A Guide to accessing, understanding, interrogating and using data in the Early Years
Contents

- Introduction

- Chapter 1: Analysing data: The process – key areas to consider and question

- Chapter 2: Early Years Foundation Stage Profile (EYFSP) data
  
  Department for Children, Schools and Families (DCSF) Statistical First Release

  Use this data to:
  - Scrutinise EYFSP outcomes for each of the 13 scales, each area of learning, and each of the statutory target setting indicators for all children in the local authority (LA). Compare with Government Office (GO) and national figures.

DCSF Standards Meeting Pack

Use this data to:
- Look at trends in EYFSP data, and compare with national, GO and statistical neighbour averages.
- Scrutinise trend data about Early Years settings to inform future planning and deployment of resources as in, the take-up of free Early Years places, progress in meeting Childrens Centre targets, workforce qualifications.

National Strategies Integrated Data Set

Use this data to:
- Scrutinise EYFSP outcomes for individual schools to identify where there are strengths that could be shared, or areas that require improvement in groups of schools, or more broadly across the LA.
- Inform the targeting of key resources to individual schools.

National Consortium for Educational Results (NCER)

Use this data to:
- Provide detailed reports for your schools.
- Summarise EYFSP outcomes at school, LA and national level.

National Strategies Statistical Neighbours Tool

Use this data to:
- Compare your key outcomes with individual statistical neighbours and the average of your statistical neighbours.
- Look at trends over time compared to those of your statistical neighbours.
• Chapter 3 Contextual Data

DCSF Statistical First Release (Provision for Children Under 5)

Use this data to:
- Establish the number of under fives within each type of setting.
- Establish trends in the take-up of provision for under fives.
- Predict future provision needs, for example in Reception and Key Stage 1.
- Analyse the take-up of free entitlement.
- Analyse the differences in take-up of provision for three- and four-year-olds.

Department for Work and Pensions

Use this data to:
- Access national figures about a range of benefits that families may be accessing.

DEFRA

Use this data to:
- Make comparisons between regions and with national data on key indicators that may impact on children’s learning and development, such as worklessness, childhood health and well-being, poverty and poor environment.

Centre for Excellence and Outcomes

Use this data to:
Identify local, regional and national evidence of 'what works', to create a single and comprehensive picture of effective practice in delivering children's services.

UK Snapshot

Use this data to:
Compare regional and national data for indicators that impact on children and families in your schools such as unemployment and health.

Every Child Matters web page

Use this data to:
Review national trends in key indicators linked to Early Years and childcare; education, training and employment; children’s health; parents’, carers’ and families’ participation; social care and youth justice.

Together for Children web page

Use this data to:
Review Children's Centre and related data.

• Chapter 4 Specific EYFSP data questions
Introduction

Purpose

The purpose of this guidance is:

- to signpost the Early Years data sets which offer significant information to LAs including support to effectively set PSA 10 and 11 targets
- to offer guidance in accessing and finding routes through the numerous data sets
- to give a broad overview of what the data sets contain
- to provide information on how the data sets can be used to target resources; to provide contextual information; to identify areas for development
- to suggest questions that LAs should be asking from the data in order to interrogate and use it to support improving outcomes for children and their families.

Audience

- LA data officers
- Early Years Strategic Leads
- Early Years Consultants
- LA Inclusion teams

Guidance

The guidance is electronic giving direct access to the data sets listed and it is intended that the guidance will be updated as more pertinent data sets evolve. The guidance will be a resource for LAs to use as needed.

The data is divided into:
- EYFSP data
- Contextual data.

Each data page is laid out in a similar format highlighting:
- Where to find data set
- Who provides the data
- How to access the data
- What the data contains
- Uses for the data
- Key questions relating to interrogating and using the data.

Work with LAs has identified the availability of a multiplicity of Early Years data which is often bewildering in its volume. This guidance offers a route map to local authorities in finding a way through the data. It contains signposting to data that LAs can access to support the setting of PSA targets 10 and 11 as well as the targeting of resources and identifying areas for development.
Contents include EYFSP data
- DCSF Statistical First Release
- DCSF Standards Meeting Pack
- National Strategies Integrated Data Set
- National Consortium for Educational Results (NCER)
- National Strategies Statistical Neighbours Tool

Contextual data
- DCSF Statistical First Release (Provision for Children Under Five)
- Department for Work and Pensions
- DEFRA
- Centre for Excellence and Outcomes
- ECM web page

Case studies
The guidance is illustrated by case studies from LAs which give greater depth to the key questions and show innovative ways in which LAs are using the data to secure improvement.

