

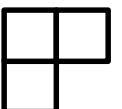
2019

Early Years Outcomes 2018-2019

Information for Governors July 2019

Lisa Candy

7/5/2019



Early Years Outcomes 2018-2019

The progress measure developed by staff at Meadowfield School continues to be reviewed annually to ensure progress expectations are robust and challenging. This academic year we continued to use the two measures developed last year, one for pupils joining Reception from Honey Bees and one for pupils new to Meadowfield. This academic year the range for pupils joining from Honey Bees has been broadened to ensure there is challenge. The parallel systems are:

0-3 PAPS	Below Expected
4-8 PAPS	Expected
9+ PAPS	Above Expected

0-2 PAPS	Below Expected
3-5 PAPS	Expected
6+ PAPS	Above Expected

PAP = Pupil Asset point

The data has been analysed across all 17 aspects of the Early Years curriculum. This year for the first time some Reception pupils with a primary need of PMLD went straight into an IMPACTS class. This has enabled the pupils to immediately access the bespoke learning pathways that the IMPACTS class offer. The IMPACTS classes have developed a holistic summative assessment format with a written baseline with updates in Terms 3 and 6 rather than try to assess against the EYFS statements. Progress for this group of pupils has been outstanding and this method of recording has enabled all progress to be measured and documented in detail with photographic evidence to support. This cohort is therefore not included in the data within this report.

In addition, three Reception pupils were offered places at Honey Bees when full time places were not available. The progress expectations have been adjusted to reflect the part time placements with below expected being set at 0-1PAP, expected being 2-3PAPS and above expected being 4+PAPS

Full cohort size: 22

Cohort included in these data sets: 18

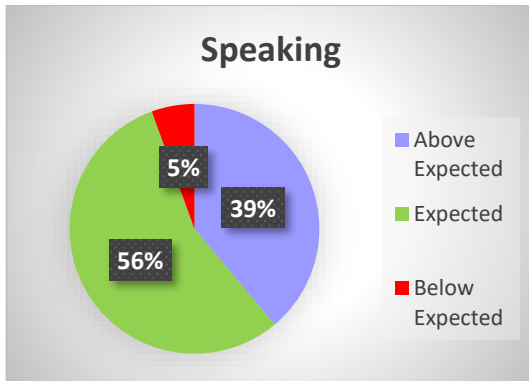
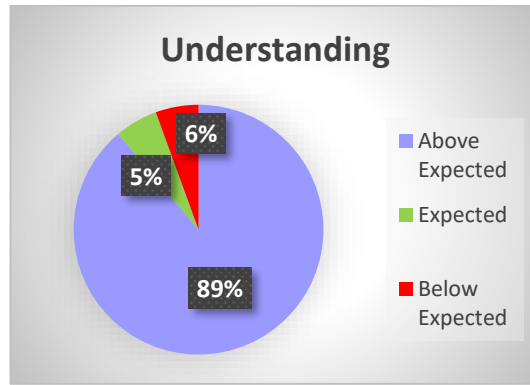
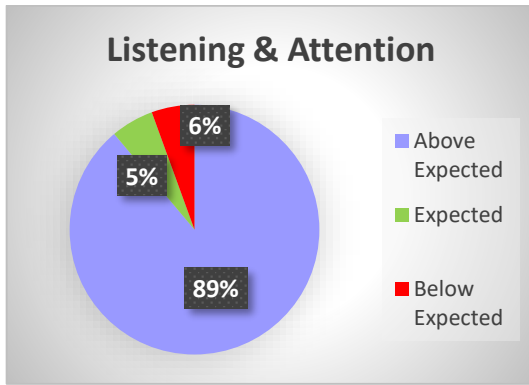
The deeper level analysis of the Prime Areas is showing that there is no significant difference between gender and need type.

In some areas girls are appearing to be achieving better than boys but given the significant difference in cohort groups the differences are not statistically significant.

