DAISI

Data Analysis & Insight for School Improvement

Understanding Your School's Data

A guide for Governors, NQTs and Parents

Early Years Foundation Stage Profile

www.DAISI.education

Early Years Foundation Stage Profile

Children are assessed at the end of their Reception Year.
The data needs to be submitted to your Local Authority by the end of August, although LAs may have their own, earlier, internal deadline.

Early Learning Goals (ELGs)

There are 17 different Early Learning Goals (ELGs) against which your children are assessed as either:

- 1 – Emerging,
- 2 – Expected, and
- 3 – Exceeding.

It is also possible for teachers to record an 'A' for absent for any of the 17 ELGs. Any children who have an 'A' (Absent) for any of the 17 ELGs are excluded entirely from any calculations.

The first 8 ELGs are called **Prime Areas of Learning**.

The remaining 9 ELGs are called **Specific Areas of Learning**.

Good Level of Development (GLD)

The first 12 ELGs (all the Prime areas of learning, plus the Literacy and Mathematics ELGs) are included in the calculation of a **Good Level of Development (GLD)**.

A child has achieved a Good Level of Development if they have an Expected or Exceeding in all of the first 12 ELGs. If there is even one "Emerging" assessment, then that child has been deemed not to have achieved a "Good Level of Development".

In calculating whether a child has achieved a GLD, the last 5 ELGs do not count. So it is possible for a child to get Expected in the first 12 ELGs, Emerging in the last 5 ELGs, and still have achieved a Good Level of Development.

The 17 Early Learning Goals (ELGs)

Prime Areas of Learning

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

Specific Areas of Learning

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

Good Level of Development (GLD)

EYFSP Measures

## Average Total Point Score (ATPS)

A child's Total Point Score is calculated by adding the points for each child from each of the 17 ELGs, either 1 for Emerging, 2 for Expected and 3 for Exceeding.

Each child's Total Point Score is then averaged together to create a school, LA or National Average Total Point Score (ATPS). Any child with at least one A (Absent) in their results will not be included.

The ATPS for each child will range from 17 (Emerging in every ELG) to 51 (Exceeding in every ELG). Typically, around a quarter of children will receive 34 points (on average, achieving "Expected" in every ELG).

Between 2015 and 2018, the National Average for this measure has been very stable, between 34.3 and 34.6 points.
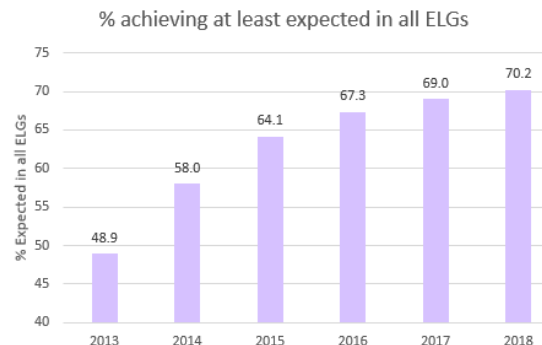
Girls score around 2.3 points more than boys.
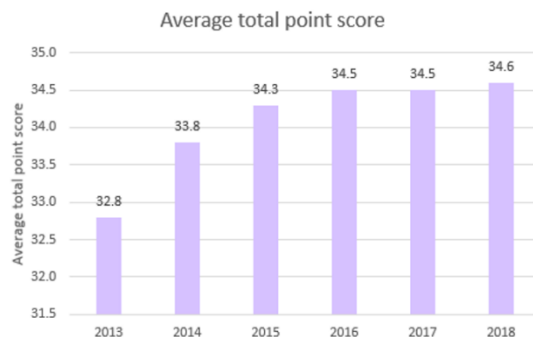
Percentage of children achieving at least Expected in all 17 ELGs

A child will achieve this measure if they have an Expected or Exceeding in every ELG.

A school's, LA's or National's results will be the average of all of their pupils (excluding any pupils who have an A for absent in any ELG).

Typically, the National Average for this measure is around 1.5%-2% below the Good Level of Development measure.

- The National Average in 2017/18 for this measure is 70.2%.
- Girls typically achieve 14%-16% more than boys.
- In 2017/18 77.5% of girls achieved this measure, compared to 63.2% of boys.

