

Lincolnshire

Early Years Foundation Stage Profile

Outcomes 2019

Purpose of report

The purpose of the report is to inform School Readiness Hub about the Early Years Foundation Stage Profile (EYFSP) outcomes for 2019. This will inform an understanding of areas of strength and areas for development in Early Years educational achievement.

Summary

Early Years Foundation Stage Profile (EYFSP) outcomes across Lincolnshire increased by 0.5% to 69.6% in 2019.

Early Years Foundation Stage (EYFS) Profile results 2019

This report is based on the *Statistical First Release (DfE)* and Primary Data Cuts (Lincolnshire Performance Assurance) used by Lincolnshire to gather data on local authority level results for the Early Years Foundation Stage Profile (EYFSP) assessments for 2019.

How Foundation Stage outcomes are measured:

'Good Level of Development' (GLD) is used as the key measure to judge outcomes for children at the end of the foundation stage. Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning; personal, social and emotional development, physical development and communication and language, and the early learning goals in the specific areas of mathematics and literacy.

Communication and language and literacy must be assessed in English. Other areas of learning may be assessed using a child's home language.

In the final term of the EYFS, practitioners review information from all sources to make a judgement for each child for 17 Early Learning Goals (ELG) across 7 areas of learning. Teachers observe the child and make a "best fit" judgement of either:

Emerging (not yet at the level of development expected at the end of EYFS)

Expected (at the level of development expected at the end of EYFS)

Exceeding (beyond the level of development expected at the end of EYFS)

This assessment is carried out in all maintained schools, private and voluntary sector Foundation Stage providers who have children who turn five during the academic year.

Good Level of Development (GLD)

Nationally the percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics rose by 0.3% from 71.5% in 2018 to 71.8% in 2019. In the East Midlands, the GLD rose by 0.6% from 69.8% in 2018 to 70.4% in 2019. In Lincolnshire, the GLD rose by 0.5% from 69.1% in 2018 to 69.6% in 2019.

There is now a 2.2% gap between the National and Lincolnshire's GLD.



