

# Closing the Gap in Early Years 2015—2018

A strategy for all early years providers, practitioners and local authority services working with young children from 0-5 years



# Introduction

This Early Years Closing the Gap strategy should be read in conjunction with the NYCC 'Our Strategy for Closing the Gap in Educational Progress and Attainment, 2015-2018' and with an awareness that this agenda is captured in other strategies and plans.

## Young and Yorkshire Plan 2014-17

### Our vision:

*'We want North Yorkshire to be a cool place with loads of great things to do.'*  
*'We want North Yorkshire to be a special place where every childhood is wonderful and every young person thrives.'*



## Our three priorities 2014-17

- Ensuring that education is our greatest liberator, with a greater proportion of pupils attending a good or outstanding school or setting;
- Helping all children enjoy a happy family life, with a safe reduction in the looked after children population;
- Ensuring a healthy start to life, with more children and young people leading healthy lifestyles

'The first few years of a child's life are fundamentally important. Evidence tells us that they shape children's future development, and influence how well children do at school, their on-going health and well-being and their achievements later in life.' Supporting Families in the Foundation Years (2011)

The Field Report demonstrates the overwhelming evidence that children's life chances are most readily predicted by their development in the first five years of life. As a result there is a critical window before the age of five where interventions will have the greatest impact. We also know that gaps in attainment can be seen even before the end of the Early Years Foundation Stage. It is essential that we support all children in these first few years to build the foundation skills which will support their later learning and development.





## Strategic Aims

This strategy aims to raise outcomes for all children at risk of under achievement in Early Years, and in particular, the most vulnerable, including children eligible for free school meals, early years pupil premium or two year old funding, looked after children, children with special educational needs, and children who speak English as an additional language. However, in the first instance it is important to consider the need and outcomes of each individual child.

This strategy does not seek to introduce new or vastly different approaches, but requires all teams, Children's Centres, schools, settings, childminders and community members to work together to focus on the needs of any under-achieving child aged 0-5 years in order to close their attainment gap.

It is important to ensure that every adult knows which children are vulnerable to

under-achievement, and takes clear and accountable action to ensure rapid progress to close the gaps. It is important that everyone signs up to this responsibility. All adults working with young children have a responsibility to have the highest aspirations for every child across North Yorkshire and to be committed to making a real difference.

We need to work together to ensure that the outcomes of children at risk of under-achievement are in line with their peers, supporting them to make rapid progress, in order to close the attainment gap.

*In this strategy, a 'provider' is taken to include the following: EY PVI providers, childminders, schools, Children's Centres, Teaching School Alliances, Adult Learning and Family Learning. A practitioner is taken to mean any professional who works directly with children 0-5 years or their families.*



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# Developing the Strategy

It is our job as professionals to support all children in North Yorkshire to achieve a good level of development in the Early Years Foundation Stage. This can only be realised when all professionals work together in meaningful partnership.

This collaborative approach has been used in developing the strategy; over one hundred professionals from a wide range of early years services have been involved in shaping the priorities and actions detailed

in this strategy, over many months of discussion and information sharing.

We are thankful for the involvement and dedication from the schools, settings, childminders, Children's Centres, and NYCC service teams: Education and Skills, Access and Inclusion, Prevention and Commissioning (soon to become 'Children and Families' and 'Strategy and Commissioning'), Education for Looked After Children, Adult Learning teams and Health Services across North Yorkshire.

## Closing the Gap in Early Years Strategy Plan 2014-2017 - Year One

### Strategic group identified- May 2014

### Closing the Gap targeted reach areas identified 2014-15

Data analysed at reach area and school level, and secondary information sourced, in order to identify the target geographic areas: Eastfield, Briercliffe, Falsgrave, East Whitby, Harrogate Bilton, Harrogate West, Harrogate Town, Knaresborough, Selby South, Brotherton, Central Ryedale, Northern Ryedale, Stokesley, Le Cateau, North Craven, Skipton, Ripon and Rural, Thirsk and Sowerby.

### Reach area conversations facilitated September 2014

Conversations with Local Authority officers including Educational Psychologists and Speech and Language and Health professionals. Evaluative feedback captured - 'What we are we doing'? What is effective? How do we know? What do we need to do to improve outcomes for vulnerable children? How will we know that we have made a difference?

### Closing the Gap conference -10th November 2014

Further targeted training opportunities identified and planned

### Reach Area Conversations - November/December 2014

Further opportunities for locality groups to contribute their ideas to the strategy, in particular about which areas should be a priority for the strategy.

### Strategic Meetings - January - March 2015

An opportunity for a wide range of local authority teams to finalise strategic priorities in agreement with the Early Years Improvement Partnership. Further locality meetings to inform strategy priorities.

### County Wide Roll-Out 2015 - 2017

The implementation of the priorities and actions of this strategy. This will include the on-going review of the impact of this strategy for children in North Yorkshire; in particular against the outcomes specified in the Young and Yorkshire Plan.



