



THE NUFFIELD EARLY LANGUAGE WORKSTREAM

Second Year Evaluation

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Evaluation of Thrive at Five's Nuffield Early Language Workstream (Second Year of Delivery)

Executive Summary

This report presents the findings from the evaluation of the second year of Thrive at Five's Nuffield Early Language Workstream in Abbey Hulton and Bentilee in Stoke-on-Trent.

The workstream uses an innovative approach for enhancing capacity in reception classes to deliver the Nuffield Early Language Intervention (NELI), an evidence-based early language intervention, to all children needing additional support. The innovation involved a partnership between Thrive at Five, seven local schools, and Staffordshire University, in which Staffordshire University students, rather than teachers or early years practitioners, deliver the NELI intervention. To ensure high-quality delivery and smooth implementation across multiple settings with numerous students, two Peripatetic Support Staff provide additional oversight and support working across all seven schools.

Key Findings:

Identification of Children for NELI:

- Across 7 schools a total of 269 children were screened for the NELI intervention using the Language Screen app. Of these, 101 children (35.9%) participated in the intervention.

Implementation of NELI:

- The NELI intervention was partially implemented across all schools, with none completing the full 20-week intervention. All schools, however, completed Phase 1 (10 weeks) and 6 schools completed over 60% of sessions.
- Key factors supporting effective implementation included the involvement of peripatetic support leaders, who played a crucial role by providing ongoing support and supervision to students and delivering NELI sessions.
- Despite these efforts, challenges such as student dropout, delays in DBS clearances, and seasonal disruptions impacted the delivery of the intervention.

Impact on Children's Language Development:

- Improvements were observed in the language skills of NELI participants, with the percentage of children scoring in the green category (indicating no language concerns) rising from 3% to 65%.
- Of the 52 children who started in the red category, 42% improved to green, while 40% moved to amber. Among amber children, 89.1% transitioned to green.

School-Level Variability in Outcomes:

- The mean change in language scores varied across schools, with most showing an average improvement of 12-13 points.

The second-year evaluation of the Nuffield Early Language Workstream indicates positive language development among participating children, with significant improvements in OxEd Language Screen scores. The findings underscore the importance of consistent implementation and highlight the critical role of peripatetic support leaders in overcoming challenges.

Some recommendations to further improve implementation have been identified from the second year of delivery and are detailed at the end of this report.

1. Introduction

In order to evaluate second year delivery of the Nuffield Early Language Intervention (NELI)¹ in Stoke-on-Trent’s Abbey Hulton and Bentilee wards, we carried out (a) quantitative data analysis using data gathered from seven local primary schools and (b) qualitative research with both members of the Thrive at Five team and school staff directly engaged in the work.

Quantitative data analysis: A pre-specified set of quantitative data was collected from the seven local primary schools partnered with Thrive at Five. The data included (1) child-level demographic data, (2) information about children’s participation [in NELI] and school delivery of NELI, and (3) Language Screen scores which were gathered before and after implementation of NELI for all children regardless of whether they participated in the intervention². Additionally, data from the Early Years Foundation Stage (EYFS) profile was collected to determine whether NELI children met key early learning goals – such as listening and understanding, speaking, and achieving a Good Level of Development (GLD) – at the end of their reception year.

Qualitative interviews: Interviews were carried out with Thrive at Five’s Early Years Development Lead and the Peripatetic Support Leader³ who helped coordinate implementation of the intervention. We also gathered insights from reception-year classroom teachers involved with NELI implementation.

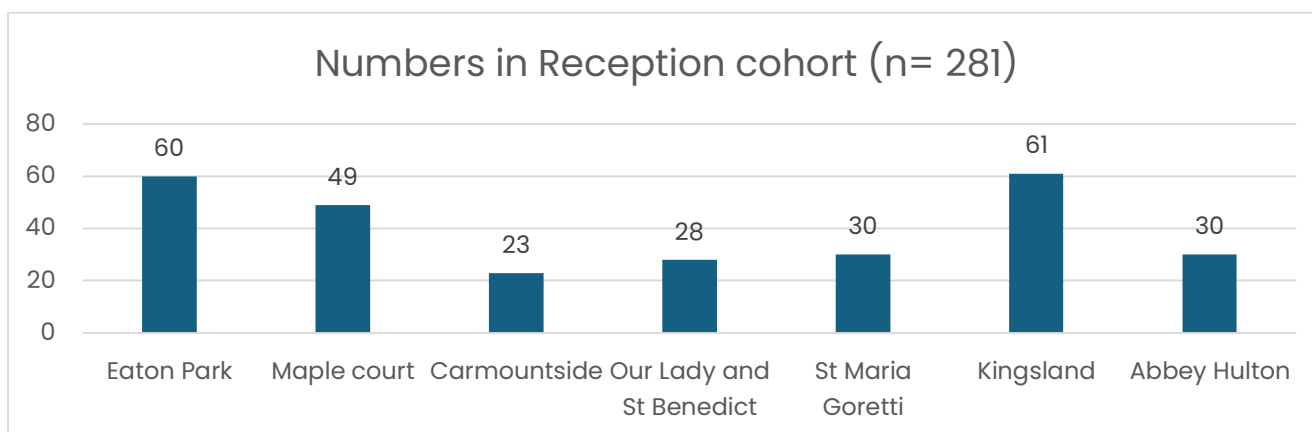
2. About the Reception Cohort

In this opening section, we draw on the quantitative demographic data collected, to describe the Reception Cohort within and across the seven schools. This will help us better understand the starting context for the second year of NELI delivery in Abbey Hulton and Bentilee.

2.1. School size and Gender Breakdown

As can be seen in *Figure 1* below, the total reception cohort in 2023/24 across the seven schools comprised 281 children. Three schools were two-form entry (Eaton Park, Maple Court, and Kingsland) and the remainder of schools were one-form entry. School reception cohorts ranged from 61 at Kingsland to 23 at Carmountside. The gender breakdown across these schools revealed a higher number of boys (156) compared to girls (125). The school-level data showed that Eaton Park (60.0% boys), Maple Court (59.2% boys), Kingsland (59.0% boys), and St Maria Goretti and Abbey Hulton (both 53.3% boys) had male majority reception cohorts. In contrast, Carmountside (56.5% girls) and Our Lady and St Benedict (53.6% girls) had reception cohorts that were majority female.

