



Autumn 22

Whole Nursery

- There were 150 children assessed at the time of Autumn baseline assessment.
- There are 76 (51%) children who will leave (Leavers) to go to Reception Class in September 2023.
- There are 53 (35%) children entitled to Early Years Pupil Premium
- There are 85 (57%) boys and 65 (43%) girls
- There are 54 (36%) children on the SEND register
- There are 90 (60%) disadvantaged children (SEND, Early Years Pupil Premium, Child in Care, Child Protection plans and Child in Need plans)
- There are 66 (44%) Summer Born children who will leave in July 2023 (born between 1st April and 31st August)
- There are 69 (46%) children who were returners in September 2022
- 72 (48%) children are due return in September 2023
- There are 18 (12%) children with English as an additional language
- There are 88 (59%) part-time children, 6 (4%) vulnerable full-time children and 54 (36%) funded full-time.
- 1 child is Looked After Children (LAC) or post Looked after at time of assessment. These are now considered Children in Care (CIC).

Key messages:

The new Early Years Foundation Stage came into effect from September 2021 so the way we assess children has changed.

There are still seven areas of learning:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The assessments remain split into two groups:

Prime Areas – the three areas particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Specific areas – through which the prime areas are strengthened and applied.

Children cannot develop well in the specific areas until they have developed in the Prime Areas.

We therefore focus primarily on the Prime Areas to give our children the best chance for the future.

Ofsted state they will particularly consider the intent, implementation and impact of the school's early years curriculum. They will evaluate the impact that the quality of education has on children, particularly the most disadvantaged and those with SEND, and the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education.

Our curriculum reflects the progression in children's starting points and their readiness for the next stage of their education:

N0 (children who are with us for more than 2 years)

N1 (children who are with us for 2 years)

N2 (children who will start reception)

For children to enter on track, they need to be on track for their stage of education if they're an N0, N1 or N2 child. Many of our children come into Nursery way below their stage of education so we aim to narrow the gap as much as possible.

Children entering way below their stage of education will need significant support to be on track.

Autumn 2022 Messages

Whole School

- The minority of children are on track for their stage of education.
- More children are on track in the prime areas: Personal, Social and Emotional Development and Communication and Language
- Prime areas children need *support* to be on track for their stage of education: Personal Social and Emotional Development, Communication and Language and Physical Development.
- Specific areas children need *support or significant support* to be on track for their stage of education: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.

Whole School without SEND

- The majority of children are on track for their stage of education in the prime areas: Personal Social and Emotional Development, Communication and Language. The minority of children are on track in Physical Development.
- The minority of children are on track for their stage of education in the specific areas: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.

September 22 Leavers

- Girls are more on track than boys.
- The majority of children are on track for their stage of education in the prime areas: Personal, Social and Emotional Development, Communication and Language, Physical Development.
- The minority of children are on track for their stage of education in the specific areas: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.
- Prime areas children need *some support* to be on track for their stage of education: Personal Social and Emotional Development, Communication and Language and Physical Development.
- Specific areas children need *some support or support* to be on track for their stage of education: Reading, Writing, Maths, Understanding the World, Expressive Arts and Design.

EYPP and Non EYPP Children

- On average, girls and boys are achieving comparably in the prime areas.
- On average, girls are more on track than boys in the specific areas.
- The majority of EYPP children are on track for their stage of education in the prime areas: Personal, Social and Emotional Development, Communication and Language and Physical Development. This is significantly more than Non EYPP children.
- Prime areas EYPP children need *some support* to be on track for their stage of education: Personal Social and Emotional Development, Communication and Language, Physical Development.
- Specific areas EYPP children need *support or significant support* to be on track for their stage of development: Reading, Writing, Maths, Understanding the World and Expressive Arts and Design.

EYPP with 2s and Non EYPP without 2s

- This includes the children that will become our EYPP children the term after their third birthday.
- EYPP and Non EYPP children are comparable on average, with the majority of children on track for their stage of education in the prime areas. The minority of children are on track for their stage of education in the specific areas.
- Prime areas EYPP children need *some support* to be on track for their stage of education: Personal Social and Emotional Development, Communication and Language, Physical Development.
- Specific areas EYPP children need *support or significant support* to be on track for their stage of education: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.

Girls and Boys

- The majority of boys and girls are on track for their stage of education in the prime areas: Personal, Social and Emotional Development, Communication and Language.

- The minority of girls and boys are on track for their stage of education in the prime areas: Physical Development.
- Prime areas boys need *some support* to be on track for their stage of education: Personal, Social and Emotional Development, Communication and Language, Physical Development.
- Specific areas boys need *support or significant support* to be on track for their stage of education: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.
- Prime areas girls need *some support* to be on track for their stage of education: Personal Social and Emotional Development, Communication and Language, Physical Development.
- Specific areas girls need *support or significant support* to be on track for their stage of education: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.

SEND

- The minority of children are on track for their stage of education.
- Children will *need support or significant support* in all areas of learning to be on track for their stage of education.

Disadvantaged and Non Disadvantaged Children

- Non-disadvantaged children are achieving significantly better than disadvantaged children.
- Girls are achieving better than boys.
- The minority of disadvantaged children are on track for their stage of education in the prime areas: Personal, Social and Emotional Development, Communication and Language, Physical Development.
- Few disadvantaged children are on track for their stage of education in the specific areas: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.
- Disadvantaged children will need *support or significant support* in the specific areas to be on track for their stage of education.

Summer born

- The majority of summer born children are on track for their stage in education in the prime areas: Personal, Social and Emotional Development and Communication and Language.
- The minority of summer born children are on track for their stage of education in the prime areas: Physical Development.
- Prime areas summer born children will need *some support* to be on track for their stage of education: Personal, Social and Emotional Development, Communication and Language.
- Prime areas summer born children will need *support or significant support* to be on track for their stage of education: Physical Development.
- Specific areas summer born children will need support or significant support to be on track for their stage of development: Reading, Writing, Mathematics, Understanding the World and Expressive Arts and Design.

September 2021 returners and New Starters

- September 2021 returners are significantly more on track than September 2022 new starters, particularly in the prime areas.
- September 2022 New Starters need *support or significant support* in all areas of learning to be on track for their stage of education.
- Prime areas September 2021 returners will need *some support* to be on track for their stage of education: Personal, Social and Emotional Development, Communication and Language and Physical Development.
- Specific areas September 2021 returners will need *some support* to be on track for their stage of education: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.

September 2022 Returners

- The minority of children are on track for their stage of education.
- Prime areas September 2022 returners will need *some support or support* to be on track for their stage of education: Personal, Social and Emotional Development, Communication and Language, Physical Development.

- Specific areas September 2022 returners will need *support or significant support* to be on track for their stage of education: Reading, Writing, Mathematics, Understanding the World, Expressive Arts and Design.