# Context

## 1) Identifying the geographical reach areas

Although there are children from all parts of North Yorkshire who achieve well in the early years, we know that there are some geographical areas with a greater proportion of children not achieving a good level of development, or areas with a greater attainment gap than the rest. In order to close the gap, resources were initially focused in these areas. However, the recommendations of this strategy will be implemented across the whole of the county from September 2015.

Three key data sources were interrogated to identify the areas which were initially focused upon in year one of this strategy.

These were:

- Early Years Foundation Stage Profile outcomes in Communication and Language, Literacy, Mathematics, Personal, Social and Emotional and Physical Development in 2013 and 2014.
- Free school meal gap data in 2014.
- The number of two year olds accessing funded provision in 2013-2014.

## 2) The reach areas

The following Children's Centre areas were identified and were the initial focus of this strategy: Eastfield, Briercliffe, Falsgrave, East Whitby, Harrogate Bilton, Harrogate West, Harrogate Town, Knaresborough, Selby South, Brotherton, Central Ryedale, Northern Ryedale, Stokesley, Le Cateau, North Craven, Skipton, Ripon and Rural, Thirsk and Sowerby,

Whilst the locality data tells us that the gap is greater in some areas, it is not sufficient to simply target geographical areas. We know that it is critical to engage with all vulnerable families in order to improve outcomes for children and to close the gap. This can only happen through effective partnership working between all providers, practitioners and early years services.

'Geographical targeting is not on its own sufficient. Effective early intervention needs to reach vulnerable families within targeted areas.../...Crucially, if targeting is to achieve its aim of engaging the parents of children at risk of learning delay, it needs to be done in a way that is empowering and valuing and which avoids creating stigma by labelling families as 'problem families'.'

Early Home Learning Matters: a Brief Guide for Practitioners (2009)



### 3) National Picture and Policy

There are a range of Department for Education reforms that have been or are soon to be implemented, several of which place an emphasis on supporting vulnerable learners in order to close the gap. Improving the Quality and Range of Education from Birth to Five Years (2013).

All 3 and 4 year olds are eligible for 15 hours of free education per week. In addition 40% of two year olds are eligible for free places: this includes children of families on a low income.

Early Years Pupil Premium for disadvantaged children. An additional £300 per child will support providers and practitioners to make personalised provision to support development.

Introducing voluntary agencies for childminders which will support them with training while providing parents and carers with easier access to high-quality childcare.

Encourage high-quality entrants to the early years workforce through bursaries for early years apprentices and introducing Teach First in Early Years in disadvantaged areas.

Encouraging schools to offer nursery provision and to extend that provision from 8am to 6pm

An Ofsted inspection framework which challenges settings, school and childminders to have high expectations for children and to close the gap in attainment for disadvantaged children.

### 4) Ready for School

There is no one agreed definition of school readiness. The definition adopted for this strategy is from the Professional Association for Childcare and Early Years (PACEY).

This definition states that school readiness is defined as children who:

- Have strong social skills
- Can cope emotionally with being separated from their parents and carers
- Are relatively independent in their own personal care
- Have a curiosity about the world and a desire to learn



# Our Priorities - Summary

## Priority 1: Strong Home Learning Experiences to support children's learning and development

### *Outcomes*

- Parents and carers who are engaged and understand their child's development and learning needs; and who are confidently able to support their children's learning through home experiences.
- Parents and carers accessing support and training opportunities, including those provided by the Adult Learning team, to enable them to support their child's learning

## Priority 2: Early Engagement

### *Outcomes*

- Strong engagement with families, including engagement before birth
- Timely information-sharing across all services, providers and practitioners to ensure early engagement with children and their families
- Early identification and response to a child's areas of vulnerability
- Good levels of take-up of 2 year old places and effective use of EYPP

## Priority 3: High Quality Provision

### *Outcomes*

- Knowledgeable and well-qualified professionals with high aspirations for all children, including those with SEND, who are LAC, or are eligible for FSM
- Strong and effective leadership resulting in children's rapid progress to close the gap and ensure school readiness
- Training embedded in practice, in particular around Communication and Language, Literacy, Mathematics and PSED.

## Priority 4: Information-sharing and high quality transitions

### *Outcomes*

- Identifying and targeting children's individual vulnerabilities through quality observations that inform robust tracking to support transitions
- Work with families and everyone that knows the child, to effectively manage all points of transition
- Support and promote local networks to effectively share and use information



# Moving Forward – Summary

From September 2015 the Early Years Closing the Gap strategy will be rolled out across all areas of North Yorkshire, under the strategic direction of the Early Years Improvement Partnership (EYIP).

This section outlines the steps that the local authority and providers should take to ensure improved outcomes for all children vulnerable to under-achievement in order to close the gap. The key actions have been identified in collaboration with a wide range of providers and practitioners across the county, and informed by academic research and locality data.

