Coventry Early Years Data Summary

2019-2020

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Data Summary

Attainment data is gathered annually from childminders, play group/pre-school, day nurseries, and schools with a nursery class. These providers are asked to submit data sets relating to funded 2 year olds and those children who will move onto reception class the following September. Data gathered, is analysed and used to inform early years priorities in relation to narrowing the achievement gap.

For example

- The early years training directory is driven by data priorities to address gaps in children and practitioner knowledge and learning

- Early years newsletter articles are informed by this data collection and include best practice ideas to support providers in improving lowest performing aspects and areas of learning. The impact of high quality, targeted activities in relation to children's progress and attainment, whilst still in early years provision, is now demonstrating impact on children's Good Level of Development (GLD) at the end of Reception. For the second consecutive year GLD, in Coventry has improved at a faster rate than of that nationally

Good Level of Development

**Coventry closed the gap again by 1ppt increasing from 67.7 to 69%
Up 1.3% compared to national increase of 0.3%**

The table below shows the % of providers, by type, who submitted data.

Childcare on non-domestic premises (group settings)	50%
Childcare on domestic premises (Childminders)	12%
Independent schools with nursery provision	40%
Schools with nursery class	23%

Please note: the total number of providers represented in each group varies, as does the overall number of providers in each group. This is because of fluctuations in the number of childcare providers operating from term to term.

Information gathered from the cohort, identified the majority of providers are continuing to use the Coventry Summative Assessment Tracker. Remaining providers shared that they are using a variety of other, commercially produced tracking tools.

Progress on recommendations from Year 2 ~ 2018-19

1) The number of data sets returned, have increased amongst some types of providers.

2) The Early Years team, in partnership with other council departments have undertaken work to build on the success of the current early years Coventry summative assessment tracker system. This has resulted in an investment by the Early Years team to secure a new assessment tracking tool, which boasts:

   • Ability to record data via a range of electronic devises – mobile phones/tablets/laptops

   • Centralised secure location for data with back up and support from the local authority

   • A reduced number of data management systems in use for the delivery of service

   • Reduced duplication of data input

A further benefit of this system is its addition to the Early Years Provider Headcount Portal (EYPHP) The vast majority of providers are already knowledgeable and confident in the use of the EYPHP, supporting the decision to develop this system further.

3) It is our intention that work in relation to moderation of assessment, supporting practitioners to make accurate judgments, will follow a full roll out of the new assessment tool. This is to enable us to develop effective and robust moderation activities which are supported by the new tool.

4) A proactive marketing strategy resulted in a 7.1% increase in the take up of two year old funded places between Summer 2018 – Summer 2019. Areas of low take up were targeted. Following the introduction of 30 hour places in October 2017 we have seen a 93% increase over the two academic years. The total number of children accessing a 30 hour place was 2202 in Summer 2019.

5) Trends in relation to Ofsted inspection actions and recommendations are regularly analysed and used to inform the advice and guidance given to childcare providers to help them raise quality of provision across the city to meet the requirements of EYFS. A range of materials have been developed to support providers to address potential gaps in practice. These can also be used as self-assessment and improvement tools. As of November 2019, Coventry experienced its best ever Ofsted profile picture, with only one Private/Voluntary/Independent (PVI) provider holding a requires improvement Ofsted inspection outcome and one holding an inadequate.

The data has been analysed both independently and alongside the Early Years Foundation Stage Profile (EYFSP) and Good Levels of Development (GLD). Data gathered is used to inform early year's priorities in relation to narrowing the achievement gap.