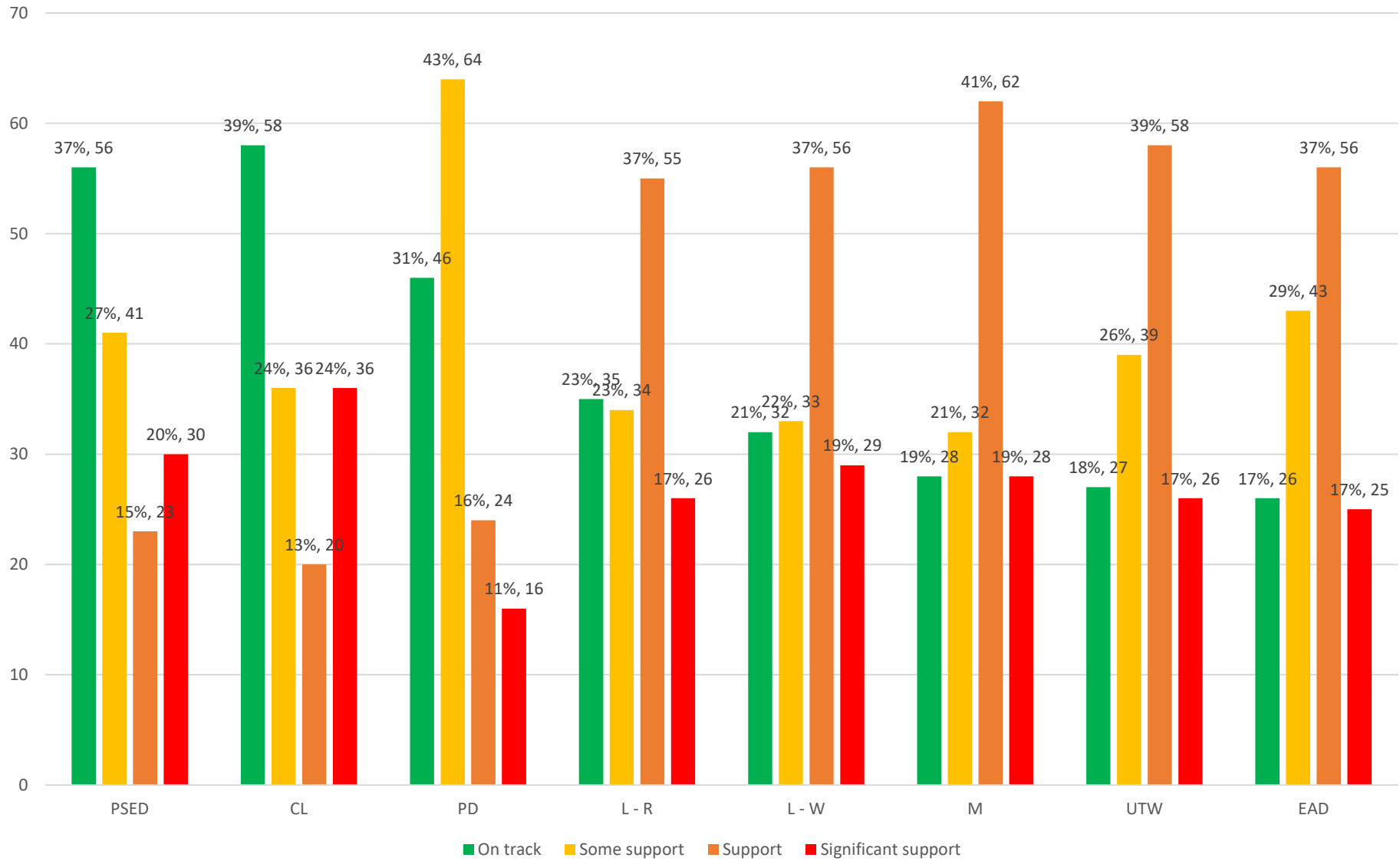
EAL Children

- EAL children will need *support or significant support* in all areas to be on track for their stage of education.

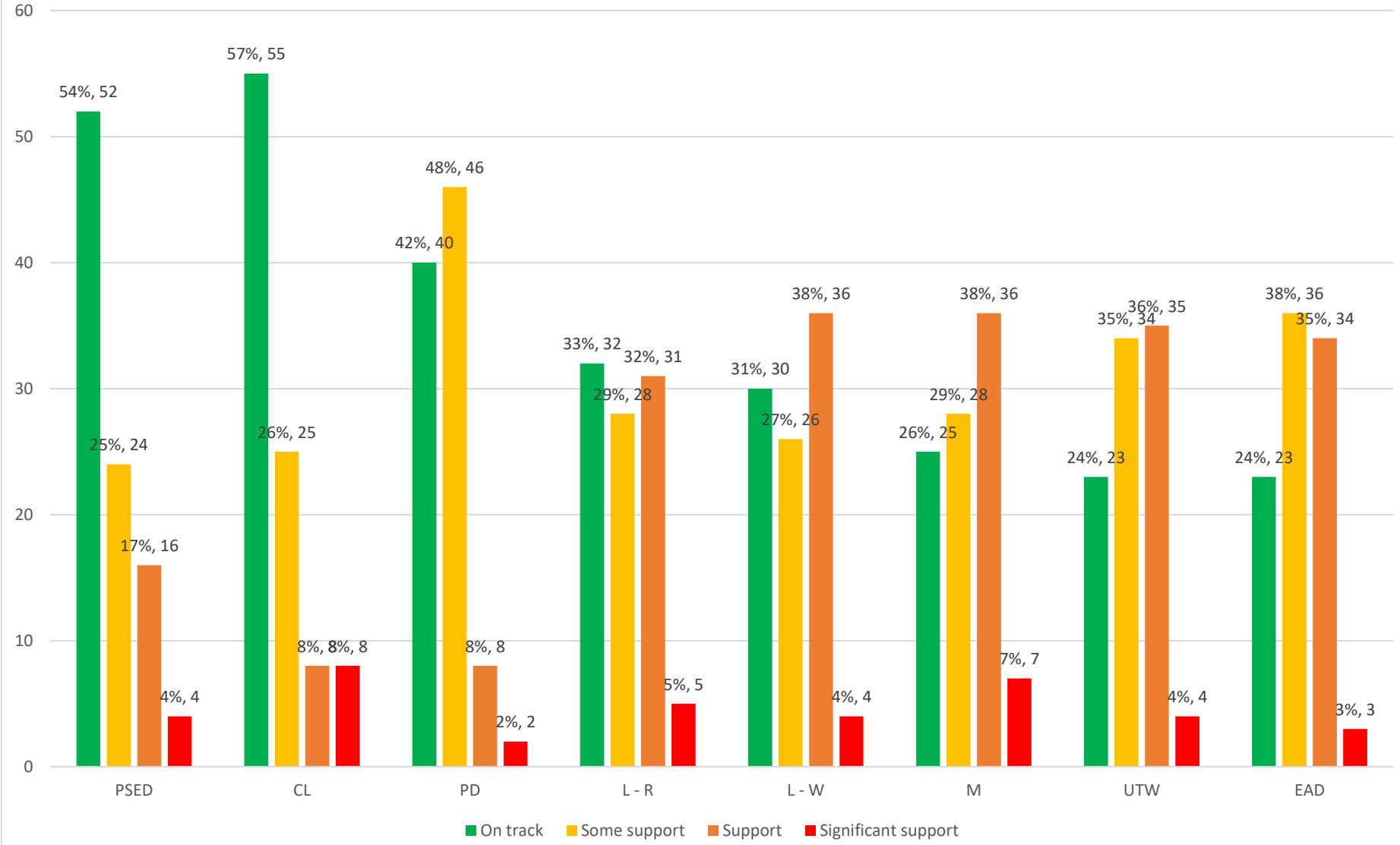
Part Time Morning Children, Part Time Afternoon Children, Full Time Funded Children and Full Time Vulnerable Children

- Full Time Funded and Full Time Vulnerable children are achieving significantly better than Part Time children, particularly in the specific areas.
- Prime areas Full Time funded and Full Time Vulnerable children will need *some support* to be on track for their stage of education: Personal, Social and Emotional Development, Communication and Language and Physical Development.
- Specific areas Full Time funded and Full Time Vulnerable children will need *some support* to be on track for their stage of education: Reading, Writing, Mathematics, Understanding the World and Expressive Arts and Design.
- Prime areas Part time children will need *some support* to be on track for their stage of education: Personal, Social and Emotional Development, Communication and Language and Physical Development.
- Part Time children will need *support or significant support* in all specific areas to be on track for their stage of development.

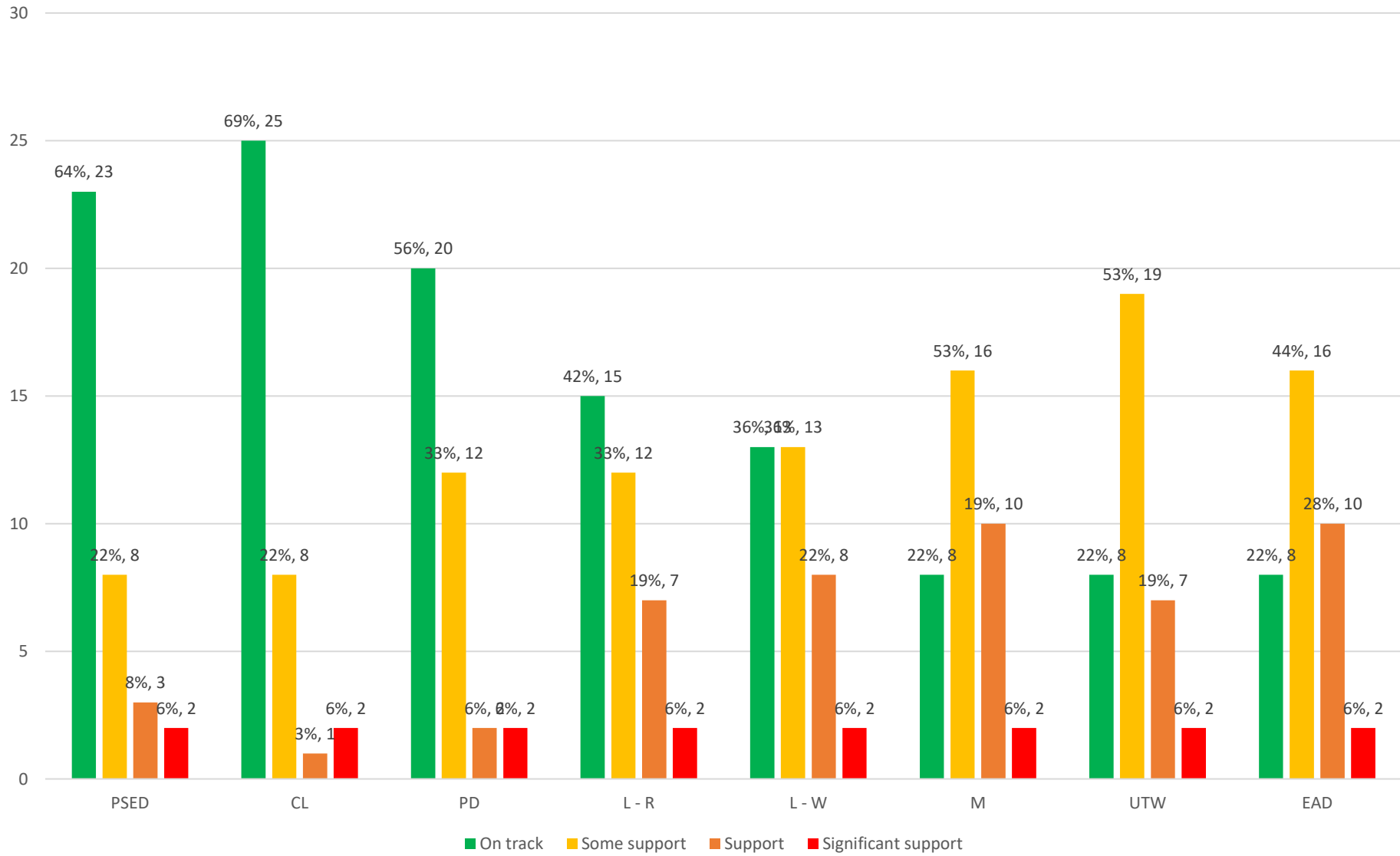
Whole School Baseline Autumn 22 (out of 150 chn)