Figure 1: Numbers in reception cohort



¹ The Nuffield Early Language Intervention (NELI) is a targeted intervention designed to improve the language skills of children in the early years, particularly those struggling with speech and language development. It involves small group and one-to-one sessions focusing on vocabulary, listening, narrative skills, and phonological awareness. The intervention has been shown to effectively boost children’s language abilities, helping them catch up with their peers.

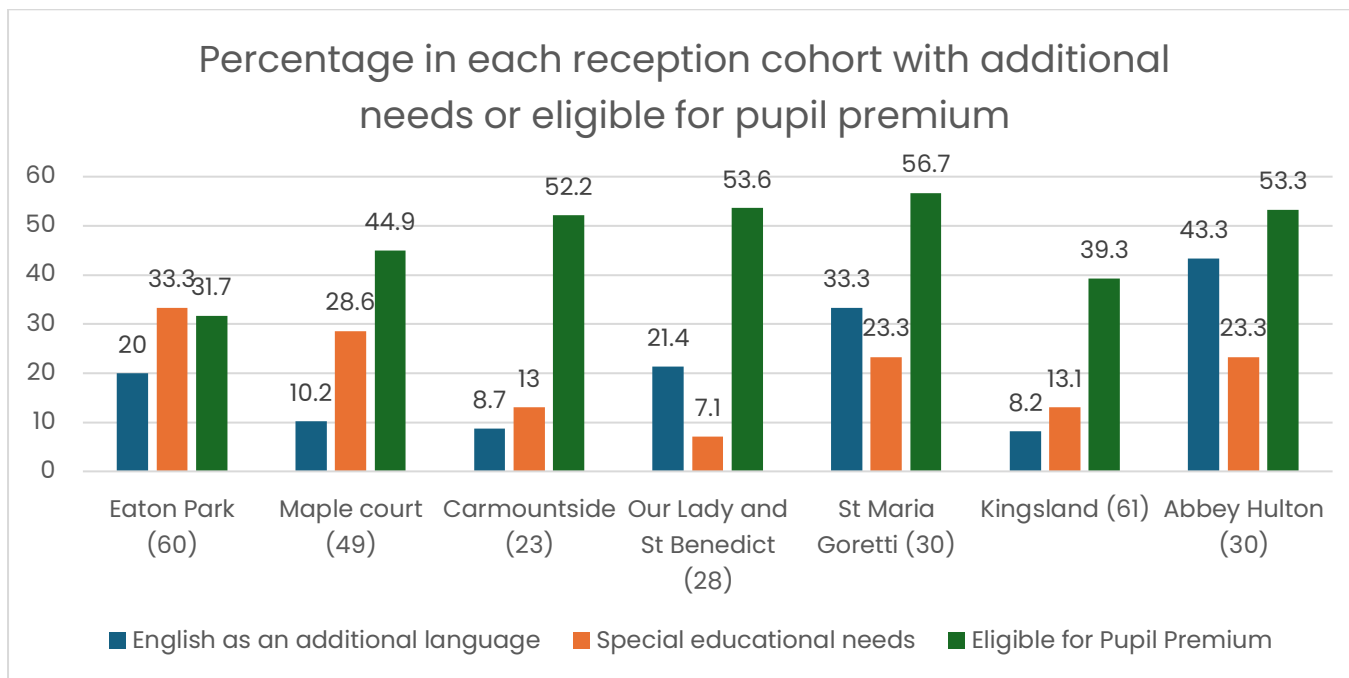
² The Language Screen is a validated measure that allows us to compare change in a child’s language and communication skills, focusing on vocabulary, sentence structure, narrative abilities, listening and comprehension, and phonological awareness.

³ These staff are not employed directly by Thrive at Five but are employed by one of the Academy trusts operating in Stoke – The Alpha Trust. Thrive at Five funds salary and on costs. They work across all 7 schools.

2.2. Additional Needs by School

Across the 2023/24 reception cohorts at the seven schools, 18.9% of children (53 children) had English as an Additional Language (EAL), 44.5% of children (125 children) were eligible for the Pupil Premium, and 21.7% of children (61 children) had Special Educational Needs (SEN). Nationally, across state maintained primary schools (covering all years), 22.8% of children had English as an Additional Language⁴ and 24.6% of children were eligible for the Pupil Premium. The percentage of pupils nationally with SEN (SEN support) increased to 13.6%, from 13.0% in 2023⁵.

Figure 2: Distribution of EAL, SEND, and Pupil Premium by School



Eaton Park had the lowest percentage of children eligible for the pupil premium (although still higher than the national average), while Carmountside, Abbey Hulton, and St Maria Goretti had the highest. SEND prevalence ranged from 7.1% at Our Lady and St Benedict to 33.3% at Eaton Park. Kingsland had the fewest children with EAL (8.2%), whereas Abbey Hulton had the highest (43.3%).

3. Identifying children for NELI

In Section 3, we describe the screening process deployed to identify NELI participants and explore why some children with low language scores were not selected for the intervention.

3.1. Screening

The screening process for NELI identifies children who need support in language development. Screening happens at the start of the school year and is also completed at the end of the year to assess progress. The screening uses a digital tool called the Language Screen app (developed by Ox Ed, an Oxford University spin-off organisation), which quickly assesses key areas of language development such as vocabulary, listening comprehension, and sentence structure, all in about 10 minutes. The Thrive at Five peripatetic support leaders administer the screening, guiding the child through engaging tasks on a tablet or computer⁶. The app automatically scores the child's responses against age-appropriate benchmarks, identifying those who may benefit from the intervention.⁷ The tool uses a traffic light system to categorise language skills:

⁴ [Schools, pupils and their characteristics, Academic year 2023/24 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

⁵ [Special educational needs in England, Academic year 2023/24 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

