

Pupils within the EYFS are subject to both EYFS Development Matters assessments and P level assessments.

The table below refers to P level assessments and shows the percentage of EYFS pupils that have made zero to seven sub levels of progress between September 2015 and July 2016. There are 4 pupils in this cohort. (there were actually 5 pupils in the EYFS at the end of July 2016, but only four pupils have been at Middleton for three terms, allowing us access to the necessary attainment data)

% of pupils attaining	0 sub levels	1 sub level	2 sub levels	3 sub levels	4 sub levels	5 sub levels	6 sub levels	7 sub levels	Av. gain
English '16 cohort '15 cohort	0% 0%	100% 100%	100% 86%	100% 57%	100% 43%	50% 29%	25% 14%	0% 14%	3.88
Maths '16 cohort '15 cohort	0% 0%	100% 100%	100% 86%	100% 43%	100% 43%	100% 29%	25% 29%	25% 29%	4.5
PSHE '16 cohort '15 cohort	0% 0%	100% 100%	100% 100%	100% 57%	100% 43%	75% 43%	25% 14%	0% 14%	4.38

All pupils have made Outstanding progress, and have performed even stronger than the 2015 EYFS cohort.

100% of pupils have made at least four sub level gains over the year in all three core areas. Pupils have made the most steps of progress within the area of mathematics, with one child making 7 sub level gains. This is contrary to the trend demonstrate within other cohorts in the school.

The table below demonstrates how the EYFS cohort have performed in comparison to pupil performance across the school.

	Pupils making 1 sub level or less of progress	Pupils making 2 or more sub levels of progress
English	0% EYFS	100% EYFS
	24% whole school	76% whole school
Maths	0 % EYFS	100% EYFS
	26% whole school	74% whole school
PSHE	0% EYFS	100% EYFS
	24% whole school	76% whole school

When analysing P level assessments, in all three areas, EYFS pupils have made outstanding progress, and have progressed at a greater rate than that of the whole school cohort. (However, it is also worth noting the difference in cohort size and the value attributed to each individual pupil)

The tables on page 2 demonstrate the progress made by pupils when measured against the Development Matters Assessments.

According to the Statutory Framework for the EYFS, September 2014, Expected progress for pupils in the EYFS is one step per term and therefore typical progress is three steps across three terms. (This is evidenced in the column entitled Progress, and refers to the number of steps that child has made over the academic year.)

EYFS Cohort 2015/2016 (5 pupils)

% of pupils who made:	3 steps of progress	4 steps of progress	5 or more steps of progress
Communication and Language	100%	80%	80%
Physical Development	100%	100%	60%
PSED	80%	80%	20%
Literacy	100%	80%	20%
Maths	100%	80%	40%
Understanding the world	80%	40%	40%
Expressive art and design	80%	80%	40%

EYFS cohort 2014/2015: (7 pupils)

% of pupils who made:	3 steps of progress	4 steps of progress	5 or more steps of progress
Communication and Language	100%	57%	43%
Physical Development	100%	86%	43%
PSED	86%	71%	29%
Literacy	100%	43%	14%
Maths	100%	71%	14%
Understanding the world	100%	57%	29%
Expressive art and design	100%	100%	29%

EYFS cohort 2013/2014: (5 pupils)

% of pupils who made:	3 steps of progress	4 steps of progress	5 or more steps of progress
Communication and Language	100%	100%	100%
Physical Development	100%	100%	80%
PSED	100%	100%	80%
Literacy	100%	100%	80%
Maths	100%	100%	60%
Understanding the world	100%	100%	60%
Expressive art and design	100%	100%	100%

The **Ofsted School Inspection Handbook** provides the following descriptors: **Outstanding** (effectiveness of EY provision: quality and standards): ÉChildren make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all pupils in the early years provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads to outstanding achievement.

Good (effectiveness of EY provision: quality and standards): ÉChildren make at least typical progress and most children make good progress from their starting points. This includes disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, who make good progress relative to their starting points. They develop the key skills needed to make a good start in the next stage of their education

The tables above demonstrate that for the past three cohorts of EYFS pupils, (since 2013) progress has been good to outstanding for all pupils working within the EYFS. 100% of pupils make at least typical progress (3 steps) in four out of the three key areas. The percentage of pupils who make good to outstanding progress (4 steps, 5 or more), has increased significantly when compared to the 2014/15 cohort.