Early Years Foundation Stage Data
CAMBRIDGESHIRE
2017 / 2018 / 2019

CONTENTS

1. Introduction and key messages  2
2. Cambridgeshire overview      3
3. Headlines                  4
4. Key questions to ask        5
5. Reception Initial Data (Cambridgeshire)  6
   - October 2019
6. Early Years Foundation Stage Profile Data (Cambridgeshire)  7
   - July 2017
   - July 2018
   - July 2019
Introduction

This pack has been put together to provide an overview of Cambridgeshire county data for the Reception Year for EYFS children. We hope all Early Years providers will be able to use this data pack to help inform practice.

This is the third year we have produced county data to share with the sector. Your feedback has suggested you value the data, and we have reviewed the format and the content to make it more focused and relevant.

Whilst we acknowledge that looking at this data may be a fairly new experience, we invite you to spend time as a staff group or in a network familiarising yourself with the data and understanding it.

We have included some questions as useful prompts in relating the data to your own provision. By looking at the county data, you can compare how your children are doing in the Early Years Foundation Stage.

We would encourage schools and settings to share and discuss data locally, as working together in this way will support improvements in outcomes.

There are Two Data sets:

The Reception Initial Data (RID) collection is non-statutory and is well supported by schools - 139 submitted data in 2019. It is collected in early October each year and provides a useful starting point for teachers to measure the progress of individuals and groups of children across the Reception Year in their own school. Schools are reminded to make initial assessment judgements based on early observations of children and include conversations with parents and transition information received from feeder settings. Children are assessed using a best-fit approach based on the age/stage bands from Development Matters. In the Local Authority, we collate the data and produce a summary.

The Early Years Foundation Stage Profile (EYFSP) is a national statutory assessment for children in their final year of the EYFS. Children are assessed by the end of June against the 17 Early Learning Goals (ELGs). The data presented shows children who were assessed as being at the ‘expected’ or ‘exceeding’ level for each ELG. In addition the Good Level of Development (GLD) is awarded to a child who has achieved at least the expected level in all ELGs in the Prime Areas of Learning and the ELGs for Literacy and Mathematics (12 ELGs in total). This is an indicator of children who are educationally well prepared for the Year 1 curriculum of learning.

You will see three years of data for both data sets on pages 5 and 6 of this pack. This allows you to make comparisons about performance over time and look at trends in the county.
**Cambridgeshire overview**

In Cambridgeshire, the GLD has been steadily rising but the gap between our outcomes and those seen at national level is not narrowing and the pace of improvement is slowing down. Therefore we are setting ambitious targets for Cambridgeshire for 2019-20.

<table>
<thead>
<tr>
<th>COMMUNICATION &amp; LANGUAGE</th>
<th>LITERACY</th>
<th>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</th>
<th>FSM / PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the overall Cambridgeshire outcome in each C&amp;L ELG by at least 1.0% in 2019/20.</td>
<td>Increase the Writing ELG outcome in Cambridgeshire by at least 1.5% in 2019/20.</td>
<td>Increase the overall Cambridgeshire outcome in each PSED ELG by at least 1.0% in 2019/20.</td>
<td>Increase the overall Cambridgeshire FSM GLD outcome by at least 3.0% in 2019/20.</td>
</tr>
<tr>
<td>Increase the Fenland outcome in each C&amp;L ELG by at least 3.0% in 2019/20.</td>
<td>Increase the Reading ELG outcome in Fenland and Huntingdonshire by at least 2.0% in 2019/20.</td>
<td>Increase the Fenland outcome in each PSED ELG by at least 2.0% in 2019/20.</td>
<td>Increase the FSM GLD outcomes in South Cambridgeshire by at least 5.0% in 2019/20.</td>
</tr>
</tbody>
</table>

In order to achieve these targets, we all need to be aware of them, and understand the part we play in supporting end of EYFS outcomes.
Data Headlines

1. In the 2019 Reception Initial Data:
   - The highest performing areas of learning and development were: **Health & Self-Care**, Understanding, Number.
   - The lowest performing areas of learning and development were: **Reading**, **Writing**, The World.

   (As measured by the greatest and fewest number of children assessed as within the 40-60+ age/stage band).

2. The **Good Level of Development** in Cambridgeshire continues to improve year on year. However, the pace of improvement is declining with an increase of 0.2% between 2018 and 2019 compared to an increase of 0.5% between 2017 and 2018 and an increase of 1.0% between 2016 and 2017.

3. Outcomes for children eligible for Pupil Premium (Free School Meals) have declined, and therefore the gap between these children and other children has grown (see top of page 7). This is a high priority locally and nationally.

4. In the 2019 EYFS Profile Data:
   - The highest performing areas of learning and development were: Technology, *Health & Self-Care*, Moving & Handling.
   - The lowest performing areas of learning and development were: *Writing*, *Reading*, Number.

   (As measured by the greatest and fewest numbers of children assessed as being ‘at least expected’ for each ELG).

* Items in **bold** appear in both lists as highest or lowest areas in both assessments.
Suggestions on how to use the Data Pack

You should spend time with your staff group checking your understanding of the two data sets.

Here are some questions you could consider using as a useful starter for discussions in a staff meeting, cluster meeting or with feeder settings / schools.

- Which areas of learning and development are the strongest / weakest in terms of outcomes for children in your setting / school? Do they match the county data?

- Why do you think that, locally and nationally, outcomes in reading, writing and numbers are lowest? How can we develop outcomes in these areas?

- What are you doing to ensure that all children are making at least expected progress across the EYFS? You can use CASEY or other progress trackers to help you analyse this.

- What can you do to improve outcomes for children entitled to Early Years Pupil Premium / Free School Meals, to help reduce the gap for Cambridgeshire children?