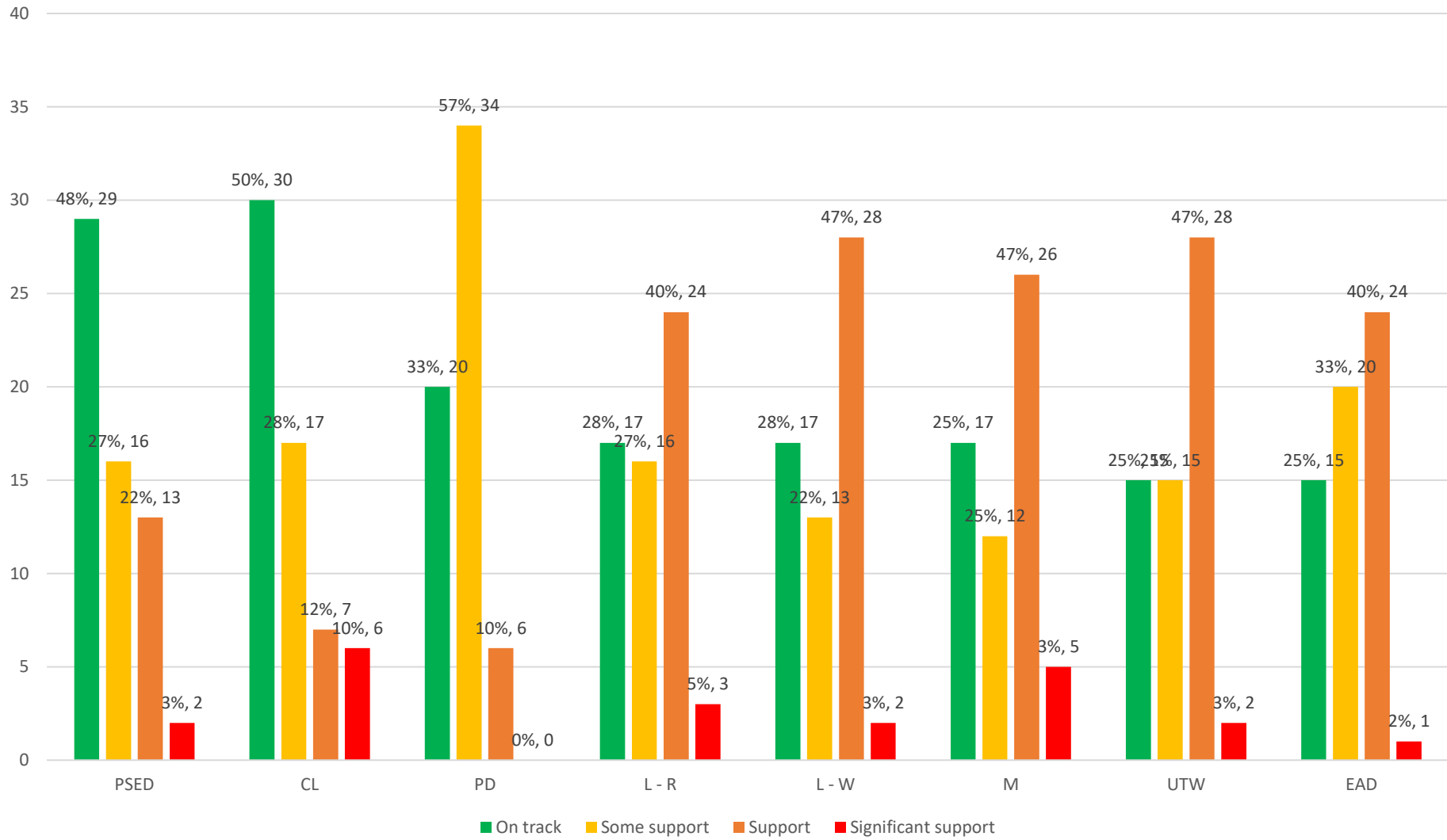
Whole School without SEND Baseline Autumn 22 (out of 96 chn)



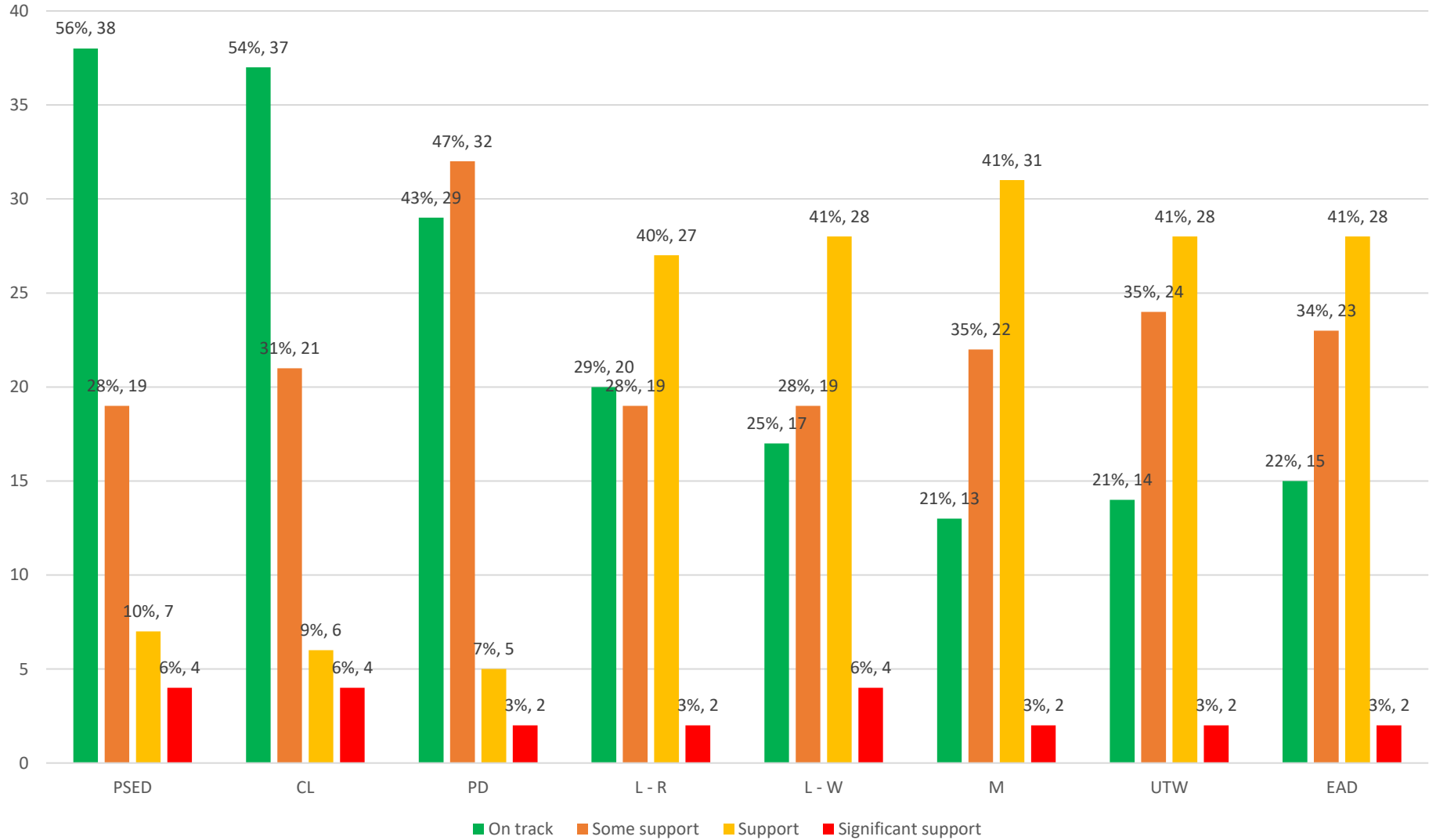
EYPP Autumn 22 Baseline (out of 36 chn)



