1	1	1



# Not All Levels are Equal

Connecting Steps V5 uses standardised scores, these are the same across ALL frameworks

	NC 2c	Standard 6		Progression Step 6	Year 2	Entry 2	Level 13	Level 12 (6-7 yrs)
NC 1	NC 1a	Standard 5	Exc. ELG	Progression Step 5				
	NC 1b	Standard 4		Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5-6 yrs)
	NC 1c	Standard 3	ELG	Progression Step 3	Primary Step 3			
P8			Children in Reception			Step 7	Level 11	Level 10 (4-5 yrs)
				This score would be 4.5 on all frameworks				
P7		Standard 2	3 & 4 year olds	Progression Step 2	Primary Step 2		Level 10	Level 9 (3-4 yrs)
P6			2½-3 years			Step 6	Level 9	Level 8 (2½-3 yrs)
				This score would be 2.75 on all frameworks				
		Standard 1	2-2½ years		Progression Step 1	Primary Step 1		Level 7 (2-2½ yrs)
P5			18-24 months				Step 5	Level 8
P4			12-18 months	Engagement Step 5			Level 7	Level 5 (12-18m)
P3(ii)			9-12 months	Engagement Step 4		Step 4	Level 6	Level 4 (9-12m)
P3(i)			6-9 months			Step 3	Level 5	Level 3 (6-9m)
P2(ii)			3-6 months	Engagement Step 3		Step 2	Level 4	Level 2 (3-6m)
P2(i)			0-3 months	Engagement Step 2		Step 1	Level 3	Level 1
P1(ii)				Engagement Step 1			Level 2	Level 1
P1(i)							Level 1	(0-3 months)

Sizes of levels represent the ability level range

PKS 6 is under half the size of PKS 1



# Not All Levels are Equal

Exc. ELG  ELG  Children in Reception  3 & 4 year olds  2½–3 years 2–2¼ years 18–24 months 12–18 months 9–12 months 6–9 months 3–6 months 0–3 months	Engagement Step 6	Progression Step 6	Year 2		
		Progression Step 5	Year 1		
		Progression Step 4			
		Progression Step 3	Primary Step 3		
		Progression Step 2	Primary Step 2		
		Progression Step 1	Primary Step 1		
	Engagement Step 5				
				Engagement Step 4	
					Engagement Step 3
				Engagement Step 1	

A pupil going from 0% of Progression Step 6 to 50% of Progression Step 6 has made 50% progress. Another pupil went from 0% of Progression Step 3 to 50% of Progression Step 3, they have also made 50% progress.

If we look at standardised scores instead of level scores, the first pupil went from 6.5 to 6.75, an increase of 0.25. The second pupil went from 4.0 to 4.66, an increase of 0.66.

Although the amount of progress within each level is the same, the second pupil’s progress is over double the first pupil’s. **Levels being different sizes can easily mislead people when making judgements around progress.**



# Frameworks

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Lots of our schools use multiple frameworks. Some are age based (Early Years or Post 16) and some are based on pupil ability

Progression Steps or Engagement Steps

Milestones or Steps to Excellence

Routes to Progression or Welsh Progression Steps

Our analytics platform will only analyse pupil data for frameworks they are on.  
You don't need to create groups for different frameworks, pupils will be included/excluded automatically





# Analysing Groups

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## Different Types of Groups

Registration Groups – Your typical classes

Teaching Groups – Groups you want to assess together

Data Groups – Groups you want to look at data for

System Groups – Automatically created based on settings like Pupil Premium, EAL, Primary Need, Year, Key Stage (values can be imported)



# What Is Good Progress?

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# Low Progress Does Not Mean Bad Progress

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- What was the pupil working towards this year?
- How does progress compare to last year?
- In what areas has the pupil made progress?
- What changes have we implemented and what effect has this had?
- How does their progress compare to other pupils working at the same level?
- Have there been external factors?
- What support has been put in place?