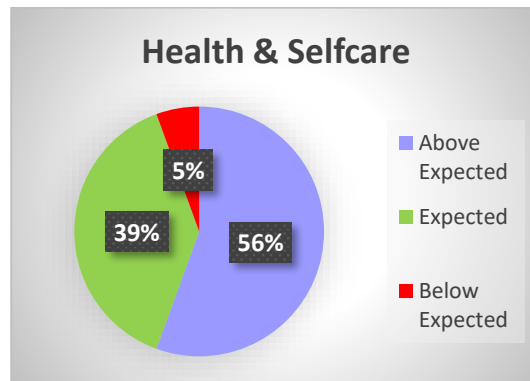
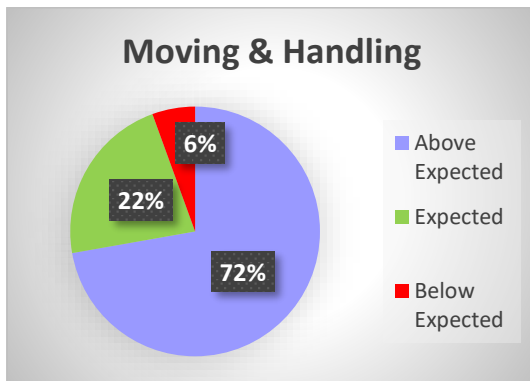
Similarly the differences between need type cohorts are not statistically significant.

The overall judgement of outcomes in Early Years remains outstanding. with improvements in writing, space shape and measures and people and communities being maintained from the previous year.