Please note:
1. Due to the nature of the organic status of any data and related sites the information contained in this document is reflective of the data as of July 2009.
2. In many instances the data web pages only use the word ‘schools’ which relates to all applicable Early Years provision.
Analysing data: The process – key areas to consider and question

CREATE THE BIG PICTURE
Local authority (LA) CONTEXT
Somerset Case Study

LA LEVEL EYFSP OUTCOMES
Rotherham Case Study

COMPARE WITH NATIONAL, REGIONAL AND STATISTICAL NEIGHBOURS

SCRUTINISE OUTCOMES FOR INDIVIDUAL SCHOOLS
Rotherham case Study
Wiltshire case Study

PROVIDE GUIDANCE FOR SCHOOLS TO SUPPORT THEIR ANALYSIS OF GROUP AND INDIVIDUAL PUPIL OUTCOMES

Number of under fives in worklessness households and the distribution

Numbers of teenage pregnancies

Do Early Years Foundation Stage Profile (EYFSP) results relate to LA knowledge of their schools?

Free school meals information in relation to under fives

How do the LA results compare to regional and national results?

School trends in the EYFSP results e.g. identification of school where few children are achieving 6 points across the Personal Social and Emotional Development scales

Identification of schools where there are children not scoring 6 points in all/some of the 13 scales
The National Strategies | Early Years
A guide to accessing, understanding, interrogating and using Early Years’ data

Data Source: Statistical First Release: Autumn term first release

Content: Early Release

Download file name: Excel tables containing the main tables from this SFR

National tables:

Table 1: Percentage of children by number of points achieved in each of the 13 assessment scales, 2008, England.
Table 2: Percentage of children grouped by number of points achieved in each of the 13 assessment scales, 2006–08, England.
Table 3a: Percentage of children working securely in each area of learning in maintained schools, 2006–08, England.
Table 3b: Percentage of children working securely in each area of learning in maintained schools and private, voluntary and independent providers by area of learning, 2006–08, England.

Download file name: Early Years Foundation Stage Profile tables for local authorities (LAs) and Government Office (GO) Regions in England

LA tables:

Table A: Percentage of children achieving by points band for each of the assessment scales by LA area, 2008, England.
Table B: Percentage of children achieving by gender who are working securely in each assessment scale by LA area, 2008, England.
Table C: Percentage of children working securely in each area of learning by LA area, 2008, England.
Table D: Percentage of children achieving a good level of overall achievement by national deprivation status of child residency for each LA area, 2008, England.

NI 72: Achievement of at least 78 points across the Early Years Foundation Stage (EYFS) with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy.

Table E: The standard score and percentage inequality gap in achievement across all 13 assessment scales by LA area, 2008, England.

NI 92: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile (EYFSP) and the rest.

Use this data to:
Scrutinise EYFSP outcomes for each of the 13 scales, each area of learning, and each of the statutory target setting indicators for all children in the LA. Compare with GO and national figures.

Key questions for LAs:
- What are our key strengths and main areas for improvement?
- How is the LA data analysis used to inform school improvement planning in EFYS and Key Stage 1?
- How does the LA data analysis inform the deployment of early years consultants?

For further information on questions to interrogate data refer to EYFSP Data Questions
Data Source: Statistical First Release: Autumn term second release


Content: Pupil Characteristics data including English as an additional language (EAL), free school meals (FSM), special educational needs (SEN) and ethnicity

Download file name: Tables included in the SFR

National tables:

Table 1: Percentage of pupils achieving on the EYFSP by ethnicity, EAL, FSM, SEN and gender
Table 2: Percentage of pupils achieving each level in Key Stage 1 Reading teacher assessments by ethnicity, EAL, FSM, SEN and gender
Table 3: Percentage of pupils achieving each level in Key Stage 1 Writing teacher assessments by ethnicity, EAL, FSM, SEN and gender
Table 4: Percentage of pupils achieving each level in Key Stage 1 Mathematics teacher assessments by ethnicity, EAL, FSM, SEN and gender
Table 5: Percentage of pupils achieving each level in Key Stage 1 Science teacher assessments by ethnicity, EAL, FSM, SEN and gender

Download file name: All EYFSP tables, including LA tables

National tables:

Table 1: Percentage of pupils achieving on the EYFSP by ethnicity, EAL, FSM, SEN and gender
Table A1: Achievements on the EYFSP with a good level of development 1 by ethnicity, FSM and gender

LA tables:

Table B1: Achievements on the EYFSP with a good level of development 1, for LA, by ethnicity and gender
Table B2: Achievements on the EYFSP with a good level of development 1, for LAs, by EAL and gender
Table B3: Achievements on the EYFSP with a good level of development 1, for LAs, by FSM and gender
Table C1: Achievements on the EYFSP with a good level of development 1, for LA, by SEN status and gender
Table D1: Achievements on the EYFSP by IDACI decile1 of Pupil Residence 2008
Table D2: Achievements on the EYFSP by Degree of Rurality 1 of Pupil Residence 2008
Table D3: Achievements on the EYFSP by Neighbourhood Renewal Area 1 of Pupil Residence 2008
Table D4: Achievements on the EYFSP by IDACI decile1 and degree of rurality 2 of Pupil Residence 2008

Use this data to:
- Scrutinise EYFSP outcomes for each of the 13 scales, each area of learning, and each of the statutory target-setting indicators for groups of children in the LA. Compare with GO and national figures.