Good Level of Development (GLD) *is a measure of attainment which is made at the end of the Early Years Foundation Stage (EYFS). Children are deemed to have achieved GLD if they have achieved the ELG (Early Learning Goals) in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.*

The Early Years Foundation Stage profile (EYPS) *is an assessment of children's achievements at the end of the Reception year, which is the last year of the early year's foundation stage.*
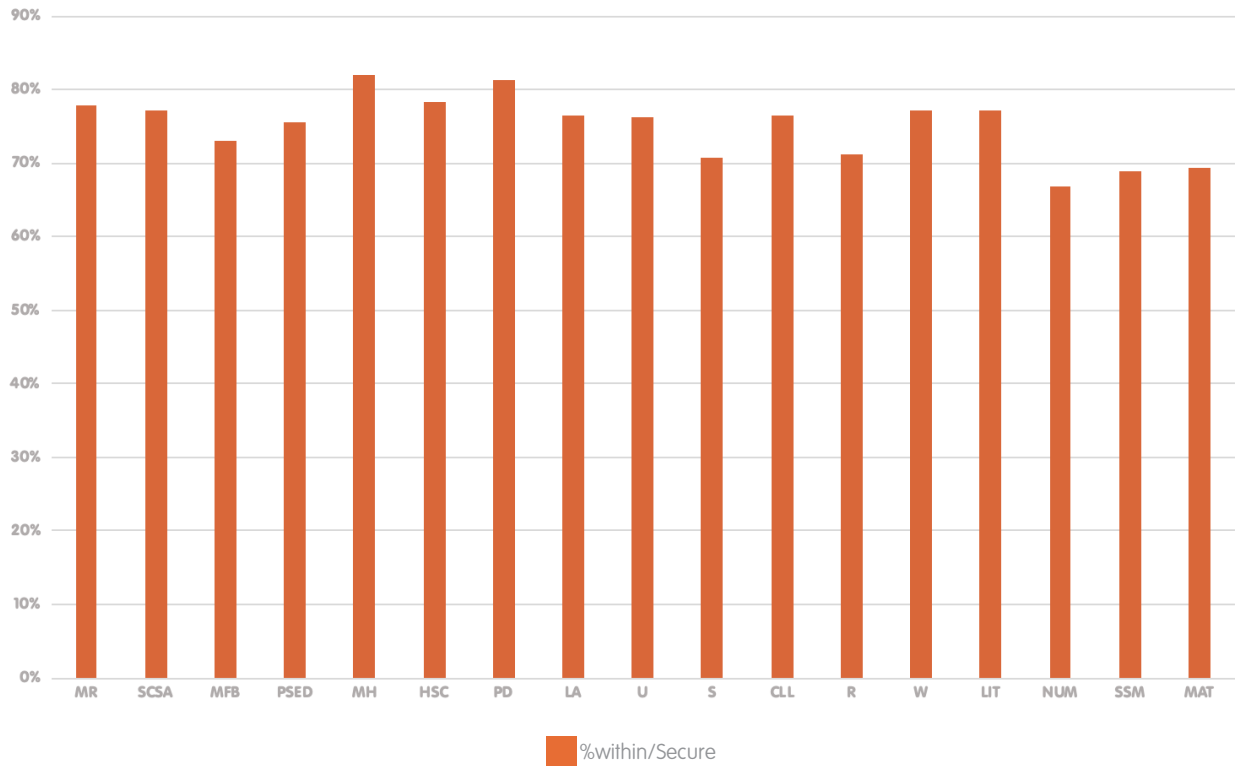
Graph 1 · Early Years Judgements