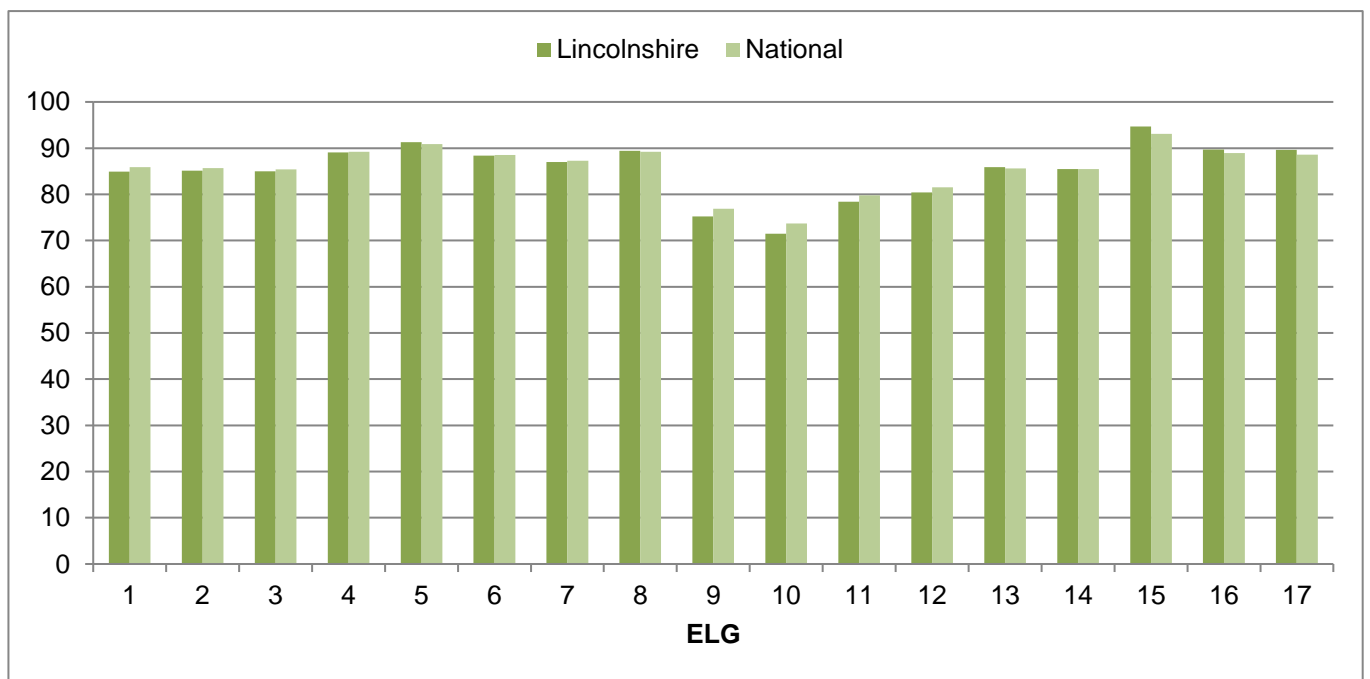
Aspects of Learning - Table 1

		Lincs 2017	East Mids 2017	National 2017	Lincs 2018	East Mids 2018	National 2018	Lincs 2019	East Mids 2019	National 2019
Prime Areas of learning		% Expected and Exceeding								
Communication and Language	Listening and attention	86.2%	85.3%	86.2%	85.4% (-0.9)	85.4%	86.3%	84.9% (-1)	84.8%	85.9%
	Understanding	85.8% (-0.1)	85%	85.9%	85.4% (-0.6)	85.3%	86%	85% (-0.7)	84.8%	85.7%
	Speaking	85.4%	84.5%	85.4%	85% (-0.5)	84.9%	85.5%	85% (-0.4)	84.8%	85.4%
Physical Development	Moving and handling	90.3% (0.7)	88.9%	89.6%	89.1% (-0.5)	88.8%	89.6%	89% (-0.2)	88.5%	89.2%
	Health and self-care	91.8% (0.5)	90.8%	91.3%	91% (-0.2)	90.6%	91.2%	91.3% (0.4%)	90.5%	90.9%
Personal, Social and Emotional Development	Self-confidence and self-awareness	89.8% (0.7)	88.4%	89.1%	88.5% (-0.4)	88.3%	88.9%	88.4% (-0.1)	87.9%	88.5%
	Managing feelings and behaviour	88.7% (0.7)	87.4%	88.0%	87.3% (-0.6)	87.3%	87.9%	87% (-0.3)	86.6%	87.3%
	Making relationships	90.3% (0.6)	89%	89.7%	89.4% (-0.3)	89.1%	89.7%	89.4% (0.2)	88.6%	89.2%
Specific areas of learning		% Expected and Exceeding								
Literacy	Reading	76.4% (-0.6)	75.4%	77%	75.2% (-1.8)	75.3%	77%	75.2% (-1.7)	75.4%	76.9%
	Writing	71.7% (-1.6)	71.5%	73.3%	70.8% (-2.9)	71.7%	73.7%	71.5% (-2.2)	72.2%	73.7%

Mathematics	Numbers	78.4% (-0.8)	77.7%	79.2%	77.6% (-2)	77.9%	79.6%	78.4% (-1.4)	78.4%	79.8%
	Shape, space and measure	81.4% (-0.2)	80.4%	81.6%	80.7% (-1)	80.3%	81.7%	80.4% (-1.1)	80.4%	81.5%
Understanding the World	People and communities	86.6% (0.9)	84.8%	85.7%	85.8% (-0.1)	85%	85.9%	85.9% (0.3)	84.8%	85.6%
	The world	86.3% (0.6)	84.8%	85.7	85% (-0.8)	84.9%	85.8%	85.5%	84.5%	85.5%
	Technology	94.4% (2)	92.2%	92.4%	93.5% (+0.4)	92.8%	93.1%	94.7% (1.6)	93.1%	93.1%
Expressive Arts and Design	Exploring and using media and materials	90.1% (1.3)	88%	88.8%	89.1% (+0.1)	88.1%	89%	89.7% (0.8)	88%	88.9%
	Being imaginative	89.6% (1.2)	87.1%	88.4%	88.8% (+0.1)	87.6%	88.7%	89.6% (1)	87.4%	88.6%

