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EARLY YEARS FOUNDATION STAGE PROFILE RESULTS IN ENGLAND, 2010/11

Introduction

The SFR provides information at both national and Local Authority level on achievement outcomes at the end of the Early Years Foundation Stage (EYFS) in 2011. The Release is the eighth in an annual series of statistics and the third since the implementation of the statutory Early Years Foundation Stage Profile (EYFS Profile) in 2009. The Early Years Foundation Stage Profile measures achievements of children aged five against 13 assessment scales, with 9 points within each scale ('scale point'). The 13 assessment scales are grouped into six areas of learning.

In addition to reporting the total number of summary points achieved on each assessment scale in the EYFS Profile, this release also identifies which individual points have been attained. This information on Individual Scale Points is collected from Local Authorities on a voluntary basis and has previously been published as a separate Statistical Release.

Key points

- The majority of children (ranging from 67 per cent to 91 per cent) continue to *work securely within* (achieving a total of 6 points or more, see background note 4) the Early Learning Goals, in each of the 13 assessment scales. The percentage of children *working securely within* has increased in 11 scales compared with 2010 and remained the same in the remaining two.
- Since the implementation of the statutory EYFS Profile in 2009, there has been an increase in the percentage of children *working securely* across all scales, with the largest increase 5 percentage points which was seen in 3 scales (Communication, Language and Literacy: Linking sounds and letters and writing and Problem Solving, Reasoning and Numeracy: Calculating).
- The assessment scales with the highest percentage of children *working securely within* the Early Learning Goals were: Physical Development - 91 per cent and Personal, Social and Emotional Development: Dispositions and attitudes – 91 per cent. The assessment scale with the lowest percentage of children *working securely within* the Early Learning Goals was: Communication, Language and Literacy: Writing – 67 per cent.
- The assessment scale with the highest percentage of children *working towards* (achieving a total of 1-3 points) the Early Learning Goals was Communication, Language and Literacy: Writing – 10 per cent. The assessment scale with the lowest percentage of children achieving 1-3 points was Personal Social and Emotional Development: Dispositions and Attitudes – 1 per cent (Table 1).

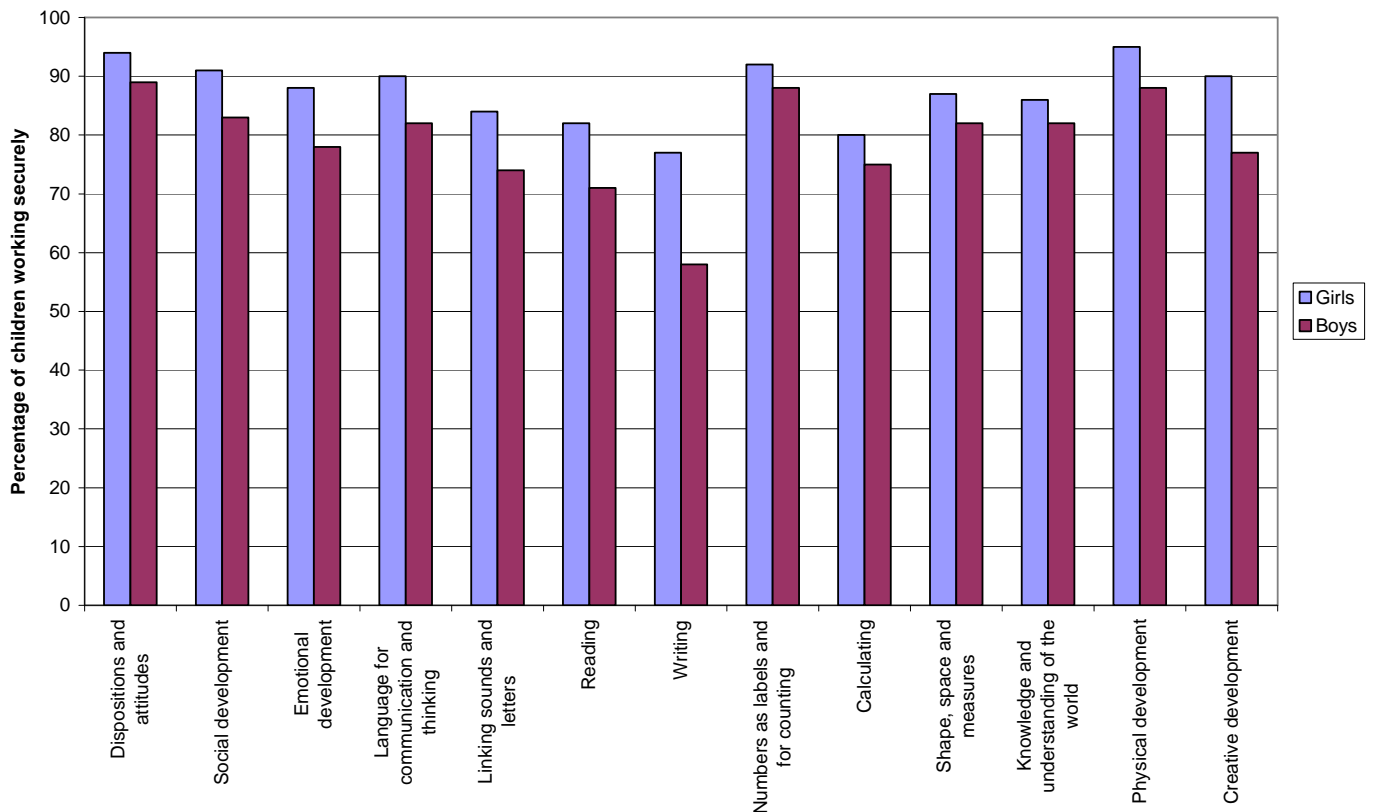
- The assessment scale with the highest percentage of children *working beyond* (9 points) the Early Learning Goals was Problem Solving, Reasoning and Numeracy: Numbers as labels and for counting with 15 per cent. The scales with the lowest percentage of children achieving 9 points are Knowledge and understanding of the world and creative development with 3 per cent (Table 1).