Percentage of children achieving a Good Level of Development

A child will achieve this measure if they have an Expected or Exceeding in the first 12 ELGs.

Just like other measures, a school's, LA's or National's results will be the percentage of children who have achieved this, excluding any Absent children.

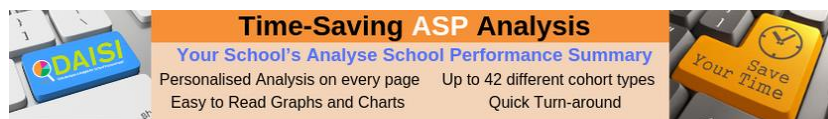Typically, the National Average for this measure increases by around 1.5-2% per year.

- In 2017/18 the National Average was 71.6%.
- Girls typically achieve a GLD 13%-16% more than boys.
- In 2017/18 78.4% of girls achieved this, compared to 65.0% of boys.

Average total point score

% achieving at least expected in all ELGs

% achieving a good level of development
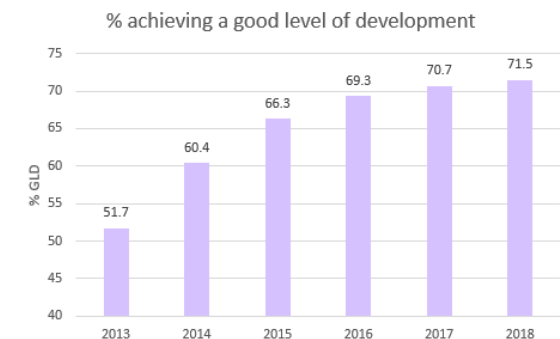
DfE Releases of Data

The DfE releases EYFSP data, with both National and Local Authority averages, on the public gov.uk website, with the initial release in late October.

Data is not released publically per school, although individual schools may publish it on their website. It is typically incorporated into the Analyse School Performance (ASP) service and Ofsted's Inspection Data Summary Report (IDSR) data in December or January.

Time-Saving ASP Analysis
Your School's Analyse School Performance Summary
Personalised Analysis on every page   Up to 42 different cohort types
Easy to Read Graphs and Charts   Quick Turn-around

Our ASaP report aims to make this data easier to read.

For Early Years, it looks at 5 different cohort types, and looks at the ELGs most above and below the cohort average in plain English.

The future of EYFSP

The DfE intends to change the EYFSP.

It conducted three different pilots in 2015 for a replacement, with a view to ending the current EYFSP in 2016/17, but the pilots were not successful enough and the current EYFSP remained in place.

The DfE is undertaking pilots regarding an update to the EYFSP, but no definite decision has been announced. However, the earliest any new updates could be introduced would be in the academic year 2020/21.

Points to Ponder

How does your school moderate your Early Years base line entry data?
- o   Is this secure? Based on sound evidence?

Were children well enough prepared for year 1 (did enough achieve a good level of development in the Early Years Foundation Stage?)
- o   How well did they do in literacy, mathematics, and communication and language?
- o   Did FSM (Free School Meals) children achieve as well as non-FSM children nationally?
- o   If not, what approaches are in place now to raise attainment of FSM children?

What progress do children make in EYFS?
- o   What does this look like for each area of the EYFS curriculum?

At the end of EYFS, what is attainment like? If children enter below average, are they in line with national average by the time they enter Year 1?
- o   Alternatively, if they enter in line with age related expectations, are they above national by the time they enter Year 1?

This is a selection of our "Points to Ponder" Questions
*For more – **click here to view our online ASP/IDSR Training***

DAISI
Data Analysis & Insight for School Improvement

We help you make sense of your school **data**
giving you clear **analysis** and **insight** to aid your **school improvement**

Visit our **Primary site** for more ways that we can help you on your data journey or click on the pictures below.

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ASaP Report

Don't spend time searching for the Answers

Forensic Analysis at your Fingertips

Ofsted raising standards improving lives

Ofsted GRADED GOOD

What do Ofsted see in a GOOD school?

We have a look at typical Ofsted comments for schools which have been judged "good" overall.

NEW BLOG from DAISI Education

Useful Link - EYFSP

Public gov.uk website
https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile

For further information on what the DAISI service can do for your school, Academy, LA, Trust or Alliance, please contact us:

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