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[www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile](http://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile)

## Early Years Foundation Stage Profile Attainment by Pupil Characteristics, England 2013

### INTRODUCTION

A new Early Years Foundation Stage Profile (EYFSP) was introduced in September 2012. This Statistical First Release (SFR) provides results of these new 2013 teacher assessments of children's development at the end of the EYFS (the end of the academic year in which a child turns five) by pupil characteristics. Results are presented by gender, ethnicity, eligibility for free school meals, special educational needs, English as a first language, and month of birth.

This SFR builds upon figures in the EYFSP SFR published in October by focusing on differences in achievement for each of the pupil characteristics. Information about the introduction of the new profile and a summary of findings from the pilot can be found in the technical notes of the October publication:

[www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013](http://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013)

The new Early Years Foundation Stage Profile requires practitioners to make a best fit assessment of whether children are **emerging, expected or exceeding** against each of the new **17 early learning goals (ELGs)** (see technical notes for further information on the ELGs). Children have been deemed to have reached a **good level of development (GLD)** in the new profile if they achieve at least the expected level in the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. These are 12 of the 17 ELGs. The Department has also introduced a **supporting measure** which measures **the total number of points<sup>1</sup> achieved** across all 17 ELGs and reports the average of every child's total point score.

The figures contained within this publication combine the information gathered through the school census in January 2013 and the 2013 EYFSP data. This publication includes Local Authority (LA) tables.

### Key points

As reported in the October SFR, 52% of pupils achieved a good level of development in the new EYFSP profile. Girls outperformed boys with 60% achieving a good level of development compared with 44% of boys, an attainment gap of 16 percentage points.

<sup>1</sup> A child is assigned one point for an emerging ELG, two points for an expected ELG and three points for an exceeding ELG.

Looking at performance in the new good level of development (GLD) measure by characteristics shows there are large attainment gaps amongst the key disadvantaged groups.

**Free school meals (FSM) attainment gap of 19 percentage points.**

36% of pupils eligible for FSM achieved a GLD compared with 55% of other pupils. FSM attainment gaps were widest in the literacy areas of learning.

**A lower proportion of pupils from Asian, Chinese and black backgrounds achieved a ‘good level of development’**

47% of Asian pupils, 49% of Chinese and 51% of black pupils achieved a GLD. For all ethnic groups girls significantly outperformed boys. Pupils of Irish, Indian and mixed white and Asian backgrounds had the highest proportions achieving a GLD and Gypsy/Roma and travellers of Irish heritage significantly lower.

**Largest attainment gap between children with a special educational need (SEN) and those with no identified SEN.**

The SEN attainment gap is 42 percentage points. The biggest differences are seen in the proportions achieving the expected level in the communication and language areas of learning, most notably in the *speaking* ELG.

## SUMMARY OF RESULTS BY PUPIL CHARACTERISTIC

The attainment gaps in the following section compare the percentage of pupils with and without a particular characteristic achieving the measure stated. Commentary focuses on differences in the percentages of pupils achieving a GLD. All gaps and differences have been calculated on unrounded data therefore some figures may not add up in this text. Readers are reminded that some characteristics groups have small numbers of eligible pupils so comparisons should be treated with caution.

Figures in this publication are not comparable with previous years due to the introduction of the new profile.