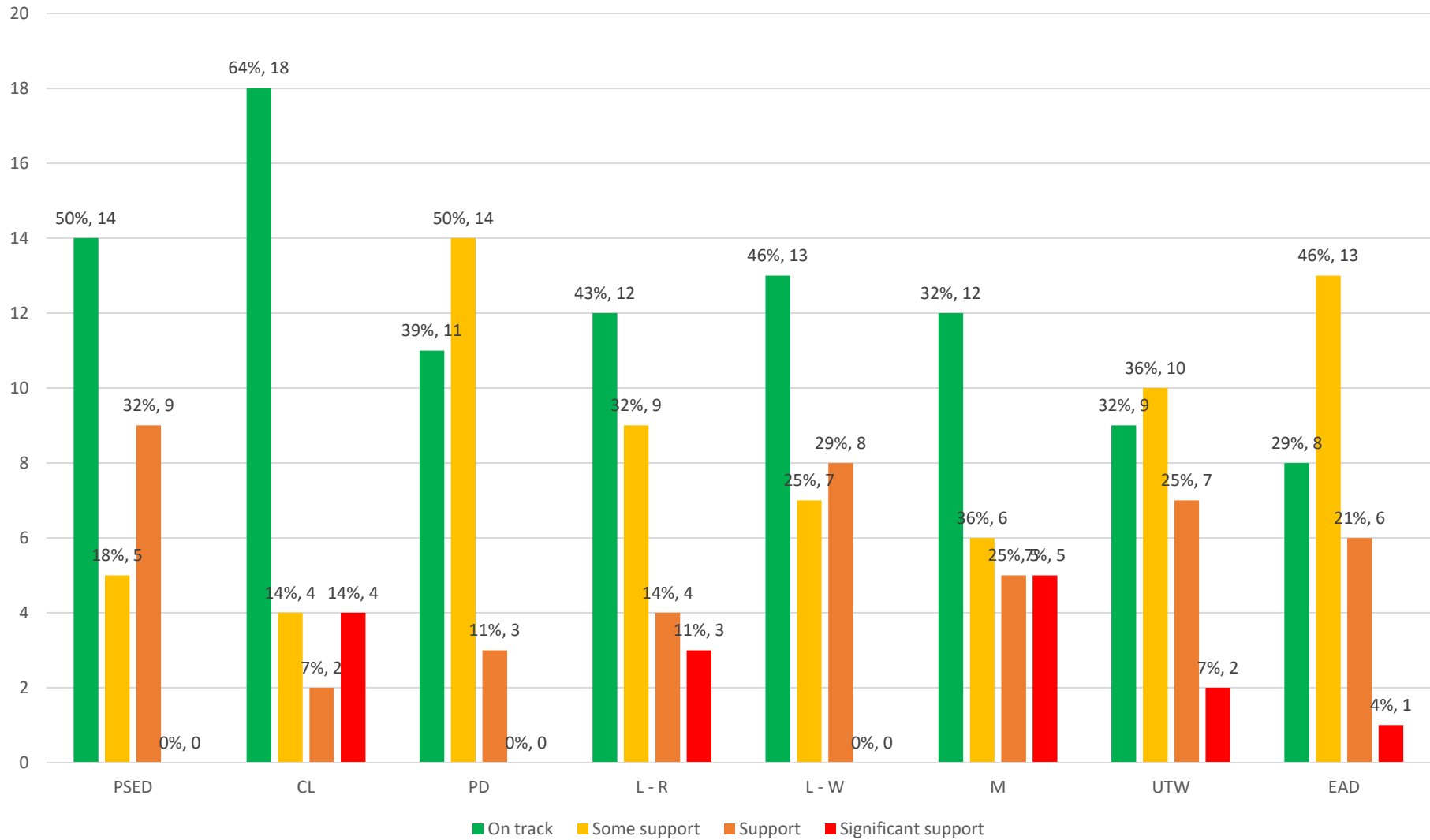
Non EYPP Autumn 22 Baseline (out of 60 chn)



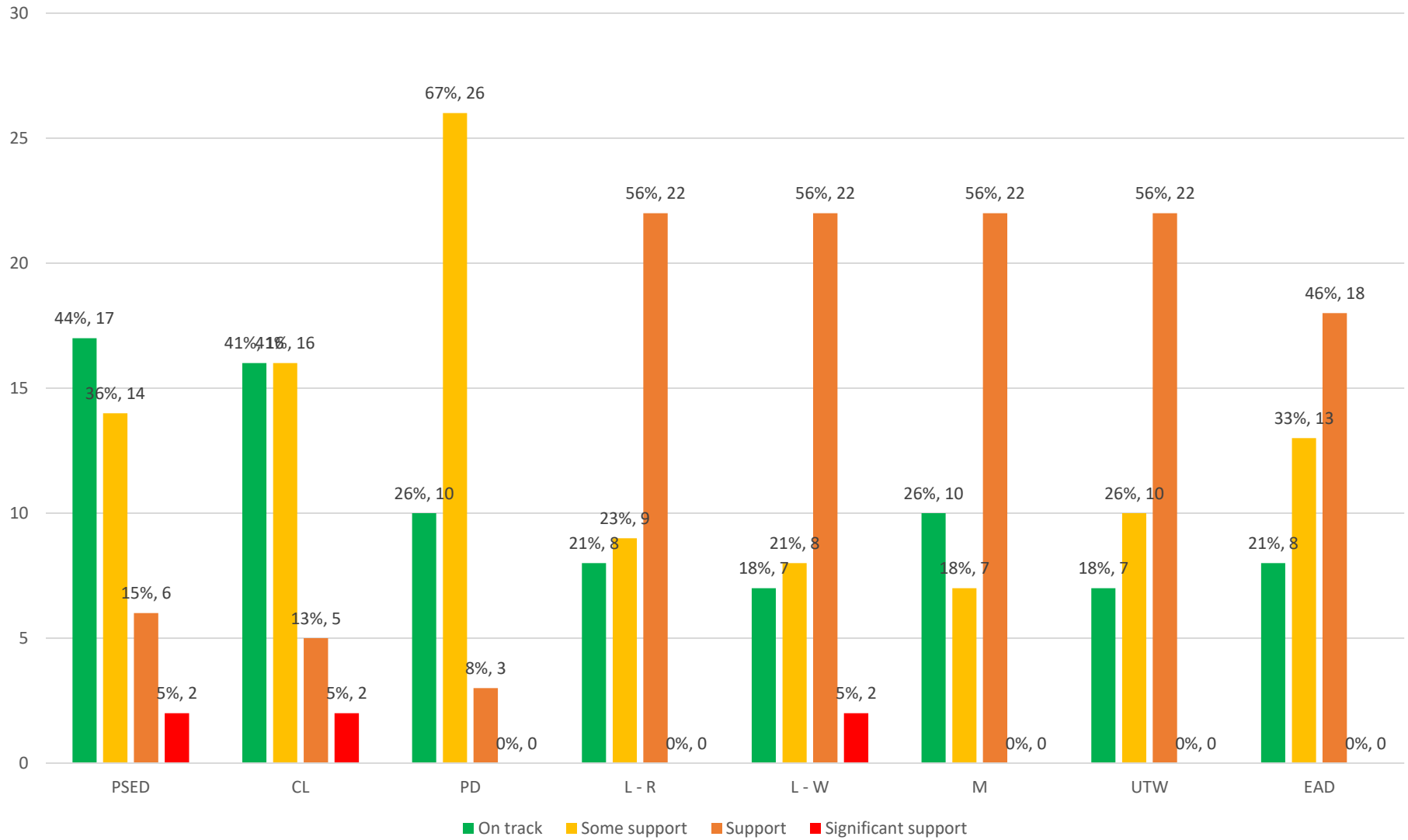
EYPP with 2s Autumn 22 Baseline (out of 68 chn)



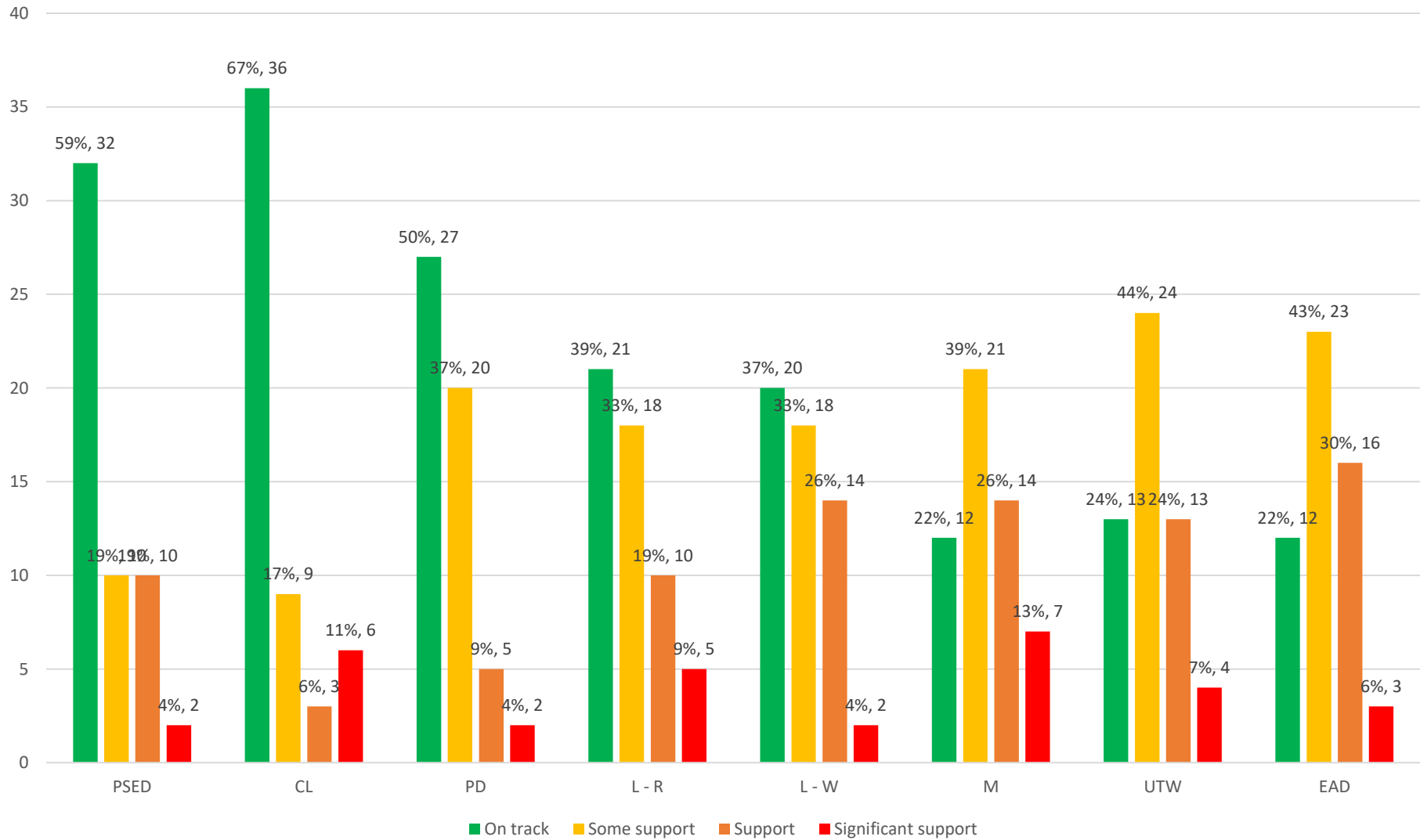
Non EYPP without 2s Autumn 22 Baseline (out of 28 chn)