Prime Areas Communication

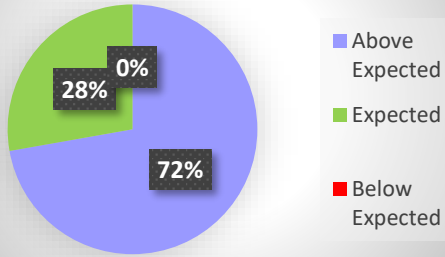


Physical development

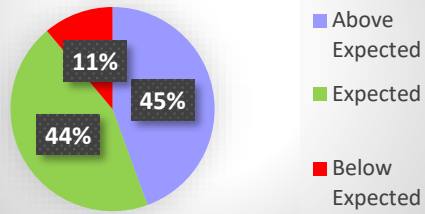


PSED

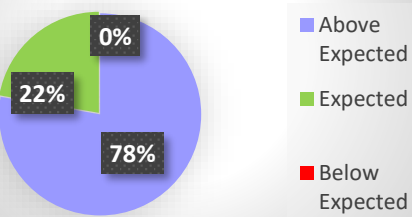
Making Relationships



Self-confidence & Self Awareness



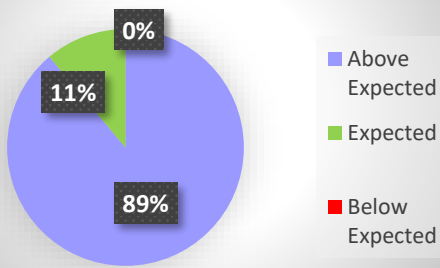
Managing Feelings & behaviour



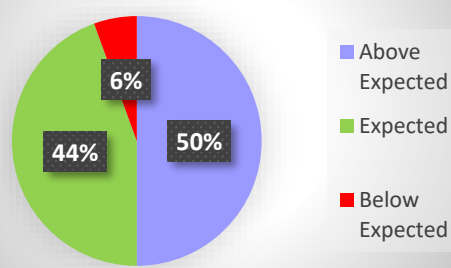
Specific areas

Literacy

Reading

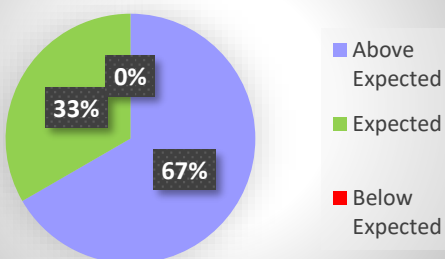


Writing

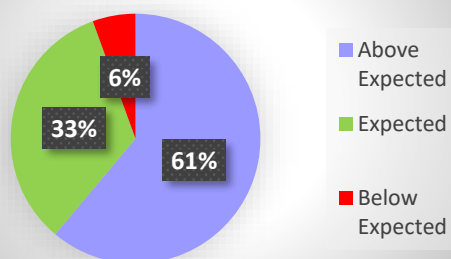


Mathematics

Numbers

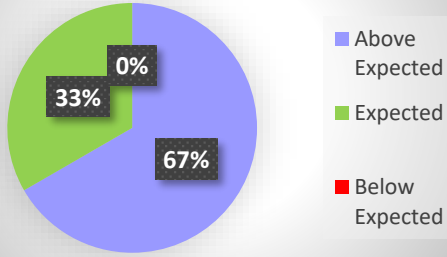


Space, Shape & Measure

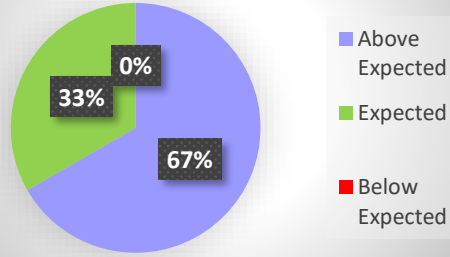


Understanding the World

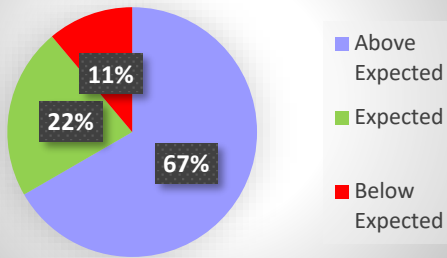
People & Communities



The World

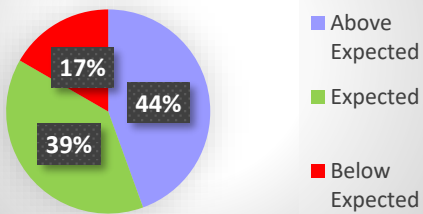


Technology

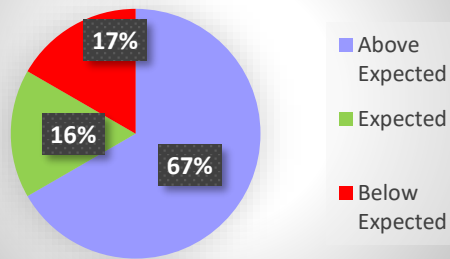


Expressive Arts & design

Exploring and Using Media



Being Imaginative



Prime Areas Deeper Analysis

Cohort size = 18

Gender: Boys = 14 Girls = 4 (Total cohort boys = 16 girls = 6)

Language and Communication

2017/2018	% Expected & Above expected		% Above Expected		% Expected		% Below Expected	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Listening & Attention	93	100	86	100	7	0	7	0
Understanding	93	100	86	100	7	0	7	0
Speaking	93	100	50	25	50	75	7	0

Physical Development

2017/2018	% Expected & Above expected		% Above Expected		% Expected		% Below Expected	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Moving & Handling	93	100	65	100	28	0	7	0
Health & Self Care	93	100	57	50	36	50	7	0

PSED

2017/2018	% Expected & Above expected		% Above Expected		% Expected		% Below Expected	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Making Relationships	100	100	64	36	36	0	0	0
Self Confidence & Self Awareness	93	75	50	50	50	25	7	25
Managing Feelings and Behaviour	100	100	75	75	21	25	0	0

Primary Need

ASD = 12	SLD = 5	SLCN = 1	PMLD = 3 SLD with complex needs 1 in IMPACTS class
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Language & Communication

Listening & Attention

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	92	84	8	8
SLD	100	100		
SLCN	100	100		

Understanding

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	92	84	8	8
SLD	100	100		
SLCN	100	100		

Speaking

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	92	50	42	8
SLD	100	20	80	
SLCN	100		100	

Physical Development

Moving & Handling

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	92	76	16	8
SLD	100	80	20	
SLCN	100		100	

Health & Self Care

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	92	58	34	8
SLD	100	40	60	
SLCN	100	100		

PSED

Making Relationships

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	100	92	8	
SLD	100	20	80	
SLCN	100	100		

Self Confidence & Self Awareness

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	92	42	50	8
SLD	80	60	20	20
SLCN	100		100	

Managing Feeling & Behaviour

2017/2018	% Expected & Above expected	% Above Expected	% Expected	% Below Expected
ASD	100	84	16	
SLD	100	80	20	
SLCN	100		100	