

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Education Advisory Panel
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Report From:	Director of Children's Services

Contact name: Tracey Sanders/Simon Francis

Tel: 01962 847123

Email:

tracey.sanders@hants.gov.uk
simon.francis@hants.gov.uk

1. Summary

- 1.1. The purpose of this paper is to brief the panel about the 2014 outcomes for children within the Early Years Foundation Stage (EYFS), to highlight the actions being undertaken in 2014/15 and describe future priorities for the service.
- 1.2. The Early Years Foundation Stage curriculum framework was revised and implementation began in September 2012. The revised framework included a completely new assessment framework where children are assessed at the end of Year R. This report analyses the data gathered from the second year of the new profile measurement.
- 1.3. In 2014, the percentage of children achieving a Good Level of Development (GLD) is 67% compared to a national figure of 60%. The Hampshire GLD score has risen by 8% compared to the 2013 GLD score. The gap in attainment between all children and the bottom 20% has narrowed for the fourth consecutive year and is now 3.2% narrower than the national average at 25.7%. This places Hampshire in the top 15 Local Authorities
- 1.4. These outcomes have been supported by the implementation of a range of targeted initiatives in Hampshire. In particular, the Advisory Teacher Team has utilised data to deliver evidence-based interventions and challenged practice, where necessary, with schools and local groups of providers. In addition, there has been a significant focus upon supporting the leadership and management of Early Years (EY) in schools through regular EY Headteacher briefings.
- 1.5. The impact of EYFS support is being evidenced, not only in improving EYFS outcomes where schools and providers have engaged with support, but also in continually improving Key Stage 1 outcomes, particularly in speaking and listening, reading and writing.

1.6. Outcomes this year also reflect the positive impact of children’s centres as the children finishing Year R come from the third cohort of families receiving children’s centre support in all phases of children’s centre development across the county.

2. Contextual information

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 were 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:

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. The national measure of attainment is 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 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.

3. Performance: Overall Standards in 2014

- 3.1. As this is the second year of the new framework, we are able to make comparisons between scores for 2013 and 2014 at a national, statistical neighbour and county level
- 3.2. The percentage of children achieving a GLD is 67% compared to a National figure of 60%. The Hampshire GLD score has risen by 8% compared to the 2013 GLD score. The Hampshire score compares to an average score of 63% for our statistical neighbours.
- 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) is 86% (a 4% improvement from the 2013 score) compared with a national figure of 81%, in Physical Development it is 89% (a 2% improvement from the 2013 score) compared to a national figure of 86% and in Communication and Language it is 84% (a 6% improvement from the 2013 score) compared to a national figure of 77%. In Literacy it is 73% (a 5% improvement from the 2013 score) compared to a national figure of 66% and in mathematics it is 79% (a 4% improvement from the 2013 score) compared to a national figure of 72%.
- 3.4. Ten districts have a GLD score greater than the national GLD, with only one district having a score below the national GLD. In the previous year, nine districts had a score above the national 'threshold' score and two districts were below. The districts achieving the highest GLD outcomes are Hart and Test Valley (74%) and Winchester (73%).
- 3.5. The equalities score (gap), the percentage difference between the median score for all children and the mean of the bottom 20% is 25.7% compared to a national score of 33.9% and an average score of 29% for our statistical neighbours. Hampshire has reduced the gap compared to national figures over a number of years. In 2012, Hampshire was 3.4% lower than the national figure, while in 2013 it was 7.7% points lower. In 2014 it was 8.2% points lower.
- 3.6. 53% of children living in Lower Super Output Areas (LSOAs) achieved a GLD compared to a national figure of 53%. The percentage of children achieving the expected or greater level in Personal, Social and Emotional Development (PSED) in LSOAs is 78% and in Communication and Language (CL) is 73%.
- 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 where increased achievements in speaking and listening, reading and writing are being sustained, as demonstrated in the grid below.

Key Stage 1 Measure	Level 2+			Level 3+		
	2014	2013	2012	2014	2013	2012
Speaking / Listening	94%	93%	93%	35%	34%	32%
Reading	93%	92%	90%	40%	39%	36%
Writing	90%	89%	88%	18%	17%	15%

- 3.8. 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, where support will need to be targeted.
- 3.9. Boys continue to do less well when compared to girls' GLD scores, with 58% of boys achieving a GLD compared to 76% of girls. While there remains a differential between boys and girls, boys scores have increased by 7% and girls scores have increased by 9% when compared to 2013. In addition, boys and girls in Hampshire outperform their national peers where 52% of boys and 69% of girls attained a GLD
- 3.10. Ethnic minority group data indicates that white children and Chinese children attained GLD scores in line or above the county average but all other minority groups attained below the county average. The lowest scoring groups were Irish Traveller Children (11 children in cohort) who attained a GLD of 46% and Gypsy Roma Traveller Children (38 children in cohort) who attained a GLD of 24%. Nevertheless, all minority groups, apart from Gypsy Roma and Irish Traveller children achieved a GLD score higher than the national GLD score of 60%.
- 3.11. Children eligible for free school meals are not achieving as well as their peers, with 47% achieving a GLD compared to 70% of those not eligible for FSM. This compares to national figures of 45%. However the percentage of children eligible for FSM who achieved a GLD has increased by 9% from 38% in 2013. 43% of children in care (CiC) achieved a GLD in 2014 compared to 23% in 2013. There are no national comparators for CiC. Nevertheless, the attainment of these groups of children remains an area of continued focus.