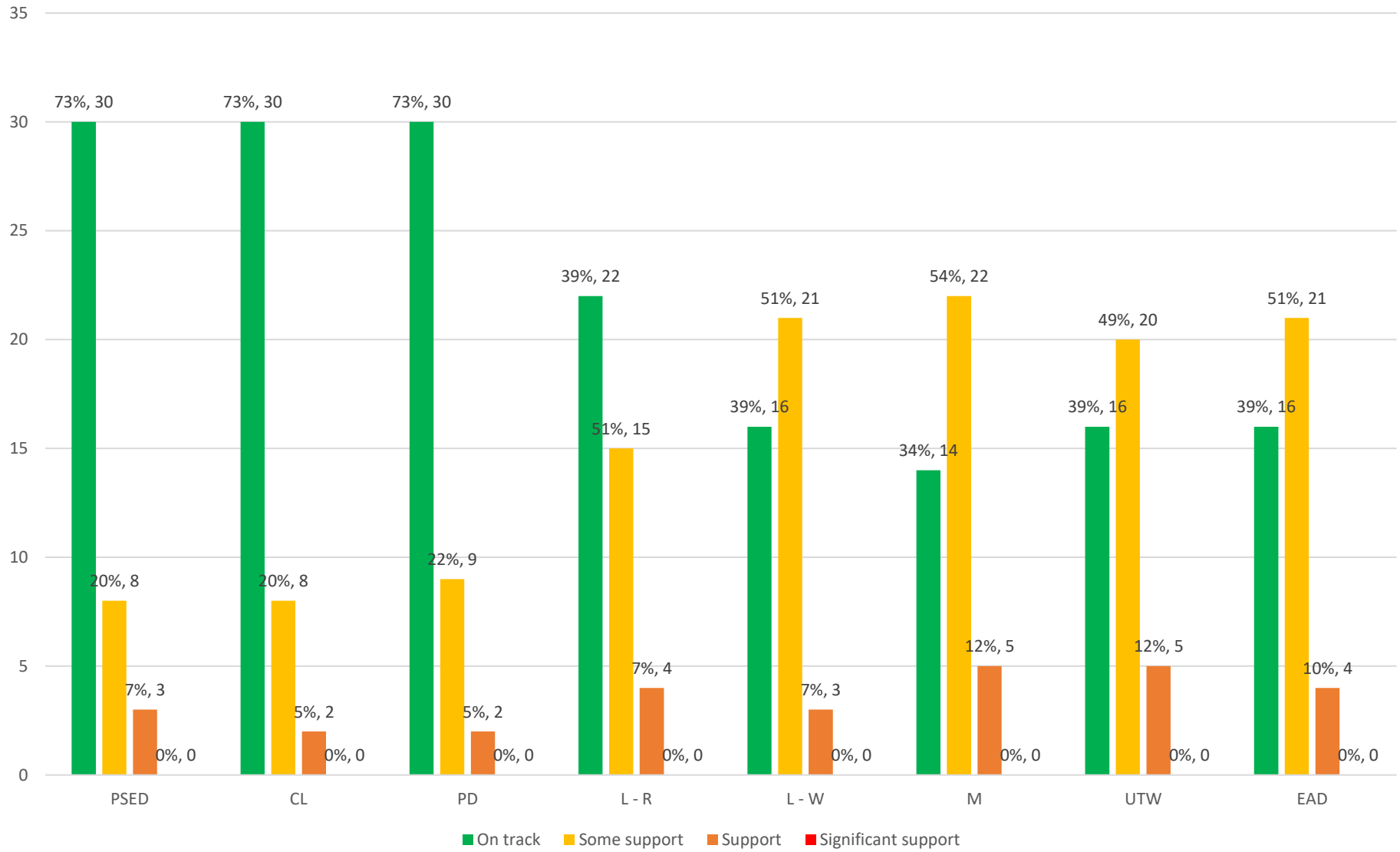
September 23 Returners Autumn 22 Baseline (out of 39 chn)



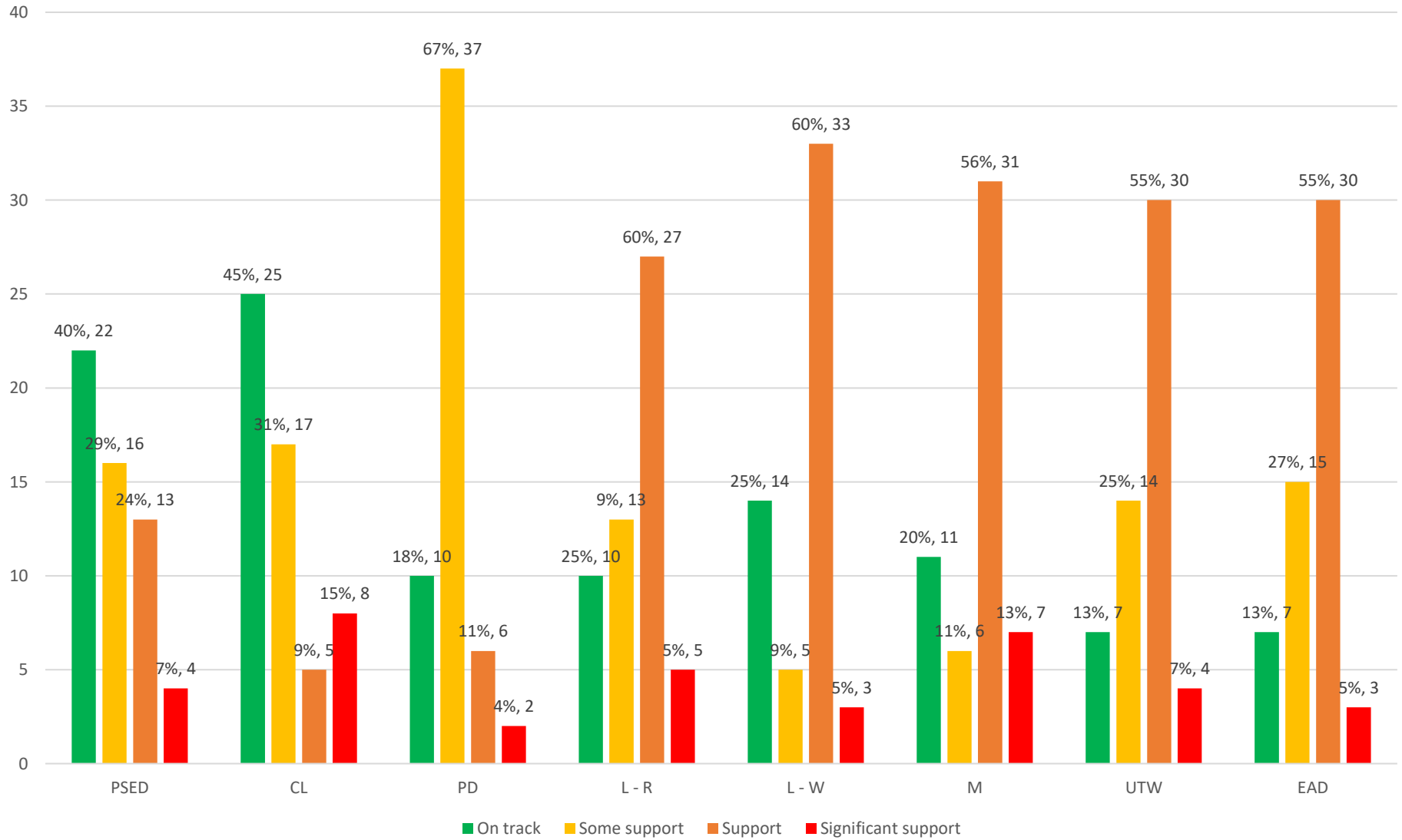
September 22 Leavers Autumn 22 Baseline (out of 54 chn)