Gender gap

Girls continue to achieve at a higher level than boys. For each assessment scale, a higher proportion of girls than boys *work securely within* (6 points or more) the Early Learning Goals. Since 2010, this gender gap has narrowed by 1 percentage point in 4 assessment scales, has widened by 1 percentage point in 3 scales and remained unchanged in the other 6 assessment scales (Table 2).

The largest gender gap between those *working securely within* in 2011 is in Communication, Language and Literacy: Writing at 19 percentage points, as shown in figure 1. This assessment scale has had the largest gender gap in achievement since the implementation of the statutory EYFS profile in 2009.

Figure 1: Percentage of children working securely in each assessment scale by gender 2011



Changes since 2010

Children working towards the Early Learning Goals

Since 2010, the percentage of children *working towards* the Early Learning Goals in each assessment scale (achieving a total score of 1 to 3) has decreased in 6 scales and remained unchanged in the remaining 7 scales (Table 2).

Children working securely within the Early Learning Goals

Compared to the equivalent final figures for 2010, the percentage of children *working securely within* (achieving a total of 6 points or more) in 2011 has risen in 11 scales with a rise of 2 percentage points in 6 scales and a rise of 1 percentage point in 5 scales. The remaining 2 scales were unchanged (Table 2).

Children working beyond the Early Learning Goals

In 1 of the 13 assessment scales, Physical Development, there has been a decrease of 1 percentage point in the percentage of children *working beyond* (achieving 9 points) the Early Learning Goals, with the remaining 12 scales remaining unchanged compared with 2010 (Table 2). These decreases are fewer than in previous years. In 2010 there was a decrease in 3 of the scales in the percentage of children *working beyond* the Early Learning Goals and in 2009 there was a decrease in 11 of the scales (see Technical Note 6).

Individual scale points (Table 4)

For scale points 1-3 there is very little difference in 2011 compared with 2010. For both years, the vast majority of children achieve all of these points, with the lowest percentage achieving scale point 3 in Writing and Problem Solving, reasoning and numeracy: calculating at 96 per cent.

There are more changes for scale points 4-7 in each of the 13 scales compared to 2010. The majority of the scale points within each scale (34) are achieved by more children in 2011 than in 2010, the remaining points (18) showed no change. Scale point 4 increased in four scales, point 5 in eight, point 6 in eleven and scale point 7 also showed an increase in eleven scales.

