

Appendix 3: Early Years Foundation Stage

3.0 Early Years Foundation Stage (EYFS) Profile

3.1 Context

The 17 Early Learning Goals (ELGs) within the EYFS are organised across 7 areas of learning. The 7 areas of learning include the three **prime** areas of

- personal, social and emotional development
- physical development
- communication and language.

and the 4 **specific** areas of

- literacy
- mathematics
- understanding the world
- expressive arts and design

Each area of learning is made up of two or three Early Learning Goals (ELGs). These are set out in the table below:

Area of learning (prime in bold)	Early Learning Goal (ELG)
Communication and language	Listening and attention; Understanding; Speaking
Physical development	Moving and handling; Health and self-care
Personal, social and emotional development	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
Literacy	Reading; Writing
Mathematics	Numbers; Shape, space and measures
Understanding the world	People and communities; The World; Technology
Expressive arts and design	Exploring and using media and materials; Being imaginative

Pupils are assessed against the ELGs and judged to be at one of three levels; emerging, expected or exceeding level of development. Each level is given a point score. Emerging = 1 point, expected = 2 points and exceeding =3 points. These point scores are referred to as average point scores (APS).

To achieve the national Good Level of Development (GLD) measure, pupils must achieve at least the expected level in the 8 ELGs within the prime areas of learning and also in literacy and mathematics.

3.2 Headline Summary

- From 2017 to 2019, the percentage of pupils achieving a GLD in Manchester remained the same, whilst nationally there has been an improvement of 1 percentage point.
- In 2019 66% of pupils in Manchester achieved the expected GLD compared with 72% nationally.
- The difference between Manchester and national outcomes is 6%.
- Improving the percentage of pupils achieving a Good Level of Development by the end of the EYFS remains a key priority for the city.

3.3 Outcome summary

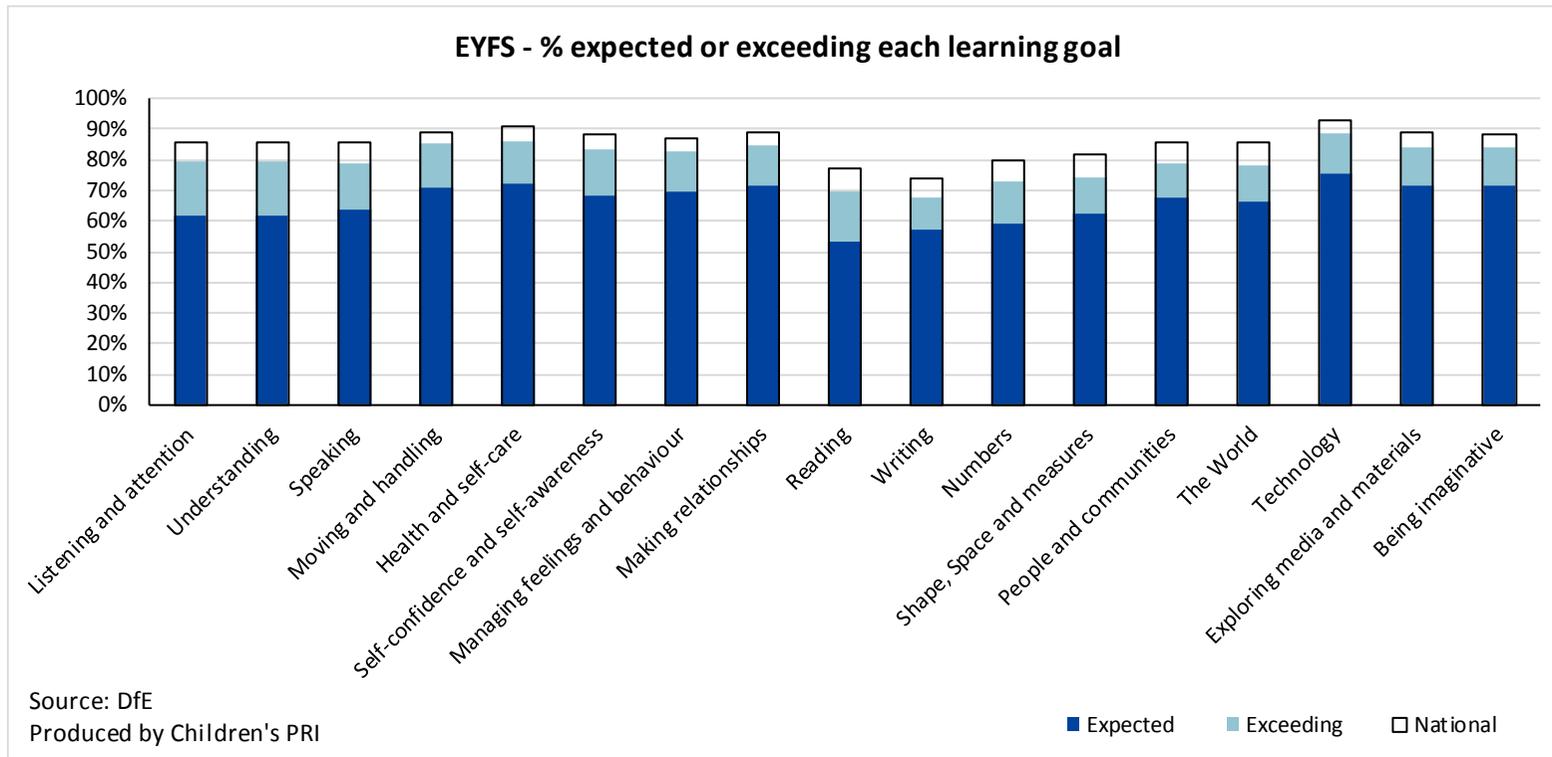
- The outcomes for each area of learning are outlined in the table and block graph below:
- Results for the expected or exceeding level of achievement in the individual learning goals were lowest in reading and writing at 70% and 68% respectively.
- Outcomes were highest in technology at 89% and health and self-care at 86%.