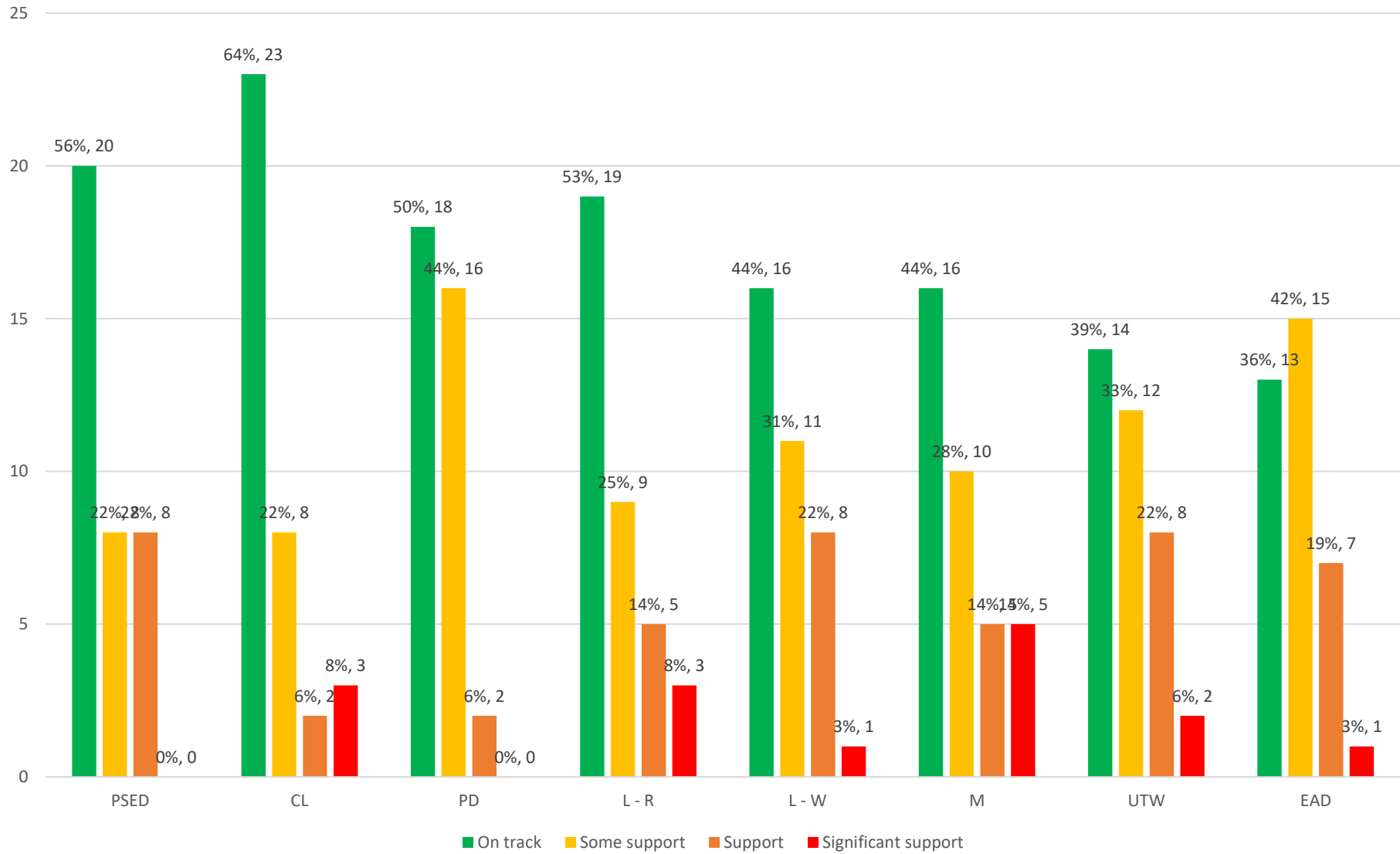
September 2021 Returners Autumn 22 Baseline (out of 57)



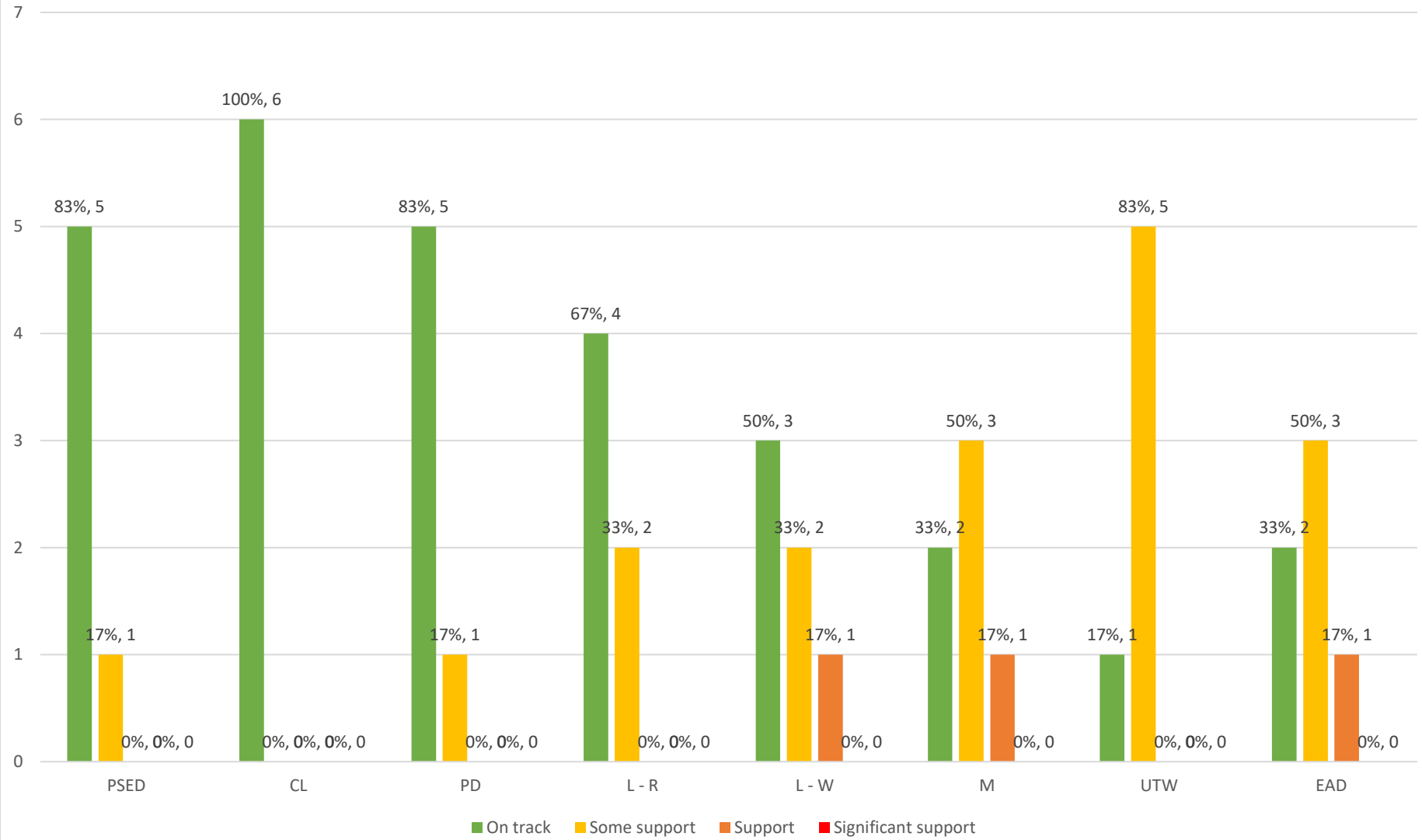
New Starters Autumn 22 Baseline (out of 72)