- Including strategy content and actions within the EYIP Development Plan
- Continuing to hold termly EY Closing the Gap strategy meetings, attended by representatives from all services
- Raising awareness of the strategy at events including Headteachers and Governors SIN meetings, Early Years Leadership Forums and cross-service meetings
- Sharing data analysis for the EYFSP 2015 outcomes with all providers and practitioners in order to inform actions aimed at continuing to close the EY gap
- Supporting the implementation of the EY Closing the Gap Teaching School Alliance funded project within 10 groups across the county
- Organising termly locality meetings planned and attended by providers and practitioners, guided by a collective moral purpose and professional generosity and informed by locality data and contextual information, in order to identify agreed area priorities
- Developing locality Closing the Gap action plans
- Continuing to work collaboratively cross-service with providers and practitioners to plan and hold termly EY Closing the Gap meetings at a locality level, in order to share local knowledge and priorities and best practice
- The Early Years Improvement Partnership continuing to monitor outcomes and challenge where children’s attainment is below that of their peers

## Strategic Commitments

To ensure that all strategic activity in early years places an emphasis on closing the gap	To ensure that every possible opportunity to undertake activity to improve outcomes for children and to close the gap is taken
To ensure that there is a clear focus on early intervention and high quality provision which improves the progress and attainment of young learners	To ensure that the needs of individual children and their families are at the heart of their work to improve outcomes and close the gap.
To support and challenge those providers judged to be less than Good by Ofsted	To ensure that all staff are knowledgeable about the closing the gap strategy and all programmes are linked to the strategy
Through the Early Years Improvement Partnership, to challenge where outcomes for children are not improving and identify where additional work is needed to close the gap	To ensure opportunities are available for professionals to collaborate and jointly evaluate the impact of their closing the gap work



# Rationale

## Priority 1: Strong Home Learning Experiences to support children's learning and development

### Why is this a priority?

Research demonstrates that all families want the best for their children, and are highly motivated to achieve this. The home learning environment is central to children in the early years, and is where most children spend the majority of their time. By supporting all families to create stimulating and engaging home learning environments we can support all children to achieve their developmental targets.

'Home learning encompasses everything that children do or experience with parents, carers or other family members that positively influences their learning, development and later achievement.'  
The EYFS Review (2011)

We know that to support parents and carers to provide strong home learning environments for their children, we need to make our services accessible and engaging. We also need to know which families could most benefit from our services and understand what is important to them. Most of all, we need to value and listen to our parents and carers.

'Gutman and Frienstein (2007) suggest that parental involvement has a greater impact on children's well-being and achievement than any other factor, i.e. family income, parental education or school environment. Supporting parents to provide a positive home learning environment is therefore a vital part of improving outcomes for children, particularly those from disadvantaged backgrounds. Desforges and Abouchaar (2003), show that supporting parents to improve the learning that goes on in the home will have a major impact on the child's outcomes, including school readiness and attainment and achievement up to the age of at least 16.'  
Family and Parenting Institute (2011)

What parents and carers do is more important than who they are. We know that supporting the home learning environment from the beginning continues to have a positive impact on the children and their families throughout their childhood.

There are a range of activities that parents undertake with pre-school children which have a positive effect on their development. For example, reading with the child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits and creating regular opportunities for them to play with their friends at home, were all associated with higher intellectual and social/behavioural scores.'  
Effective Provision of Pre-School Education Project (2004)



## The local authority will:

Ensure that the home learning experience is a clear thread in all relevant local authority strategic activity and quality improvement programmes

Promote home learning experience practice which is strongly rooted in evidence based research

Work to ensure that the practice of all providers and practitioners is enhanced and supported through training and professional development opportunities

Work in partnership with adult learning providers to promote and develop training for parents/carers of early years children to enable greater parental confidence to support their children's learning

Work with all providers and practitioners supporting young children and their families, including those not provided by North Yorkshire County Council, to have an awareness of and promote adult learning opportunities

Ensure that home learning and the promotion of evidence-based practice are the 'golden threads' running through all quality improvement working with providers and practitioners

Ensure that all centrally planned workforce continual professional development opportunities are monitored and evidence of impact gathered

## Providers will:

Ensure that information and support is provided for parents to ensure that they can knowledgeably and confidently support their child's learning and development at home

Ensure that all staff are trained in ways to support parents and supported to develop and embed best practice

Be able to evidence the support they provide for home learning environment and the impact and difference that this has made

Promote and signpost all adult learning opportunities to parents, considering equality of opportunity and access

Monitor and evidence the impact of support and training provided for parents and carers. Evaluate the effectiveness of these approaches, capturing evidence of impact on children's development and sharing best practice

Develop individualised opportunities for parents and carers to better understand their children's development and to actively engage with them in exciting home learning experiences

Promote the use of the pupil premium to support the home learning experiences and promote social mobility by developing the confidence and aspirations of vulnerable learners and their families

Ensure that all staff are well trained and confident to support parents to make a real difference to the educational outcomes of their children



# Rationale

## Priority 2: Early Engagement

### Why is this a priority?

We know that supporting a child and their family can be a journey involving many different teams and services that begins before the child is born. We know that when children and families have a strong start, supported if needed by a range of services, the outcomes for the child and family are more likely to be good.