You might feel they could make more progress, but within their current context, is the progress good enough?

**What are you changing to remove the barriers? How are you helping them to make the progress you feel they can make?**



# Sharing Data - KISS

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Keep it simple stupid! (KISS). The KISS principle states that most systems work best if they are kept simple rather than made complicated. This applies to everything! It is about designing things for other people, not for you. You may love data and get a warm fuzzy feeling when you open Excel, most don't.

You need to summarise data, a simple way of sharing the data so that others can understand it.

**If people can't understand your data, they cannot be part of a discussion around the data.**



# Sharing Data – What do I Share?

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Across a school year, the data you share needs to be consistent. It makes it easier for people to understand and they can easily compare data to the previous term.

It does not need to be consistent year after year. The reasons for this are:

- a) you need to allow for improving your processes
- b) data that is relevant one year might not be relevant the year after.



# Sharing Data – What Do Ofsted Want to See?

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**They don't want to see your data.**

They want you to understand your data, they want your data to drive changes in your school and they want to see you implementing those changes.

There is no folder full of graphs you need to make each year.

**They want your data to help you improve your provision.**



# B Squared Analytics

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- Running a Report
- Different Views
- Using the Filters
- Report Options
- Standardised Data
- Progress Bands/Attainment Bands
- Favourites
- Some of the different reports
- Pinning Reports



# Improving Knowledge Around SEND



MULTI-AWARD-WINNING PODCAST



EDUCATION RESOURCES  
AWARDS 2022 FINALIST



WINNER OF THE TEACH  
PRIMARY AWARDS 2021



THE SENDCAST NAMED BEST  
EDUCATIONAL PODCAST 2021

- FREE podcast, listen via the website, Spotify, Apple Podcasts, Audible, Amazon Music and any other podcast app
- New episode every week, with over 100 episodes featuring 28 different guests
- Covers a wide range of topics including anxiety, emotions, Autism, school avoidance, masking, ADHD, behaviour, language, SENCO workload, ACC and so much more
- Created to support everyone in schools, parents and more.

[www.thesendcast.com](http://www.thesendcast.com)

Or just search SENDcast in any podcast app





# Improving Knowledge Around SEND

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## What is in the SEND and AP Improvement Plan?

Our FREE SEND Briefings in March and September help schools keep up to date with changes around SEND.

**Our next briefing is on the 22<sup>nd</sup> March 2023**

Lorraine Petersen will OBE will take us through the SEND and AP Improvement Plan and give us some insight on what it means.

You can access this briefing as well as future and past briefings on the Training for Education website



Online CPD platform including the Virtual SEND Conferences. Affordable, effective and easy to access training around SEND

[www.trainingforeducation.com](http://www.trainingforeducation.com)

# Improving Knowledge Around SEND

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## £6,000 SEND Notional Budget

Do you really understand the £6,000 SEND Notional budget? Are you receiving all the money you legally entitled to? Is your LA acting within the law?

Garry Freeman joined us in the autumn term to discuss the £6,000 SEND Notional budget. The 45 minute presentation was followed by a Q&A session that lasted over an hour!

There were lots of schools being misled or denied funding they are legally entitled to. Make sure you understand the law and be confident in holding your LA to account if they aren't

**You can purchase access for your whole school for just £5  
using the code [Feb2023](#)**



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[www.trainingforeducation.com](http://www.trainingforeducation.com)



# Q&A – Ask Your Questions

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**If you have any questions and haven't asked already,  
please ask your questions in the chat window.**

Dale Pickles – *email me for more information or if you have any questions*  
[dale@bsquared.co.uk](mailto:dale@bsquared.co.uk)

Book a **FREE** online meeting with me using the button below if you want to discuss target setting and data

Podcast - [www.thesendcast.com](http://www.thesendcast.com)





Dale Pickles – *email me for more information or if you want a copy of my slides*  
[dale@bsquared.co.uk](mailto:dale@bsquared.co.uk)

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