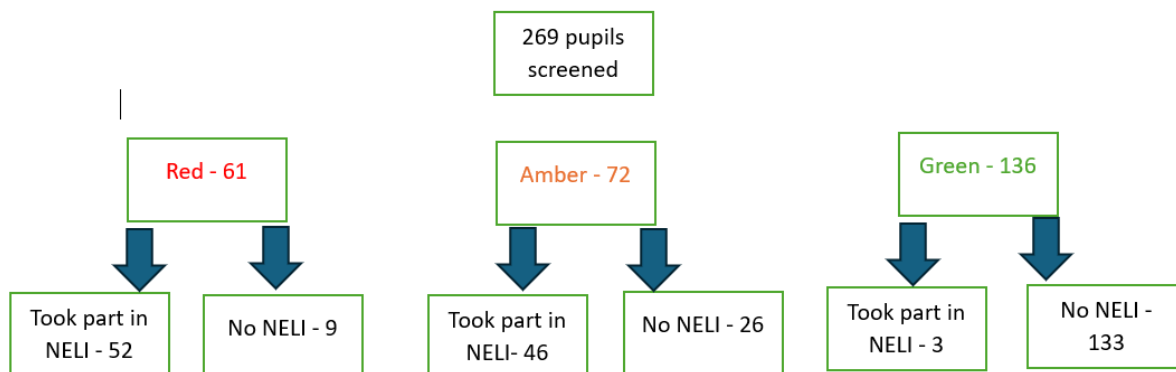
⁶ Having the screening completed by the peripatetic teachers should help with consistency of assessment.

⁷ [Language Screen | OxEd & Assessment UK \(oxedandassessment.com\)](https://oxedandassessment.com)

- **Green:** Language Screen Standard Score of 90 or above (not a concern)
- **Amber:** Score between 82 and 89 (may need support)
- **Red:** Score of 81 or below (needs support)

Across the schools 269 children were screened with 12 children not screened⁸. Figure 3 below shows which children went on to take part in NELI

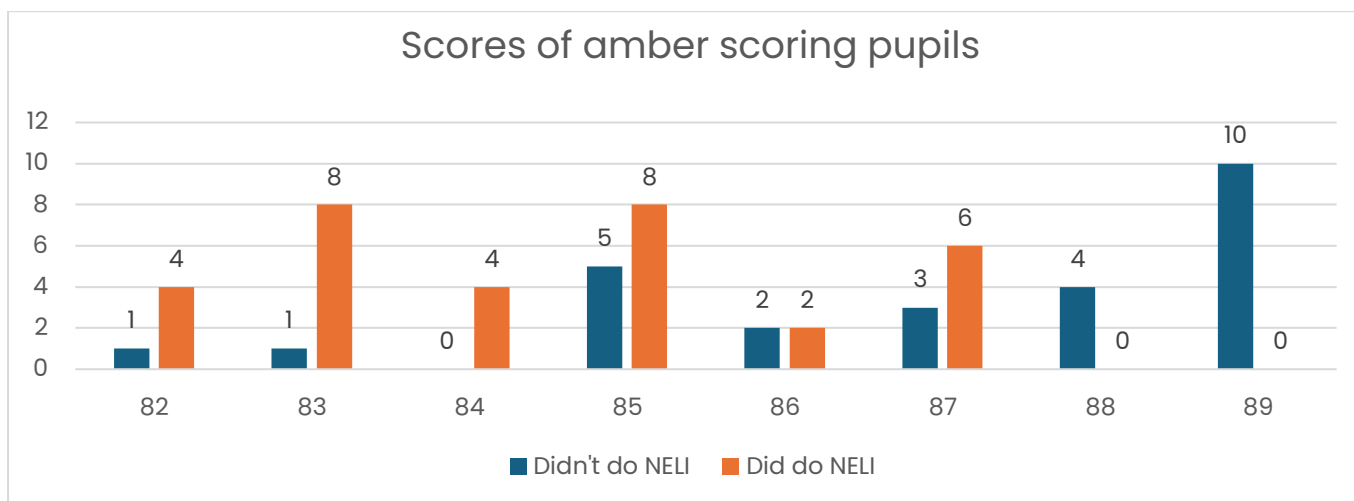
Figure 3: Children who took part in NELI



3.2. Children who scored red and amber

Figure 3 above shows that 9 children who were in the red category did not take part in NELI. Looking at the data, most of these children had scored particularly low in the language screening tool and/or had identified SEND or EAL. Out of 72 Amber scoring children, 26 did not do NELI. We looked at the scores to try and better understand this. Figure 4 below shows that those excluded were more likely to have higher scores, but this does not explain all the difference.

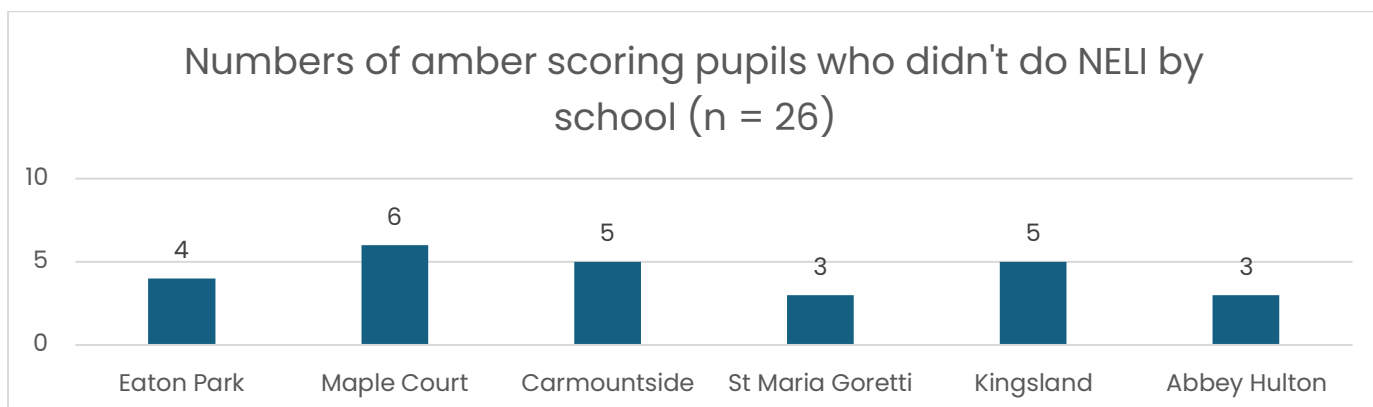
Figure 4: Scores on Language Screen of amber scoring pupils.