‘Resolve families’ problems before they escalate by offering early help that develops resilience and self-reliance. We firmly believe in the principle of investing in early help so as to prevent costly and more intrusive later interventions.’

*Our Principles: Young and Yorkshire (2014)*

We know that the journey for every family is different, and firmly believe that the services we offer should be made to fit the needs of the family, not the other way around.

‘The phrase ‘hard to reach’ is often used to describe parents who do not access services. This rather loaded phrase puts the emphasis on the inaccessibility of parents but in reality it is the services that are hard to reach for some parents.’

*Principles for engaging with families (2010)*

In order for this strategy to succeed, professionals should work collaboratively to support parents and carers in accessing the wide range of services in North Yorkshire. However, we recognise that families must trust the professionals who support them, and an open relationship is the first step to engaging with families.

‘Trust is key to success. The most excluded families may be distrustful of ‘officials’ and may take time to open up and engage with offers of support. Staff in universal services such as teachers, doctors and health visitors can be important sources of support where families have built strong and sustained personal relationships. This can be crucial in achieving positive outcomes.’

*Reaching Out: Think Family (2007)*

We need to work together effectively to recoup the benefits that early intervention can bring and this will require working differently, to higher standards and with focussed activity.



## The local authority will:

Ensure that providers are aware of the services and support available for children and families in their local area, and have current contact information

Ensure that families have access to up to date information about the services in their area

Continue to ensure that all providers have access to high quality continual professional development so that they feel confident when approaching parents and intervene effectively and meet need

Provide targeted training to support practitioners to engage with families, particularly those who are vulnerable

Share a range of data with providers, enabling a complete understanding of locality priorities in order to close the gap

Ensure that services are tailored to and targeted at the needs of individual families

Continue to develop closer working links with health services, including speech and language support services

## Providers will:

Positively engage with parents/ carers at an early stage; referring and signposting the family to appropriate contacts

Use locality data to inform action planning and intervention programmes for vulnerable children and families

Ensure that services are tailored to and targeted at the needs of individual children and their families

Work to identify early need, discuss concerns with parent/carers in a timely manner; ensuring that they take steps to refer and provide targeted support for children at risk of under-achievement

Work in partnership with families and local authority officers to identify children eligible for funded places, including early years pupil premium and two year places

Through regular progress meetings, routinely review the progress of children and plan targeted interventions to close the gap

Introduce the integrated two year old assessment (health visitor, parent, practitioner), to inform teaching, learning and child development and family support

Share parental training needs with family learning providers to agree provision



# Rationale

## Priority 3: High Quality Provision

### Why is this a priority?

One of the most effective steps we can take to improve outcomes for young children in North Yorkshire is to ensure that all early years provision is judged to be good or better. Generally across North Yorkshire the quality of early years provision is good, and the Early Years support teams will continue to work with settings, schools and childminders to ensure the highest quality provision. Central to this is having a well-qualified and motivated workforce that is able to make a real difference for the children and families.

Nationally, new early years funding legislation means that more children will have access to funded places. It is our job to ensure that all children who are eligible, take up their places.

‘The Sutton Trust has always seen good early years provision as critical to social mobility .’

*Sound Foundations (2014)*

Good provision is about having practitioners and professionals who are knowledgeable, able and work together to achieve the best outcomes for the children in the setting and in the community they support.

‘Effective practitioners are able to:

- Recognise which groups of children are vulnerable to learning delay and undertake creative outreach activities to reach these families
- Build supportive relationships with parents within an ethos of partnership
- Understand why parents and the home learning environment are so important
- Work with a wide range of parents, including fathers, parents from different cultural backgrounds and parents with additional support needs
- Identify parents’ starting points, and make informed and responsive decisions about how to tailor support to their particular needs
- Support parents to develop the confidence, knowledge and skills to help their children
- Identify difficulties early and know when and how to involve other specialist services
- Reflect on their practice
- Work effectively in multi-agency teams’

*Early Home Learning Matters (2009)*



## The local authority will:

Identify and promote relevant research- based interventions, particularly for areas of learning influencing a good level of development

Work in partnership with providers and practitioners to share current research and best practice through networks and locality meetings in order to close the gap

Create a clear and developmental speech, language and communication training pathway

Through the Early Years Improvement Partnership, work with providers to identify particular training needs, in order to ensure the CPD offer is relevant, effective and focused on closing the gap

Ensure that all providers where Ofsted has judged the quality of provision to be less than good receive appropriate support and challenge

Work in partnership with providers and practitioners to ensure that the uptake of two year old places and the early years pupil premium is maximised

## Providers will:

Explore and develop practitioners understanding and use of targeted interventions known to have an impact on outcomes for children

Engage with all opportunities to come together in cluster groups (0 – 5 years) to support colleagues across the sector, sharing professional expertise, best practice and to maximise CPD opportunities

Enable all practitioners to develop their knowledge and understanding of speech, language and communication so that they feel confident to support and develop children's language skills as developmentally appropriate

Ensure that provision is accessible and inclusive to all children and their families



# Moving forward

## Priority 4: Information Sharing and High Quality

Many different practitioners and services work with children in the early years, but parents and carers remain a constant source of support and are the people who know their own children the best. When we can involve parents and carers, there can be effective information-sharing which supports successful transitions for young children.

