

## **New PUMA Summer Reception and the EYFS**

### **The 2021 statutory framework**

The new Early Years Foundation Stage (EYFS) [statutory framework](#) was published in March 2021, shortly after the publication of our *New PUMA Summer Reception* paper. Due to the release of these changes concurrent with publication, the Reception test now includes a small amount of content that isn't detailed in the Early Learning Goals (ELGs) listed in the new framework but do broadly align with the EYFS objectives. We detail how these content areas align below.

### **Shape, space and measure**

These are not detailed in the 2021 ELGs, however, the 'Educational Programmes: Mathematics' section of the new statutory framework states that '*it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures*' (p.10). Our trial schools fed back on all questions in June 2021 and confirmed that the range of coverage was appropriate in reviewing pupil understanding gained from their mathematics educational programmes.

### **Numbers from 11–20**

The 2021 ELGs require pupils to have a deep understanding of numbers to 10 (we cover numbers 1–10 in 13 questions: 1, 4, 5, 7, 8, 9, 10, 12, 13, 17, 18b, 19, 25). Seven questions in our Reception assessment include numbers from 11–20 (these are questions 11, 15, 18a, 21, 24, 27 and 28). The ELGs require pupils to be able to verbally count to and beyond 20, and the high facility values<sup>1</sup> for most of these questions show that the verbal counting has provided pupils nationally with good familiarity with numbers to 20, showing that these questions were accessible for high percentages of pupils. These questions are also towards the end of the paper and all questions are read aloud to children. We have therefore deemed it appropriate to retain these questions as a reasonable indication of pupil progress in number.

### **Numbers beyond 20 (verbally)**

The area of increased difficulty in the ELGs is to *verbally count beyond 20*. PUMA is a written test, but with all questions in Reception read aloud. As the final two questions on the assessment (assessing within 11–20) proved more challenging nationally, we have not deemed it suitable to extend our questions to assess numbers above 20 within our written test.

### **Use in your school**

We have provided the above information to allow you to easily review whether the question content covered in the *New PUMA Summer Reception* test aligns with what is taught in your school; and whether the test will therefore allow you to appropriately assess progress, identify gaps and celebrate strengths. We hope this information along with the following question breakdown will support you in reviewing whether *New PUMA Summer Reception* is right for your school.

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<sup>1</sup> The facility value of each question is shown in the markscheme. These show the percentage of pupils who answered correctly during our standardisation trial.

Note: Rather than identifying the ELG for each question, we present questions according to the maths strands we use throughout the series, for continuity of reporting and strand analysis as children move into key stages 1 and 2.

| Strand                        | Year R Summer<br>(precursor to National Curriculum domains and informed by Early Learning Goals) | Marks | Questions      |
|-------------------------------|--|-------|----------------|
| Number                        | Count, read and write numbers to 10  | 2     | 4, 10          |
|                               | Count, read and write numbers to 20  | 1     | 11             |
|                               | Order and compare numbers to 20  | 3     | 15, 21, 24     |
|                               | Identify and represent numbers to 10   | 3     | 1, 5, 7        |
| Operations                    | Add / subtract mentally to 10  | 1     | 12             |
|                               | Add / subtract to 10 using written methods   | 1     | 25             |
|                               | Add / subtract to 10 to solve problems   | 3     | 8, 9, 13, 18b, |
|                               | Add / subtract to 20 to solve problems   | 3     | 18a, 27        |
|                               | Solve problems based on the two operations and knowledge of the commutative facts                | 3     | 17, 19, 28     |
| Measure                       | Compare, describe and order measures   | 2     | 6, 22          |
|                               | Money (coins)  | 2     | 16, 26         |
|                               | Telling and ordering time (yesterday/today/tomorrow)   | 1     | 23             |
| Geometry<br>(Shape and Space) | Recognise and name common shapes   | 2     | 20i/ii         |
|                               | Describe properties and classify shapes  | 1     | 14             |
|                               | Patterns   | 2     | 2, 3           |

Our assessment will continue to maintain the continuity of test items, so that schools will be able to compare progress over the whole test with those of previous years. Once the after-effects of the pandemic have fully settled, we will review the situation and take advice from schools using the *New PUMA Summer Reception* test to explore possible changes.