

EYFS RECEPTION - SUMMARY CHART FOR RECEPTION CHILDREN 2017 to 2018

Cohort year 2017-2018		Number of children 22				
Start of Reception Attainment on entry	Percentage of children working within each Area of Learning & Development					
	PSED	C&L	PD	Literacy		Maths Number
				Reading	Writing	
Development Matters 26 -36 months	5%	5%	24%	5%	5%	5%
Development Matters 30 – 50 months	48%	43%	33%	48%	57%	19%
Development Matters 40 - 60 months	48%	52%	43%	48%	38%	71%
Children working beyond Development Matters 40 - 60 months	0%	0%	0%	0%	0%	5%
End of Reception Attainment at the end of the EYFS	Percentage of children working within each Area of Learning & Development					
	PSED	C+L	PD	Literacy		Maths Number
				Reading	Writing	
Emerging	14%	32%	27%	32%	41%	23%
Expected+	86%	68%	73%	68%	59%	77%
Exceeding	5%	14%	0%	23%	5%	5%

Percentage of children achieving GLD	59%
Percentage of children scoring 34+	59%

Progress

Children achieving age related expectations at the beginning of the year compared to the end

	PSED	C+L	PD	Literacy		Maths Number	GLD Areas
				Reading	Writing		
Development Matters 40 - 60 months	48%	52%	43%	48%	38%	71%	38%
Foundation Stage Profile - Expected+	86%	68%	73%	68%	59%	77%	59%
% increase in children at age related	+38	+16%	+30	+20	+21	+6	+19

Groups Comparison

	Number of children	GLD	Prime areas	Reading	Writing	Maths (Number)
Whole cohort	22	59%	64%	68%	59%	77%
Boys	11	45%	55%	55%	45%	64%
Girls	11	73%	73%	80%	73%	82%
PP	5	60%	60%	60%	60%	60%
SEND	4	50%	50%	25%	25%	50%
EAL	2	0%	0%	0%	0%	0%
Summer born	7	29%	43%	43%	29%	57%
OLPS Nursery	13	75%	77%	77%	77%	77%
Not OLPS Nursery	9	30%	44%	44%	33%	78%

Comments & Analysis

GLD for whole cohort is 59% - this is 19% more children working at the expected level at the end of the year than the beginning

Girls are out performing boys in all curriculum areas.

Summer born children are performing at a lower level than the whole cohort.

Children who attend our nursery perform much better than children who attend other settings before school – in all areas of the curriculum and GLD areas.

Children with EAL are currently working below the expected level of development in most areas and significantly below the whole cohort but they have made good progress from their starting points

50% of children with SEN are working at the expected level and 50% below; the 50% who are working below have made good progress since baseline.