

Progress in Attainment for EYFS Pupils - July 2017 Cohort

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 2016 and July 2017.

There are 5 pupils in this cohort. Three pupils were educated at Middleton for the three terms. Two pupils only joined the school mid way through the year.

% 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									
'17 cohort	0%	100%	100%	100%	66%	66%	58%	50%	6.5
'16 cohort	0%	100%	100%	100%	100%	50%	25%	0%	3.88
'15 cohort	0%	100%	86%	57%	43%	29%	14%	14%	
Maths									
'17 cohort	0%	100%	100%	100%	100%	58%	33%	33%	6.3
'16 cohort	0%	100%	100%	100%	100%	100%	25%	25%	4.5
'15 cohort	0%	100%	86%	43%	43%	29%	29%	29%	
PSHE									
'17 cohort	0%	100%	100%	100%	100%	100%	56%	56%	7.3
'16 cohort	0%	100%	100%	100%	100%	75%	25%	0%	4.38
'15 cohort	0%	100%	100%	57%	43%	43%	14%	14%	

All pupils have made outstanding progress and have performed even stronger than the 2016 EYFS cohort in relation to P level gain. 100% of pupils have made at least three sub level gains over the year in all three core areas. Pupils have made the most steps of progress within the area of PSHE, with 56% of the cohort making 7 or more sub level gains.

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 two 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. It is worth bearing in mind that two out of the five pupils did not attend Middleton school for 3 terms. One attended for two terms and the other pupil for only one term, and yet still made at least two steps of progress in all areas. One of the three pupils who was on roll for the full three terms made five or more steps of progress in three core areas.

EYFS Cohort 2016/2017(5 pupils)

% of pupils who made:	3 steps of progress	4 steps of progress	5 or more steps of progress
Communication and Language	80%	80%	0%
Physical Development	60%	40%	0%
PSED	60%	40%	20%
Literacy	40%	40%	20%
Maths	40%	40%	20%
Understanding the world	20%	20%	0%
Expressive art and design	60%	20%	0%