

HAMPSHIRE COUNTY COUNCIL

Report

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1. Summary

- 1.1. The Early Years Foundation Stage (EYFS) curriculum framework has been revised and implementation began in September 2012. The revised framework includes a completely new assessment framework with new outcome measures, where children are assessed at the end of Year R. This report analyses the data gathered from the first year of the new profile measurement.
- 1.2. Children in Hampshire have achieved above the national average and statistical neighbours, with 59% of children attaining the nationally defined measure of a “good level of development”. The gap in attainment between all children and the bottom 20% is 8% narrower than the national average at 28.9%.
- 1.3. These outcomes have been supported by the implementation of a range of targeted initiatives in Hampshire. In particular, the advisory teacher team have utilised EYFS data to deliver bespoke evidence-based interventions and challenged practice, where necessary, with local groups of providers.
- 1.4. In addition, the impact of EYFS support is now being evidenced, not only in improving EYFS outcomes, but also in continually improving Key Stage 1 outcomes, particularly in speaking and listening, reading and writing.
- 1.5. Outcomes this year also reflect the positive impact of children’s centres as the children finishing Year R come from the second cohort of families receiving children’s centre support in all phases of children’s centre development across the county.

2. Background and context

- 2.1 The Early Years Foundation Stage (EYFS) is a statutory framework guiding the provision for the learning and development and the welfare of all children aged 0-5. The framework is implemented in over 1,000 pre-schools, day nurseries, childminders and Year R classes in Hampshire. The framework was first introduced in 2006 and has been revised twice since.
- 2.2 The latest Framework for the Early Years Foundation Stage was introduced on 1 September 2012. There have been significant changes to the organisation and structure of the framework, including the areas of Learning and Development and, most significantly, the procedures and approaches to assessment. Best fit judgements are now made against summative statements for each area of learning called Early Learning Goals (ELGs). Practitioners are now required to assess each child against all 17 ELGs and decide whether the child has achieved the ELG (**expected**), has not yet achieved the ELG (**emerging**) or has gone beyond the ELG (**exceeding**).
- 2.3 The areas of Learning and Development and their associated aspects are below.

Areas of Learning and Development		Aspect
Prime Areas	Personal, Social and Emotional Development	Making relationships Self-confidence Managing feelings
	Physical Development	Moving and handling Health and self-care
	Communication and Language	Listening and attention Understanding Speaking
Specific Areas	Literacy	Reading Writing
	Mathematics	Numbers Shape and space
	Understanding the world	People and communities The world Technology
	Expressive Arts and Design	Exploring, using materials Being imaginative

- 2.4 There is a new national measure of attainment called a Good Level of Development (GLD). This is attributed to a child who has achieved at least the expected level in all the prime areas of learning and also literacy and mathematics. This measure is judged to be a sound indication of children’s readiness to access the KS1 curriculum.
- 2.5 The new GLD represents a significant increase in expectation on young children compared to the ‘threshold’ judgement used in previous years.

Most notably, children are now assessed against five areas of learning including physical development and mathematics which did not form part of the previous 'threshold' judgement. There are a number of specific examples where expectations of what children must achieve have risen, such as the need to count reliably with numbers from 1-20 as the normal expectation, whereas previously this had been judged as above the normal expectation for children of this age.

- 2.6 The previous EYFS gap measure (the percentage difference between the median score for all children and the mean of the bottom 20%) has been retained in the new framework. However, the scores now relate to different aspects of development.

3. Overall Standards in 2013:

- 3.1 Due to the introduction of the new Statutory Framework in 2012 and its associated assessment system, it is difficult to make direct comparisons to previous EYFS outcomes in Hampshire. National data allows comparisons to be made between Hampshire, England and statistical neighbours, but there is no trend data available for the new EYFS as this is the first year of collecting data under the new framework
- 3.2 The 2013 EYFS data confirms that 59% of all children achieved a GLD compared to a national figure of 52% and a statistical neighbour average of 56%. This is the first year that outcomes for children in Hampshire have risen significantly above the national average. It is important to note that 42% of the cohort of children are summer born and being measured against expectations for older children. These children will continue to work on developmentally appropriate areas of the curriculum as they enter Year 1.
- 3.3 Scores across all areas of learning within the profile are above national figures. The percentage of children at the expected level or above in Personal, Social and Emotional Development (PSED) was 82% compared with a National figure of 76%, in Physical Development (PD) it was 87% compared to a national figure of 83% and in Communication and Language (CL) it was 78% compared to a National figure of 72%. In Literacy it was 68% compared with a national average of 61% and in Mathematics it was 75% compared with a national average of 66%.
- 3.4 Nine districts had a GLD score greater than the national GLD, with two districts having a score below the national GLD. In the previous year, eight districts had a score above the national 'threshold' score and three districts were below. In addition, the gap between the lowest performing district and the national score has narrowed from 8.5% in 2012 to 7.2% in 2013. The districts with the highest GLD outcomes were Basingstoke 65.6%, Hart 64.4% and Winchester 62.9%.
- 3.5 All mainstream schools in Hampshire had children who achieved a GLD in 2013. In the previous year, all schools had children who reached the former 'threshold' judgement too.
- 3.6 45% of children living in Lower Super Output Areas (LSOAs) achieved a GLD compared to a national figure of 44%. The percentage of children