⁸ These children may have joined classes after the initial screening period as staff reported there was movement between schools during the reception year.

When we consider which schools did not provide NELI to amber scoring children, we can see that numbers of children who scored in the amber zone were similar across the schools with Maple Court having 6 Amber children who did not do NELI and Abbey Hulton having 3 amber children who did not do NELI. (Figure 5)⁹

Figure 5: Numbers of amber scoring children who didn't do NELI by school.



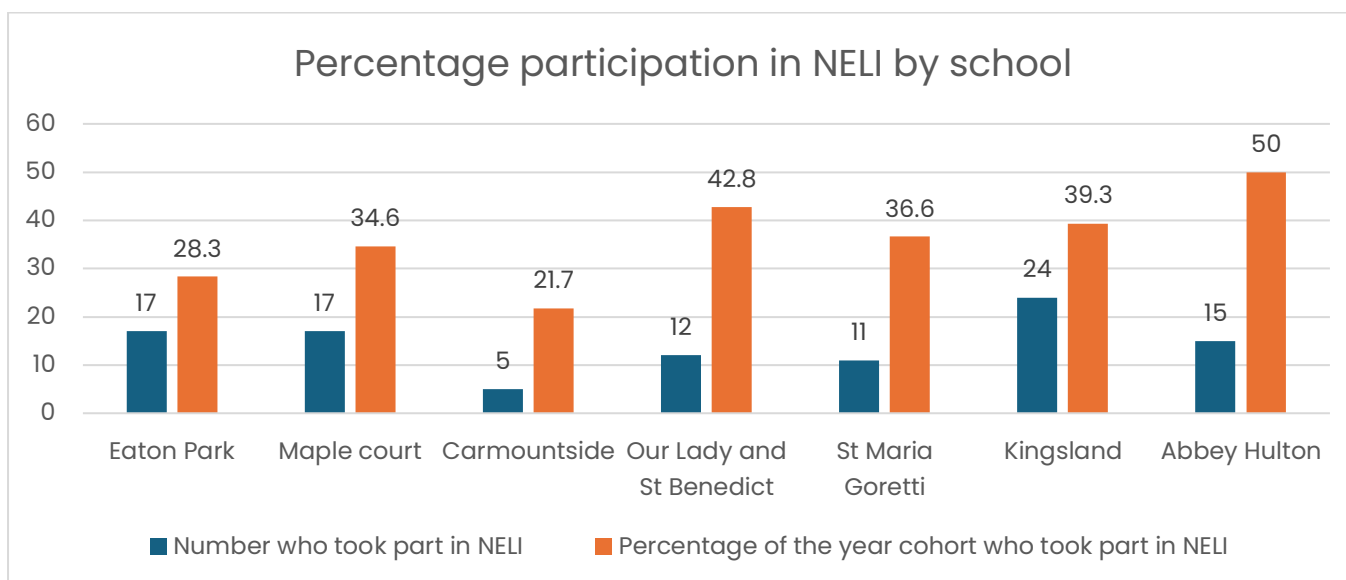
4. The Implementation of NELI

Below, we describe the percentage participation in NELI by school and the proportion of the NELI intervention implemented by individual schools. We also summarise the views of interviewed practitioners on the key factors that supported or hindered effective implementation.

4.1 Percentage participation in NELI

Overall, out of the reception cohort of 281 children, 101 children (35.9%) participated in NELI. Participation varied across schools, ranging from 50% of the reception cohort at Abbey Hulton to 28.3% of the reception cohort at Eaton Park.

Figure 6: NELI Participation by School



⁹ Feedback from staff was that teachers considered each child on an individual basis. It's also worth noting that most, if not all, of the children who scored red were involved in a targeted speech and language intervention. The high amber children were also reviewed individually. Some were EAL (English as an Additional Language) learners, and in certain schools, they participated in a targeted EAL intervention. It was believed that some of these children would make the expected progress through exposure to language and communication opportunities in the classroom, without the need for additional intervention. In some cases, children received a more tailored delivery of the intervention due to concentration and behaviour needs.

4.1. Proportion of NELI Covered

Below, we explore the proportion of NELI completed by individual Abbey Hulton and Bentilee schools. This is important because we know that schools typically struggle to deliver the entirety of NELI and that more delivery (i.e., children receiving a higher proportion of the intervention) is likely to lead to stronger results¹⁰.

The NELI intervention consists of 20 weeks of sessions, divided into two phases:

- **Phase 1 (Weeks 1-10):** 3 group sessions and 2 individual sessions per week, totalling 50 sessions.
- **Phase 2 (Weeks 11-20):** 2 group sessions and 2 individual sessions per week, totalling 40 sessions.

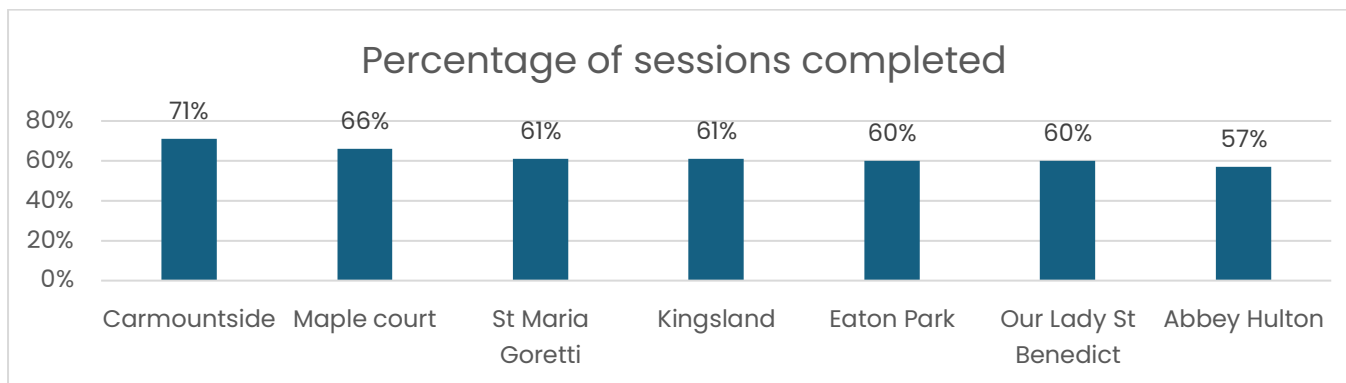
In total, the NELI intervention comprises 90 sessions. However, no school completed all the sessions, though all schools completed Phase 1.

