

## LA Target Areas

End of EYFSP / 2012

**Hampshire**

	2010			2011			2012			
	All	Non 30% SOAs	30% SOAs	All	Non 30% SOAs	30% SOAs	All	Non 30% SOAs	30% SOAs	
<b>All Pupils in LA</b>										
% achieving 6+ in Personal, Social & Emotional Development	78.3	79.5	62.6	80.6	81.6	68.9	84.4	84.9	74.1	(a)
% achieving 6+ in Communication, Language & Literacy	56.8	58.4	35.8	61.1	62.9	39.9	67.2	68.1	49.9	(b)
% achieving 6+ in Personal, Social & Emotional Development + Communication, Language & Literacy	53.6	55.2	32.6	58.5	60.2	38.0	64.4	65.3	47.5	(c)
	<b>All Children</b>			<b>All Children</b>			<b>All Children</b>			
Number of pupils in cohort	13,992			14,068			14,537			
% achieving at least 78 points across the Early Years Foundation Stage Profile	79.0			80.6			84.7			(d)
% achieving at least 78 points AND 6+ in all PSE and CLL	53.6			58.4			64.4			(e)
Average Total EYFSP score	87.5			88.6			90.4			
Average score in Personal, Social & Emotional Development	7.0			7.0			7.1			
Average score in Communication, Language & Literacy	6.4			6.5			6.7			
Median EYFSP score	90.0			91.0			93.0			(f)
20th Percentile EYFSP score	77			78			80			

**Lowest Performing 20% of Pupils in LA**

Number of pupils	2,798	2,813	2,907	
Average Total EYFSP Score	63.1	64.7	68.2	(g)
Average score in Personal, Social & Emotional Development	5.3	5.4	5.6	
Average score in Communication, Language & Literacy	4.2	4.3	4.7	
LA % gap between median & bottom 20%	29.9	28.9	26.7	(h)

Please note:

Pupils with an N for the EYFSP total score are not included in the report

Pupils achieving an N (Not Assessed) in any assessment scale or area of learning are discounted from this reports calculations.

A pupil must have at least 6+ in each of the Assessment Scales in order to have 6+ for an Area Of Learning

The Non 30% SOA is the portion of the cohort that does not fall in the 30% SOA group (Labelled as 70% SOAs on the EYFSP Template spreadsheet)

## Appendix 2

Percentage of children achieving 78 EYSP points (+6 in CLL and 6+ PSED) \*\*

Local Authority	Jul-08	Jul-09	Jul-10	Jul-11	Jul-12
Central Bedfordshire	50	53	53	55	63
Cambridgeshire	55	50	55	60	64
Essex	43	45	50	52	60
<b>Hampshire</b>	<b>50</b>	<b>51</b>	<b>54</b>	<b>58</b>	<b>64</b>
Hertfordshire	57	60	61	61	68
Leicestershire	51	54	56	59	63
North Somerset	53	58	62	64	71
S. Gloucestershire	50	50	55	64	70
West Berkshire	50	56	61	63	68
West Sussex	50	50	56	58	62
Worcestershire	40	45	56	61	64
England	49	52	56	59	64
Cheshire East*		61	59	68	74

Percentage gap between lowest achieving 20% in the EYFSP and the rest

Local Authority	Jul-08	Jul-09	Jul-10	Jul-11	Jul-12
Central Bedfordshire	35.5	30.8	30.1	28.1	26.4
Cambridgeshire	32.1	32.2	32.3	29.1	28.5
Essex	35.9	34.1	32.1	31.7	30.4
<b>Hampshire</b>	<b>33.6</b>	<b>32.5</b>	<b>29.7</b>	<b>29.0</b>	<b>26.6</b>
Hertfordshire	33.8	31.4	32.2	33.2	30.7
Leicestershire	31.4	30.4	30.4	28.7	27.9
North Somerset	31.7	31	32.3	28.8	27.5
South Gloucestershire	30.1	29.6	28.2	26.6	26.3
West Berkshire	30	26.9	26.8	24.3	25.3
West Sussex	35.2	34.1	31.4	30.5	28.4
Worcestershire	35.9	34.7	31.3	31.4	30.6
England	35.6	33.9	32.7	31.4	30.1
Cheshire East*		31.6	31.9	26.5	25.0