		Results for 2019				
		Manchester			National	
		Emerging	Expected	Exceeding	Expected or Exceeding	Expected or Exceeding
Good Level of Development					66%	72%
PRIME LEARNING GOALS	Communication and Language					
	Listening and attention	20%	62%	18%	80%	86%
	Understanding	21%	62%	18%	80%	86%
	Speaking	21%	64%	15%	79%	85%
	Physical Development					
	Moving and handling	15%	71%	14%	85%	89%
	Health and self-care	14%	72%	14%	86%	91%
	Personal, Social and Emotional Development					
	Self-confidence and self-awareness	17%	68%	15%	83%	89%
	Managing feelings and behaviour	17%	70%	13%	83%	87%
Making relationships	15%	72%	13%	85%	89%	

SPECIFIC LEARNING GOALS	Literacy					
	Reading	30%	53%	16%	70%	77%
	Writing	32%	57%	11%	68%	74%
	Mathematics					
	Numbers	27%	60%	14%	73%	80%
	Shape, Space and measures	26%	63%	12%	74%	82%
	Understanding the World					
	People and communities	21%	67%	12%	79%	86%
	The World	22%	66%	12%	78%	86%
	Technology	11%	75%	14%	89%	93%
	Expressive arts and design					
	Exploring media and materials	16%	72%	12%	84%	89%
	Being imaginative	16%	72%	12%	84%	89%

Notes:

- The dark blue section of the block graph below show the % of Manchester pupils that achieved the expected GLD and the light blue section shows those that exceeded it.
- The empty space at the top of each block shows the difference between Manchester's outcomes and outcomes nationally.



- Across the 7 broad areas of learning, attainment was lower in literacy and mathematics.
- Overall, more pupils achieved the expected level or above in the prime learning goals, than the specific learning goals.

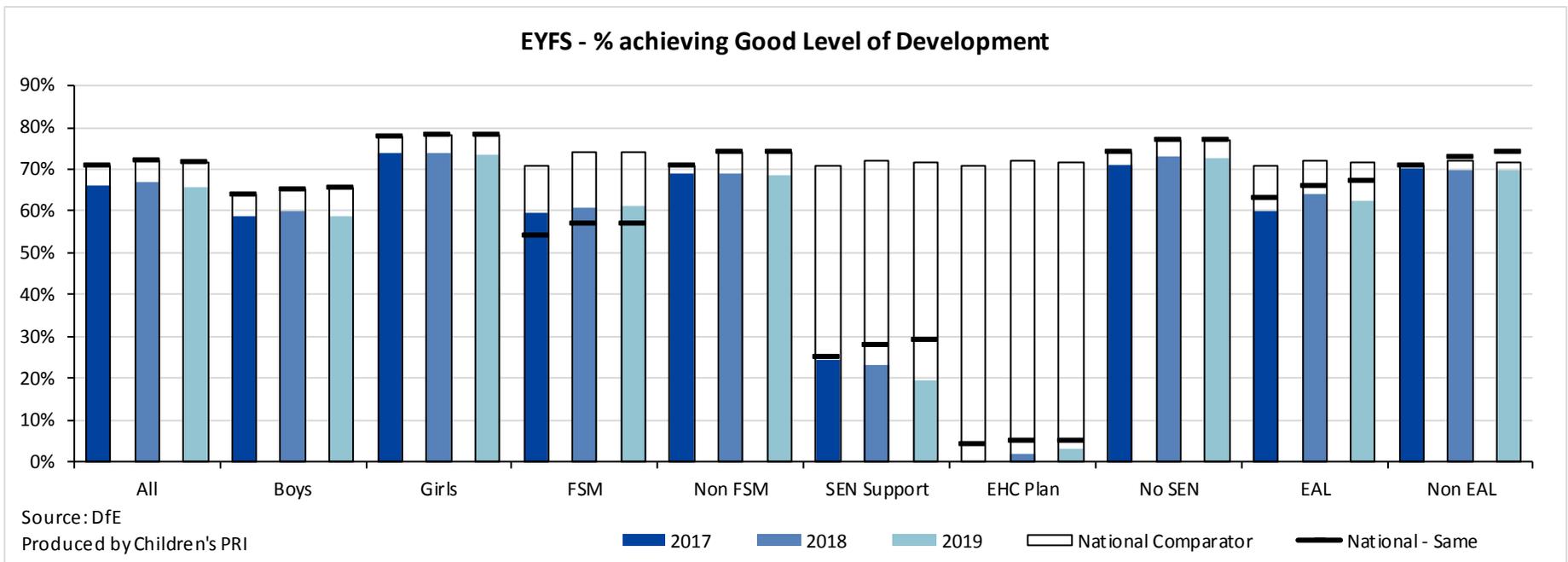
Summary	Manchester	National
Communication and Language	75.3%	82.2%
Physical Development	81.7%	87.1%
Personal, social and Emotional Development	79.1%	84.8%
Literacy	67.3%	73.4%
Mathematics	71.4%	78.5%
Understanding the world	76.7%	83.9%
Expressive arts and design	81.9%	87.2%
Prime Learning goals	72.3%	79.2%
Specific learning goals	64.9%	71.4%
All learning goals	64.4%	70.7%

