



# Benchmarking Report Card

This is the Benchmarking Report Card for your school. It captures highlights of your school's spending and compares them with similar schools. The report card should be used to stimulate discussion within the school leadership team to discover where efficiencies can be made, to encourage the use of financial benchmarking, and to prompt more sharing of best practice among schools.

The report card compares your school with a small number of statistical neighbours, based on the characteristics of your school. The first column shows your school. The school in the second column is the statistical neighbour geographically closest to your school. The remaining schools are those most statistically similar based on your school's Free School Meal and SEN rates

The report card might, for example, prompt you to look at:

- Why are we spending more in a particular category than comparator schools? Could we be more efficient or do we have unique circumstances compared to those schools?
- What might we do to achieve the greatest efficiencies in that category?
- What can we learn by contacting the comparator schools?

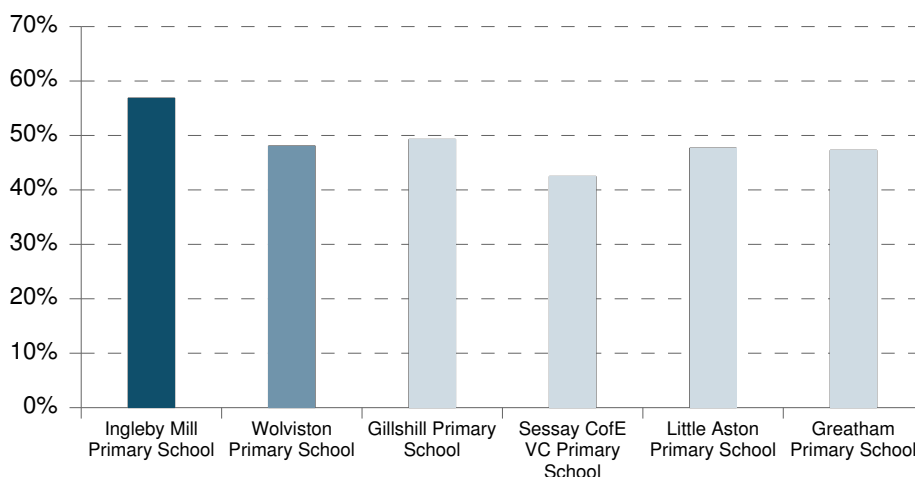
You can benchmark your school against any schools you like by using the schools financial benchmarking website at [www.education.gov.uk/sfb](http://www.education.gov.uk/sfb) (maintained schools) or [www.education.gov.uk/afb](http://www.education.gov.uk/afb) (academies). You may also find it useful to share best practice with comparator schools.

We hope that you will go on to use some of the other efficiency tools that are already available at <https://www.gov.uk/government/collections/schools-financial-health-and-efficiency>

## Areas of interest for all schools

These charts identify areas that are likely to be relevant to all schools in ensuring they operate as efficiently as possible.

Teaching Staff (% of total expenditure)

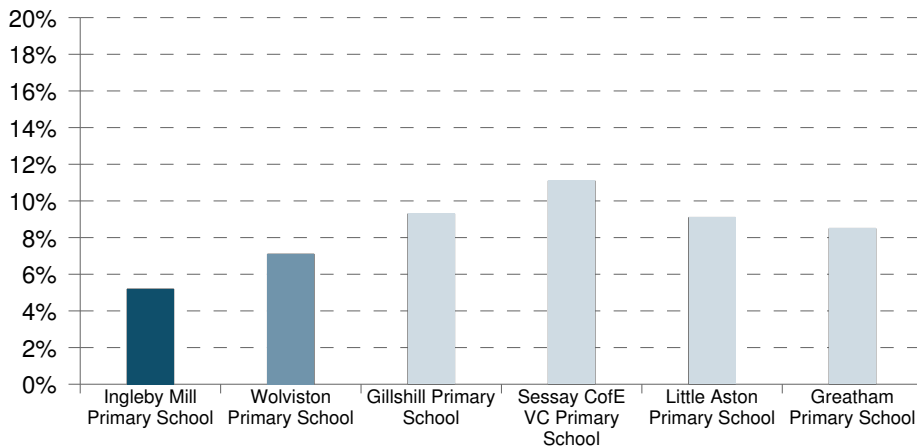


Your current expenditure on teaching staff is above the average for your comparison group by 8.3 percentage points.

There is some evidence that greater relative spend on teachers tends to be associated with higher attainment. Of course simply spending a greater proportion of a school budget on teaching does not guarantee results. The most efficient schools deploy their workforce effectively; taking care to review their staffing structures, focus on improving the quality of teaching and consider the best use of teachers' time.