- What is the progress for other vulnerable groups in your setting / school, for example, children with Special Educational Needs, Funded Twos, etc.?

- For the groups above, what specific plans are in place to use additional funding to help them achieve more rapidly? [For local guidance and lots of practical advice, have a look at our Early Education Matters web pages.]
# Reception Initial Data 2019

*(Non-statutory assessment at the start of the Reception year)*

**CAMBRIDGESHIRE**

<table>
<thead>
<tr>
<th>Cohort Size</th>
<th>4792</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>% of children achieving in each age/stage band</th>
<th>Below 30-50</th>
<th>30 - 50 Emerging</th>
<th>30 - 50 Developing</th>
<th>30 - 50 Secure</th>
<th>All 40-60+</th>
</tr>
</thead>
</table>

## PRIME AREAS OF LEARNING

### Communication & Language
- Listening & Attention: 5.1, 9.5, 22.6, 33.9, 27.1
- Understanding: 5.2, 6.9, 20.4, 37.9, 29.1
- Speaking: 6.9, 8.9, 20.4, 36.7, 26.5

### Physical Development
- Moving & Handling: 3.4, 7.6, 25.6, 36.6, 26.4
- Health & Self-care: 3.0, 4.4, 16.4, 42.7, 33.1

### Personal, Social & Emotional Development
- Self-confidence & Self-awareness: 4.2, 8.7, 22.4, 38.1, 26.2
- Managing Feelings & Behaviour: 6.4, 7.8, 22.2, 38.1, 23.7
- Making Relationships: 5.6, 8.2, 22.0, 38.4, 25.4

## SPECIFIC AREAS OF LEARNING

### Literacy
- Reading: 5.2, 12.9, 29.3, 35.0, 17.2
- Writing: 6.2, 13.3, 26.5, 36.1, 17.2

### Mathematics
- Numbers: 5.2, 9.6, 23.7, 32.5, 28.6
- Shape, Space & Measures: 4.9, 9.5, 24.6, 37.3, 23.2

### Understanding the World
- People & Communities: 5.0, 9.5, 26.2, 38.9, 19.9
- The World: 5.0, 10.2, 26.6, 38.9, 18.8
- Technology: 2.2, 5.3, 23.3, 45.8, 22.8

### Expressive Arts & Design
- Exploring Media & Materials: 3.5, 7.8, 26.5, 38.8, 22.9
- Being Imaginative: 3.7, 7.9, 25.5, 38.5, 23.9

*Please note, rows may not total 100% as some children were not assessed or not recorded.*
Early Years Foundation Stage Profile Data 2017 / 2018 / 2019
(Statutory assessment at the end of the Reception year) CAMBRIDGESHIRE

<table>
<thead>
<tr>
<th>% children at least expected</th>
<th>July 2017</th>
<th>July 2018</th>
<th>July 2019</th>
<th>3 Year Trend **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>7633</td>
<td>7345</td>
<td>7092</td>
<td></td>
</tr>
<tr>
<td>Good Level of Development (GLD - all children)</td>
<td>70.7% ↑</td>
<td>71.2% ↑</td>
<td>71.4% ↑</td>
<td></td>
</tr>
<tr>
<td>Free School Meal GLD (percentage / total)</td>
<td>48.0% (of 884)</td>
<td>48.4% (of 812)</td>
<td>47.8% (of 910)</td>
<td></td>
</tr>
</tbody>
</table>

** PRIME EARLY LEARNING GOALS **

| Communication & Language * | Listening & Attention | 86.1 ↓ | 85.9 ↓ | 85.2 ↓ | ↓ |
|                            | Understanding         | 86.0 ↓ | 86.1 ↑ | 85.2 ↓ | ↓ |
|                            | Speaking              | 85.6 ↑ | 85.6 ↔ | 84.8 ↓ | ↓ |

| Physical Development *     | Moving & Handling     | 89.7 ↓ | 88.9 ↓ | 89.1 ↑ | ↓ |
|                            | Health & Self-care    | 91.5 ↓ | 91.0 ↓ | 91.4 ↑ | ↓ |

** Personal, Social & Emotional Development * **

| Self-confidence & Self-awareness | 89.3 ↓ | 89.5 ↑ | 88.1 ↓ | ↓ |
| Managing Feelings & Behaviour   | 88.4 ↑ | 87.9 ↓ | 86.6 ↓ | ↓ |
| Making Relationships             | 90.0 ↓ | 90.0 ↔ | 88.9 ↓ | ↓ |

** SPECIFIC EARLY LEARNING GOALS **

| Literacy *                    | Reading | 76.9 ↓ | 76.9 ↔ | 76.9 ↔ |     |
|                              | Writing | 73.3 ↑ | 73.1 ↓ | 73.4 ↑ |     |

| Mathematics *                | Numbers | 80.2 ↑ | 80.5 ↑ | 80.4 ↓ |     |
|                              | Shape, Space & Measure | 82.3 ↓ | 82.3 ↔ | 82.3 ↔ |     |

| Understanding the World      | People & Communities | 86.6 ↑ | 85.9 ↓ | 86.0 ↑ | ↓ |
|                              | The World            | 86.3 ↓ | 86.2 ↓ | 85.9 ↓ | ↓ |
|                              | Technology           | 92.8 ↑ | 93.3 ↑ | 93.5 ↑ | ↑ |

| Expressive Arts & Design     | Exploring Media & Materials | 89.0 ↓ | 89.3 ↑ | 88.8 ↓ |     |
|                              | Being Imaginative      | 88.9 ↓ | 88.8 ↓ | 88.6 ↓ |     |

* A child is required to meet all the Early Learning Goals in this area to achieve a Good Level of Development.

** The arrows identify where the trend is up or down across the 3 year period by at least 0.5%.