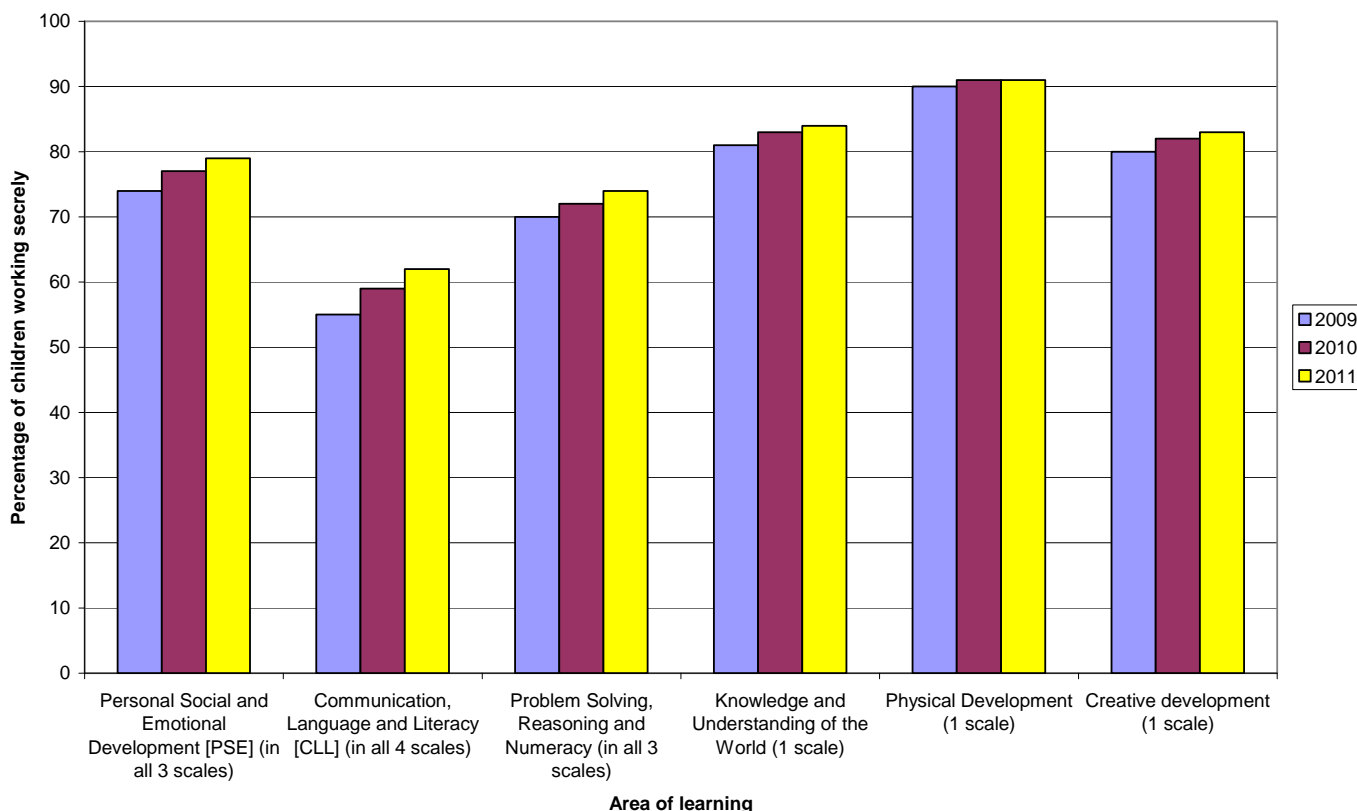
The proportion of children achieving scale point 8 in 2011 has increased in seven scales, decreased in four scales and remained the same in two scales compared with 2010.

The proportion of children achieving scale point 9 in 2011 has increased in three scales and remained the same in ten scales compared with 2010.

Areas of Learning

The percentage of children *working securely within* has increased in five of the six areas of learning since 2010. Communication, Language and Literacy saw the largest increase at 3 percentage points (Table 3). There was also a 2 percentage point increase in 2 areas of learning, a 1 percentage point increase in 2 areas of learning and the remaining area, Physical Development, remained unchanged. Figure 2 shows the percentage of children working securely in each area of learning.

Figure 2: Percentage of children working securely in each area of learning in 2009, 2010 and 2011



Good level of development

At a national level, 59 per cent of children achieved a good level of development (those achieving a total score of 6 or more across the seven PSE and CLL scales and 78 points or more in total). This is an increase of 3 percentage points compared with the 2010 figure of 56 per cent. The percentage of children achieving a good level of development has increased in 120 LAs between 2010 and 2011 (Table F).

79 per cent of children across England have achieved a score of 78 or more across all 13 EYFS Profile scales and are therefore 'developing well' (Table D): an increase of 2 percentage points since 2010.

Narrowing the gap

At a national level, the achievement gap between the lowest 20% of children and the mean is 31.4 per cent in 2011. See technical note 14 for how this is calculated. The gap has narrowed by 1.3 percentage points since 2010. In 108 Local Authorities (LAs) the achievement gap has narrowed, in 39 it has widened and in 5 LAs it has remained the same since 2010 (Table G).

