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PSED r = relationships & others, s = self-care & independence, b = feelings, behaviours & morals
 CL l = language & communication, a = attention & listening, u = understanding
 PD g = gross motor, f = fine motor, h = health, self-care & independence

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1 year analysis for 8 pupils only as joined in Reception year

Analysis of 8 pupils' attainment across 3 prime areas:

- + 2 pupils are girls
- + 6 pupils are boys
- + 4 pupils are identified as having ASD with associated learning and communication difficulties
- + 3 pupils have been identified as SLD with associated behavioural and communication difficulties
- + 1 pupil is identified as complex PMLD with associated physical and medical difficulties
- + 1 pupil is identified as multi-sensory impaired (CVI) with complex epilepsy
- + 1 pupil has English as an Additional Language????????????????
- + 0 pupils are Looked After by Local Authority.
- + Ethnicity groups: 6 pupils White-British; 1 pupil Pakistani; 1 pupil as Gypsy/Roma traveller; 0 pupils Black Caribbean; 0 pupils other mixed background;

Department destinations for year 1:

1 pupil remains in the Ruby department

0 pupils moved into the Topaz department

3 pupils moved into the Emerald department

3 pupils moved into the Sapphire department

1 pupils moved to another provision - MLD setting

Data information

Area of learning	0 level progress	1 level progress	2 + levels of progress
Communication & Language Attention & Listening	1/8 = 12.5%	1/8 = 12.5%	6/8 = 75%
Language & Communication	1/8 = 12.5%	2/8 = 25%	5/8 = 63%

Understanding	1/8 = 12.5%	1/8 = 12.5%	6/8 = 75%
Physical Development Gross motor	1/8 = 12.5%	0/8 = 0%	7/8 = 87.5%
Fine motor	1/8 = 12.5%	0/8 = 0%	7/8 = 87.5%
Health & Self-care	1/8 = 12.5%	0/8 = 0%	7/8 = 87.5%
PSED Relationships & others	1/8 = 12.5%	0/8 = 0%	7/8 = 87.5%
Self-care and independence	1/8 = 12.5%	0/8 = 0%	7/8 = 87.5%
Behaviour & morals	1/8 = 12.5%	0/8 = 0%	7/8 = 87.5%

Analysis highlights

1 year data as new assessment format being used

87.5% of cohort achieved 2 or more levels of progress in all aspects of physical development and PSED - demonstrates support given and emphasis on personal development within the EYFS department.

87.5% of cohort achieved 1 or more levels of progress across all subcategories of CL - demonstrates the focus on developing communication through learning opportunities supporting those with complex communication difficulties.

1 pupil has significant PMLD and complex medical needs which impacts on his access to education. His data analysis demonstrated that whilst he has not made linear progress in many aspects of the EYFS, he continued to make some small step progress and has maintained the skills he has already developed.