Key questions for LAs:
- Which groups of children appear to be falling behind their peers by the end of EYFS?
- What strategies are in place to narrow gaps between vulnerable groups of children and their peers?
- What strategies are in place to provide additional support to vulnerable groups of children during Key Stage 1 and beyond?
Content

PME Summary tab

National Indicator 72: Percentage of children achieving 78+ points overall and 6 or more points on all of Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED) scales.

National Indicator 92: Gap between the average score of the lowest-performing 20% and the median score for all children.

Five-year trend and national ranking for local authority (LA).

Quartile band indicator for latest set of results, and Government Office (GO) and national data for latest set of results.

Distance between target and actual outcome for latest set of results.

Target for next set of results.

Early Years Foundation Stage Profile Summary tab

Four-year trend in the percentage of all children in the LA, 70% super output areas (SOAs) and 30% SOAs achieving:

- 6 or more in all PSED scales
- 6 or more in all CLL scales
- 6 or more in all PSED and CLL scales.

For the latest set of results on this set of indicators:

- GO results
- statistical neighbours average
- national results.

For all children in the LA, a four-year trend in:

- percentage of children with a total of 78 points or more
- percentage of all children with a total of 78 points or more and 6 or more scale points in all of the CLL and PSED scales
- the median point score
- the average score of the lowest 20%
- the percentage gap between the median point score and the average score of the lowest 20%.

For the latest set of results on this set of indicators:

- GO results
- statistical neighbours average
- national results.

PME Foundation Stage tab

For all children in the LA, boys and girls, the three-year trend in the percentage achieving 6 or more scale points on each of the 13 scales. For the latest set of results see the national figure.
### EYFSP Performance tab

<table>
<thead>
<tr>
<th>2003</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2008 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children in LA</td>
<td>% 80s</td>
<td>% 60s</td>
<td>% 40s</td>
<td>% G0</td>
</tr>
<tr>
<td>76.2</td>
<td>9.0</td>
<td>0.0</td>
<td>0.0</td>
<td>36.1</td>
</tr>
<tr>
<td>% scoring 0 or more in all PSED scales</td>
<td>63.8</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>% scoring 0 or more in all CI LI scales</td>
<td>51.6</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>% achieving both (a) and (b)</td>
<td>All children in LA</td>
<td>% 80s</td>
<td>% 60s</td>
<td>% 40s</td>
</tr>
<tr>
<td>64.0</td>
<td>66.0</td>
<td>50.1</td>
<td>65.0</td>
<td>70.0</td>
</tr>
<tr>
<td>% with total 70 points or more</td>
<td>61.5</td>
<td>53.0</td>
<td>26.6</td>
<td>36.0</td>
</tr>
<tr>
<td>% all children achieving (a) and (b)</td>
<td>64.0</td>
<td>85.0</td>
<td>70.0</td>
<td>60.0</td>
</tr>
<tr>
<td>median point score</td>
<td>68.0</td>
<td>66.0</td>
<td>46.2</td>
<td>51.2</td>
</tr>
<tr>
<td>average score of lowest 20%</td>
<td>33.0</td>
<td>34.1</td>
<td>37.0</td>
<td>34.0</td>
</tr>
<tr>
<td>% gap [(a) as % of (b)]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

### PME Foundation tab

<table>
<thead>
<tr>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2008 England Results</th>
<th>Communication, Language and Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal, Social and Emotional Development</td>
<td>Dispositions and attitudes</td>
<td>Boys</td>
<td>81</td>
<td>65</td>
</tr>
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<td></td>
<td></td>
<td>Girls</td>
<td>87</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Social development</td>
<td>Boys</td>
<td>69</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Emotional development</td>
<td>Boys</td>
<td>74</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>75</td>
<td>63</td>
</tr>
<tr>
<td>Mathematical Development</td>
<td>Numbers as labels for counting</td>
<td>Boys</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Calculating</td>
<td>Boys</td>
<td>63</td>
<td>49</td>
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<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>69</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Shape, space and measures</td>
<td>Boys</td>
<td>78</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Knowledge and understanding of the world</td>
<td>Boys</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>94</td>
<td>86</td>
</tr>
<tr>
<td>Physical development</td>
<td>Boys</td>
<td>71</td>
<td>42</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>84</td>
<td>71</td>
</tr>
</tbody>
</table>
Early Years data tab

Three-year trend for the LA, from pupil level annual school census for five-year-olds for:

- ethnicity
- percentage of three and four-year-olds with special educational needs.

National figure for the latest year.

For Early Years settings the following table of data:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of five-year-olds taking up some form of nursery education</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>10,404</td>
</tr>
<tr>
<td>Percentage of five-year-olds taking up some form of nursery education</td>
<td>2.9%</td>
<td>3.7%</td>
<td>6.7%</td>
<td>8.67%</td>
</tr>
<tr>
<td>Total number of five-year-olds (including maintained)</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>96,715</td>
</tr>
<tr>
<td>Percentage of early years settings run by FV</td>
<td>19.4%</td>
<td>20.0%</td>
<td>18.8%</td>
<td>54.9%</td>
</tr>
</tbody>
</table>
| Key questions for LAs:
- Are outcomes for children in the LA above, in-line with or below national, GO and Statistical Neighbours averages?
- Where the LA outcomes are particularly good, can you identify why, and how is the good practice shared with all schools?
- Where the LA outcomes are not so good, what strategies are in place, or planned, in order to bring about improvement? How will the impact of these strategies be measured?