	Above National
	In line with National
	Below National

2019 Lincolnshire and National Outcomes by ELG



Prime Area Analysis:

In 2019:

- Nationally, all outcomes have decreased.
- In the East Midlands, all outcomes have decreased.
- In Lincolnshire:
 - Speaking, Moving & Handling and Making Relationships outcomes have remained the same.
 - Health and Self-Care outcomes have increased.
 - Remaining ELG outcomes have all decreased.
 - Biggest decrease is in Listening and Attention with a dip of -0.5%.
- In Lincolnshire:
 - Outcomes in Health and Self Care and Making Relationships are above National outcomes.
 - In all prime areas, Lincolnshire outcomes are above the East Midlands outcomes.
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Speaking, Moving and Handling, Self-Care and Self-Awareness, Managing Feelings and Behaviour and Making Relationships.
- The biggest gap between Lincolnshire and National remains Listening and Attention (-1%) and Understanding (-0.7%).

Specific Area Analysis:

- Nationally, outcomes in Writing and Technology have remained the same.
- Nationally, outcomes in Number have increased by 0.2%.
- Nationally outcomes in all other specific areas have decreased since 2018.
- In the East Midlands, outcomes in Reading, Writing, Number, Shape, Space and Measures and Technology have increased.
- In the East Midlands, outcomes in The World, People and Communities, Exploring Media and Materials and Being Imaginative have all decreased since 2018.
- In Lincolnshire, outcomes have remained the same in Reading.
- In Lincolnshire, outcomes have decreased in Shape, Space and Measures.
- In Lincolnshire, outcomes have increased in Writing, Numbers, People and Communities, The World, Technology, Exploring Media and Materials and Being Imaginative.
- Lincolnshire sit below National outcomes in:
 - Reading (-1.7%)
 - Writing (-2.2%)
 - Number (-1.4%)
 - Shape, Space and Measures (-1.1%)
- Lincolnshire sit above National outcomes in all other specific areas.
- Lincolnshire sit in line with East Midlands outcomes in Number.
- Lincolnshire sit below East Midlands outcomes in Reading, Writing and Shape, Space and Measures.

- Lincolnshire sit above East Midlands in all other specific areas.
- When comparing the outcomes between Lincolnshire and National, Lincolnshire have closed the gap of outcome in Reading, Writing and Numbers.
- The biggest negative gaps between Lincolnshire and National remains Writing (-2.2%), Reading (-1.7), Numbers (-1.4) and Shape, Space and Measures (-1.1).
- The biggest positive gaps between Lincolnshire and National are Technology (+1.6%), Being Imaginative (+1%), Exploring Media and Materials (+0.8%) and Health and Self-Care (+0.4%).

Summary of the provisional results (green text denotes positives, red text negatives):

% achieving at least expected level across all ELGs (2019)

- 69% of pupils in Lincolnshire achieved at least the EXP level across all ELGs. This is in line with the 2019 cohort in the East Midlands (69%), and below nationally (70.7%).
- At 13.7 the gap between the % boys and girls achieving at least expected level across all ELGs in Lincolnshire is greater than National (13.6), and narrower than East Midlands (13.9).
- The gap between boys and girls achieving at least expected across all ELGs in Lincolnshire has reduced from 14.1 in 2018 to 13.7 in 2019.

% achieving a good level of development (2019)

- 69.6% of pupils in Lincolnshire achieved a GLD. This is lower than pupils in the East Midlands (70.3%), and nationally (71.8%).
- At 13.8, the gap between the % boys and girls achieving a good level of development in Lincolnshire is greater than National (12.9) and East Midlands (13.2).
- The gap between boys and girls achieving a GLD in Lincolnshire has increased from 13.4 (boys) to 13.8 (2019).
- In Lincolnshire, 55.9% of children in receipt of FSM achieved a GLD compared with 71.7% of children not in receipt of FSM. This is a gap of 15.8 which has reduced from 2018 and is less than the gap nationally which is 17.7.