### Gender

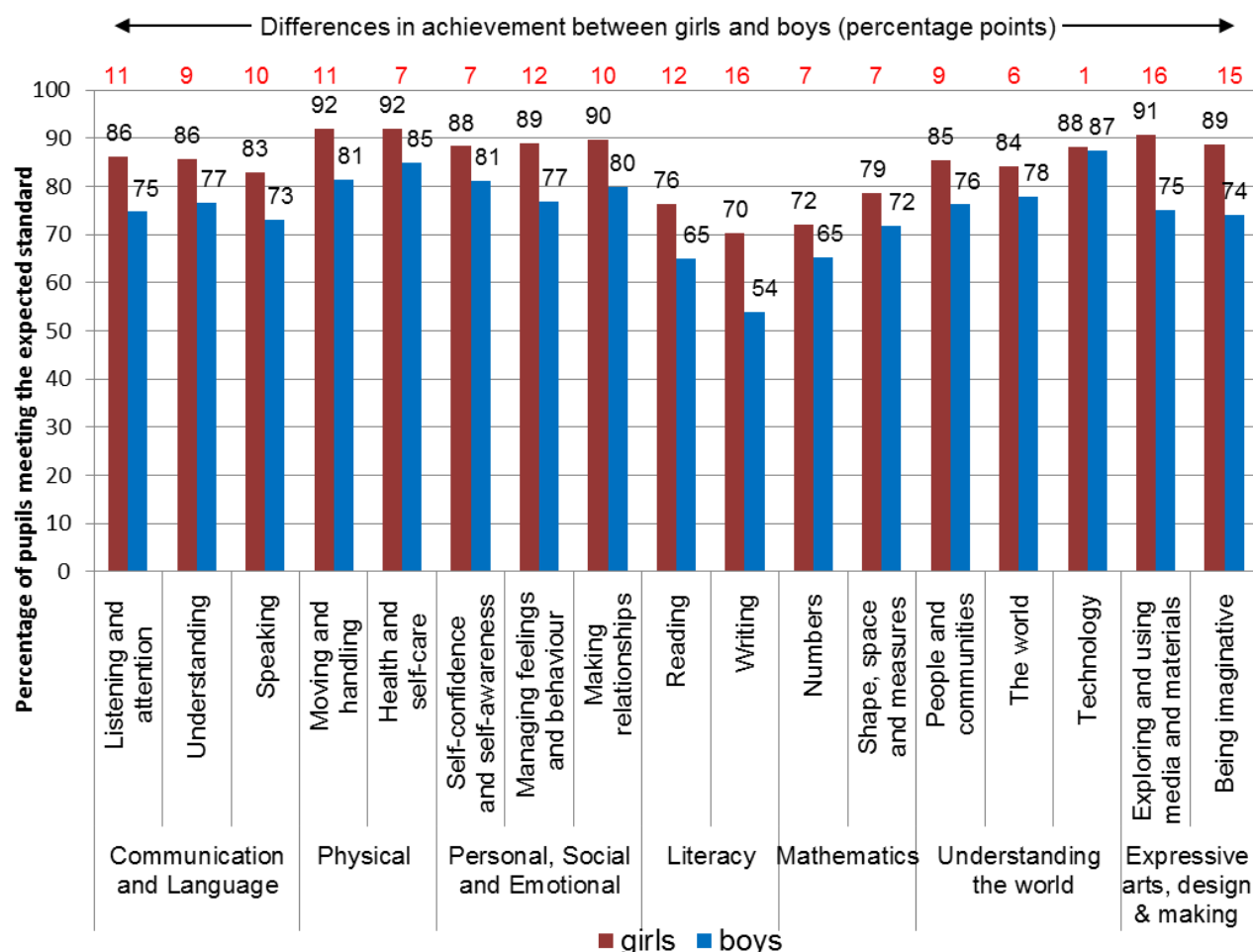
60% of girls achieved at least the expected level in the prime areas of learning and in the specific areas of mathematics and literacy needed to achieve a **good level of development** compared with 44% of boys, a difference of 16 percentage points.

**Summary table 1: Gender attainment gaps (girls minus boys), 2013**

Gender	% achieving at least the expected level in all ELGs	% achieving a GLD	average point score
girls	58	60	34.1
boys	41	44	31.6
<b>all pupils</b>	<b>49</b>	<b>52</b>	<b>32.8</b>
<i>attainment gap</i>	<i>17</i>	<i>16</i>	<i>2.5</i>

Looking at the 17 early learning goals, the gap between the proportion of girls and boys achieving at least the level expected is **widest in writing and exploring and using media and materials**, both areas having gender attainment gaps of 16 percentage points. The **narrowest gender gap is in technology**, 1 percentage point.

**Figure 1: Percentage of pupils achieving at least the expected level in each early learning goal (ELG) by gender, 2013**



## **Ethnicity**

Between different ethnic groups, the proportion of pupils achieving a good level of development varies in comparison with the **national average of 52%**.

