

## Progress within the EYFS – 2019/2020 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 significantly increased on that of previous cohorts. 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. However, one of these pupils achieved particularly highly and as a school we are questioning whether this is the correct provision for this child. It is also worth considering the cohort size for 2020 data was just three pupils! We also need to consider that this data reflects upon just two terms worth of progress.

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
<b>English</b>									
'20 cohort	0%	100%	100%	100%	77%	33%	33%	33%	14
'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
<b>Maths</b>									
'20 cohort	0%	100%	100%	100%	77%	33%	33%	33%	15
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
<b>PSHE</b>									
'20 cohort	0%	100%	100%	77%	77%	33%	33%	33%	14
'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

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. ( two steps this year as only COVID19 led to only two terms in school.) Pupils move through emerging, to developing then securing before moving onto the next step at emerging once again. The 2020 cohort consisted of just three pupils.

Table (B) demonstrates that pupils in the EYFS made progress in line with National Expectations and in all areas exceeded this. It is also worth bearing in mind that this progress was from September to March only and would have been greater if we had continued with the pupils in school until July.

(The figures in brackets refer to the progress made by the 2019 cohort.)

Table (B)

% of pupils who made:	3 steps of progress	4 steps of progress	5 or more steps of progress
Communication and Language	<b>100%</b> (50%)	<b>100%</b> (0%)	<b>100%</b> (0%)
Physical Development	<b>100%</b> (100%)	<b>100%</b> (100%)	<b>100%</b> (50%)
PSED	<b>100%</b> (100%)	<b>100%</b> (50%)	<b>100%</b> (0%)
Literacy	<b>100%</b> (100%)	<b>100%</b> (50%)	<b>100%</b> (0%)
Maths	<b>100%</b> (100%)	<b>100%</b> (50%)	<b>100%</b> (0%)
Understanding the world	<b>100%</b> (50%)	<b>100%</b> (50%)	<b>100%</b> (0%)
Expressive art and design	<b>100%</b> (0%)	<b>100%</b> (0%)	<b>100%</b> (0%)