Given that spending on teachers makes up the majority of school spending, it's especially important to make sure you're achieving the greatest efficiencies. The 'Efficiency Metric' tool will help with this: it provides schools with an indication of their efficiency, based on pupil attainment and the money used to achieve it, relative to statistically similar schools.

### Back Office (% of total expenditure)

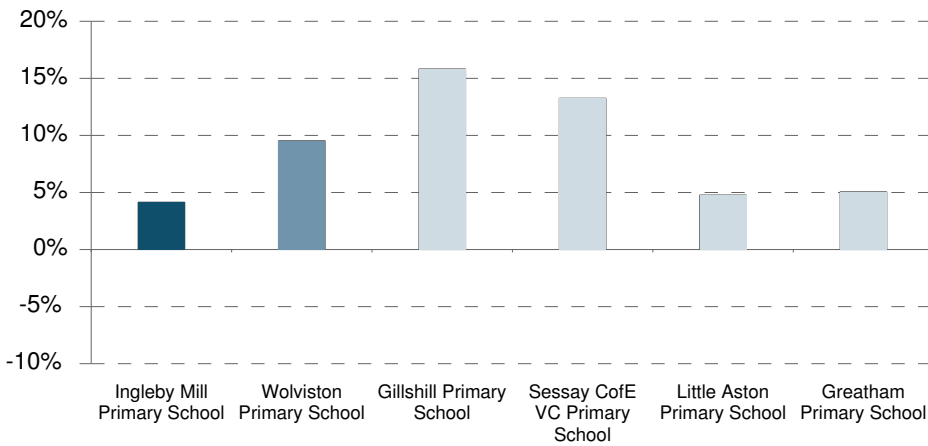


Your current expenditure on back office functions is below the average for your comparison group by 3.2 percentage points.

This category refers to spend on administrative and clerical staff, administrative supplies and bought-in services such as legal and auditor costs. Efficient schools seek to manage down back office costs as well as other non-teaching costs.

Efficiencies in back office expenditure could be made by upskilling staff, changing professional services supplier or reducing waste. Greater collaboration can also achieve greater efficiency and increase buying power. For more detail about collaborative procurement please visit <https://www.gov.uk/government/collections/buying-for-schools>

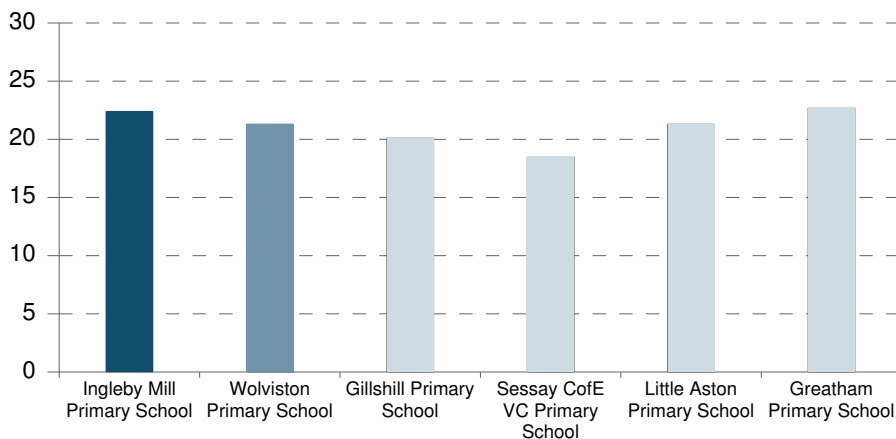
### Revenue Balance



Your current revenue balance is below the average of your comparison group by 4.6 percentage points.

Keeping a modest balance from year to year is prudent, but if a school is building up a substantial surplus there should be a clear plan for how it will be used to benefit pupils.