achieving the expected or greater level in Personal, Social and Emotional Development (PSED) in LSOAs was 75% and in Communication and Language (CL) was 69%.

- 3.7 The positive impact of EYFS support is now being evidenced, not only in improving EYFS outcomes, but also in Key Stage 1 outcomes, particularly in speaking and listening, reading and writing, as demonstrated in the grid below.

Key Stage 1	Level 2+			Level 3+		
Measure	2013	2012	2011	2013	2012	2011
Speaking / Listening	93%	93%	92%	34%	32%	32%
Reading	92%	90%	89%	39%	36%	34%
Writing	89%	88%	86%	17%	15%	14%

- 3.8 The equalities score, the percentage difference between the median score for all children and the mean of the bottom 20% is 28.9% compared to a national score of 36.6% and a score of 30.1% for our statistical neighbours. Hampshire has successfully improved its score again this year compared to national figures. In 2012, Hampshire was 3.4% lower than the national figure, while in 2013, it was 7.7% points lower.
- 3.9 When considering the GLD data in more depth, it is possible to identify groups of children who are not performing as well as their peers and therefore support can be effectively targeted.
- 3.10 Boys continue to do less well when compared to girls' GLD scores, with 51% of boys achieving a GLD compared to 67% of girls (see Appendix 4). However, boys and girls in Hampshire outperform their national peers with 44% of boys reaching a GLD and 60% of girls nationally.
- 3.11 Again, while it is difficult to draw direct comparisons between the new GLD measure and the previous 'threshold' score in Hampshire, it is possible to analyse the gender variation between the two measures. Results for 2013 demonstrate continued improvement from previous years. The achievement gap between boys and girls who achieved a GLD in 2013 was 16.5% compared to the achievement gap for boys and girls who achieved 'threshold' which was 17.5% in 2012 and 19.6% in 2011.
- 3.12 Ethnic minority group data indicates that mixed background and white children attained GLD scores above the county average. However, other minority groups scored below the county average including Gypsy Roma children (where 37% achieved the GLD score), and Traveller children of Irish Heritage (where 53% achieved the GLD score). All minority groups, apart from Gypsy Roma children achieved a GLD score higher than the national GLD score of 52%
- 3.13 Children eligible for free school meals are not achieving as well as their peers, with 37% achieving a GLD compared to 63% of those not eligible for FSM. This compares to national figures of 36%. 23% of children in care achieved a GLD in 2013. Nevertheless, the attainment of these groups of children remains an area of continued focus.

