

: London School of Economics

: Dr Tammy Campbell. Email: [t.campbell1@lse.ac.uk](mailto:t.campbell1@lse.ac.uk). Address:  
London School of Economics and Political Science, Houghton Street, WC2A 2AE.  
Telephone: 020 7955 7343

: Rachael Maguire. Email: [r.e.maguire@lse.ac.uk](mailto:r.e.maguire@lse.ac.uk). Address:  
London School of Economics and Political Science, Houghton Street, WC2A 2AE.  
Telephone: 020 7849 4622

: Data (including that not currently accessed but under request) come from the following sources. At the pupil-level, the Early Years Census, Spring School Census, Alternative Provision Census, Exclusions datasets, Absence datasets. At the school-level, the School-Level Census, Geographic Reference Tables, Institution History dataset. Lastly, data come from pupil-level attainment datasets: the Early Years Foundation Stage Profile, Phonics, Key Stage 1, and Key Stage 2 files. Variables include free school meals, birth month, ethnicity, gender, and denoted special educational needs and disabilities (<https://ico.org.uk/media/for>

<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/legitimate-interests/>), states that processing under the legitimate interests condition 'is likely to be most appropriate...where there is a compelling justification for the processing.' The 'compelling justification' for this work is that it is conducted in the interests of large swathes of society, including those whose data I am processing. I detail this below, in the 'purpose of research' and 'public benefit' sections.

Note importantly that I will never produce individual-level findings. All analyses will be scaled to the aggregate level, so no details which may contravene an individual's privacy will be produced by my analyses or published.

In terms of processing special category data, the legal basis under UK GDPR is Article 9(2)(j) - that is, the research is conducted for archival, research or statistical purposes that are in the public interest. I will respect the right to data protection at all times, and will carry out suitable and specific measures to safeguard the fundamental rights and the interests of the 'data subject,' including ensuring non-

## Purpose of research

These data are used for research into the factors that shape children's experiences in the early years and throughout primary school. This includes exploration of attributions of and provisions for Special Educational Needs and Disabilities (SEND), as well as children's assessment and attainment results, and their other trajectories and outcomes – including absences, exclusions, and entries to / exits from state education.

Relationships between these factors, and the way children's pathways vary according to their characteristics (including birth month, gender, ethnicity, home language, family circumstance, local area) are being explored. Findings will be interpreted in the context of political / policy and educational environments, and changes to these over time.

The overriding purpose of the research is to discover what – at the child, family, school, area, social, environmental, and policy-levels – influences children's journeys through primary school, their experiences, and educational outcomes.

Alongside this, a deeper understanding of the NPD data itself, and its limitations, implications, valid usages, and nuance and uncertainty in interpretation will be built. Critical examination and exploration of the data, in order to acknowledge its varying correspondences to 'objective' experiences and outcomes, is important so that it can best be used to inform policy-makers, educators, families, and the wider public.

Open access early findings from this work can be found on the links below:

'Relative age and the Early Years Foundation Stage Profile: How do birth month and mean peer group age determine attribution of a 'Good Level of Development' – and what does this tell us about how 'good' the Early Years Foundation Stage Profile is?'

Recorded talk: <https://tinyurl.com/5anf5usu>

PowerPoint slides: <https://tinyurl.com/9xnutyww>

'Special Educational Needs and Disabilities within the English primary school system: What can disproportionalities by season of birth contribute to understanding processes behind attributions and (lack of) provisions?'

Working paper: <https://sticerd.lse.ac.uk/dps/case/cp/casepaper223.pdf>

A journal article can also be found here:

Relative age and the Early Years Foundation Stage Profile: How do birth month and peer group age composition determine attribution of a 'Good Level of

Development’—and what does this tell us about how ‘good’ the Early Years Foundation Stage Profile is?

<https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3771>

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