### Pupil Teacher Ratio



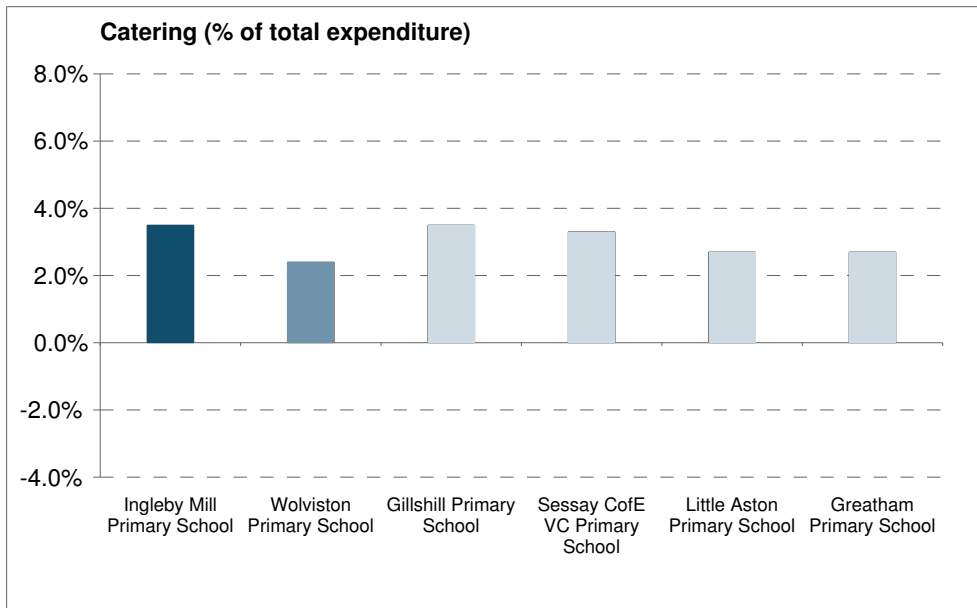
This graph shows the number of pupils to teachers. Schools will need to consider carefully whether they are getting the most impact out of their teaching staff.

Schools may also find it helpful to look at the Education Endowment Foundation's evidence on the impact of reducing class size (which is related to, but not identical to, PTRs):

<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/reducing-class-size>

## Areas of possible efficiency savings

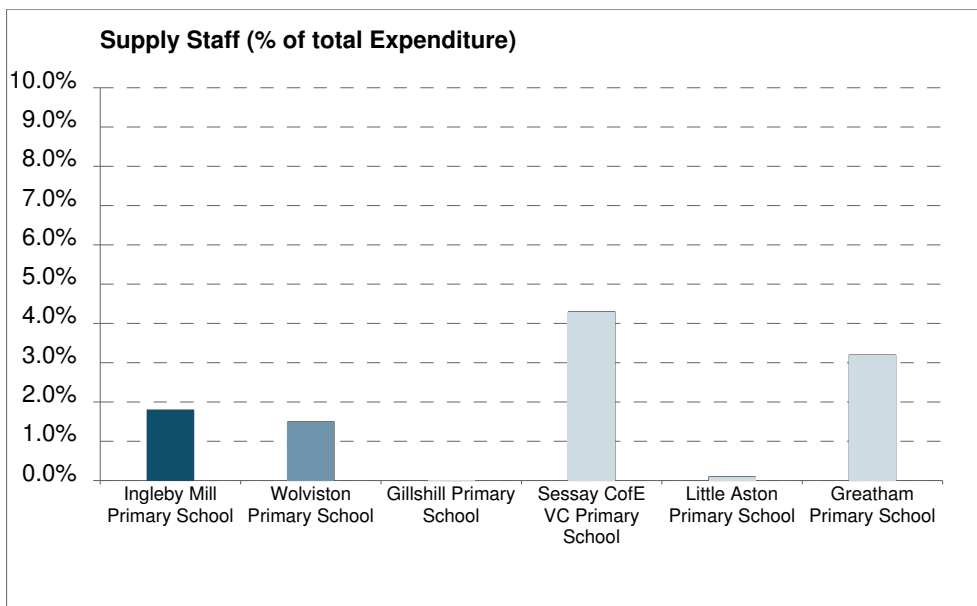
The following two areas have been identified as ones where your school may be able to make efficiency savings. These are the expenditure categories where your expenditure is highest compared with the average of your comparison group.



Your current expenditure on catering is above the average for your comparison group by 0.5 percentage points.

Catering costs can vary depending on the existing facilities that schools have. If there are no in-house catering facilities then it can be more expensive to hire an external company.

See <https://www.gov.uk/government/collections/buying-for-schools> for further detail



Your current expenditure on supply staff is below the average of your comparison group by 0.0 percentage points.

Hiring supply staff is necessary in the case of absence of teaching staff. Efficiencies can be made depending on the method of employment of supply teachers.

### Your comparator schools:

The following schools have been chosen on the basis that they have the most similar contextual information. The first comparator in the list is your school, the second is the closest school with similar SEN and FSM data, and the remaining schools are those of the same type with the most similar SEN and FSM data to yours.

School Name	LAESTAB	FSM %	SEN %	FTE Pupils	Distance in miles	Total spend per pupil (pounds)
Ingleby Mill Primary School	8082362	6.7	10.6	619.5	N/A	3707
Wolviston Primary School	8082020	6.6	10.6	119	8.1	4689
Gillshill Primary School	8102081	6.6	10.6	454	65.1	3519
Sessay CofE VC Primary School	8153101	6.6	10.5	76	23.5	5221
Little Aston Primary School	8602277	6.6	10.6	226	133.5	4182
Greatham Primary School	8502086	6.8	10.5	190.5	238.2	4185