- 3.14 The high level of attainment of children in Hampshire can be attributed to a number of factors. The quality of early years provision is particularly high with 83% of childcare on non-domestic premises (pre-school) being judged as good or outstanding by Ofsted in June 2013. This is 1% higher than the national average and reflects a range of interventions delivered by teachers, inclusion and childcare development staff within Services for Young Children.
- 3.15 The qualification profile of the workforce in Hampshire is becoming more professional with 80% of staff in the Private, Voluntary and Independent (PVI) sector holding at least a level 3 qualification and 41% of settings have staff with either Early Years Professional or Qualified Teacher Status. This is a result of a targeted bursary programme offering support to learners within the sector.
- 3.16 Targeted projects have been implemented in areas where children's outcomes are at risk, for example, the 'Keep on Talking Project' (KOT) has had a significant impact on the development of children's language skills. This year, over 700 children are no longer at risk of delay following programmes delivered in Gosport, Havant, Eastleigh, Winchester, Basingstoke and Rushmoor and will be better prepared for school in 2013-14.
- 3.17 Children's centres are also having a wider impact upon outcomes for children across Hampshire as the second cohort of children from all phases of children's centres have now completed Year R. Currently, there are 54 children's centres operating in over 81 sites across Hampshire within 15 clusters, delivering a range of services, including support to parents in enhancing children's learning and development. Support is specifically targeted to help children and families in areas of significant deprivation. The management structure of children's centres has been reviewed and changes are in place to maximise the best use of resources
- 4. Specific strategies and programmes implemented in 2012 – 13 and future developments:**
- 4.1 The outcomes across the EYFS and reduction in the gap specifically reflect the impact of a number of targeted initiatives:
- 4.2 Hart and Rushmoor
- Support this year has been focused upon good liaison between schools and the Private, Voluntary and Independent (PVI) sector across both districts within the area. Training has been delivered through a project based approach, targeting areas of the curriculum which have required development. Projects have included an Observation, Assessment and Planning (OAP) project for schools (18 in Rushmoor and 8 in Hart), a Child Development Project for settings and schools (12 Hart settings, 16 Rushmoor settings and 1 Hart/Rushmoor school), the launch of the Rushmoor Attainment Project (17 schools, 33 settings and 2 children's centres) and the continuation of KOT in Rushmoor (9 schools, 9 settings and 2 children's centres). Data from the KOT project indicates that there was an average 12% reduction in children at risk of language

delay and an increase of 10.5% of children who were exceeding expectation. PATHS was launched in Rushmoor this year (10 settings and one school) and the Military Matters Project involved settings and schools across the district (7 Hart settings, 14 Rushmoor settings, 3 Hart schools and one Rushmoor school).

- In 2013 – 14, the Rushmoor Attainment Project will continue and the Hart Language Project will be launched. The personal and social development project, PATHS will continue and the impact of this assessed. A Schemas Project will begin as a follow on from the Child Development Project that took place in 2012 - 13. In conjunction with this, training for practitioners and teachers to meet the needs of children and families with English as an Additional Language will begin, as will a Tracking Progress Project.

4.3 East Hampshire

- Links with the Local Community Partnership (LCP) and schools has been a specific focus for 2012 - 13. Pre-school cluster meetings and Year R network meetings have supported the professional development of colleagues through more accurate use of data to plan for learning, and improved moderation of assessment. A KOT programme began this autumn and will continue for the year 2013 - 14 with 10 schools and 10 settings engaged in this project.
- In 2013 - 14, the focus will continue to be the development of communication skills through the delivery of the KOT programme and observation, assessment and planning support for those schools and settings in most need.

4.4 Havant

- The Havant Early Learning Partnership (HELP) has continued this year, involving pre-schools and schools working together to implement strategies to develop children's writing, language and communication skills and the home learning environment. A targeted KOT project has also been implemented leading to a significant reduction in the number of children who were previously at risk of delay. 782 children from two schools and 16 settings were involved. There was a 17% reduction in the number of children at risk of delay in their language skills and an increase of nearly 5% of children ahead of expectation. An 'enabling environments' project has also supported several schools and settings to improve their provision.
- Work in 2013 – 14 will continue through the HELP and KOT projects with a focus on the role of the adult and tracking children's progress. Joint work with children's centres and the inclusion team will focus on raising the outcomes for vulnerable children. This work will involve setting up a clear system and point of contact for identifying and supporting vulnerable families, particularly at points of transition. A separate project for those working with children in the 0 - 3 age range

will support these practitioners to develop an understanding of their role.

4.5 Fareham and Gosport

- During 2012 – 13, four separate projects were undertaken in Fareham and Gosport involving schools and settings requiring support. These projects were OAP, KOT, a tracking progress project and a PSED project. As a result of the OAP project, there was a decrease in the number of settings receiving intensive and targeted support of 32%. In addition, the Transition ‘Speed Dating’ event in Gosport was attended by 96% of schools and settings sharing information about children prior to them joining school in the September. The KOT project in Gosport has involved 4 schools and 22 settings and 1261 children have been involved in KOT since its initial delivery. There has been an average 11% reduction in the number of children at risk of language delay and an increase of 4% of children ahead of expectation, as a result of this project.
- The main focus for 2013 - 14 will be supporting healthy lifestyles through an ‘Outdoor’ project, alongside a small bespoke PSED project. The Transition ‘Speed Dating’ Event will continue in Gosport and be promoted in Fareham. Birth to Three Network meetings will develop working alongside Health colleagues. Partnership working with Children’s Centre Cluster Co-ordinators will continue.