Of those children in the 30 per cent most deprived Super Output areas (small areas with mean populations of 1500, see technical note 18) in England, 51 per cent achieved a good level of development in 2011. This compares with 63 per cent of children resident in other areas and shows a gap of 12 percentage points. The gap has narrowed by 2 percentage points compared with the 2010 gap of 14 percentage points (Table D).

TABLES

National

Table 1: Percentage of children by number of points achieved in each of the 13 assessment scales, 2011, England.

Table 2: Percentage of children grouped by number of points achieved in each of the 13 assessment scales, 2009-2011, England.

Table 3: Percentage of children working securely in each area of learning, 2009-2011, England.

Table 4: Percentage of children achieving each individual scale point for each scale, 2009-2011, England.

Regional and Local Authority Level

Tables containing figures at Local Authority and regional level are available on the DfE statistics website: <http://www.education.gov.uk/rsgateway/DB/SFR/s001033/index.shtml>

Table A: Percentage of children achieving by points band for each assessment scale by Local Authority area, 2011, England.

Table B: Percentage of children achieving by gender who are working securely in each assessment scale by Local Authority Area, 2011, England.

Table C: Percentage of children working securely in each area of learning by Local Authority area, 2011 England.

Table D: Percentage of children achieving a good level of development by national deprivation status of child residency for each Local Authority area, 2011, England.

Table E: The standard score and percentage inequality gap in achievement across all 13 assessment scales by Local Authority area, 2011, England.

Table F: Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy, 2009 -2011, England.

Table G: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest, 2009-2011, England.

BACKGROUND 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. Assessments against the scales should be completed in the summer term, summarising each child's achievement against all thirteen scales at that point.

The Areas of learning

3. The EYFS framework contains six areas of learning covering children's physical, intellectual, emotional and social development;

Personal, Social and Emotional Development (3 assessment scales),

Communication, Language and Literacy (4 assessment scales),

Problem Solving, Reasoning and Numeracy¹ (3 assessment scales)

Knowledge and Understanding of the World (1 assessment scale),

Physical Development (1 assessment scale), and

Creative Development (1 assessment scale).

The Assessment scales

4. The EYFS Profile captures the Early Learning Goals as a set of 13 assessment scales, each of which has nine points:

Outcomes for individual scales

a. The **first three points (1-3)**, are hierarchical and describe the achievement of a child who is still progressing towards the Early Learning Goals. Children should achieve all of these three points before they achieve any of points 4-8. A child who does not achieve Scale Point 1 is likely to have significant developmental delay.

b. The **next five points (4-8)** describe the achievement of a child in the context of the Early Learning Goals themselves. These are not hierarchical and can be achieved in any order. A child may attain a later point without having attained some or all of the earlier points.

c. The **final point (9)** in each scale describes a child who has achieved all the points from 1-8 on that scale, has developed further both in breadth and depth, and is *working consistently beyond* the level of the Early Learning Goals.

d. Children who achieve a scale score of **six points or more** are classified as *working securely* within the Early Learning Goals.

¹ This area of learning was known as Mathematical Development prior to September 2009.

e. The **point (0)** within an EYFS profile indicates a child with significant and complex special educational needs for whom it has not been possible to record an assessment. Whilst the EYFS profile has been developed to be inclusive, for a small number of children it may not be appropriate to make an assessment against some of the EYFS profile scales. In these instances each child may be assessed against other systems according to their specific need. Such alternative assessments carry a data code and numerical value of zero when EYFS profile scores are calculated. A total score of zero in EYFS profile indicates a child with complex needs, for whom a comprehensive alternative assessment system is in place across all the scales of EYFS profile. Exploration of zero scores should include consideration of these children as individuals rather than a group, as it is not possible to draw any meaningful conclusions about their attainment without such information.

f. The **point (N)** describes a child for whom there is insufficient evidence to make an assessment, for example where a child has recently arrived from abroad.

For more detailed information on the assessment scales and the individual scale points, please see the EYFS Profile Handbook, which can be found at the National Archives web archive at:

<http://www.qcda.gov.uk/resources/publication.aspx?id=b5f9cfbe-57ed-4a6a-aa74-c7ee2600032a>

TECHNICAL NOTES

Data quality and interpretation of results (summary scales)

5. The data for 2011 is comparable with previous years and is of a good quality. Returns were received from 99.9% of expected schools and early years' settings, the same figure as in 2010. The total number of children in the cohort reported on in this SFR is 597,200. This is made up of 291,600 girls and 305,600 boys (figures rounded to the nearest hundred).

