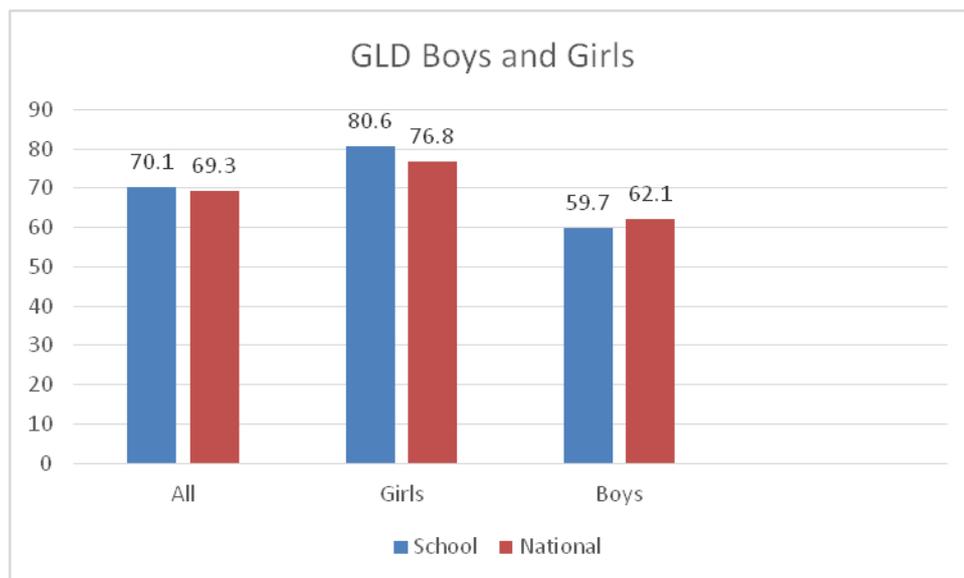
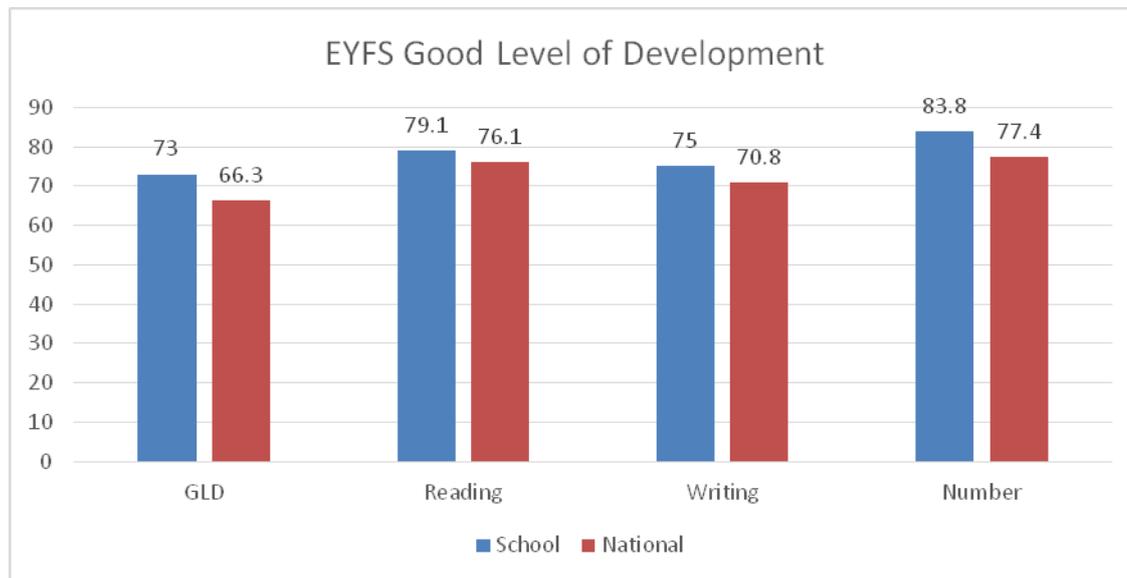


## Altmore End of EYFS Data 2016: Headlines

Total cohort:146 Total eligible:144 Boys:74 Girls:72. Two boys are excluded from the results.



Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: **communication and language; physical development; and personal, social & emotional development; literacy and mathematics.**

- Again we have exceeded the national GLD result of 69.3%, with 70.1% of our children achieving GLD this year.
- In 2015, 72% achieved GLD, but this year's cohort was very different with 5% of the cohort having additional barriers to their learning: six children receive HNF and a large number of children have identified language and communication disorders. We are very pleased to have surpassed national attainment in Reading, Writing and Number again this year.
- Nationally, children are increasingly presenting with a range of language and communication disorders (50% of children in areas of social disadvantage start school with language delay and 7% of all children have a speech and language impairment). In 2015 the average point score for the three aspects of Communication and Language (Listening and Attention, Understanding and Speaking) were 2.37, 2.26 and 2.18. Our boys followed this national trend and achieved 2.14, 2.01 and 1.97. In response to this trend, staff have attended *Every Child A Talker* (ECAT) training focused on early year's practice. Staff have shared this training across the phase and introduced a range of initiatives to support the development of communication, e.g. children take home an 'All About Me' box which is filled with *precious things* and then brought back to school to be shared with their key person group. In addition, staff introduced 'Story boxes' and 'Rhyme boxes', providing home learning tasks focused on providing communication opportunities between children and their parents. As a result of this, this year the Average Point Score for the three aspects of Communication and Language were 2.43, 2.35 and 2.31. Our boys improved too, achieving 2.26, 2.19 and 2.19.

- We were invited to join a research project of eight schools working with the SALT (Speech and Language Therapist). The report '*Speech and Language Therapy Early Intervention Project To Develop The Early Years Speech, Language And Communication Framework*' has now been published. The research focused on developing the communication skills of all children, but with research data collected for summer-born boys. We worked with our school-based SALT, who provided training for all teaching and support staff on the Box Clever program and Child/Adult interaction. This was shared for all Reception parents. This year the same training will be offered to our current Yr N parents.
- In Reading, 114 children either achieved the ELG or exceeded it. This means that they have moved up to Yr 1 being able to '*Read and understand simple sentences, use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words and demonstrate understanding when talking about what they have read*'. 30 children had not achieved this ELG. Of these, 7 have additional needs. The EYFS and Year 1 Leaders have worked closely with the Assessment Co-ordinator and Interventions Lead to ensure these children have received additional targeted support so that the ELG statement is achieved by Term 2. Further action will be planned for those who do not achieve the ELG in this time frame. Moving forward, the work the team have carried out on developing Communication and Language, which is now embedded across the phase, will continue to support children's reading.
- In Writing, 104 children achieved or exceeded the GLD. Again, we conform to the national trends with 36% of our boys failing to achieve the ELG for writing. Unpicking this ELG, we have worked on both the physical development of boys and their ability to 'write' (form letters). Much more formal handwriting practice has supported this but, more importantly, the work the team has done to support communication has meant that all children have quality ideas that they want to record, coupled with exciting experiences that they want to document. Again, this group of children will be closely monitored as they approach the end of Year 1, term 2.
- In Number, 115 children achieved or exceeded the GLD; 29 children did not achieve. 5 were mid-phase arrivals, 7 were SEN and 6 were EAL beginners. Staff has continued to focus on numbers between 10-20. Almost 50% of the cohort entered nursery well below national expectations, therefore this shows the outstanding progress this cohort has made.
- We continue to maintain our good adult:child ratio in the Early Years to ensure the quality of our provision is outstanding. Our continued focus on transition and making sure we get it right for our youngest children supports their wellbeing. Children who are achieving high levels of wellbeing (using the Leuven scales) are ready to become effective learners as soon as possible. Staff assessments show that, for many of this cohort, the transition from home to nursery was traumatic and had a direct impact on their ability to be ready to learn. For some this was delayed until the beginning of term 3.