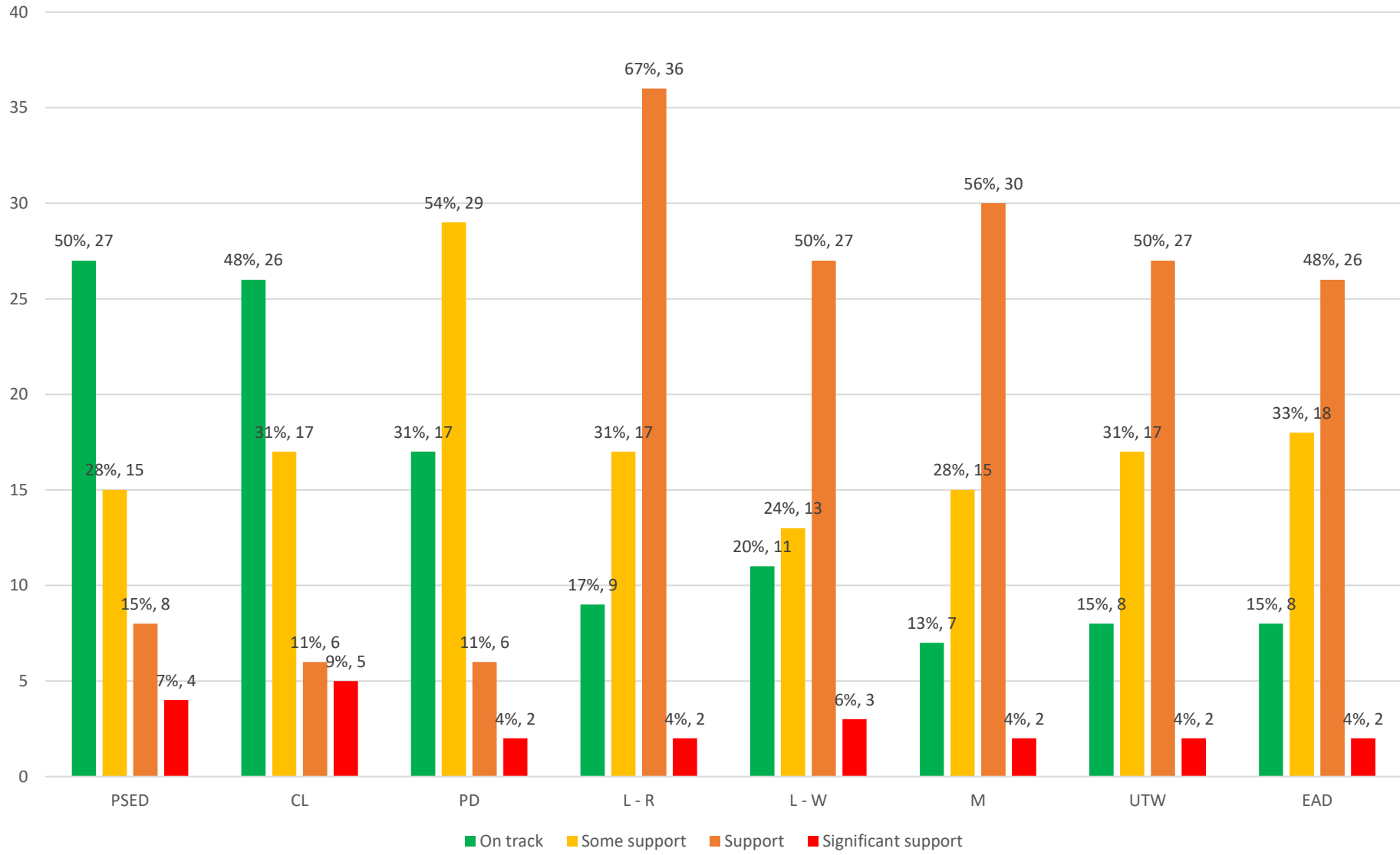
Full Time Funded Autumn 22 Baseline (out of 36 chn)



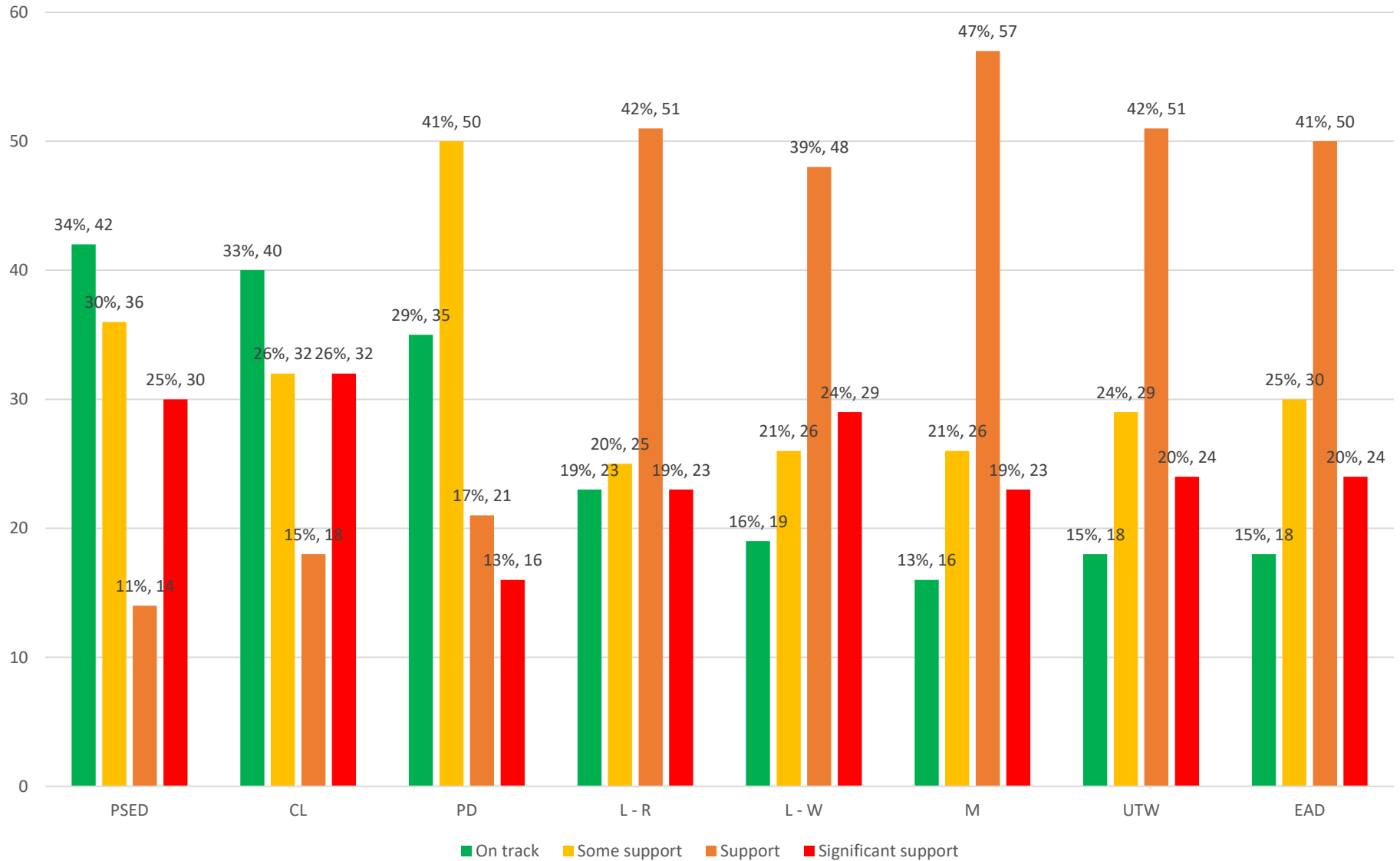
Full Time Vulnerable Autumn 22 Baseline (out of 6)



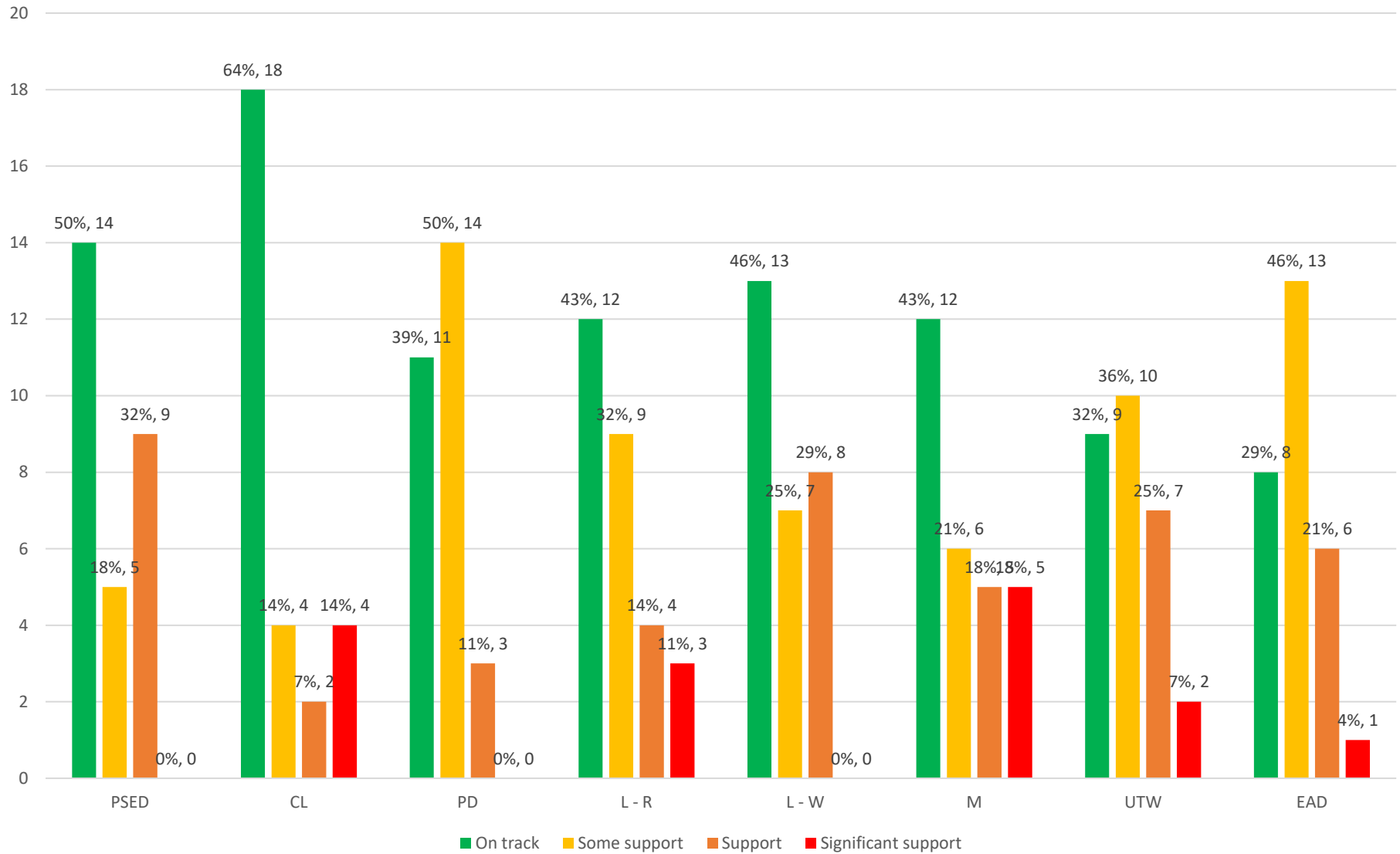
Part Time Autumn 22 Baseline (out of 54 chn)