% achieving at least expected across all prime areas of learning (2019)

- 77.4% of pupils in Lincolnshire achieved at least the expected level across all prime areas of learning, this compares less favourably with pupils in the East Midlands (78.1%) and nationally (79.2%).
- The percentage of pupils in Lincolnshire achieving at least expected across all prime areas of learning has fallen from 77.7% (2018) to 77.4% (2019).
- In Lincolnshire, 70.7% of boys achieved at least expected across the prime areas compared with 84.6% of girls. This is a gap of 13.9.

% achieving at least expected across all specific areas of learning (2019)

- 69.8% of pupils in Lincolnshire achieved at least the expected level across all specific areas of learning. This is above pupils in the East Midlands (69.7%), but below nationally (71.3%).
- The percentage of pupils in Lincolnshire achieving at least expected across all specific areas of learning has risen from 68.4% (2018) to 69.8% (2019).
- In Lincolnshire, 63.5% of boys achieved at least expected across the specific areas compared with 76.5% of girls. This is a gap of 13.

Percent attainment gap between all children and bottom 20%

Comparing % of children in Lincolnshire emerging or exceeding compared with national outcomes

Comparing % of girls in Lincolnshire emerging or exceeding compared with girls nationally

Comparing % of boys in Lincolnshire emerging or exceeding compared with boys nationally

Lincolnshire Cohort Analysis

	Lincolnshire 2017		National 2017		Lincolnshire 2018		National 2018		Lincolnshire 2019		National 2019	
	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap	% Expect & Exceed	Gap
Gender: Information from SFR												
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
Boys	63.8% (4,195 chn)	-11.9	64%	-14	62.3% (3,924 chn)	-13.5	65%	-13	62.9% (4,048 chn)	-13.8	65.5%	-12.9
Girls	75.7% (4,036 chn)		78%		75.8% (3,951 chn)		78%		76.7% (3,837c hn)		78.4%	
FSM: Information from School Performance Team 2019												
All	69.6% (8,231 chn)		71.5%		69.1% (7,875 chn)		71.5%		69.6% (7,885 chn)			
FSM	53% (1,241 chn)	-20	56%	-17	52% (1,190 chn)	-20	57%	-17	55.8% (1,012c hn)	-15.9	56.3%	-17.7
Non FSM	73% (6,990 chn)		73%		72% (6,684 chn)		74%		71.7% (6,873 chn)		74.0%	

LAC: Information from School Performance Team 2019													
All	69.6%									69.6% (7,885 chn)			
LAC	49.0%	-20.8											
Non LAC	69.8%												
EAL: Information from the School Performance Team 2019													
All	69.6% (8,231 chn)		70.5%		69.1% (7,875 chn)		71.5%			69.6% (7,885 chn)			
EAL	58% (962 chn)	-13	65%	-8	57% (935 chn)	-14	66%	-7		56% (791 chn)	-15.5	66.6%	-7
Non EAL	71% (7,269 chn)		73%		71% (6,866 chn)		73%			71.5% (6,993 chn)		73.6%	
Ethnicity: Information from the School Performance Team 2019													
All Children	69.6%		70.5%		69.1%		71.5%			69.6% (7,885 chn)			
White British	70%	+0.4	73%	+2.5	68%	-1.1	73%	+1.5		71.3% (6,518 chn)	+1.7		
Any other white background	56.6%	-13	64%	-6.5	57.6%	-11.5	66%	-5.5		59.5% (743 chn)	-10.1		
Any other mixed background	69.6%	0			72.6%	+3.5				68.6% (169 chn)	-1		
White and Black Carribean	67%	-2.6	70%	-0.5	76%	+6.9	70%	-1.5		76.3% (38 chn)	+6.7		
Chinese	70%	+0.4	74%	+3.5	70%	+0.9	79%	+7.5		85.7% (7)	+16.1		
Gypsy/Roma	13.3%	-56.3	31%	-39	47.4%	-21.7	34%	-37.5		33.3% (15 chn)	-36.3		
<p>Gaps are calculated specifically for Lincolnshire outcomes comparing all children against the identified cohort.</p> <p>The National gaps have also been calculated where the data is available so that the gaps in Lincolnshire and the gaps nationally can be compared.</p> <p>Where the gap is shaded green, Lincolnshire have narrowed the gap in 2019 compared with the 2018 gap. Where the gap is shaded orange, the gap has increased.</p>													
Term of Birth: Information from the School Performance Team 2019													
Summer Born	59.8% (2,756 chn)		59%		58.3% (2,578 chn)		61%			59.9% (2,658c hn)		61.9%	
Spring Born	69.1% (2,688 chn)		70%		69.8% (2,496 chn)		72%			70.5% (2,580 chn)		72.8%	
Autumn Born	80.3% (2,700c hn)		79%		78.3% (2,737 chn)		81%			78.5% (2,647 chn)		81%	