Involve children, young people and their families at all stages of planning, delivering and evaluating services.  
Work in close partnerships, in the best interests of children, young people and families

Our Principles: Young and Yorkshire (2014)

We believe that all services should work collaboratively and effectively to support parents and carers, and also work creatively to meet their individual needs and keep the family's wishes at the centre of all the work we do. This cannot be done without effective information-sharing.

'We know that parents want to remain in control of their family lives, be listened to and be treated as active participants in meeting their children's needs. Effective parental involvement is based on respect and partnership. Relationships are at the heart of this process. For a parent, forming a warm and positive relationship with a practitioner can be the bridge to available support and information.'

Early Home Learning Matters (2009)



## The local authority will:

Provide clear guidance on how and when it is legal and appropriate to share information, to ensure that providers and practitioners feel confident.

Facilitate opportunities for providers and practitioners to share best practice regarding transition through local networks

## Providers will:

Ensure that all parents/carers are enabled to play an active and central part in their child's transition process

Ensure that transitions policies are in place, including the sharing of holistic and statistical information, and that providers and practitioners invest time in the process; enabling children's learning and development to continue uninterrupted

Ensure that transition policies are appropriate and implemented effectively to ensure children's continued learning and development

Gather evidence of a child's developmental journey, feeding back information at key points about a child's progress and attainment to previous settings

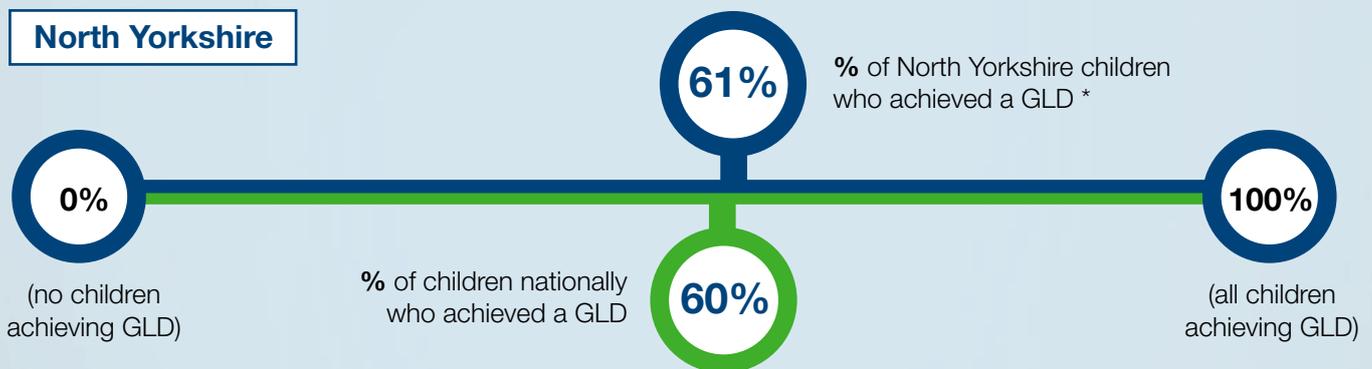
Plan opportunities with a range of providers and practitioners to jointly moderate evidence and judgements of children's development.



# Strategic Outcomes

'Young and Yorkshire 2014-17' details the targets NYCC has set in relation to outcomes for children and young people; several of the targets relate directly to this strategy. In addition, other outcomes for children in North Yorkshire have been devised as a result of strategic or national aims. These targets will be used to evaluate the impact of the strategy on the outcomes for early years children in North Yorkshire.

