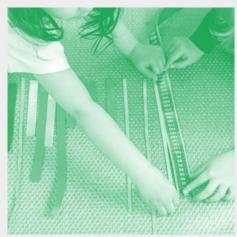# EExBA
Report 2016

Early Excellence
Baseline Assessment

Introduction

Following the pilot year in 2015, 2,600 schools used the Early Excellence Baseline Assessment, EExBA, again in September 2016. This report provides a summary of the findings from this second year.

With almost 80,000 YR children being assessed using EExBA, Early Excellence remains the largest provider of Baseline assessment. The reasons given for this choice were;
– It does not involve tests or pre-set tasks.
– It is a non-invasive process and doesn't disrupt children's introduction into school.
– It does not require children or teachers to be artificially removed from the classroom.
– It does not require excessive additional workload.
– It provides an accurate assessment of all aspects of the child.

Practitioners build their knowledge of each child through observing and interacting with them in everyday activities. At this time of year, the focus is on helping children settle so that they can learn and develop well. EExBA supports this by requiring practitioners to bring this knowledge to make yes/not yet judgements against clear assessment statements based on whether the child is demonstrating these in their normal activities. The robustness of these judgements was secured through training, exemplification materials and film clips, comprehensive written guidance, and a help desk.

Summary of the Year

An independent analysis of the first set of data in 2015 revealed that this process had successfully generated reliable and consistent data. However, our monitoring and moderation during the pilot year also revealed that 4 of the 47 statements had been less consistently applied.

We resolved to address this for 2016 and following wide consultation, these 4 statements were either amended or clarified. These were then given priority in the mandatory training for EExBA in 2016. Furthermore, we strengthened the guidance and exemplification materials and our moderation activities focussed exclusively on these 4 statements.

As a result, the second year of EExBA has been hugely successful with no data anomalies and almost no calls to the help desk, reflecting the ease of the EExBA system and practitioner confidence in making secure judgements.

Summary of the Data Set 2016

Overall
– Above Typical: 14.9%
– Typical: 37.5%
– Below Typical: 31.7%
– Well Below Typical: 15.9%

This is very similar to 2015 but with a slight decrease in the number of children being assessed at well below overall and a slight increase in the number of children being assessed as above typical.

Literacy
– Above Typical: 6.7%
– Typical: 21.3%
– Below Typical: 44.8%
– Well Below Typical: 27.2%

Only 28% of pupils were assessed as typical or above in Literacy.

Mathematics
– Above Typical: 8.9%
– Typical: 35%
– Below Typical: 38.9%
– Well Below Typical: 17.2%

43.9% of pupils were assessed as typical or above in Mathematics.

Summary of the Data Set
Groups: Gender

Overall
Girls outperformed boys in all areas;
– 14.5% more boys were assessed as below or well below overall than girls.
– 8% more boys were assessed as well below than girls.

Wellbeing & Involvement
– Almost 7% more girls demonstrated high wellbeing than boys.
– Over 10% more girls displayed high levels of involvement.

Characteristics of Effective Learning
– Over 11% more girls demonstrated the typical number (or more) of Characteristics of Effective Learning than boys.

Prime Areas
In the prime areas all gaps were large;
– 10% more girls achieved typical or above in Physical Development, 11% in Communication and Language and 12% in PSED.
– 9% more boys were assessed as well below in Communication and Language than girls.

Literacy
– There was an 11.7% gap between boys and girls in attainment at typical or above.
– 14% more boys were assessed as well below than girls.

Maths
– The gap was narrowest in Maths with 5% more girls assessed as typical or above. 4% more boys were assessed as well below than girls.

Summary of the Data Set
Groups: Pupil Premium

Overall
– Pupil premium children did not perform as well as all children in all areas of the assessment.
– Only 40.2% of pupil premium children achieved typical or above typical overall.
– This is 12% lower than the overall national figure.

Prime Areas
– There was a 12% gap in Prime areas overall.
– There was also a 12% gap in Communication and Language at or above typical.

Literacy
– Only 17.4 % of pupil premium children were assessed as at or above typical – a gap of almost 11%.

Maths
– 32.6% of pupil premium children were assessed as at or above typical – a gap of over 11%.

Summary of the Data Set
Groups: SEND

Overall
– Children performed significantly below others overall.

Wellbeing & Involvement
– There were significantly more pupils with low levels of wellbeing (11%) and involvement (20%).

Characteristics of Effective Learning
– There were 29.5% more children well below in creative and critical thinking and 18% more well below in motivation.

Prime Areas
– Almost 40% more SEND children were well below in Communication and Language than all children.
– In PSED there were over 30% more SEND children in the well below category than all children.

Literacy
– There were over 30% more SEND children in the well below category than all children.

Maths
– There were 25% more SEND children assessed as well below than all children.

Summary of the Data Set
Groups: EAL

Note in 2015 children were assessed in their own language.

Overall
– 14% more EAL children were assessed as well below overall and there were gaps in all areas with the exception of Physical Development.

Prime Areas
– 20% more EAL children were assessed as well below than all children in Communication and Language.

Maths
– 13% more EAL children were assessed as well below than all children in Maths.

Summary of the Data Set
Groups: Summer Born

Overall
– Overall, only 10% of summer born children were assessed at or above typical and almost 21% more were assessed as well below.
– Summer born children were less likely to be judged above typical in any area.

Prime Areas
– The gaps between Summer born children and all children assessed as typical or above were most significant in PSED (5% fewer) in Communication and Language (9% fewer).

Literacy & Maths
– The gaps between Summer born children and all children assessed as typical or above was significant in Literacy and Maths (8% fewer).