4.6 Test Valley

- The key areas of focus in this district during 2012 – 13 were narrowing the gap, boys’ development (in writing specifically) and assessment and planning. The use of Two Year Old checks has been promoted at local birth to three networks and the professional development and skills of colleagues have been enhanced at Year R networks, where there has been a focus upon moderation training and agreement trialling.
- The focus in 2013 – 14 will be upon leadership and management as well as developing birth to three child development knowledge. The number of two year olds eligible for funding has risen in the district and support for providers will be a focus of the local development team. Support for schools will include assessment moderation in Year R and the use of data to raise outcomes for vulnerable groups.

4.7 Eastleigh and Winchester

- Work in 2012 - 13 focused upon improving outcomes for vulnerable children, both within schools and pre-school settings, with a particular emphasis upon communication and language, through the ‘Mind your Language’ project. 14 schools and 14 settings were involved in this work reaching a total of 1063 children. There was a decrease of 15%

in children who were at risk of delay in their language development and an increase of 3% of those children ahead of expectations.

- Work during 2013 - 14 will focus upon the accurate identification of vulnerable children through tracking progress and data analysis. Appropriate interventions will also be delivered according to the needs identified.

4.8 Basingstoke and Deane

- The focus of work during 2012 – 13 has been to encourage children’s centre providers and schools to jointly analyse data and engage in targeted support. Leadership and management has been a specific area of intervention and a KOT programme began in this district from the spring term involving nine schools and eight pre-schools. This project has seen a 19.5% reduction in the number of children at risk of delay and a 10% increase in those children ahead of expectation
- The focus for 2013 – 14 will be to link early years strategies with school improvement and the continuation of the KOT project.

4.9 New Forest

- The focus during 2012 - 13 has been to continue the two KOT projects. To date, this has involved support for 21 schools and settings across the district. A boys’ achievement project has taken place with schools and their main feeder setting(s). The county PSED project and ‘enabling environments’ project have also been delivered, successfully leading to positive improvements in provision across schools and settings. In addition, some settings are now providing peer to peer support to other settings to support improvements.
- In 2013 – 14, work will continue on developing ‘enabling environments’ and the role of the adult. In addition, there will be a continued focus on developing leadership and management skills through direct support and training.

5. Financial implications

- 5.1 The proposed activities will be delivered within the HCC 2013 – 14 budget allocation. Services for Young Children is developing its offer of sold services work to other local authorities and schools / providers who have a ‘good / outstanding’ Ofsted judgement which will supplement the available budget.

6. Conclusions

- 6.1 The EYFS data confirms that 2012 - 13 has been another very successful year in overall outcomes for children in Year R. Improved joint working between HIAS and SfYC, better use of data to target support, increased

knowledge and understanding of EYFS pedagogy amongst practitioners, a strengthening of leadership and management in the PVI sector and the implementation of bespoke programmes such as KOT and PATHS in areas of need has led to the improvement in outcomes. While the gap data in attainment of children in the bottom 20% is reducing, there is more to be done in improving outcomes for vulnerable children.

- 6.2 The impact of children's centres continues to be demonstrated as their services become more established and the implementation of evidence-based CL, PSED and parent support programmes in areas of deprivation has supported a reduction in the achievement gap. It will be important to consolidate these effective strategies and target support, where needed.
- 6.3 Work continues to be progressed in establishing effective links with LCPs so that the commissioning of support to enhance the quality of early years education and targeting of family support is part of an overall strategy to improve outcomes for children.
- 6.4 Finally, work has been undertaken to identify relevant EYFS performance targets for 2014 and beyond, in light of the new EYFS changes in assessment.

7. Recommendation

- That the Panel notes the progress made to date and the plans for support in 2013 - 2014

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	Yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	no
Corporate Improvement plan link number (if appropriate):	

IMPACT ASSESSMENTS:

1. Equalities Impact Assessment:

- 1.1. The actions proposed in this paper specifically aim to improve outcomes for vulnerable children and their families and have been included in the SfYC impact assessment.

2.1 Impact on Crime and Disorder:

- 1.2. The outcomes and activities described in this report are part of an approach to early intervention which could prevent later crime and disorder.

3.1 Climate Change:

- a) How does what is being proposed impact on our carbon footprint/energy consumption?

SfYC is adopting a more targeted approach to the delivery of services which should lead to less travelling.

- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

N/A