6. Analysis by the former QCDA suggests that from 2006 to 2009 developments in the way assessment and moderation have been conducted have contributed to the historic downturn in the percentage of children achieving at the higher end of the scales (8 or 9 points). These decreases in the number of children have levelled off in 2010 and 2011 suggesting that the reporting system may now have become embedded.

7. This SFR includes results for those children who were in receipt of a government funded early education place at the end of the EYFS **only**. Children who are not in receipt of a funded place at the end of the EYFS are not in the scope of the Department's EYFS Profile data collection and therefore not included in this SFR (see Data Collection Arrangements: technical note 26).

8. This SFR includes results for funded children who were assessed at the end of the 2010/2011 academic year. Any children who have been held back will be included in the results cohort for the year in which they are assessed and so this SFR may include results from some children outside of the usual EYFS age range.

Ordinarily the EYFS Profile must be completed in the final term of the academic year in which the child reaches the age of five, the only exceptions being:

- Where an exemption from all or part of the EYFS assessment arrangements has been granted for the setting by the Secretary of State for Education
- Where a child is continuing in EYFS provision beyond the year in which they turn five.

9. Children with any N or missing scores in their EYFS Profile **are excluded** from all tables in the SFR (see technical note 11). Children who are recorded with '0' scores (see section 4: The Assessment Scales) in their Profile **are included** in the published figures unless they have a missing or N score elsewhere in their Profile. Children with '0' scores have been included in the published figures for previous years.

10. This SFR covers all types of maintained schools or early education providers that deliver the EYFS to children in receipt of a government funded place. Results from private, voluntary and independent providers (PVIs) **are included** in this SFR.

11. In 2009, there was a minor change in the method for calculating figures in tables 1, 2, A and B, in order to ensure consistency with the SFR tables which report progress across assessment scales. Since 2009, figures included in tables 1, 2, A and B have also excluded children who score N on any scale or have any missing scale scores. Previously, figures in these tables were calculated using all available child data for each assessment scale. For example, in table 1 of the 2008 SFR, a child who had a missing score for one of the 13 assessment scales would still be included in the figures for the 12 scales for which they had valid scores, whereas in the 2009 and 2010 SFRs, this child would be excluded from all figures in table 1. The number of children that have been excluded is relatively small and so this change in methods is unlikely to have much impact on the figures or their comparability over time. The methodology used to calculate figures in tables 3, C, D, E, F and G remains unchanged.

12. In 2008, there was a change in the definition of a child achieving a 'good level of development'. Originally, a child achieving a 'good level of development' was defined as a child who had achieved a score of 6 or more across all 7 scales of the PSE and CLL areas of learning. In the 2009 SFR a new definition was introduced and a 'good level of development' is now defined as a child who has achieved a score of 6 or more in all 7 scales of the PSE and CLL areas of learning and scored 78 points or more across all 13 scales of the EYFS Profile (formerly known as 'a good level of overall achievement').

13. In April 2008 a set of Local Authority Indicators was introduced. These indicators formed part of the previous governments set of National Indicators. Further information on these is available on the Communications and Local Government website via the following link:

<http://www.communities.gov.uk/publications/localgovernment/nationalindicator>

References to the former Government's Public Service Agreement (PSA) targets and National Indicators have been removed from this SFR. However, figures relevant to these Local Authority Indicators continue to be reported in tables D - G due to interest from users of these statistics and to allow comparison over time. Tables E and G are displayed to one decimal point, this is due to the precise definitions of the former indicators which these represent.

Achievement gap calculation

14. The calculation of the Local Authority Indicator, the achievement gap (formerly National Indicator 92) is carried out as follows:

Percentage inequality gap in achievement =

$(\text{Median score} - \text{Mean score for lowest 20 per cent of performers}) / \text{Median score} * 100$

15. For example, in England, the median score is 90 and the mean score for the lowest 20 per cent of performers is 61.8. The absolute gap in achievement is 28.2 points which expressed as a percentage of the median score (90 points) is 31.4 per cent.

16. The lowest 20% of performers are selected by sorting all eligible child records in ascending order by total EYFS Profile score and then selecting children up to the 20th percentile i.e. the first fifth of children. The number of children in the first fifth should be calculated by taking the total number of children, dividing by five and then rounding down if the number returned is not a whole number. For example: (a) if a local authority had 500 children then the lowest 20% would be the first 100 children listed (b) if a local authority had 259 children, then the lowest 20% would be the first 51 children listed.