## 1: Good level of development: All early years children

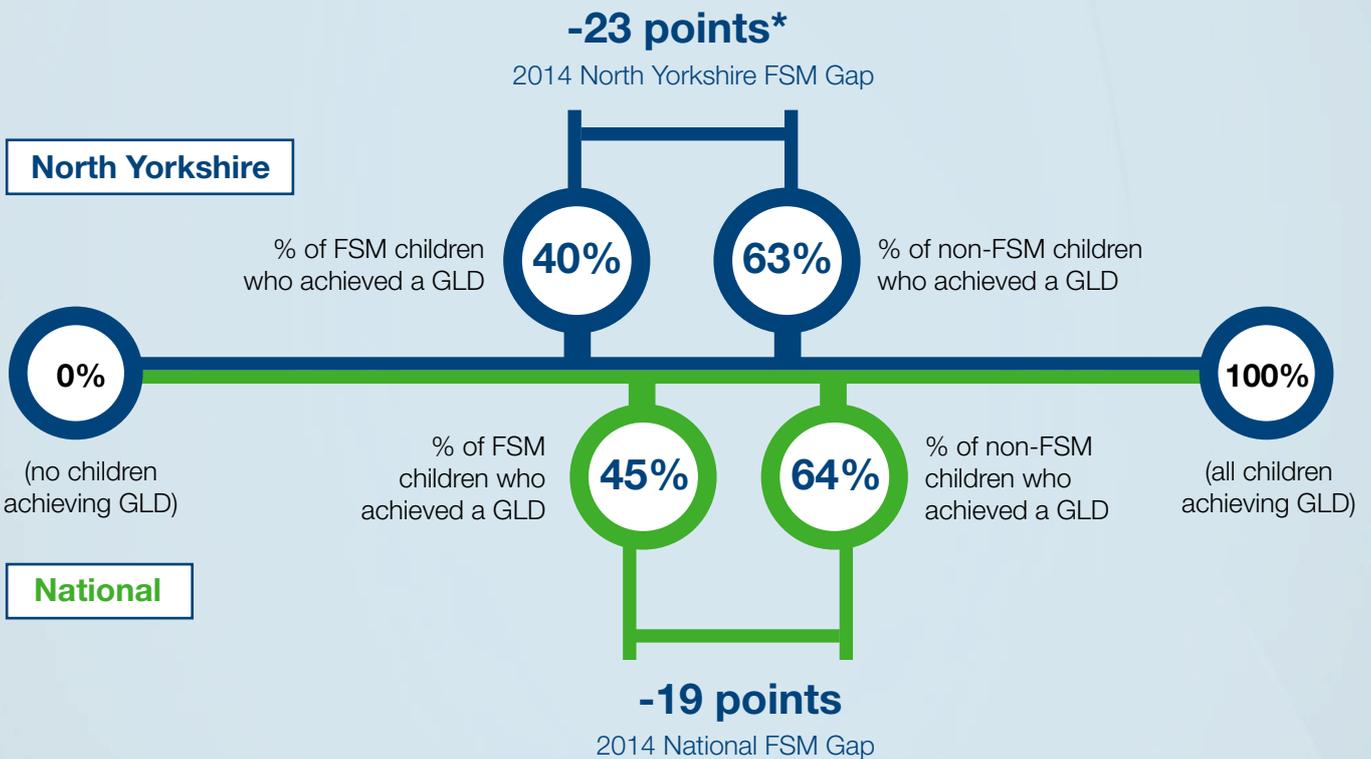


### National

\* 2017 Target: In North Yorkshire the aim is for the % of children who achieve a GLD to 7% greater than the national average.



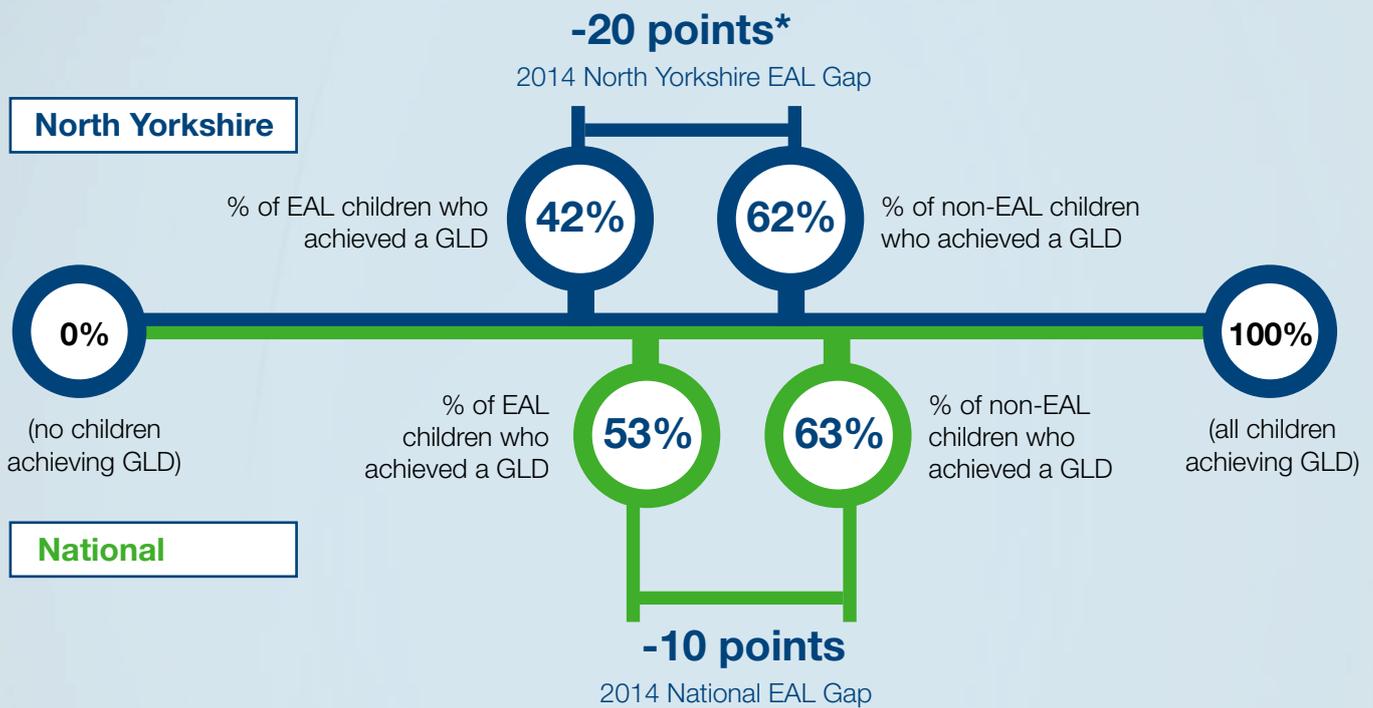
## 2: Good level of development: Children eligible for free meals