\* Cheshire East from Jul-09

\*\* not including autumn and spring born children attending independent schools

## Threshold and gap by district (All schools) – EYFSP 2008 / 2009 / 2010 / 2011 / 2012

Threshold						Gap					
District	2008 %	2009 %	2010%	2011%	2012%	District	2008 %	2009 %	2010%	2011%	2012%
B&D	48.5	52.8	58.3	58.7	65.5	B&D	36.1	33.8	30.8	30.1	26.8
East Hants	45.7	50.4	56.6	58.6	62.4	East Hants	38.3	34.4	31.4	30.3	27.5
Eastleigh	51.0	47.9	56.2	61.5	67.3	Eastleigh	31.5	28.1	25.9	23.9	24.3
Fareham	57.5	62.6	60.6	62.9	70.9	Fareham	32.3	28.5	30.7	31.1	23.8
Gosport	37.0	41.2	43.1	51.6	55.4	Gosport	30.7	30.8	27.6	26.1	25.7
Hart	59.8	59.7	60.0	63.3	70.4	Hart	29.8	25.6	25.3	25.0	22.6
Havant	39.8	38.7	38.9	46.6	56.8	Havant	34.0	34.5	32.4	30.6	28.5
New Forest	55.1	53.4	51.5	61.1	64.6	New Forest	32.4	31.8	29.6	28.7	26.0
Rushmoor	42.1	39.3	46.1	48.6	57.2	Rushmoor	36.8	35.5	31.3	32.3	28.5
Test Valley	47.8	53.2	58.8	62.1	68.6	Test Valley	32.1	32.0	27.3	28.0	25.1
Winchester	52.7	52.3	55.9	62.3	64.9	Winchester	31.2	32.8	34.5	27.7	28.8
<b>Hampshire</b>	<b>49.8</b>	<b>51.0</b>	<b>54.5</b>	<b>58.5</b>	<b>64.5</b>	<b>Hampshire</b>	<b>33.1</b>	<b>32.3</b>	<b>29.7</b>	<b>29.0</b>	<b>26.7</b>

## Gender Gap EYFSP 2009 / 2010 / 2011 (All schools data)

District	% difference between boys' and girls' threshold scores			
	2009	2010	2011	2012
Basingstoke and Deane	23.3	20.5	16.8	14.9
East Hants	13.8	23.1	17.1	25.4
Eastleigh	15.8	20.3	22.9	16.3
Fareham	22.8	18.9	17.9	17.4
Gosport	15.8	20.4	20.5	16.6
Hart	17.1	15.6	17.1	11.1
Havant	18.9	19.9	22.4	18.2
New Forest	16.1	19.7	19.8	17.8
Rushmoor	18.7	25.7	23.9	22.3
Test Valley	20.4	17.6	18.2	16
Winchester	16.9	24.5	18.7	21.7
<b>Hampshire</b>	<b>19</b>	<b>20.3</b>	<b>19.6</b>	<b>17.5</b>

**Keep on Talking – a summary.**

Keep on Talking (KoT) is a Hampshire specific early communication and language development project which was established in April 2011. It is based upon the national project, Every Child a Talker (ECaT), but includes stronger links with schools, children's centres and parents. Since then, Services for Young Children (SfYC) have analysed a range of data sets to identify areas of greatest need and delivered the KoT project across the County in the following districts – Eastleigh, New Forest, Fareham and Gosport, Basingstoke and Deane, Rushmoor, Havant and Winchester.

The KoT project consists of a briefing event for Headteachers and managers of settings to explain the programme. A partnership agreement is signed and each provision identifies an Early Language Lead Practitioner (ELLP) who takes the project forward in their own setting. The ELLP then receives training in a range of specific aspects of language development, including speech and language, phonic knowledge through the *letters and sounds* programme and working with parents. There are also sessions run by the library and music service. The programme requires ELLPs to identify and assess children with speech and language difficulties and implement a plan based upon this knowledge. Their work is monitored by the overall project leader. Analysis of data before and after the programme is gathered to measure and assess impact. Typically a celebration event is held in each locality at the end of the project to share best practice with others.