This approach should be taken even if the child ranked next in the list after the 20% cut off point has the same score as a child included in the lowest 20%. For example, if it was calculated that the first 100 children in an LA would be included in the lowest 20% but both the 100th and the 101st child in the list had a total EYFS Profile score of 45, this **would not change the cut off point**. The 101st child would not be included in the lowest 20%.

Measures of deprivation

17. Table 3 and table D show figures for children who reside in the 30 per cent most deprived Super Output areas in England. These figures no longer measure progress against any Government PSA targets (as 2008 was the last year of the former 2004 PSA target to improve children's development in the 30% most disadvantaged areas) but have been included for information and to allow comparison over time. The number of children who reside in these deprived Super Output areas will vary considerably between Local Authorities and 2 of the smaller Authorities, Bracknell Forest and the Isles of Scilly do not have any children resident in these areas.

18. The measure of deprivation used is the Index of Multiple Deprivation (IMD) 2010 constructed by the Social Disadvantage Research Centre at the University of Oxford. This is the first year in which the IMD 2010 has been used instead of the previous IMD 2007. The Index is constructed using measurements of the Income, Employment, Health, Education and Skills, Housing, Crime and Living Environment characteristics of a given area. Super Output Areas are small areas with mean populations of 1500 and are designed to be more or less equal in size. The 30 per cent most disadvantaged areas for the 2011 exercise are identified by postcodes collected via the Early Years Foundation Stage Profile.

Data quality and interpretation of results (individual scale points)

19. Individual scale point data are currently submitted on a voluntary basis by LAs. For 2011 data were submitted for 57% of children, up from 53% in 2010 and 48% in 2009. There were 10 LAs providing complete data, but most (128 LAs) provided partial data and 14 none at all. While these data have been assessed as representative, they are still based on a sample with a relatively low response rate and so the results should be treated with caution.

20. Of the settings that return summary scale EYFSP data, 93% are maintained schools or academies, and 7% are private, voluntary or independent (PVI) settings. PVI settings tend to have fewer eligible children than maintained schools and academies. A far higher proportion of maintained schools and academies return individual scale point data than for the other settings. 49% of maintained schools and academies return complete data, an increase from 46% in 2010; 6% return data for some of their pupils and 44% return no data at all. For PVI settings, 13% return data for all pupils, and 87% return none at all.

21. The overall proportion of children with a good level of development (having a score of 6 or more on all the PSE and CLL scales, and an overall score of 78 points or more) was 59%. The percentage of children achieving a good level of development within a setting differs according to the level of individual scale point data submitted. In those settings which returned no data, 59% of pupils achieved a good level of development, compared to 56% in settings that returned data for some pupils and 59% of pupils in settings which returned complete data.

22. In order to ensure consistency across all the tables, children with any N or missing scores in their EYFS Profile have also been **excluded** from the individual scale point analysis. Similarly, children who are recorded with '0' scores in their Profile **are included** in the published figures unless they have a missing or N score elsewhere in their Profile. Children with '0' scores have been included in the published figures for previous years.

23. As the individual scale point data is currently submitted on a voluntary basis, the data is not subject to any electronic validation during the collection. There are therefore no checks to ensure that this data is consistent with the summary score data that is submitted on a mandatory basis. There are also no checks that the individual scale points achieved conform to the requirements of the EYFSP i.e. that scale points 1-3 are achieved before the others, and that scale point 9 can only be achieved after all the others. Post-collection analysis of the individual scale point data has identified some issues with the individual scale point data:

- a) Occasionally the data from the individual scale points does not match the summary score given for the scale. This happens in 0% of children.
- b) Occasionally the individual scale point data are missing for a particular scale or scales. This only happens in 0.6% of children.
- c) In previous years, very rarely point 9 in a scale was recorded as attained before all points 1-8. This is an invalid profile, as all points from 1-8 need to be attained before point 9 can be. There was one occurrence of this in 2011.
- d) We have found instances where not all of the stepping stones, points 1-3 in a scale, have been achieved before points 4-8. This is allowed to happen only in exceptional cases, after discussion between the school and LA. In 2010, this occurred in at least one scale for 0.4% of children. In 2011 however, there was no instances.

24. The data has been cleaned post-collection in the same way as the 2010 data, removing the individual scales from the analyses presented here, where anomaly c) above occurred. Scales where b) occur have not been removed, as they occur in so few scales.