Table 1: proportion of NELI covered by school.

School	Number of Students (Start)	Number of Students ¹¹ (End)	Group Sessions Completed	Number of complete weeks	Percentage of NELI sessions completed
Carmountside	2	0 (Thrive at Five support)	Phase 2, Session 14 ¹²	13	71%
Maple Court	4	2	Phase 2, Session 9	12.	66%
St Maria Goretti	2	1	Phase 2, Session 5	11.	61%
Kingsland	3	1	Phase 2, Session 5	11.	61%
Eaton Park	2	1	Phase 2, Session 4	11	60%
Our Lady and St Benedict	3	1	Phase 2, Session 4	11	60%
Abbey Hulton	3	0 (Thrive at Five support)	Phase 2, Session 2	10	57%

Figure 7 illustrates the percentage of the total sessions completed.

Figure 7: Percentage of sessions completed by each school.



¹⁰ Smith, A. et al (2023). Impact Evaluation of the Nuffield Early Language Intervention (NELI) Wave Two - Evaluation Report. Education Endowment Foundation.

¹¹ Please see appendix 3 for breakdown of students.

¹² 19 sessions equal approximately 3.5 weeks into second phase of delivery.

4.2. Key factors which supported effective implementation.

NELI was first implemented in the schools during the 2022/23 school year. The pilot year evaluation¹³ highlighted a range of implementation issues including student recruitment, onboarding and retention. Delivery in 2023/24 suggests some of these issues have been addressed, leading to more schools delivering more of the intervention, but some issues persist. This section explores factors that supported implementation, while the following section examines challenges that remain.

At the start of the academic year, the Early Years Development Lead presented information to students at Staffordshire University about the NELI workstream. This presentation outlined expectations and commitments, generating interest from 29 students, of which 24 attended follow-up interviews. This strategy was successful in ensuring that expectations were clearly communicated upfront, which helped reduce the early dropouts that had been an issue in Year One. Once selected, students were given access to the Ox Ed platform, allowing them to complete their introductory and part 1 training before beginning their placements in schools, reducing delays in student delivery. The Early Years Development Lead was also praised for helping secure resources that helped keep the intervention running smoothly.

This year peripatetic support leaders played a crucial role in the intervention's success¹⁴. They were instrumental in building strong relationships with school staff and managing coordination. They conducted language assessments using the Ox Ed language screen and supervised university students. They also ensured that students were well-integrated into the school environment, and any issues with placements could be swiftly addressed, ensuring students were matched with suitable schools.

Students were gradually eased into NELI delivery. Initially, they observed sessions, with some quickly engaging, while others took more time to gain confidence. This gradual (scaffolded) approach allowed students to first handle small parts of the sessions and eventually lead entire sessions when they were comfortable. This method accommodated varying levels of student confidence and ensured they [participating students] felt supported throughout delivery.

The ongoing involvement of peripatetic support leaders varied depending on the students' engagement. For example, in situations where DBS checks for students were delayed, peripatetic support leaders provided direct supervision, ensuring that sessions could continue without interruption. Additionally, when students were unavailable, peripatetic support leaders stepped in to deliver sessions, maintaining consistency and ensuring that children continued to receive the intervention. Class teachers also commented on their professionalism, flexibility, ability to engage children in the sessions, manage behaviour and adapt the intervention to individual needs. Having qualified educators who could quickly build rapport with the children and deliver the intervention effectively was a major asset.

In some schools, where students were particularly strong, they [students] delivered a significant portion of the sessions. For instance, one student was so valued that they were offered a job by the school, having become an important part of the teaching team. Another student who already had a teaching qualification was also praised as making a noticeable difference in the children's engagement and progress. In these cases, the peripatetic support leaders had minimal involvement. Additionally, when volunteers were present, they contributed to easing the workload, allowing for more individual attention to the children.

Teachers responded positively to the consistent delivery of the intervention, appreciating the reliable schedule and the efforts made to build strong relationships not only with them but also with office staff, who were crucial in managing necessary paperwork. Establishing a good rapport with office staff became a key factor in ensuring smoother operations and consistent intervention delivery.

Flexibility in scheduling NELI sessions and the ability to adjust the intervention to fit within the school day were also important. Staff were conscious of not overloading children with too many back-to-back sessions (such as phonics followed by NELI) which involved them sitting and actively engaging, and the intervention was adapted as necessary to keep children engaged without overwhelming them.

¹³ [Nuffield-Evaluation.pdf \(thriveatfive.org.uk\)](https://thriveatfive.org.uk/Nuffield-Evaluation.pdf)

¹⁴ Two teachers supported implementation at the start of the academic year. One teacher left and additional support was then provided by a member of Thrive at Five staff.

Observations of students were conducted with care. Rather than formal observations, students were invited to watch sessions and gradually take on more responsibility as they became comfortable. Feedback was provided in a supportive manner, focusing on areas such as behaviour management. This approach was particularly effective in managing more challenging groups and ensuring that students could develop their skills in a constructive environment.

The structured nature of NELI as well as the screening app also provided teachers with clear data to track progress and support moderation processes. Reports were provided for each child on a half termly basis. This helped teachers and TAs identify children's specific needs and integrate targeted support into classroom lessons.

Feedback from both teachers and students was positive. Teachers valued the input and recommendations from peripatetic support leaders. Most students who stayed with the intervention reported positive experiences, with one student who struggled with severe anxiety, expressing that they felt settled and welcomed. This sense of belonging and support highlighted the intervention's success in creating a positive learning environment for students. The NELI intervention is time-consuming, requiring TAs to be taken out of the classroom for extended periods, which was difficult to manage alongside the increasing needs of children, particularly those with Special Educational Needs (SEN). Without Thrive at Five's additional consistent support, class teachers reflected that delivering the intervention within the existing timetable and staffing structure would have been a significant challenge.