For further information on questions to interrogate data refer to EYFSP Data Questions and Target Setting Guidance.
## Contents

**Tab 1: Local authorities (LAs) all scales**
LA and national results for percentage of children scoring 1–3, 4–7 and 8–9 points on each scale 2005–06, and 1–3, 4–8, and 9 points for 2007–08.

**Tab 2: LA, Government Office (GO), 6+ and combined measures**
LA, GO and national figures for percentage of children scoring 6+ on all Personal, Social and Emotional Development (PSED), all Communication, Language and Literacy (CLL), all Problem Solving, Reasoning and Numeracy (PSRN) and all 7 PSED/CLL scales. Percentage of children scoring 78+ across all 13 scales and percentage of children with Good level of achievement for 2005–08.

**Tab 3: LA target-setting data**
Early Years Outcomes Duty (EYOD) targets for 2007 and 2008, and for 2005–08 the median, average of the lowest 20% and the inequality gap (expressed as a percentage of the median score).

**Tab 4: School-level combined measures**
For all schools, cohort size by gender, the percentage of children, by gender, scoring 6+ on all PSED, all CLL, all PSRN, Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD) scales, 6+ on all scales, 6+ on the 7 PSED/CLL scales, 78+ across all 13 scales, and making a Good level of achievement for 2007–08.

**Tab 5: LA, GO, combined measures, free school meals (FSM)**
LA and national data by FSM and gender for the percentage of children scoring 6+ on all PSED, all CLL, all PSRN, KUW, PD and CD scales, 6+ on all scales, 6+ on the seven PSED/CLL scales, 78+ across all 13 scales, and making a Good level of achievement (for 2007 only at the moment).

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### Use this data to:
- Scrutinise Early Years Foundation Stage Profile outcomes for individual schools to identify where there are strengths that could be shared, or areas that require improvement in groups of schools, or more broadly across the LA.
- Inform the targeting of key resources to individual schools.

### Key questions for LAs:
- Are there schools that are not closing the gap between the lowest-performing 20% of children and their peers? If so, how are we supporting them?
- Are there schools where no children achieve 6 points or more on one or more of the 13 scales?
- Are schools with a high proportion of vulnerable children receiving appropriate support?
- Are there any very successful schools that could be given more opportunities to work with other schools in the LA?
- How as an LA are you using these reports to help inform the setting of the LA’s Early Years’ targets?

For further information on questions to interrogate data refer to EYFSP Data Questions
A range of static and interactive reports summarising Early Years Foundation Stage Profile (EYFSP) outcomes at pupil, school, local authority (LA) and national levels.

Key reports for LAs include:

**EYFSP summary scores**
This report details for each of the 13 scales, and for each area of learning the percentage of pupils in the LA assessed at the end of EYFSP to be working:

- within the stepping stones (1–3 scale points)
- within and above the Early Learning Goals (4–8 scale points)
- beyond the Early Learning Goals (9 scale points)
- securely within and beyond the Early Learning Goals (6 or more scale points).

**LA summary – distribution of scores**
This report details for each of the 13 scales the percentage of children in the LA achieving a given number of scale points. The table below shows that in this LA 6.6% of children achieved 5 scale points in the Disposition and Attitudes (Personal, Social and Emotional Development (PSED)) scale. This does not mean that children necessarily achieved scale points 1 to 5, because the acquisition of scale points is not always sequential.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Total</th>
<th>%N</th>
<th>%0</th>
<th>%1</th>
<th>%2</th>
<th>%3</th>
<th>%4</th>
<th>%5</th>
<th>%6</th>
<th>%7</th>
<th>%8</th>
<th>%9</th>
<th>%4+*</th>
<th>%6+*</th>
<th>%8+*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions and Attitude</td>
<td>14930</td>
<td>-</td>
<td>0.1</td>
<td>0.2</td>
<td>0.3</td>
<td>0.4</td>
<td>1.3</td>
<td>6.6</td>
<td>14.1</td>
<td>26.8</td>
<td>37.5</td>
<td>12.6</td>
<td>98.9</td>
<td>91.0</td>
<td>50.1</td>
</tr>
<tr>
<td>Social Development</td>
<td>14930</td>
<td>-</td>
<td>0.1</td>
<td>0.4</td>
<td>0.3</td>
<td>1.8</td>
<td>3.6</td>
<td>11.6</td>
<td>31.7</td>
<td>24.4</td>
<td>17.6</td>
<td>8.5</td>
<td>97.5</td>
<td>82.3</td>
<td>26.1</td>
</tr>
<tr>
<td>Emotional Development</td>
<td>14930</td>
<td>-</td>
<td>0.1</td>
<td>0.9</td>
<td>1.3</td>
<td>2.3</td>
<td>6.6</td>
<td>12.8</td>
<td>17.5</td>
<td>21.3</td>
<td>29.4</td>
<td>7.7</td>
<td>95.4</td>
<td>76.0</td>
<td>37.1</td>
</tr>
</tbody>
</table>