Users of the data

25. The purpose of this publication is to provide the latest information on achievement outcomes at the end of the Early Years Foundation Stage (EYFS). Information is used by the Department for Education to provide advice to Ministers for policy monitoring and setting future policies. The main known external users of these statistics are Local Authorities themselves who use the information to compare with Regional and National averages and to benchmark themselves against other authorities.

Other users include:

- Department of Health – use Good level of development indicator within the Public Health Outcomes Framework
- Office of Deputy Prime Minister – Use EYFSP data within the Social Mobility Strategy
- Child Poverty Unit – use Good Level of Development indicator to inform policies
- Other UK government departments for comparison purposes.

Please contact Chris Noble at chris.noble@education.gsi.gov.uk if you have any comments on the content or presentation of this release so that we can take account of your needs in future publications

Data Collection arrangements

26. This is the fifth year that schools and early years' settings have been under a statutory obligation to send **full data for every individual child** in respect of the 13 summary scales to their Local Authorities. DfE data needs are met by asking Local Authorities to provide this full complement of data relating to those **children in receipt of funding at the end of the EYFS only**. In previous years, Local Authorities have submitted a random 10 per cent sample of their individual child level records and an aggregate level dataset covering all children.

Individual scale point data, showing the actual scale point that a child has received is only submitted by schools and early years settings on a voluntary basis.

27. Further information on the EYFS Profile assessment and reporting arrangements, alongside other EYFS resources, can found at the National Archives web archive at:

<http://webarchive.nationalarchives.gov.uk/20110223175304/http://www.qcda.gov.uk/assessment/87.asp>
[X](#)

Rounding conventions

28. In most 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. Where percentage point changes between years are described in key points, these will be based on rounded figures and progress will be measured by integer steps.

Revisions/Updates

29. This publication is produced using a final version of the 2011 dataset and there are no planned revisions or updates to this Statistical First Release, however, if at a later date a revision is necessary, this will comply with the departmental revisions policy which is published at <http://www.education.gov.uk/rsgateway/nat-stats.shtml>

Confidentiality

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

Transparency

31. As part of a Government drive for data transparency in official publications, supporting data for this publication will be published simultaneously on the Research and Statistics gateway on 20 October 2011.

A National Statistics Publication

32. This is a National Statistics publication. National Statistics are produced to high professional standards set out in the Code of Practice for Official Statistics. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference. This publication was included in the recent review of 'Pre-School Education Statistics' by the UK Statistics Authority and their report, which was published on 29 September 2011 can be found via the link below:

<http://www.statisticsauthority.gov.uk/assessment/assessment/assessment-reports/index.html>

Related Publications

SFR 28/2010 – Early Years Foundation Stage Profile Results in England, 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000961/index.shtml>

SFR 39/2010 – Early Years Foundation Stage Profile Attainment by Pupil Characteristics, in England, 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000979/index.shtml>

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Table 1: Percentage of children by total number of points¹ achieved in each of the 13 assessment scales
Year: 2011
Coverage: England

	Total number of points achieved (percentage)												Mean points score	
	0 ²	1	2	3	4	5	6	7	8	9 ³	1-3 ⁴	4-8 ⁵	Six or more ⁶	score
Girls														
PSE: DA	0	0	0	0	1	4	13	25	41	14	1	85	94	7.4
PSE: SD	0	0	0	1	2	6	26	25	28	11	1	87	91	7.0
PSE: ED	0	1	1	1	3	7	16	20	40	11	2	87	88	7.1
CLL: LCT	0	0	1	1	2	6	23	27	29	10	2	87	90	7.0
CLL: LSL	0	1	1	3	4	7	16	29	25	14	5	81	84	6.9
CLL: R	0	0	2	1	4	10	21	28	24	9	3	88	82	6.7
CLL: W	0	1	2	4	6	11	23	23	24	7	6	87	77	6.4
PSRN: NLC	0	0	1	1	2	4	7	43	27	15	2	83	92	7.3
PSRN: C	0	1	2	3	5	9	19	33	23	5	5	89	80	6.5
PSRN: SSM	0	1	1	1	3	7	19	39	23	6	3	91	87	6.8
KUW	0	0	1	1	4	8	21	32	30	3	3	94	86	6.8
PD	0	0	0	1	1	3	11	32	45	8	1	91	95	7.3
CD	0	0	0	0	2	7	22	34	29	5	1	94	90	6.9