4.3. Key implementation challenges

Consistency of student engagement was still a challenge, particularly towards the end of the academic term. Many university students dropped out due to other commitments, such as preparing for exams or securing jobs, which resulted in peripatetic support leaders taking on more teaching responsibilities. Initial contact with students could be challenging, but once communication channels were established, such as through WhatsApp, coordination improved significantly. There was also some variability in the confidence of students to manage and deliver NELI which meant that some students needed more support from the peripatetic support leaders.

The induction process for students still varied between schools, with some requiring rigorous entry requirements, such as DBS checks and safeguarding training. These requirements often led to delays in getting students into schools, particularly at places like Maple Court and Eaton Park, where peripatetic support leaders had to provide additional supervision until the DBS clearances were complete.

Seasonal disruptions, particularly around Christmas and Easter, posed significant challenges to maintaining the momentum of the intervention and completing all the sessions. Schools often prioritised other activities during these periods, which led to a temporary loss of focus on the intervention. At the beginning of the intervention, other events such as trips or special events also impacted on delivery.

Schools also faced daily and weekly challenges when it came to scheduling sessions. All children are required to participate in daily phonics lessons, but these are delivered at different times depending on the setting. Beyond phonics, there are other activities that vary by school, such as Physical Education (PE), worship sessions in faith schools, guided reading sessions, teacher-led maths sessions, and French lessons. Different teachers had different opinions about which sessions children could be excused from to attend NELI sessions.

Another issue was the limited space and resources in some schools, which made running the sessions difficult. Having a clear system in place from the outset to ensure that schools had the required space and materials was mentioned to improve the process moving forward.

According to the qualitative feedback, there were also challenges in ensuring that SEN children benefited from the intervention as much as other groups. While NELI led to significant improvements for most children, particularly those with English as an Additional Language (EAL), teachers suggested the progress for some SEN children was more limited, highlighting the need for additional or adapted interventions for these children.

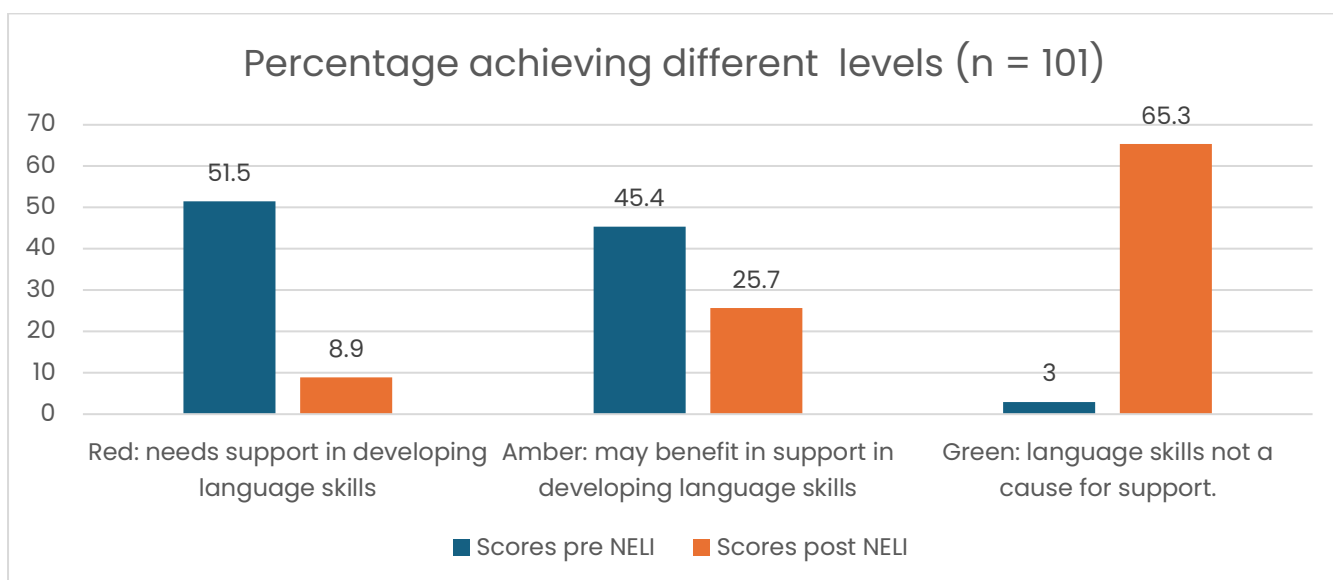
5. Exploring changes for children.

5.1. Exploring Changes in Children’s Language Screen Scores

In Section 5, we explore changes in children’s Language Screen Scores before and after the NELI intervention. At each stage (before and after), children received both a numeric score and a resulting green, amber, or red rating. As described, Language Screen scores were collected pre-and-post NELI intervention for every child using the OxEd Language Screening tool and categorised as: green, amber and red.

Significant improvements were found in children who completed NELI with the number [of children] whose language skills were not a cause for concern (scoring green) rising from 3% to 65%. Equally, of the 52 children who started off as red, 9 (17.3%) stayed as red, 21 improved to amber (40%) and 22 (42%) improved to green (over 80% who started off with a red rating improved). Of the 46 children who started on amber, 5 (10.9%) stayed as amber and 41 (89.1%) changed to green. Clearly, it is not possible to infer that the NELI intervention caused these positive improvements. It is possible that wider confounding factors were responsible for the changes. To ascribe attribution, we would require a more robust evaluation with a control group and intervention group as the basis for comparison. Nonetheless, the positive shifts that can be seen in the data support the case that NELI appears to be working locally (especially when combined with the positive qualitative data we also collected).

Figure 8: Change in Language Scores from Autumn to Summer Term for those taking part in NELI ¹⁵



We also looked at changes in the overall scores for all individuals. This provides a more nuanced understanding of changes across all the scores, rather than just movement between different bands.