%Below   %Within   %Secure
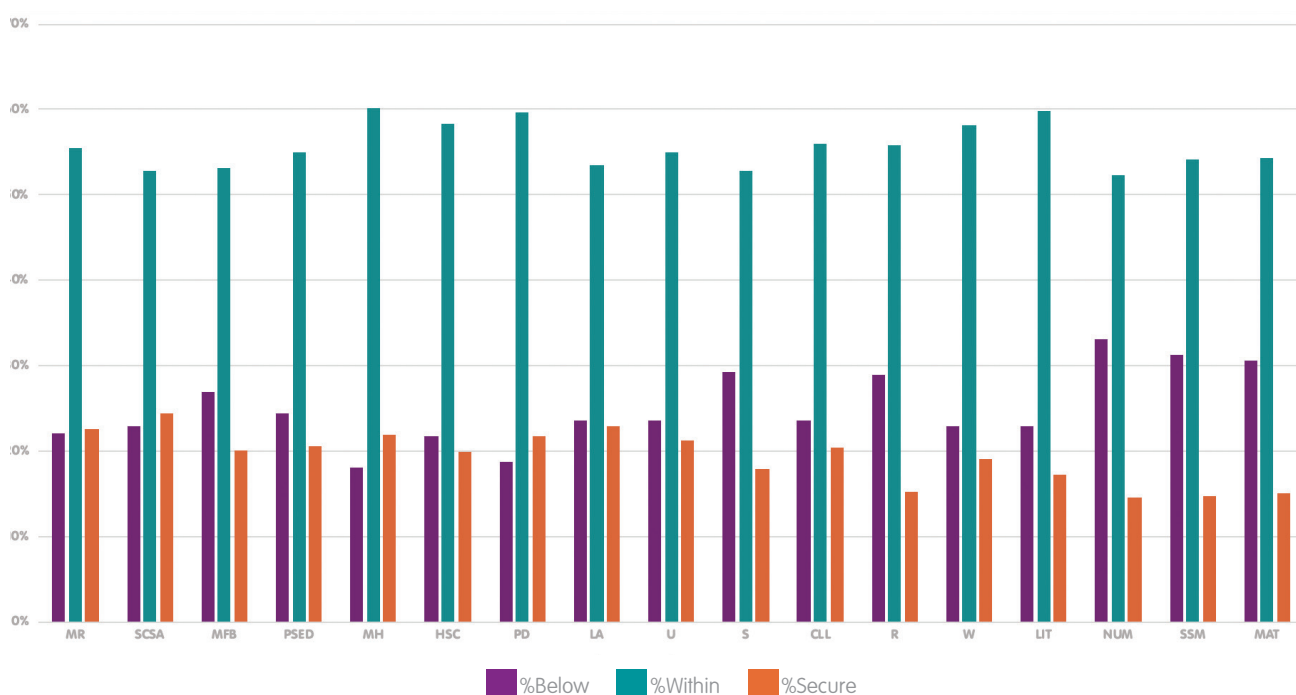
The data in graph 1 shows the percentage of early years children working 'below', 'within' and 'secure' at their expected age and stage of development, for all areas of learning **except** Understanding the World and Expressive Arts and Design.

Graph 2 · Percentage of early years children 'within and 'secure'

The data in graph 2 shows a combination of early year's children working 'within' and 'secure' at their expected age and stage of development for all areas of learning **except** Understanding the World and Expressive Arts and Design.

Summary of Early Years Data

Highest Performing Aspects and Areas of Learning.

- Overall the highest performing area of learning is Physical Development with 81.3% of children working within or secure

- The highest performing aspects are 'Moving and Handling' and 'Health and Self-Care'

- Making relationships is also an aspect in which children performed well

- The areas of Communication and Language & Literacy out performed all other areas of learning except Physical Development

The information above reflects the trends identified in the 2017 data, which showed that children performed well in all of these aspects. 2018 data shows a further improvement in the percentage of children achieving in these aspects and area of learning.

Lowest Performing Aspects and Areas of Learning.

- Data shows the lowest performing area of learning is Mathematics

- In Coventry, early years children performed least well in the aspects of Number, Shape, space and measure and Speaking

Conclusion

The data demonstrates that mathematics continues to be the lowest performing area of learning for those children moving on to a Reception class, in Coventry.

- The creation of newsletter articles to support improvement in mathematics have been a focus for the early years team. These were written to support practitioners in developing activities, for children aged 30-50 months to improve outcomes in number, shape, space and measure

- A range of bespoke training opportunities have also been offered to support the development in practitioner knowledge around number, shape and space. For example: Number Fun ~ ways to enhance numeracy and calculation in the early years, Promoting shape, space and measure in the early years.