\* 2017 Target: In North Yorkshire the aim is for the gap between children eligible for FSM and children not eligible to be reduced by 8 points.



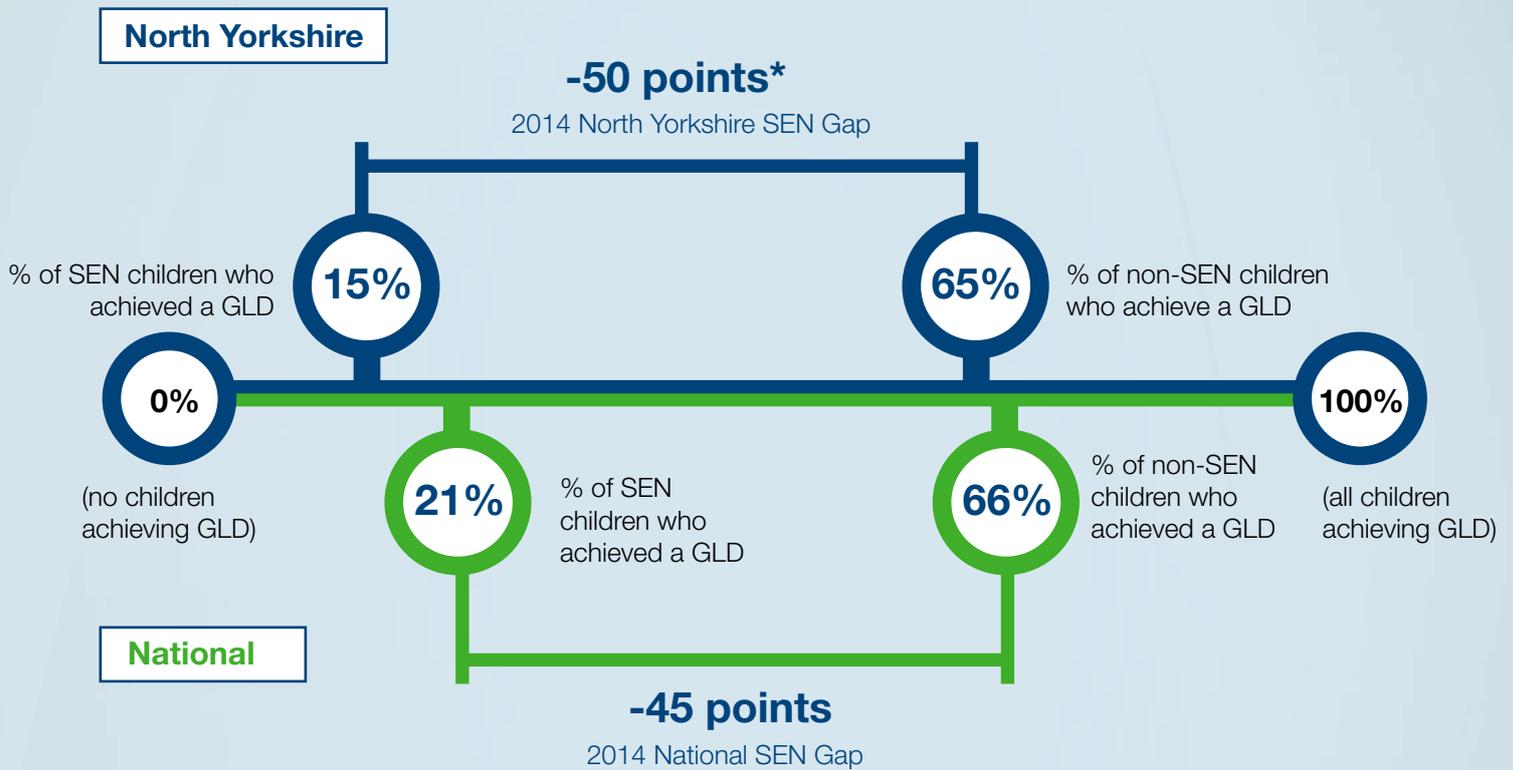
### 3: Good level of development: Children who speak English as an additional language



\* 2017 Target: In North Yorkshire the aim is for the gap between EAL and non-EAL children to be the same as the national gap.



## 4: Good level of development: Children with Special Education Needs



\* 2017 Target: In North Yorkshire the aim is for the gap between SEN and non-SEN children to be the same as the national gap.