To date nearly 4,000 children have been involved and completed KoT projects in Hampshire. In the Autumn term 2011 projects were run in Eastleigh, Fareham and Gosport and two projects in the New Forest. This involved 32 schools and 64 settings. In the Spring term 2012 two additional projects were started in Basingstoke and Deane and Rushmoor. This involved 18 schools and 17 settings.

The KoT programme has had a significant impact upon reducing children's language delay.

<b>Summary results for all projects 2011/2012</b>						
Aspect	At risk of delay		At expected		Ahead of expectations	
	<i>Autumn</i>	<i>Summer</i>	<i>Autumn</i>	<i>Summer</i>	<i>Autumn</i>	<i>Summer</i>
Listening	31%	16%	63%	72%	6%	12%
Understanding	32%	15%	63%	71%	5%	14%
Talking	39%	20%	56%	68%	4%	13%
Social Communication	37%	18%	57%	68%	6%	15%

Overall, this equates to an increase of 651 children who started the programme at risk of delay, being at expected levels or better by the end of the project.

There has also been significant improvement in the level of practitioner confidence, particularly in terms of identifying, supporting and monitoring children's language development. The confidence and skill of parents too has been increased and the use of 'Parent Champions' has further enhanced the impact of this project, by spreading its success amongst other parents.

In the Autumn term 2012 new projects were started in Gosport, Havant and Winchester, involving 20 schools and 50 settings. A further project is planned to start in East Hants later in the year. In addition, the current recruitment of speech and language therapists and assistants will allow the KoT programme to be modified and further improved, through joint working, and as a result increasing the reach to vulnerable families through the work of Children Centres.

**Closing the gap - effective partnership working.**

There have been very positive and significant improvements across the whole of the County in narrowing the inequalities gap in Early Years outcomes. This is a key national measure of success and focuses upon the gap between the bottom 20% of children in the cohort compared to median score for all children.

<b>Percentage reduction of the inequalities gap.</b>		
<b>Area</b>	<b>11/12</b>	<b>08/12</b>
Hampshire	2.3%	5.9%
Statistical neighbours	1.1%	4.0%
England	1.3%	3.8%

<b>Ranking against 12 statistical neighbours</b>		
<b>Outcomes July 2012</b>	<b>Progress 11/12</b>	<b>Progress 08/12</b>
5 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>

Whilst all districts within Hampshire have narrowed the gap, there are some notable variations in the rate of improvement between districts. Fareham in particular has been very successful in narrowing the gap for its children. Between 2010 and 2012 they narrowed the gap by 6.1% compared to the County average of 3.2%.

A significant factor that has contributed to this success is the excellent partnership working between schools, settings, the Hampshire Inspector and Advice Service (HIAS) and Services for Young Children (SfYC). This has ensured resources are targeted effectively, consistent and uniform messages are delivered and common goals are understood.

There have been specific developments between HIAS and SfYC, both formally and informally that have supported this partnership working. At a formal level these have included:

- Sharing of data between all parties to ensure a more detailed understanding of district issues.
- Invitations from the District Manager (DM) for SfYC staff to attend general district school meetings where all schools are discussed. This provides broader understanding and context for work within these schools.
- Invitations from the DM for SfYC staff to attend individual school strategy meetings. This ensures a joined up and consistent approach to work in those schools facing the most challenge.
- Increased communication from SfYC to DM informing of team developments, training and projects that are happening within the district.
- SfYC team providing regular inputs at County wide assessment network meetings for all schools.
- SfYC staff representation on Local Children's Partnership (LCP) boards.

At a more informal level this has included:

- Primary Phase Inspectors (PPIs) liaising with SfYC colleagues about work in specific schools.

- Attendance by DM at the launch and celebrate the impact of key projects such as the Keep on Talking (KoT) project. This has raised the profile of these projects and allowed a wider audience to gain a district, county and national perspective on the work.
- Greater communication between other subject specific colleagues within HIAS and SfYC, such as maths and science.
- Positive promotion by the DM of the work of SfYC.

There are examples of some of these elements of good practice across all the districts in Hampshire. However, the very positive outcomes in Fareham clearly demonstrate what can be achieved where there is a consistent approach to partnership working and high levels of trust shown between all partners.