Coventry has seen an increased level of performance in Communication and Language and Literacy. Reading outcomes have improved. This aspect is now no longer one of the lowest performing areas. Improvement in outcomes within these areas of learning has been supported by the provision of an increased focus on specific training such as

- Development of reading in the early years curriculum
- The power of story telling
- Early talkers – helping children's speech and language development
- BLAST - Boosting Language, Auditory Skills and Talking
- Wellcomm – Improving communication and language skills of young children
- Speech, language and communication development
- A-Z of practical ways to support children with social and communication needs to be independent learners

The team have also included advice and guidance articles in termly newsletters which focus providers on good practice ideas to improve outcomes in these areas.

As highlighted in previous reports, for those children moving onto Reception class Physical Development remains the highest performing area of learning.

Children from least advantaged groups

Chart 1 Early Years Pupil Premium (EYPP)

Secure 10%
Within 50%
Below 40%

EYYP
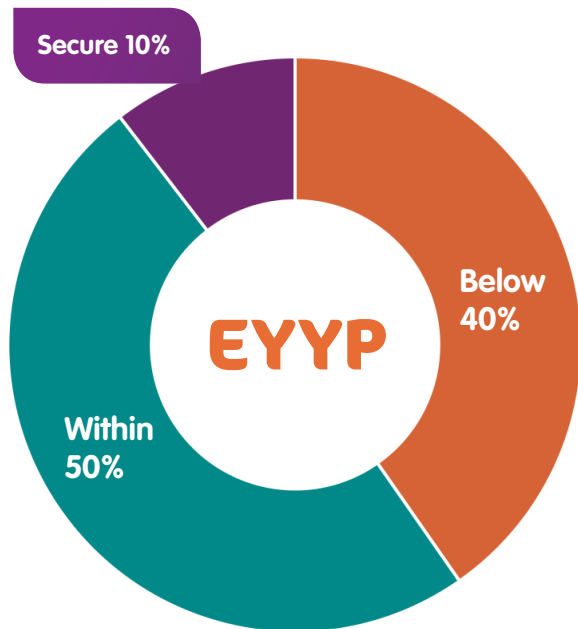
EYPP data demonstrates 60% of children in receipt of EYPP were judged as within or secure at their age related expectation, highlighting that EYPP funding is being used effectively by providers to impact on children's progress and attainment.

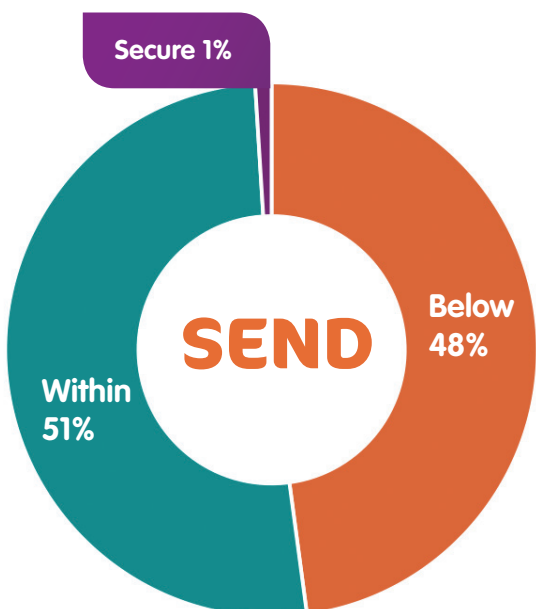## Chart 2 English as an Additional Language (EAL)

