

Early Years Team

Only the best is good enough for Gloucestershire's children and families. We work in partnership with others to empower practitioners to enable each child to be happy and fulfilled.

Early Years Foundation Stage Profile Results Headlines by Pupil Characteristics 2016-2017, National and Gloucestershire

	National	Gloucestershire
Increase in the proportion of boys and girls achieving a GLD.	71% of pupils achieved a good level of development (GLD) in the EYFSP profile. This is an increase of 2% when compared with 69% in 2016.	68% of pupils achieved a good level of development (GLD) in the EYFSP profile. This is an increase of 1% when compared with 67% in 2016.
... the gender attainment gap	Girls continue to outperform boys with the attainment gap at 14%.	Girls continue to outperform boys but with the attainment gap at 13%.
Increase in FSM pupil's attainment	The proportion of pupils eligible for free school meals (FSM) achieving a GLD has increased from 54% in 2016 to 56% in 2017.	The proportion of pupils eligible for free school meals (FSM) achieving a GLD has increased from 45% in 2016 to 50% in 2017.
...the FSM attainment gap	The FSM attainment gap has decreased by 1% from 18% to 17%.	The FSM attainment gap has decreased by 3% from 24% to 21%.
SEN children achieving GLD	For pupils with SEN support, 27% achieved a good level of development compared with 76% of those pupils with no identified SEN. For pupils with SEN with a statement or EHC plan, 4% achieved a good level of development.	For pupils with SEN support, 18% achieved a good level of development compared with 73% of those pupils with no identified SEN. For pupils with SEN with a statement or EHC plan, 4% achieved a good level of development.

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What does this report cover?

This report contains the latest information at both national and local authority (LA) level on the achievement of outcomes at the end of the Early Years Foundation Stage (EYFS) in 2015/16, together with figures for 2014/15.

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child's development against the early learning goals.

Following an independent review of the EYFS by Dame Clare Tickell, a new profile was published for implementation for the 2012/13 school year. The new profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development. The new profile made changes to the way in which children are assessed at the end of the EYFS and requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals.

The new profile was introduced in September 2012 and the first assessments took place in summer 2013. The new profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous profile's 117 point scale and the number of early learning goals has been reduced. This led to a break in the time series as the results were not comparable between 2011/12 and 2012/13.

About the assessment

There are 7 areas of learning covering 17 early learning goals (ELGs). A child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points and the maximum possible score is 51 points.

Communication and Language

1: Listening and attention
2: Understanding
3: Speaking

Physical Development

4: Moving and handling
5: Health and self-care

Personal, Social and Emotional
Development

6: Self-confidence and self-awareness
7: Managing feelings and behaviour
8: Making relationships

Literacy

9: Reading
10: Writing

Mathematics

11: Numbers
12: Shape, space and measures

Understanding the World

13: People and communities
14: The World
15: Technology

Expressive arts and design

16: Exploring and using media and materials
17: Being imaginative

Gender

	National	Gloucestershire
Increase in the proportion of boys and girls achieving a GLD.	78% of girls achieved at least the expected level in the prime areas of learning and in the specific areas of mathematics and literacy needed to achieve a good level of development compared with 64% of boys. This is an increase of 1% for girls and 2% for boys from 2016.	75% of girls achieved at least the expected level in the prime areas of learning and in the specific areas of mathematics and literacy needed to achieve a good level of development compared with 62% of boys. This is an increase of 1% for girls and 2% for boys from 2016.
... the gender attainment gap	The gender attainment gap has decreased to 14% from 15% in 2016.	The gender attainment gap has decreased to 13% from 14% in 2016.
Gender gap widest in writing	Looking at the 17 early learning goals, the gap between the proportion of girls and boys achieving at least the level expected remains widest in writing where the gender attainment gap is 13%.	Looking at the 17 early learning goals, the gap between the proportion of girls and boys achieving at least the level expected remains widest in writing where the gender attainment gap is 13 %.
...narrowest in technology	The narrowest gender gap is in technology, 3 %.	The narrowest gender gap is in technology, 2 %.

Percentage of EYFSP pupils achieving at least the expected level in all ELGs, achieving a GLD and the average point score by gender, 2016-2017

National

	% achieving at least the expected level in all ELGs	% achieving a GLD	average point score
all pupils	69	71	34.5
Girls	77	78	35.7
Boys	62	64	33.3
attainment gap	15	14	2.4

Gloucestershire

	% achieving at least the expected level in all ELGs	% achieving a GLD	average point score
all pupils	67	68	35.1
girls	74	75	36.3
boys	60	62	34.0
attainment gap	14	13	2.3

Achieving a good level of development

All Pupils

	2013	2014	2015	2016	2017	Direction
National	52%	60%	66%	69%	71%	↑
Gloucestershire	52%	57%	64%	67%	68%	↑

Female

	2013	2014	2015	2016	2017	Direction
National	60%	69%	74%	77%	78%	↑
Gloucestershire	60%	65%	73%	74%	75%	↑