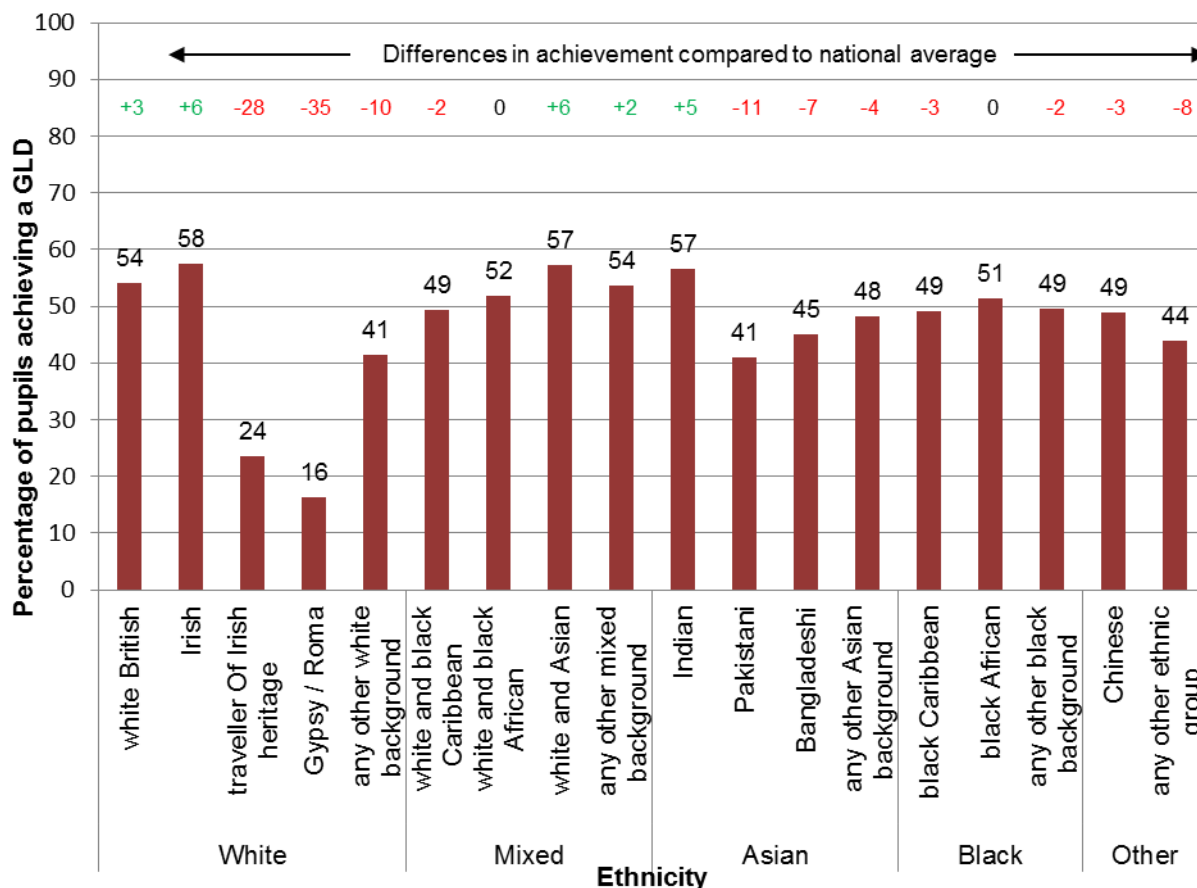
Within the broader ethnic groupings:

- Pupils of any **white** or any **mixed** background performed **slightly above** the national average with 53% achieving a good level of development.
- Pupils of any **Asian** background are the ethnic group with the **lowest proportion of pupils achieving a good level of development** at 47%. The gap when compared to all pupils is 4 percentage points.
- **Chinese** pupils and pupils of any **black** background achieved **below** the national average with 49% and 51% respectively achieving a good level of development.

Looking at individual ethnic groups, those from Irish, Indian and 'mixed white and Asian backgrounds' had the highest proportions of pupils achieving a good level of development, between 5 and 6 percentage points above the national average.

Gypsy/Roma pupils have the lowest percentage achieving a good level of development at 16%, 35 percentage points below the national average. Travellers of Irish Heritage have 24% per cent of pupils from that background achieving a good level of development, 28 percentage points below the national average. Pakistani pupils and pupils from 'any other white background' also have lower than average percentages achieving a good level of development (41%) with attainment gaps of 11 and 10 percentage points respectively.

**Figure 2: Percentage of pupils achieving a good level of development by ethnic group, 2013**



**For all ethnic groups, there is variability in achievement between boys and girls, with girls significantly outperforming boys.**

- The **highest variability** is shown amongst pupils from **mixed backgrounds** and the **lowest variability** is shown amongst **Chinese pupils**.

There is also variation in the performance of ethnic groups when looking at the 17 ELGs.

- The proportion of **Chinese** pupils achieving a good level of development was lower than the national average (3 percentage point attainment gap), however, when looking at performance across the ELGs it can be seen that this group **perform significantly below the national average in *understanding* and *speaking and people and communities*, but above in *numbers*, *writing* and *moving and handling*.**
- Pupils of an Asian background had the lowest proportion of pupils achieving a GLD at 47%. **In all areas of learning Asian pupils performed below the all pupil average** and significantly below in *speaking* and *the world*.