Secure 10%
Within 41%
Below 49%

EAL
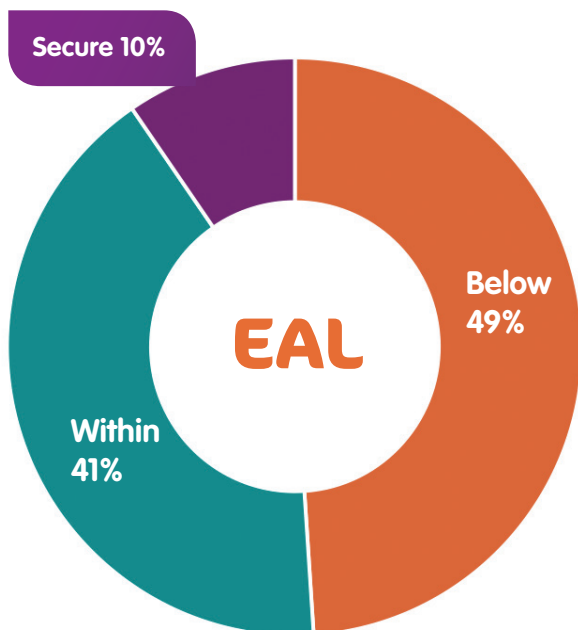
For Early Years children with EAL, 49% of children are working below their expected age and stage of development, which reflects one of the lowest achieving aspects: Speaking.

Chart 3
Special Educational Needs and Disabilities (SEND)

Secure 1%

SEND

Below 48%

Within 51%

More than 50% of SEND children are achieving within or secure judgments in all areas of learning except Understanding the World and Expressive Arts and Designs. This is an increase of 7% since 2018.

Chart 4
2 Year olds accessing Early Education Funding

Secure 9%

2YO Funding

Below 47%

Within 44%
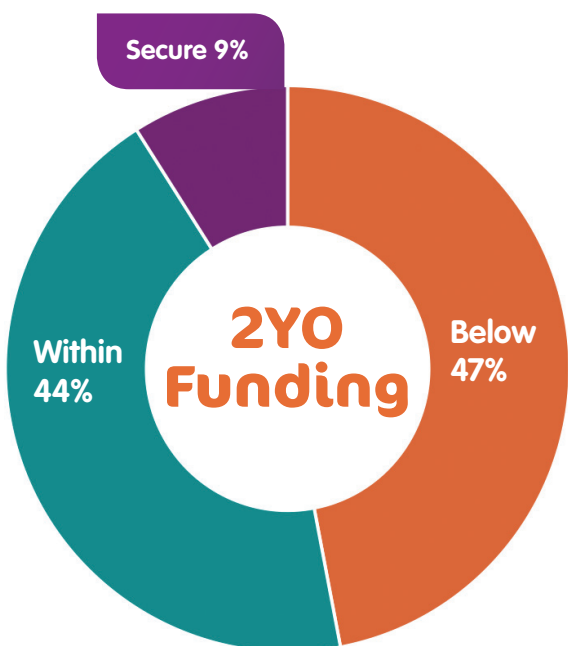
As we would anticipate, data for 2 year old funded children shows a lower number of children achieving secure judgments than their age related peers, in all areas of learning except Understanding the World and Expressive Arts and Designs. However, there has been an increase of 3% in the number of funded 2 year old children achieving a secure judgement, since 2018.

In relation to 2 year old funded children it is important to highlight that a number of the children, represented in this data may have only been present within an early years provision for a short amount of time, before being assessed, impacting on early outcomes for individual children.

Please note:

Early Years data in the report, does not reflect the full cohort.

Early Years data included in this report, has focused on those children who would be moving on to Reception class in the autumn term 2019. Therefore, children have a full academic year to work towards meeting good levels of development (GLD) and expected outcomes at the end of their Foundation Year.

A minority of 3 and 4 years olds access an early education funded place, as a later starter and therefore may have only been present at the early years provision for a short period of time, prior to assessment, impacting on less favourable outcomes for individual children.

The data is collected from a variety of early years tracking tools which may show some variance in judgement outcomes.