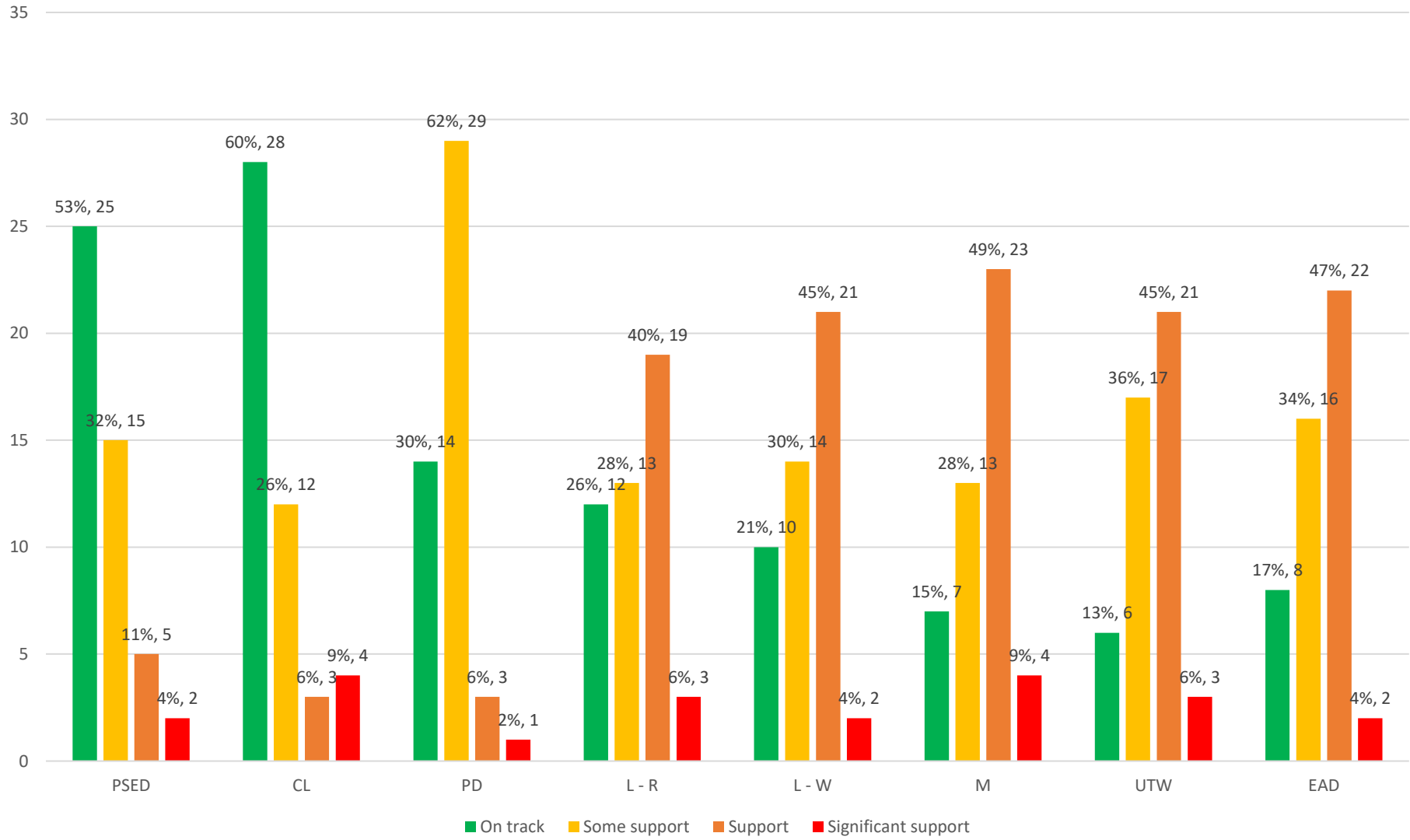
Disadvantaged Autumn 22 Baseline (out of 122 chn)



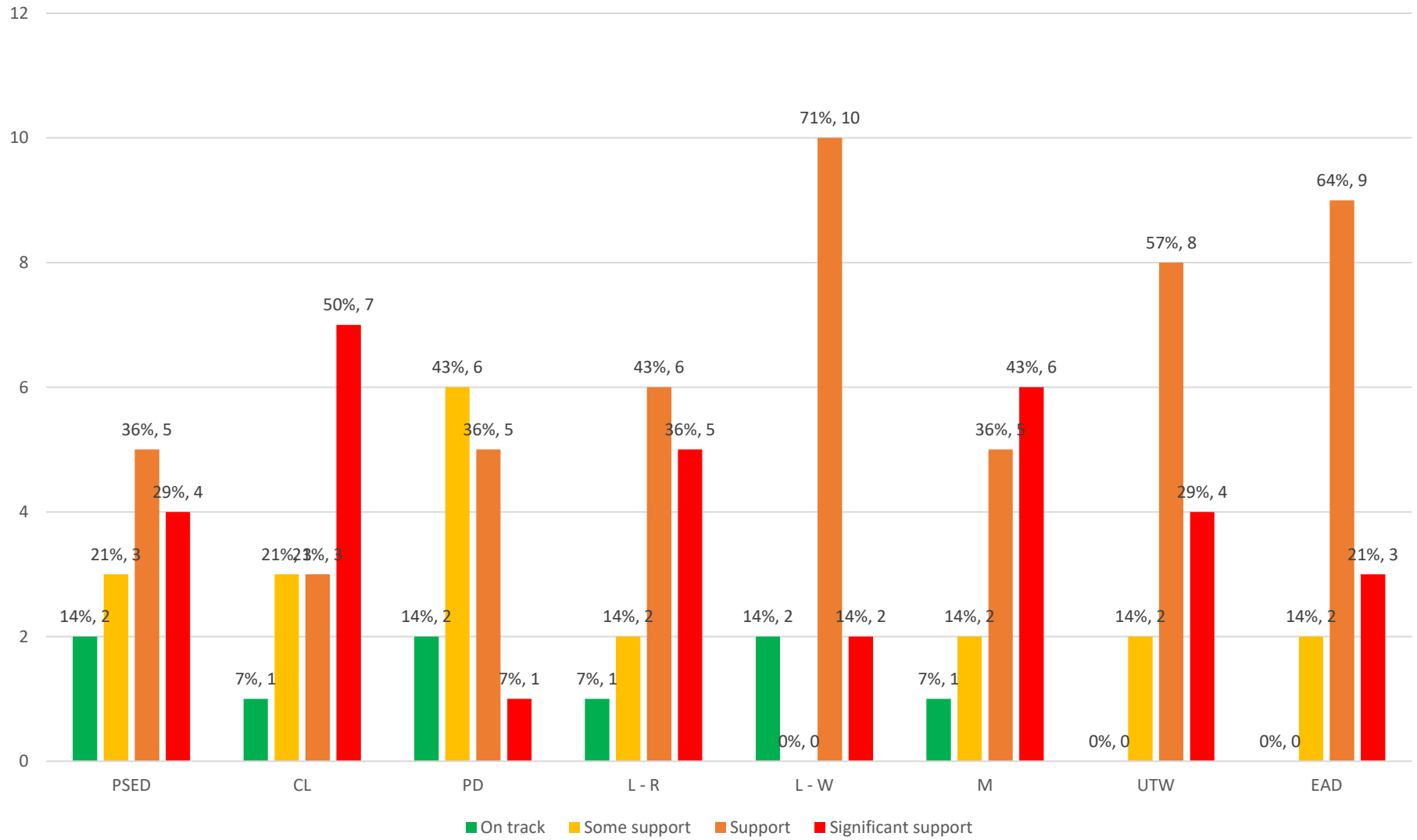
Non Disadvantaged Autumn 22 Baseline (out of 28 chn) n



Summer Born Autumn 22 Baseline (out of 47 chn)



EAL Autumn 22 Baseline (out of 14 chn)



SEND Autumn 22 Baseline (out of 54 chn)