## English as a first language

Achievement is **higher for those pupils whose first language is English** when compared with pupils whose first language is not English. 54% of pupils whose first language is English achieved a good level of development compared with 44% of pupils whose first language was other than English, an attainment gap of 11 percentage points.

**Summary table 2: First language attainment gaps, (English as a first language minus first language other than English), 2013**

First language	% achieving at least the expected level in all ELGs	% achieving a GLD	average point score
English	52	54	33.3
Other than English	40	44	30.8
<b>All pupils</b>	<b>49</b>	<b>52</b>	<b>32.8</b>
<i>attainment gap</i>	<i>12</i>	<i>11</i>	<i>2.5</i>

There is some **variation in attainment by first language by gender**. 50% of girls compared with 37% of boys whose first language was other than English achieved a good level of development, a **13 percentage point difference**.

- The first language attainment gap in the proportion achieving a good level of development is 12 percentage points for girls and 9 percentage points for boys.

There is also variation in the first language attainment gaps (comparing those pupils whose first language is English and those with first language other than English) when looking at the 17 ELGs.

- The **widest gap is in *speaking*** 19 percentage points lower for pupils whose first language was other than English.
- The **narrowest first language attainment gap is seen in *moving and handling*** where the attainment gap is just 2 percentage points.

## Free school meal eligibility

**Pupils eligible for free school meals perform less well than other pupils** (those who are not eligible for free school meals and unclassified).

36% of pupils eligible for free schools meals achieved a good level of development compared with 55% of other pupils, an attainment gap of 19 percentage points. The FSM attainment gap is the same for both girls and boys at 19 percentage points.

**Summary table 3: Free school meal (FSM) attainment gaps, (pupils eligible for FSM minus all other pupils), 2013**

Free school meal eligibility	% achieving at least the expected level in all ELGs	% achieving a GLD	average point score
FSM eligible	33	36	29.9
All other pupils	52	55	33.5
<b>All pupils</b>	<b>49</b>	<b>52</b>	<b>32.8</b>
<i>attainment gap</i>	<i>-19</i>	<i>-19</i>	<i>-3.5</i>

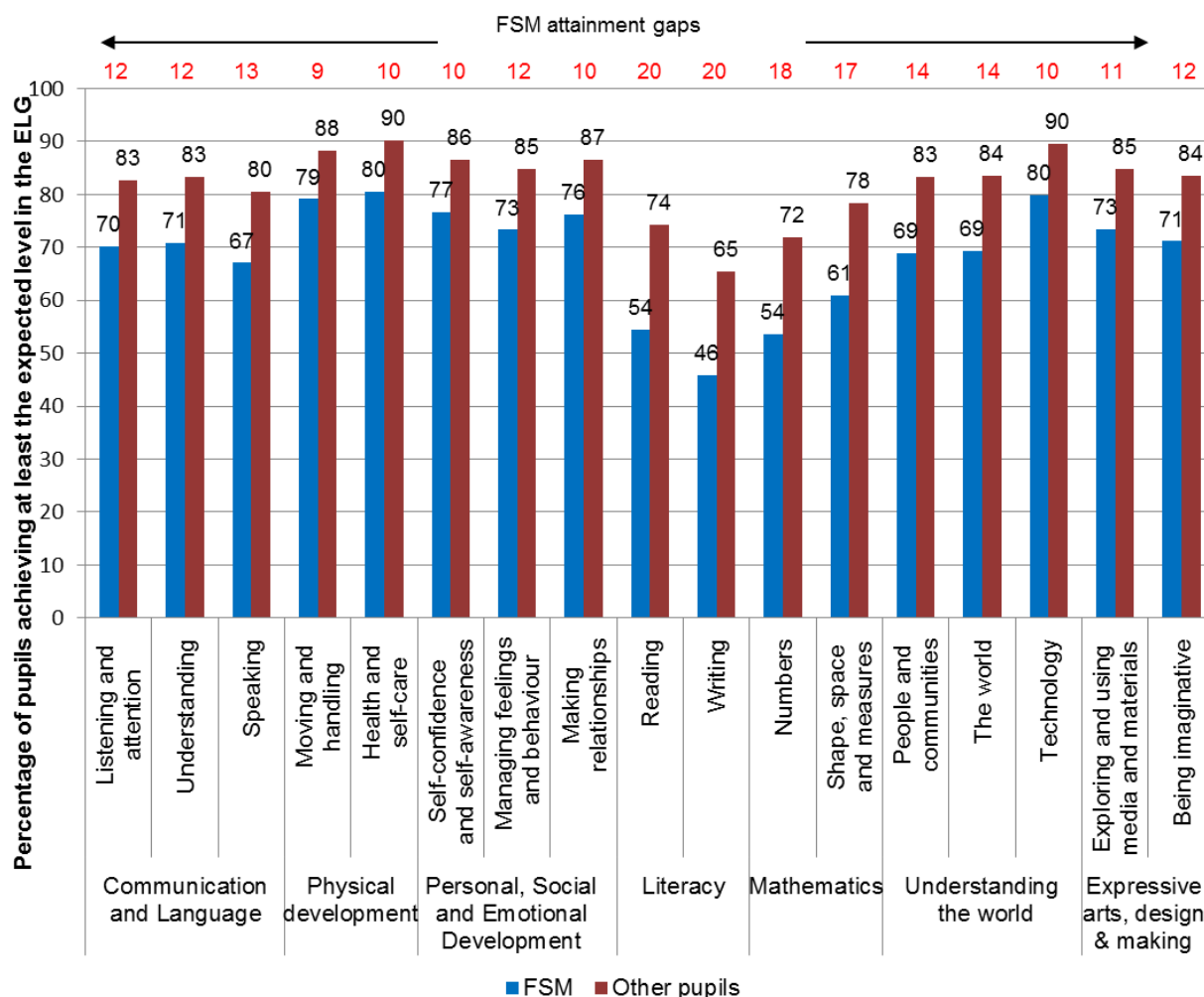
Of those pupils known to be eligible for free school meals, there are variations in achievement by gender and ethnic group, most notably:

- **White British boys, Pakistani boys and boys from any other white background perform less well** than any other ethnic group eligible for FSM with 27% achieving a GLD.
- **Black Caribbean girls and girls from any other black background** are the ethnic groups with the **highest proportion** being FSM eligible and **achieving a GLD** at 53%.

There is variation in the free school meal attainment gaps by the 17 ELGs.

- The **widest FSM attainment gaps are seen in the literacy goals** of *reading* and *writing*, both with a 20 percentage point attainment gap when comparing pupils eligible for free school meals and all others. Larger gaps are also seen in the mathematics area of learning.
- The ELGs where the FSM gaps are **narrowest are those within the physical development areas of learning**.

**Figure 3: Percentage of pupils achieving at least the expected level in each early learning goal (ELG) by free school meal eligibility, 2013**



### Month of birth

**Autumn born children outperform children born in either the spring or the summer.** Of pupils born in the autumn term, 63% achieved a good level of development compared with 40% of those pupils born in the summer, a **23 percentage point attainment gap**.

**Summary table 4: Month of birth attainment gaps, (autumn born minus summer born), 2013**

Month of birth	% achieving at least the expected level in all ELGs	% achieving a GLD	average point score
Autumn born	60	63	34.9
Spring born	49	52	32.9
Summer born	38	40	30.9
<b>All pupils</b>	<b>49</b>	<b>52</b>	<b>32.8</b>
<i>attainment gap</i>	<i>22</i>	<i>23</i>	<i>4</i>

Looking at ELGs, **month of birth has the largest impact on the literacy and mathematics areas of learning.**



- 73% of pupils born in the autumn term achieved at least the expected level in the ELG *writing* compared with 51% of pupils born in the summer term, a 22 percentage point attainment gap. In the ELG *numbers* the attainment gap was 20 percentage points with 78% of autumn born pupils achieving the level expected compared with 58%.
- In contrast, **gaps were narrower** between autumn born and summer born children in ***health and self-care*** and ***making relationships***.

### **Special educational needs (SEN)**

A higher percentage of pupils without any identified SEN achieved a good level of development when compared with all pupils.

- For pupils with **SEN** (both without a statement and those with a statement of SEN), 14% achieved a good level of development compared with 56% for those pupils with no identified SEN, an **attainment gap of 42 percentage points**.
- The proportion of pupils with a statement of SEN who attained a good level of development was the lowest at 2%.