Source: NCER

**LA target areas**
This report shows a three-year trend for all the key indicators associated with statutory targets, including, for all children in the LA:

- percentage of children achieving 6+ in PSED
- percentage of children achieving 6+ in Communication, Language and Literacy (CLL)
- percentage of children achieving 6+ in both PSED and CLL (Good level of development)
- percentage achieving at least 78 points across the EYFSP
- percentage achieving at least 78 points and 6+ in all PSED and CLL scales (Good level of achievement)
- average total EYFSP score
- average score in PSED
- average score in CLL
- median EYFSP score
- twentieth percentile EYFSP score.

And for the lowest performing 20% of children in the LA:

- average score in PSED
- average score in CLL
- LA percentage gap between the median score for all children and the lowest performing 20%.
School/LA/National summary
This report compares the percentage of children achieving 6 or more scale points in individual schools with corresponding LA and national results for each area of learning, and for PSED and CLL combined. Data is split by gender.

The report has both tabular and graphical displays.

School/LA/National trend
A set of reports for each area of learning giving a five-year trend for each school compared to the LA and national figures, showing the percentage of children with 6 or more scale points.

The report has both tabular and graphical displays.

Use this data to:
- Provide detailed reports for your schools.
- Summarise EYFSP outcomes at school, LA and national level.

Key questions for LAs:
- If you are a member of the NCER Consortium, are you making full use of the range of reports available, which can be exported and used in the LAs own reporting formats?

For further information on questions to interrogate data refer to EYFSP Data Questions
Before using the tool it is important to check the degree of closeness between the local authority (LA) and its statistical neighbours. ‘Closeness’ is measured on a 5-point scale which ranges from ‘extremely close’ to ‘not close’. Comparisons are not valid if the majority of the statistical neighbours group are ‘not close’, or only ‘somewhat close’.

Early Years indicators included in the tool are:

- Personal, Social and Emotional Development (PSED) combined (percentage of children achieving 6 or more on each of the PSED scales).
- Communication, Language and Literacy (CLL) combined (percentage of children achieving 6 or more on each of the CLL scales).
- Problem Solving, Reasoning and Numeracy (PSRN) combined (percentage of children achieving 6 or more on each of the PSRN scales).
- All 7 scales (percentage of children achieving 6 or more on each of the PSED and CLL scales).
- Good level of achievement (percentage of children achieving 78 or more points overall, and 6 or more on each of the PSED and CLL scales).

For each indicator you can:

- Select the Chart tab to print a bar chart showing the latest data for each of the statistical neighbours, compared to the statistical neighbours average.
- Select the Year on Year tab to see a three-year trend for each of the statistical neighbours.
Use this data to:
- Compare your key outcomes with individual statistical neighbours and the average of your statistical neighbours.
- Look at trends over time compared to those of your statistical neighbours.

Key questions for LAs
- How close are our statistical neighbours? Is a comparison with them valid?
- How well do we compare with our statistical neighbours on the Early Years Foundation Stage Profile key indicators for individual years, and as trends?
- What structures are in place to develop the sharing of information and good practice between and among statistical neighbours?
The National Strategies | Early Years
A guide to accessing, understanding, interrogating and using Early Years’ data

Data Source: Statistical First Release: Provision for Children Under Five

Content

Tables 1, 2 and 3

Number and percentage of children taking up Early Years places, and benefiting from some free Early Years education.

Five-year trend in national data for private, voluntary and independent schools (PVIs), independent schools, maintained nursery and primary schools, special schools and all providers.

Table 1: Three- and four-year-olds  Table 2: Three-year-olds  Table 3: Four-year-olds

Table 4

Part-time equivalent funded places filled, and part-time equivalent funded places filled per 100 children in the population.

Five-year trend in national data for maintained nursery and primary schools, other maintained providers and PVIs and all maintained, private, voluntary and independent providers.

Table 4: Three-year-olds, four-year-olds, three- and four-year-olds combined.

Table 5

Part-time equivalent number of free early education places filled by three- and four-year-olds by type of provider (maintained nursery and primary school, other maintained, and PVI) and age.

Five-year trend in local authority (LA), regional and national data.

Table 6

Number of three-year-olds and number of four-year-olds in free early education in PVIs, by banded number of funded hours.

2008 LA, regional and national data.

Use this data to:

- Establish the number of under fives within each type of setting.
- Establish trends in the take-up of provision for under fives.
- Predict future provision needs, for example in Reception and Key Stage 1.
- Analyse the take-up of free entitlement.
- Analyse the differences in take-up of provision for three- and four-year-olds.