Male

	2013	2014	2015	2016	2017	Direction
National	44%	52%	58%	62%	64%	↑
Gloucestershire	44%	50%	56%	60%	62%	↑

Attainment GAP

	2013	2014	2015	2016	2017	Direction
National	16%	17%	16%	15%	14%	↓
Gloucestershire	16%	15%	16%	14%	13%	↓

Total points scored across all the early learning goals

All Pupils

	2013	2014	2015	2016	2017	Direction
National	32.8	33.8	34.3	34.5	34.5	↔
Gloucestershire	33.9	34.4	35.3	35.2	35.1	↓

Female

	2013	2014	2015	2016	2017	Direction
National	34.1	35.1	35.7	35.7	35.7	↔
Gloucestershire	35.1	35.7	36.6	36.4	36.3	↓

Male

	2013	2014	2015	2016	2017	Direction
National	31.6	32.6	33.1	33.2	33.3	↑
Gloucestershire	32.5	33.1	34.0	33.8	34.0	↑

Attainment GAP

	2013	2014	2015	2016	2017	Direction
National	2.5	2.5	2.6	2.5	2.4	↓
Gloucestershire	2.6	2.6	2.6	2.6	2.3	↓

Ethnicity

The percentage of pupils achieving a good level of development and the expected level in each ELG continues to vary between different ethnic groups.

	National	Gloucestershire
White pupils	72% pupils achieved a good level of development	69% pupils achieved a good level of development
Asian pupils	69% pupils achieved a good level of development.	65% pupils achieved a good level of development.
Black pupils	70% pupils achieved a good level of development.	64% pupils achieved a good level of development.
Chinese pupils	74% pupils achieved a good level of development	47% pupils achieved a good level of development
Mixed ethnicity pupils	73% pupils achieved a good level of development	64% pupils achieved a good level of development

National

Looking at individual ethnic groups, those from an Indian, White and Asian and Irish had the highest proportions of pupils achieving a good level of development, 77%, 77% and 76%.

Gypsy/Roma had the lowest percentage achieving a good level of development at 31%, followed by Travellers of Irish Heritage at 39%.

Gloucestershire

Looking at individual ethnic groups, those from White and Chinese, White Scottish and White British had the highest proportions of pupils achieving a good level of development, 94%, 78% and 74%.

Gypsy/Roma had the lowest percentage achieving a good level of development at 40%, followed by Traveller of Irish Heritage, Chinese and Any Other Ethnic Group at 50%.

Free School Meal (FSM) Eligibility

Pupils eligible for free school meals perform less well than other pupils (those who are not eligible for free school meals and unclassified).

	National	Gloucestershire
Overall FSM attainment gap has decreased to 17%	56% of pupils eligible for free schools meals achieved a good level of development compared with 73% of other pupils. The FSM attainment gap has decreased by 1% to 17%.	50% of pupils eligible for free schools meals achieved a good level of development compared with 71% of other pupils. The FSM attainment gap has decreased by 3% to 21%.

FSM attainment (all other pupils minus FSM), 2016

	National		Gloucestershire	
	% achieving a GLD	average point score	% achieving a GLD	average point score
All pupils	71	34.5	68	35.1
FSM eligible	56	31.5	50	31.6
All other pupils	73	34.9	71	35.6
attainment gap	17	3.4	21	4.0

National

The widest FSM attainment gaps are in the literacy goals of writing and reading, with 18% and 16% attainment gaps when comparing pupils eligible for free school meals and all others. Large gaps are also seen in the mathematics area of learning at 15%.

The ELG where the FSM gaps are narrowest are in technology and health and self-care at 7%.

Gloucestershire

The widest FSM attainment gaps are in the literacy goals of numbers, writing and reading, with 22% attainment gaps when comparing pupils eligible for free school meals and all others.

The ELG where the FSM gaps are narrowest are in technology 7%.

Achieving a good level of development

All Pupils

	2013	2014	2015	2016	2017	Direction
National	52%	60%	66%	69%	71%	↑
Gloucestershire	52%	57%	65%	67%	68%	↑

FSM Eligible

	2013	2014	2015	2016	2017	Direction
National	36%	45%	51%	54%	56%	↑
Gloucestershire	30%	34%	45%	45%	50%	↑

Non FSM Eligible

	2013	2014	2015	2016	2017	Direction
National	55%	64%	69%	72%	73%	↑
Gloucestershire	55%	60%	67%	69%	71%	↑

Attainment GAP

	2013	2014	2015	2016	2017	Direction
National	19%	19%	18%	18%	17%	↓
Gloucestershire	25%	26%	22%	24%	21%	↓

Average Point Score

All Pupils

	2013	2014	2015	2016	2017	Direction
National	33.5	33.8	34.3	34.5	34.5	↔
Gloucestershire	34.4	34.4	35.3	35.2	35.1	↓

FSM Eligible

	2013	2014	2015	2016	2017	Direction
National	29.9	30.8	31.3	31.5	31.5	↔
Gloucestershire	30.3	30.3	31.0	31.0	31.6	↑

Non FSM Eligible

	2013	2014	2015	2016	2017	Direction
National	33.5	34.4	34.9	34.9	34.9	↔
Gloucestershire	34.4	35.0	35.8	35.7	35.6	↓

Attainment GAP

	2013	2014	2015	2016	2017	Direction
National	3.6%	3.6%	3.6%	3.4%	3.4%	↔
Gloucestershire	4.1%	4.7%	4.8%	4.7%	4.0%	↓

Special Educational Needs (SEN)

From 2015, pupils with SEN are categorised as follows:

SEN support - Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. This category replaces the former 'School Action' and 'School Action Plus' categories.