**Summary table 5: Special educational needs (SEN) attainment gaps, (SEN minus no identified SEN), 2013**

<b>Special educational needs (SEN)</b>	<b>% achieving at least the expected level in all ELGs</b>	<b>% achieving a GLD</b>	<b>average point score</b>
No identified SEN	53	56	33.7
school action	15	17	26.6
school action plus	14	15	25.4
statemented SEN	2	2	19.6
All SEN	13	14	25.2
<b>All pupils</b>	<b>49</b>	<b>52</b>	<b>32.8</b>
<i>attainment gap</i>	<i>40</i>	<i>42</i>	<i>9</i>

Looking at the 17 ELGs, **the largest attainment gap** between pupils with an identified SEN and those without is in ***speaking***.

- 83% of pupils with no identified SEN achieved at least the expected level in *speaking* compared with 37% of those with an identified SEN, an attainment gap of 46 percentage points.
- The **narrowest SEN attainment gap was in *technology*** where 91% of pupils without an identified SEN achieved at least the expected level compared with 63% of those with a special educational need, an attainment gap of 28 percentage points.



## **TABLES**

Available on the GOV.UK website. Statistics are for England and 2013 only:  
[www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile](http://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile)

### **National tables**

<b>Table 1</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by pupil characteristics
<b>Table 2a</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by ethnicity, free school meal eligibility and gender
<b>Table 2b</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by SEN provision, free school meal eligibility and gender
<b>Table 2c</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by SEN provision, ethnicity and gender
<b>Table 3</b>	Achievement in each of the 17 early learning goals (ELGs) by pupil characteristics

### **Local authority tables**

<b>Table 4</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by ethnicity and local authority
<b>Table 5</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by first language and local authority
<b>Table 6</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by free school meal eligibility and local authority
<b>Table 7</b>	Achievement in early years foundation stage profile (EYFSP) teacher assessments by SEN provision and local authority

### **Key to tables**

The following symbol notation is used in the tables published in this release:

- . - not applicable
- x - figures not shown in order to protect confidentiality
- \* - data for this LA is suppressed due to incomplete data, meaning numbers and percentages may not be representative of the whole Local Authority.
- \*\* data has been suppressed as only one school is located in that Local Authority.

## RELATED PUBLICATIONS

SFR43/2013: Early years foundation stage profile results: 2012 to 2013

[www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013](http://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013)

SFR30/2012: EYFSP attainment by pupil characteristics in England: academic year 2011 to 2012

[www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-in-england-academic-year-2011-to-2012](http://www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-in-england-academic-year-2011-to-2012)

SFR21/2013: Schools, pupils and their characteristics: January 2013

[www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013](http://www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013)

SFR37/2013: Phonics Screening Check and National Curriculum Assessments at Key Stage 1 in England, 2012

[www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2013](http://www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2013)

SFR33/2012: National curriculum assessments at key stage 2 in England: academic year 2011 to 2012

[www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-academic-year-2011-to-2012](http://www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-academic-year-2011-to-2012)

SFR04/2013: GCSE and equivalent attainment by pupil characteristics in England: 2011 to 2012

[www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england](http://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england)

### Small Area Statistics

This publication includes tables at Local Authority level based on the geography of the school location (Tables 4-7)

School-level results for EYFS will not be published in performance tables.

Pupil residency based tables showing small area EYFS attainment data by gender will be published by the Office for National Statistics (ONS) on the **Neighbourhood Statistics Service (NeSS)** website in June 2014.

[www.neighbourhood.statistics.gov.uk/dissemination/](http://www.neighbourhood.statistics.gov.uk/dissemination/)

The ONS Neighbourhood Statistics data in 2013 were accompanied by

SFR20/2013: Neighbourhood statistics: small area pupil attainment and absence by pupil characteristics in England - academic year 2011 to 2012

[www.gov.uk/government/publications/neighbourhood-statistics-small-area-pupil-attainment-and-absence-by-pupil-characteristics-in-england-academic-year-2010-to-2011](http://www.gov.uk/government/publications/neighbourhood-statistics-small-area-pupil-attainment-and-absence-by-pupil-characteristics-in-england-academic-year-2010-to-2011)

## TRANSPARENCY

As part of a Government drive for data transparency in official publications and to make data more accessible, supporting underlying data for this publication will be published at the same time as the publication and available on the publication webpage.

## NATIONAL STATISTICS PUBLICATION

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics, these are published here: [www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education](http://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education)

## CONFIDENTIALITY AND SUPPRESSION

The *Code of Practice for Official Statistics* requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

An 'x' indicates that a figure has been suppressed due to small numbers. Values of 1 or 2 or a percentage based on 1 or 2 pupils who achieved, or did not achieve, a particular level are suppressed. Percentages based on 0 pupils achieving a particular level are also suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.

