



Highfield Nursery School

End of year data analysis July 2017 RECEPTION 2017 COHORT

PRE-SCHOOL CHILDREN DEMOGRAPHICS

	Total chn	Males	Females	SEND Wave 2	SEND Wave 3	EAL	EYPP	Vulnerable chn	LAC
SEPT 2016	57	23	32	8	2	20	4		0
July 2017	57	23	32	10	2	20	13		0

ALL CHILDREN

AVERAGE PRIME

Baseline September 2016		End of academic year 2017		% increase
30-50 band	40-60 band	30-50 band	40-60 band	
53%	0%	18%	77%	+30%

AVERAGE SPECIFIC

Baseline September 2016		End of academic year 2017		% increase
30-50 band	40-60 band	30-50 band	40-60 band	
40%	0%	30%	58%	+18%

PROGRESS STEPS – Whole Cohort

Including all SEND children.	AVERAGE Below 3 steps progress	GOOD 3 steps progress	OUTSTANDING Above 3 steps
AVERAGE PRIME	4%	28%	68%
AVERAGE SPECIFIC	9%	30%	61%

PROGRESS STEPS - EYPP

Including all SEND children.	AVERAGE Below 3 steps progress	GOOD 3 steps progress	OUTSTANDING Above 3 steps
AVERAGE PRIME	0%	30%	70%
AVERAGE SPECIFIC	23%	7%	70%

PROGRESS STEPS - EAL

Including all SEND children.	AVERAGE	GOOD	OUTSTANDING
	Below 3 steps progress	3 steps progress	Above 3 steps
AVERAGE PRIME	0%	5%	95%
AVERAGE SPECIFIC	5%	30%	65%

PROGRESS STEPS – SEN – Wave 2

Including all SEND children.	AVERAGE	GOOD	OUTSTANDING
	Below 3 steps progress	3 steps progress	Above 3 steps
AVERAGE PRIME	0%	30%	70%
AVERAGE SPECIFIC	10%	60%	30%

PROGRESS STEPS – SEN – Female

Including all SEND children.	AVERAGE	GOOD	OUTSTANDING
	Below 3 steps progress	3 steps progress	Above 3 steps
AVERAGE PRIME	6%	32%	62%
AVERAGE SPECIFIC	16%	26%	58%

PROGRESS STEPS – SEN – Male

Including all SEND children.	AVERAGE	GOOD	OUTSTANDING
	Below 3 steps progress	3 steps progress	Above 3 steps
AVERAGE PRIME	0%	23%	77%
AVERAGE SPECIFIC	0%	35%	65%

SIGNIFICANT COMMENTS

- The above data includes a large amount (21%) of children who have identified Special Educational Needs and Disabilities (S.E.N.D).
- 17.5% of children are receiving wave 2 interventions for their additional needs.
- 3.5% of total cohort have significant complex needs and are being supported by wave 3 of graduated response.

- A significant number of children were attaining below 30-50 months on entry in Sept, their progress cannot be fully evidenced in the data above.

BRIEF ANALYSIS (more detail can be found on whole school analysis data sheets)

- Roughly 50% of this cohort began their preschool year attaining below age expectancy levels and a high percentages of those children were significantly below, in all prime and specific areas.
- The majority of children leave pre-school working within age expectancy levels, in all areas of learning. Significantly more than evidenced above when we remove the SEND children with complex needs.
- Evidence above that includes SEND children shows outstanding progress over the year.

PRIORITIES IDENTIFIED FOR ACADEMIC YEAR 2017-2018

- Devise a package of targeted support for parents of those children whose child is classed as “potentially vulnerable”, practical package of support identifying how parents can support their child’s learning. Senior teacher and Assistant Head to work with parents 1-1 or 1-2.
- Further support with attendance needed, to be discussed with governors.
- Continue to use Talk Boost to support language and communication as part of targeted support.
- Increase TAs training and skills in behaviour management and ensure a consistent approach across the setting.
- Further support assessment of children with SEND, adopt and use the Cambridgeshire assessment system. SENCO to support all practitioners 1-1 when identifying and assessing children with SEND.
- Ensure practitioners understand and plan the specific areas within the prime areas for SEND children.