Statement/EHC plan - A pupil has a statement of SEN or an EHC plan when a formal assessment has been made.

Pre-2015, Pupils with SEN were categorised as follows:

Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.

School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).

Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

This has therefore led to a break in the time series as the results were not comparable between 2013/14 and 2014/15.

National	Gloucestershire
For pupils with SEN support, 26% achieved a good level of development compared with 75% of those pupils with no identified SEN.	For pupils with SEN support, 19% achieved a good level of development compared with 72% of those pupils with no identified SEN.
For pupils with SEN with a statement or EHC plan, 4% achieved a good level of development.	For pupils with SEN with a statement or EHC plan, the figure was too low to disclose in order to protect confidentiality.

Special Educational Needs (SEN) attainment gaps (no identified SEN-pupils with a SEN), 2016

	National		Gloucestershire	
	% achieving a GLD	average point score	% achieving a GLD	average point score
All pupils	71	34.5	68	35.1
No identified SEN	76	35.4	73	36.1
SEN Support	27	26.6	18	26.2
SEN with a stmt or EHC Plan	4	19.5	4	20.1

National

The largest attainment gap between all SEN pupils and all other pupils is in speaking and writing at 49%.

The narrowest attainment gap was in technology at 30%.

Gloucestershire

The largest attainment gap between all SEN pupils and all other pupils is in writing at 59%.

The narrowest attainment gap was in technology at 27%.

Achieving a good level of development

Please note that the SEN criteria changed for 2015.

All Pupils

	2013	2014	2015	2016	Direction
National	52%	60%	66%	69%	↑
Gloucestershire	52%	57%	64%	67%	↑

SEN Pupils - Action

	2013	2014
National	17%	23%
Gloucestershire	10%	12%

SEN Pupils - Action Plus

	2013	2014
National	15%	19%
Gloucestershire	13%	15%

SEN Pupils - Statement

	2013	2014
National	2%	3%
Gloucestershire	2%	1%

SEN Pupils - SEN Support

	2015	2016	2017	Direction
National	24%	26%	27%	↑
Gloucestershire	14%	19%	18%	↓

SEN Pupils – Statement or EHC Plan

	2015	2016	2017	Direction
National	4%	4%	4%	↔
Gloucestershire	4%	1%	4%	↑

All SEN Pupils

	2013	2014	2015	2016	2017	Direction
National	14%	19%	21%	22%	23%	↑
Gloucestershire	9%	10%	13%	14%	14%	↔

Pupils with no identified SEN

	2013	2014	2015	2016	2017	Direction
National	56%	66%	71%	75%	76%	↑
Gloucestershire	56%	61%	70%	72%	73%	↑

Attainment GAP

	2013	2014	2015	2016	2017	Direction
National	42%	47%	50%	53%	53%	↑
Gloucestershire	47%	51%	57%	58%	59%	↑

Average Point Score

All Pupils

	2013	2014	2015	2016	2017	Direction
National	32.8	33.8	34.3	34.5	34.5	↔
Gloucestershire	34.8	34.4	35.2	35.2	35.1	↓

SEN Pupils - Action

	2013	2014
National	26.6	27.4
Gloucestershire	25.8	26.0

SEN Pupils – Action Plus

	2013	2014
National	25.4	26.0
Gloucestershire	24.7	25.2

SEN Pupils - Statement

	2013	2014
National	19.6	19.7
Gloucestershire	20.7	20.9

SEN Pupils - SEN Support

	2015	2016	2017	Direction
National	26.7	26.7	26.6	↓
Gloucestershire	26.3	26.2	26.2	↔

SEN Pupils - Statement or EHC Plan

	2015	2016	2017	Direction
National	19.7	19.5	19.5	↔
Gloucestershire	18.4	19.7	20.1	↑

All SEN Pupils

	2013	2014	2015	2016	2017	Direction
National	25.2	25.8	25.7	25.7	25.5	↓
Gloucestershire	24.5	24.7	24.9	25.1	25.1	↔

Pupils with no identified SEN

	2013	2014	2015	2016	2017	Direction
National	33.7	34.8	35.3	35.4	35.4	↔
Gloucestershire	34.8	35.3	36.3	36.1	36.1	↔

Attainment GAP

	2013	2014	2015	2016	2017	Direction
National	8.5	9.0	9.6	9.7	9.9	↑
Gloucestershire	10.3	10.6	11.4	11.0	11.0	↔