

Progress within the EYFS 2018/2-19 cohort

Pupils within the EYFS at Middleton School are assessed using the Development Matters profiles as well as being assessed using the M scales. This enables us to use a statutory, nationally recognised means of assessment as well as our own assessment tool which is specifically designed to assess the progress of pupils with SEN.

Table (A) demonstrates the progress of EYFS pupils against the M Scales. It is evident that the average rate of progress in core areas of the curriculum is down slightly on that of previous cohorts. However, when you consider that the expectation for pupils at Middleton is to make two sub levels of progress per year then it is clear that the EYFS cohort have exceeded this expectation and made outstanding progress. It is also worth considering the cohort size for 2019 data was just two pupils!

Table (A)

% 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									
'19 cohort	0%	100%	100%	100%	50%	50%	0%	0%	4.0
'18 cohort	0%	100%	100%	100%	100%	25%	25%	0%	4.5
'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									
19 cohort	0%	100%	100%	100%	50%	0%	0%	0%	3.5
'18 cohort	0%	100%	100%	100%	75%	25%	0%	0%	4.0
'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									
'19 cohort	0%	100%	100%	100%	50%	0%	0%	0%	3.5
'18 cohort	0%	100%	100%	100%	75%	0%	0%	0%	4.25
'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%	

Table (B) demonstrates pupil progress against the Development Matters statements. There is a national expectation that pupils will make one step of progress per term, culminating in three steps of progress over an academic year. Pupils move through emerging, to developing then securing before moving onto the next step at emerging once again. The 2019 cohort consisted of just two pupils.

Table (B) demonstrates that pupils in the EYFS made progress in line with National Expectations and in some areas has exceeded this. Within three areas the percentage of pupils who made at least three steps of progress was higher than the cohort of the previous year. The area that requires further investigation is within the strand of Expressive Art and Design.

(The figures in brackets refer to the progress made by the 2018 cohort.)

Table (B)

% of pupils who made:	3 steps of progress	4 steps of progress	5 or more steps of progress
Communication and Language	50% (100%)	0% (60%)	0% (20%)
Physical Development	100% (80%)	100% (60%)	50% (60%)
PSED	100% (80%)	50% (80%)	0% (80%)
Literacy	100% (80%)	50% (80%)	0% (20%)
Maths	100% (100%)	50% (60%)	0% (20%)
Understanding the world	50% (80%)	50% (0%)	0% (0%)
Expressive art and design	0% (80%) <i>(both pupils made two steps of progress over the year)</i>	0% (60%)	0% (0%)