4. Specific strategies and programmes implemented in 2013/14 and future developments

- 4.1. 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 84% of childcare on non-domestic premises (pre-schools) being judged as good or outstanding by Ofsted in June 2014. This is a rising figure and is 2% higher than the national average, reflecting a range of interventions delivered by teachers, inclusion and childcare development staff within Services for Young Children.
- 4.2. The qualification profile of the workforce in Hampshire is continuing to become more professional with 82.5% of staff in the Private, Voluntary and Independent (PVI) sector holding at least a level 3 qualification and 47.4% of settings having 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.

- 4.3. 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, approximately 300 children are no longer at risk of delay in language development and a further 140 children are ahead of expectation following programmes delivered in Eastleigh and Winchester, Havant, New Forest and East Hampshire.
- 4.4. Children's centres are continuing to have a wider impact upon outcomes for children across Hampshire as the third cohort of children from all phases of children's centres have now completed Year R. These centres have supported families in need to promote their child's learning so that they are better equipped for school.
- 4.5. Analysis of 2014 data indicates that Communication and Language and Literacy, specifically writing, are areas of relative weakness and, as a result, the following projects are planned or have been started (see Appendix 1). There are six KOT projects in Basingstoke and Deane, Eastleigh, Fareham, New Forest, Havant and Eastleigh and Winchester. In addition, there are a number of bespoke projects across other districts, including a writing project in East Hampshire and a 'narrowing the gap' project which is continuing in Havant.

5. Other key issues: Legal implications

- 5.1. The actions listed within this report will support the local authority in meeting its early years outcomes duties under the Childcare Act 2006, the Apprenticeship Skills, Children and Learning Act 2009 and the Education Act 2011.

6. Finance

- 6.1. The proposed activities will be delivered within the HCC and DSG 2014/15 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.

7. Conclusions

- 7.1. The EYFS data confirms that 2014 has been another very successful year in overall outcomes for children in Year R. Continued effective 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 both the school and PVI sectors and the implementation of evidence-based programmes such as KOT and Promoting Alternative Thinking Strategies (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.

- 7.2. The impact of children's centres continues to be demonstrated as their services become more established. The implementation of evidence-based language, 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.
- 7.3. Finally, work has been undertaken to identify relevant EYFS performance targets for 2015 and beyond, in light of the new EYFS changes in assessment.

8. Recommendation

That the Panel notes the report.

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:	yes
Corporate Improvement plan link number (if appropriate):	

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

The actions proposed in this paper specifically aim to improve outcomes for vulnerable children and their families.

2. Impact on Crime and Disorder:

2.1. No adverse effect is anticipated.

3. Climate Change:

3.1. No adverse effect is anticipated.

District impact analysis.

The following charts provide detailed EYFS outcome information at a district level.

Good Level of Development					
District	%GLD 2013	% GLD 2014	Difference	Difference from National GLD 2013	Difference from National GLD 2014
Basingstoke & Deane	66%	71%	+ 5%	+ 13%	+ 11%
East Hants	62%	66%	+ 4%	+ 10%	+ 6%
Eastleigh	57%	69%	+ 12%	+ 5%	+ 9%
Fareham	62%	67%	+ 5%	+ 10%	+ 7%
Gosport	48%	61%	+ 13%	- 4%	+ 1%
Hart	64%	74%	+ 10%	+ 12%	+ 14%
Havant	45%	58%	+ 13%	- 7%	- 2%
New Forest	56%	67%	+ 11%	+ 4%	+ 7%
Rushmoor	59%	62%	+ 3%	+ 7%	+ 2%
Test Valley	62%	74%	+ 12%	+ 10%	+ 14%
Winchester	63%	73%	+ 10%	+ 11%	+ 13%
Hampshire	59%	67%	+ 8%	+7%	+ 7%
National	52%	60%	+ 8%		

Inequalities –gap.					
District	% Gap 2013	% Gap 2014	Difference	Difference from National Gap 2013	Difference from National Gap 2014
Basingstoke & Deane	26.6%	23.1%	- 3.5%	- 10.0%	- 10.8%
East Hants	30.2%	24.1%	- 6.1%	- 6.4%	- 9.8%
Eastleigh	33.8%	26.1%	- 7.7%	- 2.8%	- 7.8%
Fareham	23.9%	25.1%	+ 1.2%	- 12.7%	- 8.8%
Gosport	30.4%	26.4%	- 4.0%	- 6.2%	- 7.5%
Hart	18.0%	21.7%	+ 3.7%	- 18.6%	- 12.2%
Havant	36.2%	38.1%	+ 1.9%	- 0.4%	+ 4.2%
New Forest	32.2%	30.0%	- 2.2%	- 4.4%	- 3.9%
Rushmoor	27.9%	27.2%	- 0.7%	- 8.7%	- 6.7%
Test Valley	26.5%	22.5%	- 4.0%	- 10.1%	- 11.4%
Winchester	29.4%	21.6%	- 7.8%	- 7.2%	- 12.3%
Hampshire	28.9%	25.8%	- 3.1%	- 7.7%	- 8.1%
National	36.6%	33.9%	- 2.7%		

At expected level or greater in Communication and Language.					
District	% at expected or greater 2013	% at expected or greater 2014	Difference	Difference from National 2013	Difference from National 2014
Basingstoke & Deane	81%	85%	+4%	+9%	+8%
East Hants	80%	84%	+4%	+8%	+7%
Eastleigh	75%	84%	+9%	+3%	+7%
Fareham	84%	85%	+4%	+12%	+8%
Gosport	74%	83%	+9%	+2%	+6%
Hart	83%	89%	+6%	+11%	+12%
Havant	70%	75%	+5%	-2%	-2%
New Forest	76%	80%	+4%	+4%	+3%
Rushmoor	78%	80%	+2%	+6%	+3%
Test Valley	81%	86%	+5%	+9%	+9%
Winchester	79%	88%	+9%	+7%	+11%
Hampshire	78%	84%	+6%	+6%	+7%
National	72%	77%	+5%		