We used a Wilcoxon Signed Ranks Test, a method used to compare two related samples, especially when the data is not normally distributed. (The SPSS output is in Appendix 2.) In the results, 2 cases showed that the score in the summer was less than the score in the autumn. There were 98 cases where the score in the summer was greater than in the autumn¹⁶. Additionally, 1 case had equal summer and autumn scores. The Wilcoxon test also showed that this difference is significant and not just due to chance. The large number of cases where the summer result was

¹⁵ A graph showing change for those who did not take part in NELI is included in appendix 1

¹⁶ The scores decreased by 3 points from 91 to 78 for both pupils). A child’s NELI communication score might drop slightly due to factors like natural performance variability, environmental distractions, different test conditions, health, well-being, or specific areas of difficulty might also contribute. 3 points is probably not a major cause for concern.

higher, as well as a higher mean score in summer than in autumn, suggests that children have made positive progress in their language development. In addition, 89.1 % of pupils (90) improved more than 5 points.

Looking at the average change in language scores for NELI participants allows us to understand if different schools were experiencing more change for children than others.

Table 3: Mean Change Score by School for NELI Participants

School	Mean Change Score	N	Std. Deviation
Eaton Park	13.00	17	6.37
Maple Court	13.41	17	4.29
Carmountside	12.00	5	8.37
Our Lady and St Benedict	13.58	12	3.53
St Maria Goretti	12.55	11	6.64
Kingsland	12.96	24	7.61
Abbey Hulton	7.93	15	5.02
Total	12.28	101	6.19

The mean change scores across the schools are similar, with most schools showing an average improvement of around 12-13 points. The standard deviations indicate variability in score changes, with Carmountside having the highest variability (8.37) and Our Lady and St Benedict having the lowest (3.53).

5.2. Comparison between schools who completed different amounts of the NELI intervention and Improvements in Language Scores

To understand the relationship between the extent of NELI completion and improvements in language scores, we examined the data on the number of sessions completed by each school and the corresponding changes in OxEd Language Screen scores.

The average change in language scores across the schools ranged from 7.93 to 13.58 points. Some schools that completed fewer sessions (e.g., Our Lady and St Benedict) reported high average mean changes in scores, suggesting that factors other than just the quantity of sessions—such as the quality of implementation and which sessions were covered¹⁷—could also play a role in outcomes.

- **Carmountside:** Mean change score of 12.00 (71% completed)
- **Maple Court:** Mean change score of 13.41 (66% completed)
- **St Maria Goretti:** Mean change score of 12.55 (61% completed)
- **Kingsland:** Mean change score of 12.96 (61% completed)
- **Eaton Park:** Mean change score of 13.00 (60% completed)
- **Our Lady and St Benedict:** Mean change score of 13.58 (60% completed)
- **Abbey Hulton:** Mean change score of 7.93 (57% completed)

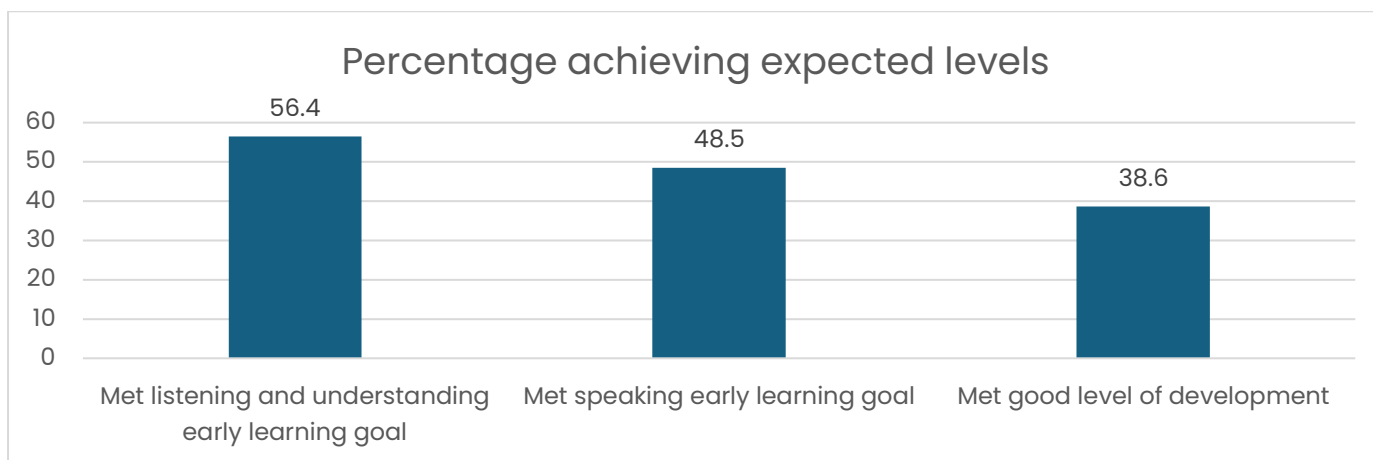
6. How NELI Children did at the Early Years Foundation Stage

Of children who took part in NELI, over half met the listening and understanding early learning goal and nearly half met the speaking early learning goal. In total, just under 40% achieved a good level of development. Whilst this is encouraging, it is important to recognise that the EYFS profile assesses not just communication but a range of areas, including physical development, personal, social, and emotional development, literacy, and mathematics. A child

¹⁷ Potentially alongside differences in classroom contexts.

might meet the communication standard but fall short in other areas required for a GLD, such as literacy or numeracy.

Figure 9: Percentage of those who took part in NELI and achieved the expected levels in the Early Years Foundation Stage Goals.



