

Sammons, P., Sylva, K., Melhuish, E.C., Siraj-Blatchford, I., Taggart, B., Elliot, K. and Marsh, A. (2004). The Effective Provision of Pre-School Education (EPPE) Project: *Technical Paper 9 - Report on Age 6 Assessment*. London: DfES / Institute of Education, University of London.

Abstract: In order to monitor the progress and development of the EPPE children, assessments were conducted in Year 1 when the children were 6 years old. This Technical Paper focuses on two measures of cognitive attainment assessed at the end of Year 1, reading and mathematics (measured by the National Foundation for Educational Research [NFER]-Nelson Primary Reading Level 1 and Maths 6 tests). In addition, social/behavioural development was assessed by teachers using an extended version of the Goodman (1997) Strengths and Difficulties Questionnaire.

The analyses of child outcomes at the end of Year 1 point to the continued strength of background influences on young children's cognitive attainments. However, the results now indicate that, taken together, background influences are relatively weaker in accounting for variations in reading and mathematics attainments at the end of Year 1 than was the case at earlier time points.

An analyses of the impact of pre-school revealed that the early boost given by pre-school has not washed out by age 6 years plus, nor have 'home' children caught up. The absence of pre-school can be seen to have a continued negative influence on cognitive and several social/behavioural outcomes. Although children who had experienced a very long duration in pre-school show relatively poorer scores on the Anti-social measure in Year 1. These poorer scores should be placed in the context of very positive scores for most children on this and other aspects of behaviour such as reduced Anxiety and improved Positive social behaviour and Self-regulation.