SEN outcomes:

GLD	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	25% (530)	27%	23.4% (465)	28%	24.8% (508)	28.5%
SEN with EHC Plan	0% (121)	4%	5.3% (133)	5%	2.3% (132)	4.5%
Non SEN	74% (7,493)	76%	73.1% (7,213)	77%	74% (6,993)	77.4%

Average Points Score	Lincs 2017	National 2017	Lincs 2018	National 2018	Lincs 2019	National 2019
SEN support	26.4	26.6	25.7	26.6		
SEN with EHC Plan	19.3	19.5	19.5	19.6		
Non SEN	35.4	35.4	35.2	35.6		

Average Point Scores

The gap between the average and lowest scoring 20% Lincolnshire continues to close the gap and remains closer than the national average.

	2017		2018		2019	
	Lincolnshire	National	Lincolnshire	National	Lincolnshire	National
Average Point Score	34.5	34.5	34.4	34.6	34.4	34.6
Average Lowest 20% Attaining	23.6	23.2	23.0	23.2		
Percent attainment gap between all children and bottom 20%	30.7	31.7	32.2	31.8		

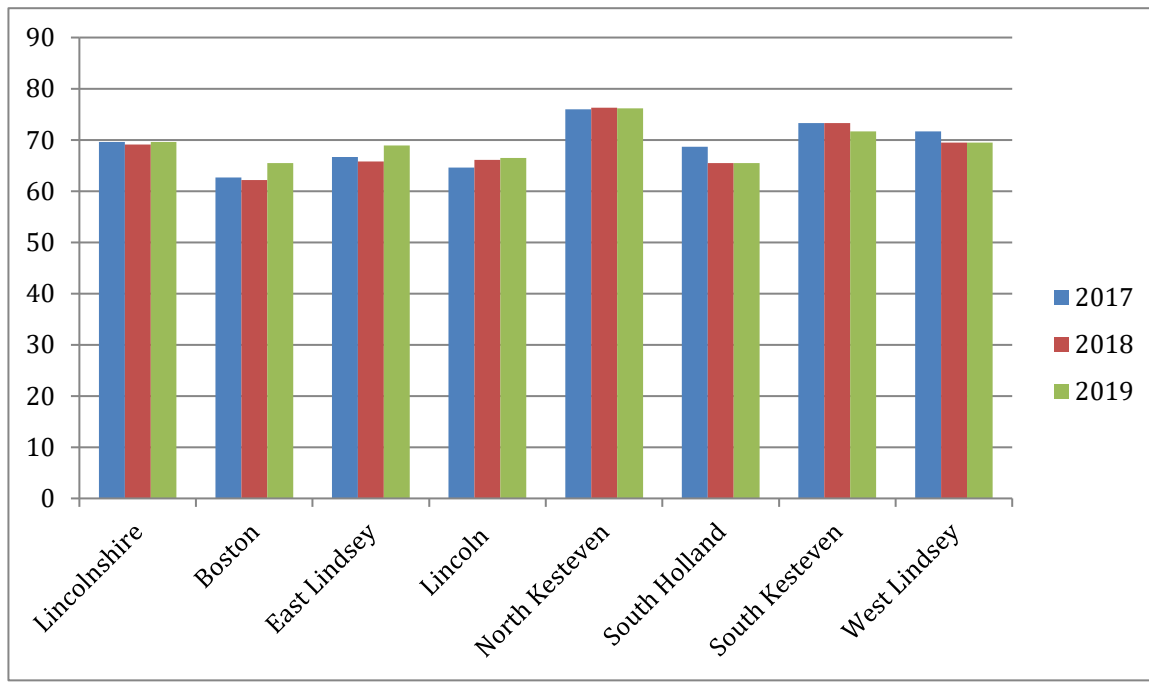
Average total point score (2019)