7. Conclusion.

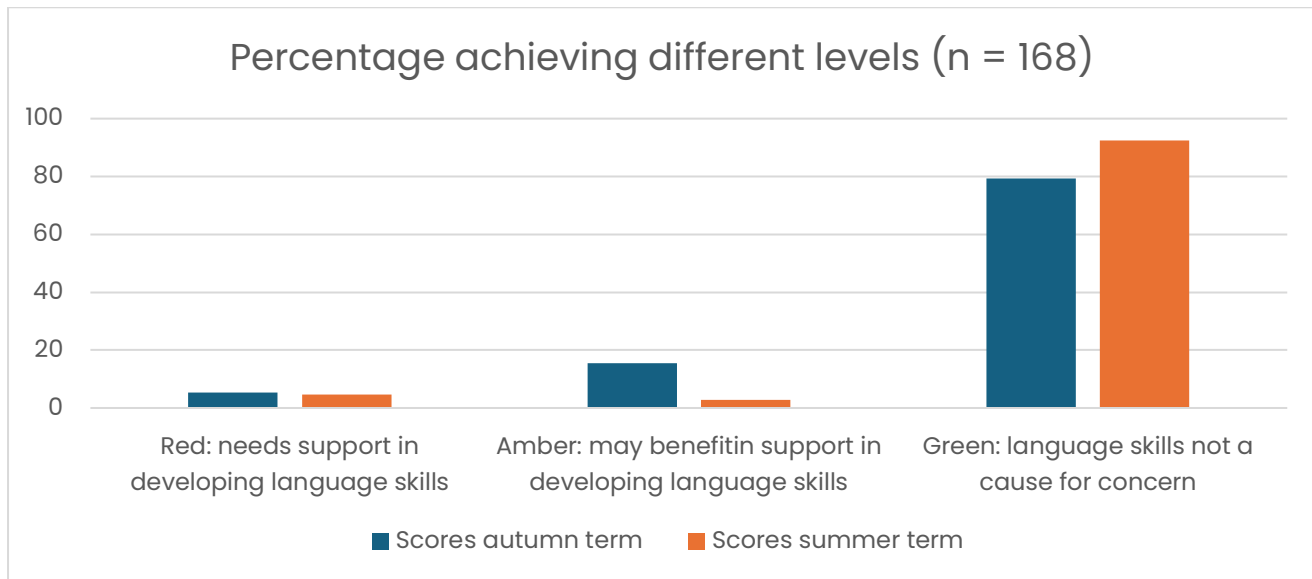
The implementation of the NELI workstream was supported by several key factors, including clear communication of expectations and the involvement of peripatetic support leaders. Their [peripatetic support leader] roles in building relationships, managing coordination, and providing support to students were crucial in ensuring the intervention's success and addressing challenges as they arose. Consistent delivery of over half the sessions was achieved in all schools. Furthermore, the data analysis for the 2023–2024 reception cohort reveals important insights into the impact of NELI across seven schools. Participating did not mean all children achieved key early learning goals, such as listening, understanding, speaking, and reaching a Good Level of Development (GLD). However, there was evidence of positive language development among NELI participants, as indicated by significant improvements in their OxEd Language Screen scores.

8. Recommendations.

- Given the importance of peripatetic support leaders, it will be important to ensure there are two full-time staff in this role throughout the forthcoming school year.
- While the importance of flexibility in delivery and the inclusion of children in other key elements of the curriculum is acknowledged, in the forthcoming school year, peripatetic support leaders should help schools deliver all 90 sessions (20 weeks) of NELI. This should include checkpoints throughout the year, by which each school should have completed a quarter, half, and three-quarters of total sessions. This could be supported by joint planning and communication and having contingency plans for disruptions, such as school events.
- Thrive at Five should work with each school to ensure every child who could benefit from NELI has access to the intervention. This may result in more children with lower Language Screen scores at the beginning of the year taking part in the intervention.
- Working in partnership with Staffordshire University, Thrive at Five should aim to ensure 80% of Student NELI Practitioners recruited in September remain engaged with the work in June 2025.

Appendix 1.

Figure 9 – Percentage of children achieving different scores in the autumn and summer terms who didn't take part in NELI.



Appendix 2.

Table 2. SPSS results from test comparing before and after scores for children who participated in NELI.

This SPSS output comes from a **Wilcoxon Signed Ranks Test**, which is used to compare two sets of related data – in this case, the NELI (Nuffield Early Language Intervention) scores from summer and autumn. Here's what the output means:

Ranks Table

- **Negative Ranks (2 cases):** There are 2 children whose NELI scores were lower in summer compared to autumn. The average rank for these cases is 6, and the total of their ranks is 12.
- **Positive Ranks (98 cases):** There are 98 children whose NELI scores improved from summer to autumn. The average rank for these cases is 51.41, and the total of their ranks is 5038.
- **Ties (1 case):** There is 1 child whose NELI score did not change between summer and autumn.

		Ranks		
		N	Mean Rank	Sum of Ranks
NELI score summer - NELI score autumn	Negative Ranks	2 ^a	6.00	12.00
	Positive Ranks	98 ^b	51.41	5038.00
	Ties	1 ^c		
	Total	101		

- a. NELI score summer < NELI score autumn
- b. NELI score summer > NELI score autumn
- c. NELI score summer = NELI score autumn

Below are the test Statistics

- **Z value (-8.644):** This is the test statistic, which tells us the magnitude of the difference between summer and autumn scores. A more negative Z value indicates a stronger difference in favour of autumn scores being higher.
- **Asymp. Sig. (2-tailed) < .001:** This is the p-value. A p-value less than 0.001 means that the difference between summer and autumn scores is statistically significant, meaning it's highly unlikely that this difference is due to random chance.

Test Statistics

NELI score
summer - NELI
score autumn

Z	-8.644 ^b
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Appendix 3: Table 4: Breakdown of which course students were from.

School	Course	Level	Number of students
Eaton Park	Education Studies	Level 5	2
	Education	Level 5	1
	Early Childhood Studies	Level 5	1
Maple Court	Education Studies	Level 4	4
St Maria Goretti	Education Studies	Level 6	1
	Education Studies	Level 5	1
Abbey Hulton	Early Childhood Studies	Level 6	2
	Education MA	Level 7	1
Our Lady St Benedict	Early Childhood Studies	Level 4	2
Carmountside	Early Childhood Studies	Level 6	1
	Education	Level 6	1
Kingsland	Education studies	Level 5	2
	Education	Level 6	1
	Education Studies	Level 4	1
	Early Childhood studies	Level 4	1

Level 4 qualifications are pre degree level and include certificate of higher education (CertHE), level 4 NVQ and level 4 diploma.

Level 5 qualifications include foundation degree.

Level 6 qualifications include degree with honours.

Level 7 qualifications include higher degree.