Training

In order to narrow the achievement gap for children in the 2019-20 cohort, we planned a comprehensive training programme to upskill childcare providers, in order to support the longer-term impact of GLD and the Early Years Foundation Stage Profile (EYFSP).

The data gathered has driven the early years training programme. A variety of bespoke professional development opportunities have been sourced to upskill practitioners, such as

- Pre-inspection and Quality Improvement
- Ready for Reception
- Providing the Seven Areas of Learning Outside – Make it big, make it fun
- Developing a SEND friendly environment
- Successful Partnerships – working together with parents and carers to identify and support children with SEND
- Active Play – start active, stay active
- Observation, Assessment and Planning
- Playing and Learning in Two Languages

This list is not exhaustive. The Early Years Team continue to source specific training, information and advice to help raise outcomes for children.

The Early Years Newsletter

The Early Years team introduced a termly newsletter in the autumn of 2018, which can be found on Coventry City Council Website. The newsletter includes a variety of articles relating to improving practice and outcomes for children and provides updates on local and national initiatives.

A regular feature includes good practice ideas and activities to address gaps, following analysis of trends in early years data and Ofsted Inspection recommendations and actions.

The Pre-Inspection and Quality Toolkit (PIQTK)

The Early Years team wrote and designed the Pre-inspection and Quality toolkit to help childcare providers, in Coventry, interpret the terminology used within the **Early years evaluation schedule**. The Early Years team recognised the challenge that many providers face when attempting to establish the practice and documentation that Ofsted inspectors need to see to award each specific judgment.

The toolkit comprises of a booklet, evidence and impact record sheets and an action plan template. The toolkit is available as a hard copy or on line on the Coventry City Council website.

Table 1 - Ofsted inspection outcomes data Percentage of providers achieving good or better outcomes

	May 2018	Oct 2019	Increase of
Childcare providers on non-domestic premises	96%	97.5%	1.5%
Childcare providers on domestic premises	84%	98%	14%

The data above identifies an increase in good or better outcomes, between the represented periods. It highlights that the toolkit supported providers to understand what was required of them, in terms of demonstrating, improving and evidencing high quality early years practice. As a result, Coventry's Ofsted profile improved significantly.

The Early Years team are currently working to create an updated version of the PIQTK which reflects the new Education Inspection Framework introduced in September 2019.

Pearson Nursery Language Booster Programme

The Local Authority were contacted by a multinational publishing and education company Pearson who were offering a select number of providers a copy of their "Nursery language booster". The language booster programme has been developed to help children aged 3 and 4 year olds build strong foundations in verbal communication and storytelling, for future Literacy success.

The toolkit supports children with:

- Story making and telling
- Speaking and listening skills
- Creating and sequencing stories
- Developing confidence

The Local Authority selected providers based on actions and recommendations made as part of their last Ofsted Inspection which related to:

a) The need to work in partnership with parents to enhance children's opportunities for learning

b) A focus on improving opportunities to increase children's vocabulary

This programme is currently in progress and feedback will be gathered in due course.

Special Educational Needs Inclusion Funding (SENIF)

SENIF is aimed at removing barriers to enable children with special educational needs and disabilities to access an early education funded place and support them to prepare for school.

In Coventry, SENIF is available for children aged 2-4 years who are accessing Early Education Entitlement Funding. Unlike many other Local Authorities, 2-year-old funded children are able to access SENIF. This is in order to provide early intervention for those children with SEND to narrow the attainment gap thus improving life chances.

There has been an increase in the number of successful applications, each term since autumn 2018. The Early Years team continue to raise the awareness of the fund through regular communication with providers and other professionals, working with families via email, briefing sessions, face to face visits, social media and web pages.

Disability Access Funding (DAF)

The Disability Access Fund (DAF) was introduced in 2017. DAF enables early years providers to make reasonable adjustments for children with Special Educational Needs and Disabilities (SEND) so they can make the best possible progress. The funding provides a one-off payment of £615 per year.