Key questions for LAs:

- Does provision meet the current and predicted future needs of under five’s?
- If free entitlement is not fully taken up, what are the reasons for this? What is the LA doing to increase take-up?
- If there is a difference in take-up for three- and four-year-olds what are the reasons for this?
A guide to accessing, understanding, interrogating and using Early Years’ data

Data Source: Department for Work and Pensions
Where to find it: Web based Department for Work and Pensions

Content

A to Z of benefits: Statistics covering:
- Disabled and carers
- Families and children
- Pensioners
- Working age
- Other statistics
- Statistical summaries

Quarterly statistical summaries are published and contain national statistics about a wide range of indicators including:
- Job Seekers Allowance
- Income Support
- Incapacity Benefit
- Housing Benefit
- Disability Living Allowance
- Carers Allowance
- Child Support Agency cases.

The site also contains a range of Research Papers on the following themes:

children (including pre-school and babies) | young adults | older people | women | parents | lone parents | families | carers | partners | people with disabilities and people with long-term health conditions | ethnic minorities | self-employed & entrepreneurs | employers | low-skilled or low-qualified people | repeat benefit claimants | drug or alcohol mis-users | offenders & ex-offenders | homeless people | medical personnel | our staff

Key questions for local authorities (LAs):
- Does the LA provide local data to schools that compare access to benefits locally with national figures?
- How is this information used to target resources?
- How effective is the LA in establishing partnership working with the Department for Work and Pensions including the sharing of information?

Use this data to:
- Access national figures about a range of benefits that families may be accessing
Regional factsheets and summaries for a wide range of contextual indicators, including:
- Community participation
- Employment
- Workless households
- Childhood poverty
- Health inequality
- Childhood obesity
- Getting to school
- Housing conditions
- Well-being
- Child well-being
- Demography

Example of data from the Workless households section

Children living in workless households, 1997 and 2008

Use this data to:
- Make comparisons between regions and with national data on key indicators that may impact on children’s learning and development, such as worklessness, childhood health and well-being, poverty and poor environment.

Key questions for local authorities (LAs):
- How effective is the LA in establishing partnerships and sharing data to identify and support vulnerable groups such as teenage parents, substance abusers, non-working or lone parents, families with special educational needs, families with mental health problems?
- What structures are in place to facilitate the sharing of data with health colleagues? What is their contribution to, and ownership of, Early Years Outcomes Duty targets and plan?
- How does this data inform the targeting of resources?
Funded by the Department for Children, Schools and Families, Centre for Excellence and Outcomes (C4EO) has been established to help transform outcomes for children, young people and their families. It does this by identifying and coordinating local, regional and national evidence of ‘what works’ to create a single and comprehensive picture of effective practice. It focuses its work on six national themes identified in Every Child Matters. These are:

- Early Years
- Disability
- Vulnerable children (particularly children in care)
- Parents, carers and families
- Youth
- Schools and communities.

The progress map (a web-based tool) is being developed by C4EO to provide easy, interactive access to the best available knowledge for children’s services. Printed progress map summaries include key research findings from the C4EO knowledge review, challenges for children’s services and key stakeholders’ views.

The following resources are now available on Early Years:

**Narrowing the gap in outcomes for young children through effective practices in the early years.**

- [Progress map summary Number 1 Version 1](#) – Published January 2009.
  Print and PDF summary of key information. This will be updated as the theme progresses.
- [Online progress map](#) – Published January 2009.
  Interactive, online resource providing up-to-date information, resources and data. Local data can be compared with national and regional data. The map will be updated as the theme progresses.
- [Knowledge review 1](#) – Published January 2009.
  An analysis of the existing knowledge and evidence. This will be updated as the theme progresses.
- [Scoping review 3](#) – Published November 2008.
  Interactive, online resource providing up-to-date information, resources and data. Local data can be compared with national and regional data. The map will be updated as the theme progresses.

**Improving children's attainment through a better quality of family-based support for early learning.**

- [Progress map summary Number 2 Version 1](#) – Published January 2009.
  Print and PDF summary of key information. This will be updated as the theme progresses.
- [Online progress map](#) – Published January 2009.
- [Knowledge review 2](#) – Published January 2009.
  An analysis of the existing knowledge and evidence. This will be updated as the theme progresses.
- [Scoping review 2](#) – Published November 2008.
Improving development outcomes for children through effective practice in integrating early years' services.

An interim progress map summary has been produced, based on a review of the literature, and this will be used to initiate discussion with local authorities (LAs) and children's trust partners on research and practice evidence of what works in integrating services.

- **Interim progress map summary** – Published March 2009.
  This will be replaced by Progress map summary Number 3 Version 1

- **Online progress map** – Published April 2009.
  Interactive, online resource providing up-to-date information, resources and data. Local data can be compared with national and regional data. The map will be updated as the theme progresses.

- **Knowledge review 3** – Published March 2009.
  An analysis of the existing knowledge and evidence. This will be updated as the theme progresses.