This suppression is consistent with the Departmental statistical policy which can be found at: [www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education](http://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education)

## REVISIONS

This publication is produced using a final version of the 2013 dataset and we do not plan to make any revisions to this publication.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at: [www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education](http://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education)

## YOUR FEEDBACK

Please contact [sally.marshall@education.gsi.gov.uk](mailto:sally.marshall@education.gsi.gov.uk) if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

## TECHNICAL NOTES

### BACKGROUND

Early Years Foundation Stage Profile assessment statistics were published on October 24<sup>th</sup> 2013 at: [www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013](http://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013).

Information about the introduction of the new profile and a summary of findings from the pilot can be found in the technical notes of the above publication.

### Notes on the assessment scales

1. Practitioners can make professional judgements about children's achievements and decide on the next steps in learning through observing children in self-initiated and adult-directed activities and by recording when necessary what has been achieved. They can also provide information for parents and carers about how children are developing.

2. The assessments are made on the basis of practitioners' accumulating observations and knowledge of the whole child. By the end of the Early Years Foundation Stage, the profile provides a way of summing up that knowledge. It should be completed in the summer term, summarising each child's achievement as emerging, expected or exceeding against each of the new 17 early learning goals (ELGs).

### The areas of learning

Area of learning	Early Learning Goal	Emerging	Expected	Exceeding
<b>Communication and Language</b>	Listening and attention			
	Understanding			
	Speaking			
<b>Physical development</b>	Moving and handling			
	Health and self-care			
<b>Personal, Social and Emotional Development</b>	Self-confidence and self-awareness			
	Managing feelings and behaviour			
	Making relationships			
<b>Literacy</b>	Reading			
	Writing			
<b>Mathematics</b>	Numbers			
	Shape, space and measures			
<b>Understanding the world</b>	People and communities			
	The world			
	Technology			
<b>Expressive arts, designing and making</b>	Exploring and using media and materials			
	Being imaginative			

## **A good level of development**

The Good Level of Development (GLD) measure is the most widely used single measure of child development in the early years. Children have been defined as having reached a GLD at the end of the EYFS if they achieved at least the expected level in the early learning goals in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.

Further information on the assessment scales can be found in the methodology document which accompanies the October publication at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/252376/SFR43\\_2013\\_Methodology.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/252376/SFR43_2013_Methodology.pdf)

## **Data Sources**

The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and achievement information for all children in state-funded schools in England.

The pupil level characteristic information within this SFR is derived from census returns made by schools during a single selected period of the school day and provided to the Department in January each year. School Census information for January 2012 has already been published, and detailed information on the coding of ethnicity, free school meal eligibility, English as a first language and special educational needs can be found in the technical notes of SFRs 'Schools, Pupils and their Characteristics, January 2013' and 'Special Educational Needs in England, January 2013', published at:

[www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013](http://www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2013)  
and  
[www.gov.uk/government/publications/special-educational-needs-in-england-january-2013](http://www.gov.uk/government/publications/special-educational-needs-in-england-january-2013)

The methodology document accompanying the Early Years Foundation Stage Profile assessment statistics published in October provides further detail on the collection of teacher assessment records and coverage information:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/252376/SFR43\\_2013\\_Methodology.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/252376/SFR43_2013_Methodology.pdf)

Early Years Foundation Stage Profile NPD data is created when pupils' teacher assessment records are 'matched' to their corresponding January 2013 census records by a contractor, using fields such as surname, forename, date of birth, UPN and gender. This successfully matches around 60-75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 97-98%.

Further information on the NPD, including how to request extracts can be found at:

[www.gov.uk/government/policies/making-schools-and-colleges-more-accountable-and-giving-them-more-control-over-their-budget/supporting-pages/national-pupil-database](http://www.gov.uk/government/policies/making-schools-and-colleges-more-accountable-and-giving-them-more-control-over-their-budget/supporting-pages/national-pupil-database)

## **Reproducing figures in this publication**

### **Eligible pupils**

Pupils are included in these calculations only if they have a valid score in each of the 17 assessment scales.

Tables 1 to 3 contain national level data. Tables 4-7 contain Local Authority level data and are based on the Local Authority that maintains the school the pupils attend.

### **Duplicates**

Occasionally, a pupil will appear more than once on the School Census, resulting, for example, from a change of school, or dual registration. Rules for deriving the main School Census record have been agreed to eliminate these duplicates.