The Early Years team receive DAF applications from across the childcare sector, including pre-schools, day nurseries, childminders and schools with a nursery class.

Table 2

	Summer 18	Autumn 18	Spring 19	Summer 19
Number of approved DAF claims	13	16	38	24
	Comparable date			Comparable date

The data in table 2 demonstrates that the number of DAF applications continue to increase. The data shows that the number of applications made in summer 2018 compared to summer 2019, almost doubled.

The early years team have developed a range of strategies and systems to raise the number of DAF applications from early years providers. These include:

- The introduction of an online Early Years Provider Portal system to submit DAF applications in Autumn 2018

- The creation of 'How to' video clips, specifically developed to enable providers to complete a DAF application with ease

- Termly analysis of data including cross referencing with those children who have previously accessed a 2 year old funded place or accessed SENIF to identify potential applications including those children who may be eligible to make a second claim

- Termly correspondence with Early Years providers via a range of media including newsletters, Facebook, Provider Portal, emails and telephone contact. Information shared includes practical ideas for the possible purchase of resources, sharing of effective practice and effective use of DAF in order to impact on outcomes for individual children

Early Years Pupil Premium (EYPP)

EYPP is additional funding for early years childcare providers, to improve educational outcomes for disadvantaged 3 and 4 year olds including, but not restricted to, those adopted from care. The aim of EYPP funding is to enable providers to provide enhanced educational experiences to narrow the attainment gap between young children from low-income families and their peers, by improving the facilities, equipment and learning experiences.

Table 3

Term	Estimated Eligible Population	EYPP Claims	Percentage
Summer 2018	1843	993	53.9%
Autumn 2018	1855	608	32.8%
Spring 2019	1828	915	50.1%
Summer 2019	1839	1116	60.7%

Table 3 shows the increasing take up of Early Years Pupil Premium (EYPP) for children in Coventry between Summer 2018 and Summer 2019, representing an increase of 6.8% for the comparable periods.

The Early Years team continue to focus on increasing this take up with activities which include:

- Posters designed and distributed to all early year's providers
- Newsletter articles to raise the awareness of EYPP in order to maximise the number of claims made
- School funding guidance updated to include relevant and up to date information
- Parent Carer Agreements updated to capture information from all families about potential eligibility
- Bespoke training offered via early years training directory
- Social media campaigns to highlight benefits of EYPP and maximise claims made
- Raise awareness of funding stream on Memorandum of Understanding document for maintained schools
- Raise awareness of funding stream on Provider Funding Agreement for Private, Voluntary, Independent and Academy providers

Extended Entitlement (30 hours)

Since the inception of 30 hour places in Autumn 2017 there has been a 93% increase, over the two academic years, seeing the total numbers of children accessing a place grow to 2202 in Summer 2019.

Table 4

30 Hours	Autumn 2018	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019
PVI's	898	1346	1631	1069	1474	1774
Schools	245	294	363	342	406	428
Total	1143	1640	1994	1411	1880	2202

Working toward the future

Our aim is to:

- Continue to increase the data set returned to inform early years priorities in Coventry
- Investigate the use of an assessment tool, called Better Start, which can be used as part of the Early Years Provider Portal, rather than the current stand-alone system
- Develop strategies to increase the take up of rising three places, in the spring and summer terms
- Further embed systems to increase the take up of EYPP and DAF funding
- Continue to analyse the trends in Ofsted actions and recommendations to help plan appropriate activities and training which support providers to meet the requirements of the EYFS and improve outcomes for children
- Cross reference a variety of data sets in order to maximise the take up of early years funding streams available

Final note:

Many thanks to those of you who provided attainment data on children's progress in July 2019. It has once again proved invaluable in identifying areas of focus for future development. The data in this document demonstrates how the work undertaken by early years professionals in Coventry, impacts positively on school readiness and GLD.