- **Scoping review** – Published November 2008

From www.c4eo.org.uk/themes/earlyyears/default.aspx?themeid=1. © 2009 C4EO. Used with kind permission

Use this data to:
- Identify local, regional and national evidence of 'what works', to create a single and comprehensive picture of effective practice in delivering children's services.

Key questions for LAs:
- How effective is the LA in establishing partnerships and sharing data to identify and support vulnerable groups such as teenage parents, substance abusers, non-working or lone parents, families with special educational needs, families with mental health problems?
- How effectively does the LA provide a 'team around the school' approach to the delivery of services for children?
- What structures are in place to facilitate the sharing of data with health and Jobcentre Plus colleagues? What is their contribution to and ownership of Early Years Outcomes Duty targets and plan?
- How does this data inform the targeting of resources?
The National Strategies | Early Years
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Data Source: National Statistics Online – UK Snapshot
Where to find it: Web based www.statistics.gov.uk/glance/

Contents
National Statistics covering
Economy Environment Health Labour market
Population Society Travel and tourism

Example of a labour market report: Local unemployment
Highest unemployment rate outside London, of 10.4%, in Leicester

The lowest unemployment rate in Great Britain is found in both the Orkney Islands and Aberdeenshire at 2.3 per cent. The highest in Great Britain is in Tower Hamlets at 11.3 per cent. The highest rate outside London is 10.4 per cent in Leicester.

In London the highest unemployment rate is in Tower Hamlets at 11.3 per cent and the lowest rate is in Richmond-upon-Thames at 3.7 per cent.

Differences in unemployment rates in local areas within regions are greater than differences between regions. In the 12 months ending September 2008, the region with the greatest contrast between local authorities (LAs) was London with 7.6 percentage points between the areas with highest and lowest unemployment rates.

The region with the narrowest spread of unemployment rates is the South West, with 3.0 percentage points between Purbeck in Dorset at 2.5 per cent and both Plymouth and Torbay at 5.5 per cent.

In comparison, at regional level, there are just 3.0 percentage points between the lowest unemployment rate (3.9 per cent), in the South West, and the highest unemployment rate (6.9 per cent), in the North East.

Source: Model-based estimates, Office for National Statistics. © Crown copyright
Use this data to:
- Compare regional and national data for indicators that impact on children and families in your schools such as unemployment and health.

Key questions for LAs:
- How is contextual data about your region used to inform the targeting of resources?
- What structures are in place to facilitate the sharing of data with the Department for Work and Pensions/Jobcentre Plus colleagues?
Select Children’s and Young People’s Health to access data on:

Healthy schools, Substance misuse, Teenage pregnancy, Child and adolescent mental health service, National Health Service, Obesity, School nurses, Targeted mental health in schools.
Teenage pregnancy data is available at local authority (LA) level:

<table>
<thead>
<tr>
<th>Worksheet name</th>
<th>Analysis and data provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>LADM Trend analysis</td>
<td>Conception rate trends plus trajectory required to reach 2016 reduction targets. Includes an estimate of the reduction in the number of conceptions required to reach the 2016 target</td>
</tr>
<tr>
<td></td>
<td>Changes in under-18 conception outcome (i.e. changes in births and abortion rates) between 1997-98 and 2006-07.</td>
</tr>
<tr>
<td></td>
<td>A breakdown of under-18 CONCEPTION rates by the proportions of conceptions to girls under-16, and the proportion aged 16 or 17 at conception. LA under-16 rates for 2005-07 will be available in summer 2009.</td>
</tr>
<tr>
<td>Statistical Neighbour Analysis</td>
<td>Comparisons at under-18 conception rates between target (LADO) local authorities with similar characteristics using Department for Children, Schools and Families (DCSF) statistical neighbours.</td>
</tr>
<tr>
<td></td>
<td>(Please note, this analysis replaces the previous analysis by DCSF “corresponding” local authorities which was only possible at LADO level).</td>
</tr>
<tr>
<td></td>
<td>Comparisons between statistical neighbours can provide a useful benchmark against which conception trends can be assessed. Further details on DCSF statistical neighbours, along with comparisons based on other datasets, are available on the DCSF website.</td>
</tr>
<tr>
<td></td>
<td>Only Youth Services Statistical Neighbour Benchmarking Tool</td>
</tr>
<tr>
<td></td>
<td>An assessment of the association between teenage pregnancy rates and deprivation for each local authority. Those local authorities that are marked above or below the black line on the scatter graph have teenage pregnancy rates higher or lower than expected given their level of deprivation.</td>
</tr>
</tbody>
</table>

If you have any queries or technical problems with using the spreadsheet please contact:

Dawn Jones
Teenage Pregnancy Unit
Email dawn.jones@dh.gov.uk
Key questions for LAs:

- How effective is the LA in establishing partnerships and sharing data to identify and support vulnerable groups such as teenage parents, substance abusers, non-working or lone parents, families with special educational needs, families with mental health problems?
- What structures are in place to facilitate the sharing of data with health and Jobcentre Plus colleagues? What is their contribution to and ownership of Early Years Outcome Duty targets and plan?
- How does this data inform the targeting of resources?