## Strategic outcomes continued...

Measure (from Ofsted DataView Dec 2014)	NY %	National %	NY Target 2017
The percentage of PVI settings rated good or outstanding by Ofsted	91%	86%	95%
The percentage of childminders rated good or outstanding by Ofsted	85%	82%	89%
The percentage of early years provision in schools rated good or outstanding by Ofsted <i>(New indicator: figures for S5 inspections Oct 14–Dec 14)</i>	89%	87%	100%

Measure	NY	National	NY Target (2017)
The percentage uptake of two year olds funded places	64%	80%	In line with national
The percentage uptake of two year olds funded places	56%	50%	10% above national



# Appendix 1: Links to ‘Young and Yorkshire’

Closing the Gap is an essential part of implementing the Young and Yorkshire plan. Image taken from ‘Appendix B: The Planning Bookcase’.

Closing the Gap is an essential part of implementing Young and Yorkshire.



## Appendix 2: Current Provision

This section briefly identifies the current services and support available for children and their families through Children's Centres and Adult Learning in North Yorkshire. This page only includes provision which is available across the county through Children's Centres and training opportunities; there may be additional courses run by early years providers in some locations.

### Universal Services

Breastfeeding Support	Antenatal
Babbling Babies Baby Massage	0 –2 Years
Healthy Child Assessments	2 Years
Toddler Talk	2 –3 Years
Chatting with Children	3 –5 Years

All Ages
<ul style="list-style-type: none"> <li>• Adult Learning and Skills Services</li> <li>• Family Learning Story Sacks</li> <li>• Parents Early Years and Learning (PEAL)</li> <li>• Raising Early Achievement in Literacy (REAL)</li> </ul>

### Targeted Services

Antenatal classes and health Programmes	Antenatal
Book Start	0 –6 Weeks
Baby Massage Amazing Babies	0 –6 Months
Baby Play Incredible Years	0 –12 Months
Small Talk Book Start corner	12 –24 Months
Terrific Toddlers	12 –36 Months
Early Words National Literacy Programme	24 Months +
Family Links	36 Months +

All Ages
<ul style="list-style-type: none"> <li>• Speech and Language Drop-In Sessions</li> <li>• Early Years and Portage Home Visiting Service</li> </ul>



## Appendix 3: Vulnerable Learners 2014 Data

Young children in North Yorkshire generally achieve well; 61% of children achieved a good level of development in early years in 2014, slightly higher than the national average of 60%. However, some groups of children tend not to achieve as well and this pattern of under-achievement is sometimes masked within more general statistics about children in North Yorkshire.

This strategy seeks to ensure that all early years providers and practitioners consider each child and family's circumstances on an individual basis. While we know that some groups of children may be less likely to achieve a good level of development than their peers in North Yorkshire; belonging to one or more

of these groups does not automatically mean a child will under-achieve, and conversely, it is important to remember that some children who do not achieve a good level of development do not belong to any of these groups.

The vulnerable identified groups include children eligible for free school meals or early years pupil premium, children with special educational needs, children who are or who have been looked after and children for whom English is an additional language.

The tables below identify the percentages of children who achieved a good level of development in 2014.

Free School Meals		
	North Yorkshire	National
All Pupils	61%	60%
Free School Meals	40%	45%
Not Free School Meals	63%	64%
FSM Gap	-23%	-19%

English as an Additional Language		
	North Yorkshire	National
All Pupils	61%	60%
EAL	42%	53%
Not EAL	62%	63%
EAL Gap	-20%	-10%

Special Educational Needs and Disabilities (without statements/EHCP)		
	North Yorkshire	National
All Pupils	61%	60%
SEN	15%	21%
Not SEN	65%	66%
SEN Gap	-50%	-45%

Gender		
	North Yorkshire	National
All Pupils	61%	60%
Boys	52%	52%
Girls	71%	69%
Gender Gap	19%	17%



## Appendix 4: Current and target good level of development data table

This table contains 2014 data on the number of North Yorkshire children who achieved a good level of development; and the corresponding strategic targets for 2017.

This data is a duplicate of the data found on page 18 of this strategy but is including to provide an alternative format.

### Attainment in the EYFS profile: % of children who achieved a good level of development

Named group	2014					2017
	NY: % attainment for named group	NY: % points gap between named group and children not in that group	National: % attainment for named group	National: % point gap between named group and children not in that group	NY Target gap between named group and children in in that group	NY Target attainment for named group
All children in Early Years	61%	n/a	60%	n/a	n/a	7% above 2017 national
Children eligible for free school meals	40%	-23%	45%	-19%	-15%	n/a
Children who speak English as an additional language	42%	-20%	53%	-10%	Gap with national closed	n/a
Children with Special Educational Needs	15%	-50%	21%	-45%	Gap with national closed	n/a



# References

## Introduction

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## Identifying Geographical Reach Areas

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## National Picture and Policy

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## Rationale: Priority 1

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## Rationale: Priority 3

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## Rationale: Priority 4

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