3.4 Results by Pupil Groups

	% GLD compared with National Comparator Groups									2019 GLD Nat SAME
	2017			2018			2019			
	Manchest er	Nation al	Diff	Manches ter	Nation al	Diff	Manches ter	Nationa l	Diff	
All	66%	71%	-5%	67%	72%	-5%	66%	72%	-6%	72%
Boys	59%	64%	-5%	60%	65%	-5%	59%	66%	-7%	66%
Girls	74%	78%	-4%	74%	78%	-4%	73%	78%	-5%	78%
FSM			-			-			-	
	59%	71%	12%	61%	74%	13%	61%	74%	13%	57%
Non FSM	69%	71%	-2%	69%	74%	-5%	69%	74%	-5%	74%
SEN Support			-			-			-	
	24%	71%	46%	23%	72%	49%	19%	72%	53%	29%
EHC Plan			-			-			-	
	0%	71%	71%	2%	72%	70%	3%	72%	69%	5%
No SEN	71%	74%	-3%	73%	77%	-4%	73%	77%	-4%	77%
EAL			-			-			-	
	60%	71%	11%	64%	72%	-8%	62%	72%	10%	67%
Non EAL	70%	71%	0%	70%	72%	-2%	70%	72%	-2%	74%

Notes:

- The block graph below shows the data for pupil groups; as in the table above (3.4). The dark blue block relates to outcomes in 2017, mid blue relates to outcomes in 2018 and light blue relates to outcomes in 2019.
- The empty space at the top of the block shows the difference between Manchester's outcomes and the national comparator group.
- The solid black line crossing each block shows the outcomes for the same group of pupils nationally.



3.4.1 Gender

- The proportion of boys achieving a GLD in 2019 dipped by 1% whereas nationally they improved by 1%. The difference between outcomes for boys in Manchester and outcomes for boys nationally has therefore increased by 2%.
- Outcomes for girls in Manchester dipped by 1% whereas nationally they stayed the same as in 2018.
- As in previous years a higher proportion of girls than boys achieved a GLD. The gap between boys and girls in Manchester remains at 14% whereas nationally, the gap is 12%. The challenge remains to improve attainment for both groups.

3.4.2 Pupils Eligible for Free School Meals

- The attainment of pupils who are eligible for Free School Meals (FSM) remains unchanged at 69%.
- The difference between outcomes for pupils eligible for FSM and non FSM is 8% in Manchester. This was the same as in 2018.
- A higher proportion of pupils eligible for FSM in Manchester achieved a GLD (61%) than the same group of pupils nationally (57%). There remains a gap of 13% when comparing the FSM cohort of Manchester with all other non FSM pupils nationally.

3.4.3 Pupils with Special Educational Needs

- 19% of pupils receiving SEN support achieved a GLD compared with 29% nationally. This is a decline of 4% since 2018.
- 3% of pupils on an EHC plan achieved a GLD compared with 5% nationally. This is a 1 percentage point improvement on 2018.
- Of those pupils not in receipt of SEN support, 73% achieved a GLD which was the same in 2018.
- Reducing the difference in outcomes for pupils with SEN support and those without continues to be a focus.

3.4.4 Pupils speaking English as an Additional Language

- In 2019 GLD outcomes for pupils speaking English as an additional language (EAL) declined by 2% to 62%. Compared with the same group of pupils nationally, there is a difference of 5%.
- The difference in attainment between this group and all pupils nationally is 10% whereas outcomes for non EAL pupils in Manchester and all pupils nationally has a 2% gap.