Use this data to:

- Review national trends in key indicators linked to Early Years and childcare, education, training and employment, children’s health, parents’, carers’ and families’ participation, social care and youth justice.
Together for Children

The Together for Children web site contains a wide variety of freely available resources, many of which have explicit links to data, its capture and use.

For example:

The **Practical Tool to Inform Disability Planning in Sure Start Children's Centres** (May 2009) emphasises the need for a detailed audit of need and mapping of existing provision. It focuses on the importance of data for strategic planning purposes but also to enable the demonstration of impact.

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In **How to Maximise Cross Border Local Authority Working** (May 2009), one of the ten top tips includes establishing an effective data system including tracking usage at centre level and with cross border children’s centres

Other products cover topics such as commissioning, working effectively with families, performance management and business planning.

Visit [www.childrens-centre.org](http://www.childrens-centre.org) and click on TfC Products from the top bar.
Use this website to access data related to:
- Children Centres
- Child poverty
- Job Centre Plus
- Health

Key questions for LAs:
- How do you use the Together for Children website to access tools to support the roll out of Children Centres?
- How does this data accessed from this website inform your planning?
- How do you work with Children Centres to target your most vulnerable children and families?
Questions for LAs to promote the effective use of EYFSP data

Making comparisons with the national data may reveal differences in the pattern of outcomes found in a local authority, school and class compared to those found in the national data. Are the outcomes much higher or much lower? These differences in patterns may be explained by the idiosyncratic nature of a particular cohort, for example because of its gender profile, the extent of learning difficulties and disabilities, English as a second language and the age profile of the children, for example, those who are late summer born. The patterns may offer lines of enquiry as to whether aspects of the provision such as quality of teaching and learning, the provision, the resourcing, or training and support are causing these differences. Investigation may pinpoint areas which should become priorities in seeking improvements.

Data for all children:
How does this authority’s overall data compare with national data 0-3 points, 4-8, 9 and 6+ for each scale?

- Is there a similar picture for 0-3 points (broadly lower attainers)?
- Is there a similar picture for 6+ points (broadly middle attainers)?
- Is there a similar picture for 9 points (broadly higher attainers)?

What does this tell us about the attainment of the authority’s cohort compared with the national attainment found at the end of Reception Year?

Do any differences relate to particular assessment scales and not others?

Do these differences raise questions about particular groups or about attainment within particular assessment scales?

Where the pattern of overall outcomes diverges from the national pattern does the LA know which schools are contributing to this divergence either above or below the norm?

How is the “78+” score made up? Does the LA know about patterns of missing points in particular scales: for example, the points 8 in PSRN that relate to problem solving. What is the LA doing about this?

Are there particular strengths/areas for development in particular scales/areas of learning?

Does this LA carry out Standards Reviews in its schools? Is all the EYFSP data included in that review?

Are school improvement officers, early years consultants and school improvement partners aware of the national guidance on EYFSP data and the overall targets?

Accessed through: [www.sipsweb.co.uk](http://www.sipsweb.co.uk) and [www.nationalstrategiescpd.org.uk](http://www.nationalstrategiescpd.org.uk)
Data for girls and boys:
How does this LA’s data on gender compare with national data 0-3 points, 4-8, 9 and 6+ for each scale?

- Is there a similar picture for 0-3 points (lower attainers)?
- Is there a similar picture for 6+ points (middle attainers)?
- Is there a similar picture for 9 points (higher attainers)?

Do any differences with the national data for girls and boys affect one gender more than the other?

Do any differences with the national data affect particular gender attainment groups?

Do any differences with the national data affect gender groups only in particular assessment scales?

Where patterns of overall outcomes diverge from the national pattern does the LA know which schools are contributing to this divergence either above or below the norm?

Comparing girls’ attainment with boys’ attainment:
Is the pattern of difference in attainment of girls compared with boys for each assessment scale similar to the pattern of difference found in the national data?

Do any different patterns in the attainment of boys compared with girls affect only particular attainment groups or assessment scales?

Where pattern of overall outcomes diverges from the national pattern does the LA know which schools are contributing to this divergence either above or below the norm?

Effective LA use of data with schools: expectations of schools to reach 78+
Do the predictions for the current year show an improvement on the previous year at LA and school level in both PSED and CLL in terms of the percentage of schools/pupils achieving 78+?

What is the gap between targets and predictions at LA and school level?

Will the trajectory indicated secure the PSA target in your LA?

Who has quality assured the data? Do head teachers sign off the data as accurate?

How has the data been shared with the wider SI team?

How has the data been shared with SIPs? Do internal SIPs have the same level of training as external SIPs?

How have you used the data to prioritise LA challenge/support at school level?
Does the data pattern indicate strengths or areas for development in particular schools or groups of schools?

Data collection
Information on the guidance on the collection of data can be found at:
www.teachernet.gov.uk/management/ims/datacollections/eyfsp/
Acknowledgments

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