- Lincolnshire pupils (34.4) performed slightly below pupils nationally (34.6). These are exactly the same outcomes as in 2018. *Lincolnshire's average total point score is higher than the East Midlands (34.2) and is equal to the Statistical Neighbour Average.*

Average Total Point Score (lowest 20% attaining children)

- Lincolnshire's 2018 average total point score for the lowest 20% attaining children (23) is higher than that of the East Midlands (22.7), but below the National (23.2) and the Statistical Neighbour Average (23.7).
- For Lincolnshire the average total point score for the lowest 20% attaining children has decreased slightly for this cohort, from 23.6 in 2017 to 23 in 2018.

District Analysis



Boston and East Lindsey saw the greatest increase in GLD outcomes in 2019. Boston's GLD increased from 62.2% in 2018 to 65.5% in 2019. East Lindsey's GLD rose from 65.8% in 2018 to 68.9% in 2019. Lincoln's GLD increased by just 0.4% to 66.5% whilst West Lindsey and South Holland's GLD remained the same. North Kesteven and South Kesteven's GLD both decreased from 2018 to 2019 with South Kesteven having the biggest decrease by -1.6% to 71.7%.

Data Analysis at Individual Pupil Level

School Performance produced a report with individual pupil level data.

8,119 children have been tracked through the year. Of these children 7,887 were in Lincolnshire at the point of EYFSP submission and a return for them was completed. Of the 232 children missing in end of year reporting, these children will have either had an agreed exemption form submitting their EYFSP or moving out of county during their reception year.

2,396 of the 7,887 assessed children did not achieve a GLD. However, 143 achieved at least expected in writing ELG 10. A further analysis of these children achieving ELG 10 but not the GLD showed that:

- **131 were English**
- 3 were Lithuanian
- 2 were Latvian
- 7 were Polish

Of these 143 children achieving ELG 10:

- **42 were emerging in ELG 1 (L&A)**
- **43 were emerging in ELG 2 (U)**
- **50 were emerging in ELG 3 (S)**
- 17 were emerging in ELG 4 (M&H)
- 23 were emerging in ELG 5 (H&SC)
- **49 were emerging in ELG 6 (SC&SA)**
- **77 were emerging in ELG 7 (MFB)**
- **56 were emerging in ELG 8 (MR)**
- 24 were emerging in ELG 9 (R)
- 37 were emerging in ELG 11 (N)
- 26 were emerging in ELG 12 (SSM)

22 of these children were emerging across all areas of Communication and Language (ELGs1-3).

65 children were at least expected across Communication and Language (ELGs 1-3) and had achieved at least expected in Writing (ELG 10):

- 5 still emerging in ELG 4 (M&H)
- 4 still emerging in ELG 5 (H&SC)
- 13 still emerging in ELG 6 SC&SA)
- **32 still emerging in ELG 7 (MFB)**
- **24 still emerging in ELG 8 (MR)**
- 9 still emerging in ELG 9 (R)
- 20 still emerging in ELG 11 (N)
- 5 still emerging in ELG 12 (SMM)

8 of these children were emerging across PSED (ELGs 6-8).

Of the 143 children:

- 6 were in Boston
- 14 were in EL
- 11 were in L
- **25 in NK**
- **29 in SH**
- **36 in SK**

- **22 in WL**

Does this link to inclusion needs in the district? Have these children accessed inclusion funding?

Of the 143 children:

- 13 were eligible for FSM. **129 were not eligible for FSM.**
- 41 were Autumn births
- 48 were Spring births
- 54 were Summer births
- 128 accessed EYE funding
- 39 accessed 2 year funding
- 26 accessed EYPP funding

Impact factors for improving outcomes for 2019

Bespoke moderation programme

Schools with 2018 GLD significantly adrift from the national GLD were invited to engage with a bespoke moderation programme. 10 schools agreed to take part. In 2018, 48% of the children who attended these schools achieved a GLD. In 2019, 60.1% of children in these 10 schools achieved a GLD. An increase of 12%.

Under 5s networks in East Lindsey

4 schools were identified with significantly adrift data in East Lindsey. The EYIA and EYST worked in partnership to develop an Under 5s network with the identified school at the heart of the network and all the early years providers that feed into the school invited to engage. Baseline outcomes were reviewed so that children were supported to become more school ready.