### **Published figures**

There are two types of figures in this publication:

1. The total number of eligible pupils in a given group.
2. The percentage of this group that attained a certain level in the given assessment scale.

For any given category, the percentage achieving the given level is calculated from the number of pupils who achieved that level divided by the total number of eligible pupils.

With the exception of the average point score, in all tables the figures are presented as whole numbers. The rounding convention is as follows: any fractions of 0.5 and above will be rounded up, anything less than 0.5 will be rounded down. Achievement gaps between groups of pupils are calculated using unrounded achievement percentages and then presented as whole numbers, therefore on occasion figures may not appear to add up correctly.

A pupil's total point score is calculated as the sum of the level achieved in each of the 17 individual early learning goals (ELGs). The points are allocated as in the table below for each ELG and then summed to give a pupils total point score, (range 1 - 51).

<b>Assessment rating</b>	<b>Number of points</b>
Emerging	1
Expected	2
Exceeded	3

The average point score (APS) for any given group is the mean of the total point scores for pupils from that group.

Readers are reminded that some groups have small numbers of eligible pupils so comparisons should be treated with caution.

The underlying figures used to calculate these percentages are included in this release.

## **Pupil characteristics**

Characteristic information within this SFR is derived from the school census (see data sources section for further information).

### **Ethnicity and Language**

There are some pupils for whom ethnicity and language was not obtained, was refused or could not be determined.

The school census business and technical specification advises:

'Ethnicity and Language are only required for pupils aged 5 or over at the 31st August prior to the Census Date. This applies to all types of schools except Nurseries which are NOT required to provide these data items.'

In 2013 ethnicity was recorded for 92 per cent of EYFSP pupils; however, there is significant variation in the coverage when looking at figures by Local Authority (LA). The LAs where more than 50 per cent of pupil's ethnicity is recorded as unclassified in 2013 are: Telford & Wrekin, Derbyshire, and Birmingham. Ethnicity breakdowns for these local authorities are not shown in the tables. The impact on national figures as a result of these unclassified pupils is considered negligible. These pupils appear as 'unclassified' in table 1 and table 3.

In Tables 2a, 2c, and 4 those pupils for whom ethnicity is not recorded are not shown as unclassified explicitly but they are still eligible for the results and contribute to the 'All pupils' figures. Therefore, adding together the number of pupils in each ethnic category of Table 4 will not equal the total number of pupils.

Likewise, there are pupils for whom first language is not recorded and again due to the non-mandatory nature of this data item there is significant variation in the proportion unclassified when looking at Local Authority level. Nationally first language is recorded for 87% of pupils and therefore the impact on national figures as a result of these unclassified pupils is considered negligible. As with ethnicity, pupils with no first language reported appear as 'unclassified' in Tables 1 and 3 and contribute to the 'All pupils' figures for Table 5.

### **Free school meals (FSM)**

Free school meal eligibility is recorded for 98% of pupils. For those pupils for whom their free school meal (FSM) eligibility could not be determined their FSM status has been recorded as unclassified. Pupils whose FSM eligibility is recorded as unclassified have been grouped with pupils known not to be eligible for FSM in this SFR. FSM attainment gaps are therefore calculated by comparing those eligible for FSM and those known not to be eligible or unclassified.

### **Month of birth**

Autumn born children may have attended nursery for a longer period of time before they enter Reception than pupils born at other times of the year. The month of birth of each pupil has been classified as below in both the SFR tables and commentary:

Autumn born = September, October, November or December

Spring born = January, February, March or April

Summer born = May, June, July or August



## **Special Educational Needs (SEN)**

Pupils with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

Pupils with special educational needs comprise those at *school action*, *school action plus* or with *statements of SEN*:

School Action: where extra or different help is given, from that provided as part of the school's usual curriculum.

School Action Plus: where the class teacher and the Special Education Needs Coordinator (SENCO) receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).

Statement: a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

## ENQUIRIES

1. Enquiries about the figures in this SFR should be addressed to:

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National Pupil Database and Small Area Statistics Team  
Education Standards Evidence and Dissemination Division (ESEDD)  
Level 5, St Paul's Place  
Sheffield  
S1 2FS  
Telephone number: 0114 2742317  
Email: [sally.marshall@education.gsi.gov.uk](mailto:sally.marshall@education.gsi.gov.uk)

2. Press enquiries should be made to the Department's Press Office at:

Press Office News Desk  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT  
Telephone Number: 020 7925 6789