

## Early Years Foundation Stage Profile Analysis 2015

Children are now judged to be either **emerging**, **expected** or **exceeding**.

The data for 2015 shows the percentage of children in Barnsley reaching expected level (the Early Learning Goal) in the seven areas of learning.

The national measure is referred to as "Good Level of Development - GLD".

GLD is measured as the percentage of children achieving expected level in:

### 3 Prime areas of learning

Communication and Language

Physical Development

Personal, Social & Emotional Development

### 2 Specific areas of learning

Literacy

Mathematic

### Main Points:

The percentage of children achieving Good Level of Development (GLD) in Barnsley was 63%

The percentage of children achieving GLD Nationally was 66%

More girls achieved a Good Level of Development than boys

The average points scored in Barnsley was 33

### Journey of Improvement

GLD	2013	2014	2015
<b>Barnsley</b>	50%	56% (+6%)	<b>63% (+7%)</b>
<b>National</b>	52%	60%	<b>66%</b>

The initial data for 2015 shows that Barnsley's GLD has improved by 7% in the last year and at a greater rate than national. Barnsley has also narrowed the gap and is now 3% behind national.

In each of the 17 early learning goals, a higher proportion of girls than boys achieved at least expected level (the widest gaps being in Writing, Being Imaginative and Exploring & Using media materials)

## 2014-2015 Analysis

	2013	2014	2015	
<b>GLD</b>				
National	52%	60%	66%	+6%
Barnsley	50%	56%	63%	+7%
<b>Average Point Score</b>				
National	33	34		
Barnsley	31	32	33	+1
<b>Achievement Gap</b>				
National	37%	34%		
Barnsley	38%	38%		
<b>% of children achieving expected level in all 17 ELGs</b>				
National	49%	58%		
Barnsley	47%	53%	59.1%	+6%
<b>% of children achieving expected level in the Prime Areas</b>				
National	52%	72%		
Barnsley	64%	70%	73%	+3%
<b>% of children achieving expected level in the Specific Areas</b>				
National		60%		
Barnsley	48%	54%	60%	+6%

This table shows that there have been improvements made in Barnsley in terms of the percentage of children achieving GLD, the percentage of children achieving expected level across all 17 ELGs and the Prime and Specific areas.

### Percentage of children achieving expected level or above by area of learning

Area of learning	National 2013	National 2014	National 2015	Barnsley 2013	Barnsley 2014	Barnsley 2015	% difference Barnsley and National
Communication & Language	72%	77%		70%	76%	77% +1%	-
Physical Development	83%	86%		82%	83%	84% +1%	
PSED	76%	81%		74%	79%	80% +1%	
Literacy	61%	66%		56%	60%	65% +5%	
Mathematics	66%	72%		62%	66%	70% +4%	
Understanding the World	75%	80%		71%	75%	77% +2%	
Expressive arts, designing and making	78%	83%		75%	78%	79% +1%	
<b>GLD</b>	<b>52%</b>	<b>60%</b>	<b>66%</b>	<b>50%</b>	<b>56%</b>	<b>63%</b>	<b>-3%</b>

This table shows that achievement has improved in all areas of learning, with the greater improvements in Literacy & Mathematics.

### Breakdown of children at expected level in the Prime areas of learning in Barnsley

<b>Communication &amp; Language</b>	AOL 77% +1%	<b>Physical Development</b>	AOL 84% +1%	<b>PSED</b>	AOL 80% +3%
Listening & Attention	82% +2%	Moving & Handling	89% +1%	Self confidence & self awareness	85%
Understanding	83%	Health & Self Care	88% +1%	Managing feelings & behaviour	84% +1%
Speaking	82% +1%			Making relationships	86% +1%

From this table we can see that Communication & Language has the lowest percentage of children achieving expected level. However all goals have seen an improvement in the percentage of children achieving expected level.

### Breakdown of children at expected level in the Specific areas of learning in Barnsley

<b>Literacy</b>	AOL 65% +5%	<b>Mathematics</b>	AOL 70% +4%
Reading	69% +2%	Numbers	72% +5%
Writing	65% +5%	Shape, Space & Measures	75% +2%

Both the specific areas have seen the greatest improvements with Writing and Number seeing a 5% increase in the number of children achieving GLD.

<b>Prime Areas</b>	<b>Specific Areas</b>	<b>GLD</b>
73% +3%	60% +6%	63% +7%

We can see from the table above that the improvements in specific areas in 2015 have had a positive impact on the overall GLD.

### Analysis by Gender

	<b>Boys</b>	<b>Girls</b>	<b>Gap</b>
<b>GLD</b> National Barnsley	54% +7%	72% +6%	18% reduced by 1%
<b>APS</b> National Barnsley	31	34	3pts

In each of the 17 early learning goals, a higher proportion of girls than boys achieved at least expected level (the widest gaps being in Writing, Being Imaginative and Exploring & Using media materials)

	<b>Boys</b>	<b>Girls</b>	<b>Gap</b>
<b>Prime Areas</b>	66% +4%	82% +3%	16% Reduced by 1%
<b>Specific Areas</b>	50% +5%	71% +5%	21%
<b>All ELGs</b>	49% +6%	70% +5%	21% Reduced by 1%

The widest gap between boys and girls achievement is 21%, appears in the specific areas of learning (Literacy & Mathematics). Boys have improved more than girls in the prime areas and the gap between boys and girls in these areas has reduced.