3 of the 4 identified schools also engaged with the bespoke moderation programme. 3 of the 4 schools saw significant increases to the GLD and their outcomes for children in their school.

- School 1 18% (2018) to 71% (2019)
- School 2 53.8% (2018) to 66.7% (2019)
- School 3 55.2% (2018) to 53% (2019)
- School 4 43% (2018) to 66.7% (2019)

Agreement Trialling Nov 2018 and Feb 2019

Focus was: Writing (Nov) and Number (Feb)

Schools who attended free agreement trialling sessions on writing and number:

120 schools attended writing sessions

109 schools attended number sessions

Schools who attended; 71.1% of their children achieved a GLD

Future plans for 2019- 2020

Partnership working with LTT (Lincolnshire Teaching Schools Together)

- LTT are going to offer this to 30 identified schools with data between -10% and -20% below the national GLD, the revised bespoke Moderation programme, now known as 'Notice, Reflect and Respond.'
- EYCC – EYIAs will offer this programme to a group of identified schools where the data is more than 20% below the national GLD.
- Schools not identified on either of these targeted lists, will also be able to purchase this support via consultancy.
- LTT to offer support via the Boston Reading Project (All Boston Schools as reading outcomes are poorest in this district).
- LTT to offer support via the Writing Project. These are schools where the 2018 writing outcomes were significantly below the national outcomes and the deprivation indicators were high.
- LTT to offer support via the Transition Project. These schools submitted data significantly adrift in 2018 and were projected to in 2019. This support was for Y1 teachers who have to plan a curriculum for children who are not yet year one ready.

Agreement trialling Nov 2019 and Feb 2020

- Communication and Language will be the focus in November 2019 as outcomes in these prime areas have fallen/plateaued from 2018 and sit below the National outcomes. This area of learning has such a significant impact on the other areas of learning and it may be that there are still misconceptions around what is expected for these ELGs.
- Managing Feelings and Behaviour will be the focus in February 2020 as we know that if children are achieving the writing ELG yet not achieving a GLD, the biggest barrier to achieving a GLD is managing Feelings and behaviour. We need to be confident that teachers are making this assessment accurately in line with the national exemplification materials.

Develop Under 5s networks beyond East Lindsey following the successful model trialled there.

- Ensure that networks are focused and tailored to the data picture and the needs of the children in that specific area.
- Consider how Ready, Steady, Go to School projects can be tailored in to these areas – EL trialled undertaking this twice in the year to have a bigger impact).

Develop a questionnaire to send to all schools who have submitted a GLD above 80% for the last three years.

- How are they developing practice and provision to ensure that children are year 1 ready?
- How does the management structure in school support the outcomes for Year 1 readiness?
- What transition in to school systems are in place to support school readiness?
- What transition systems are in place at the end of YR to support Y1 readiness?

- What are the biggest barriers children face when starting school to be Y1 ready at the end of the year?
- What strategies do you use that have the biggest impact on outcomes for your children?

Develop a working relationship with Leicestershire to look at how their GLD has increased from 2018 to 2019.

Work with the School Performance Team

- Which schools have accessed their checking files? What is the GLD for schools who access their checking files v those that don't?
- Discuss whether individual pupil level data can be produced during QA week to support the QA of data anomalies submitted by schools and then unchallenged?

Develop QA skills within moderation team

- Through training, identify anomalies on cohort data. Is there a valid reason as to why this child has this outcome? If there is not, then the outcomes for that ELG would be recorded as inaccurate.
- Where there is not cohort data available at the moderation event, an in depth analysis of pupil level data will be made during QA week and contact to school will be made if there are any anomalies.
- Where contact is made with a school to discuss an anomaly and the class teacher cannot be spoken with, the conversation will be made with the head teacher.

Continue to share key messages about accuracy and school readiness at termly Head's briefings. Ensure that schools are aware that we are underperforming as a local authority, not only compared with the national outcomes, but significantly compared with our statistical neighbours.

Professional Development Fund

- Targeted EY providers to be involved in PDF project, funded through DfE, to develop practice and provision to support outcomes for children with the aspects of Communication and Language.