	Total number of points achieved (percentage)												Mean points score	
	0 ²	1	2	3	4	5	6	7	8	9 ³	1-3 ⁴	4-8 ⁵	Six or more ⁶	score
Boys														
PSE: DA	0	0	1	1	2	8	18	29	32	10	1	89	89	7.0
PSE: SD	0	0	0	2	4	10	31	23	21	7	3	89	83	6.6
PSE: ED	0	1	2	2	6	11	21	20	31	7	5	88	78	6.6
CLL: LCT	0	1	2	2	4	9	26	26	23	7	4	88	82	6.6
CLL: LSL	1	1	2	5	7	10	17	27	21	9	8	82	74	6.4
CLL: R	0	1	4	2	7	15	22	23	20	6	6	87	71	6.3
CLL: W	1	2	3	8	12	16	23	17	14	3	14	82	58	5.7
PSRN: NLC	0	0	1	1	3	5	8	41	24	15	3	82	88	7.1
PSRN: C	1	1	3	4	6	10	18	30	21	7	8	85	75	6.3
PSRN: SSM	0	1	2	2	4	8	20	34	21	7	5	88	82	6.6
KUW	0	1	1	2	5	9	19	28	32	3	4	92	82	6.7
PD	0	0	1	1	3	6	15	31	37	5	3	92	88	7.0
CD	0	1	1	1	5	15	32	28	15	2	3	95	77	6.2

	Total number of points achieved (percentage)												Mean points score	
	0 ²	1	2	3	4	5	6	7	8	9 ³	1-3 ⁴	4-8 ⁵	Six or more ⁶	score
All Children														
PSE: DA	0	0	0	0	1	6	16	27	37	12	1	87	91	7.2
PSE: SD	0	0	0	2	3	8	29	24	25	9	2	88	87	6.8
PSE: ED	0	1	1	1	5	9	19	20	35	9	4	87	83	6.8
CLL: LCT	0	1	2	1	3	8	25	26	26	9	3	88	86	6.8
CLL: LSL	0	1	2	4	5	9	17	28	23	11	7	82	79	6.6
CLL: R	0	1	3	2	6	13	22	26	22	7	5	87	76	6.5
CLL: W	0	1	2	6	9	14	23	20	19	5	10	85	67	6.0
PSRN: NLC	0	0	1	1	3	5	8	42	25	15	2	82	90	7.2
PSRN: C	1	1	3	3	5	10	19	31	22	6	7	87	78	6.4
PSRN: SSM	0	1	1	2	4	7	19	36	22	7	4	89	85	6.7
KUW	0	1	1	2	4	8	20	30	31	3	3	93	84	6.7
PD	0	0	1	1	2	4	13	31	41	6	2	92	91	7.2
CD	0	0	1	1	3	11	27	31	22	3	2	94	83	6.6

Source: EYFS Profile full child collection

1. The number of points achieved does not necessarily represent a straight progression through the scale. For example, 16% of all children achieved 6 points in PSE: DA. This does not mean that they have necessarily achieved all the points from 1-6 as it is possible they could have achieved, for example, point 7 but not point 4.
2. A scale score of 0 indicates where it has not been possible to record an assessment.
3. A scale score of 9 indicates working beyond the early learning goals.
4. A scale score of 1-3 indicates working towards the early learning goals.
5. A scale score of 4-8 indicates working within the early learning goals.
6. A scale score of 6 or more indicates working securely within the early learning goals.

KEY:

PSE: DA	Personal, social and emotional development: Dispositions and attitudes
PSE: SD	Personal, social and emotional development: Social development
PSE: ED	Personal, social and emotional development: Emotional development
CLL: LCT	Communication, language and literacy: Language for communication and thinking
CLL: LSL	Communication, language and literacy: Linking sounds and letters
CLL: R	Communication, language and literacy: Reading
CLL: W	Communication, language and literacy: Writing
PSRN: NLC	Problem solving, reasoning and numeracy: Numbers as labels and for counting
PSRN: C	Problem solving, reasoning and numeracy: Calculating
PSRN: SSM	Problem solving, reasoning and numeracy: Shape, space and measures
KUW	Knowledge and understanding of the world
PD	Physical development
CD	Creative development

Table 2: Percentage of children grouped by total number of points achieved in each of the 13 assessment scales
Years: 2009-2011
Coverage: England

		Total number of points achieved (percentage)															
		2009					2010					2011					
		0	1-3	4-8	9	6 or more	0	1-3	4-8	9	6 or more	0	1-3	4-8	9	6 or more	
Girls		PSE: DA	0	1	84	15	93	0	1	85	14	94	0	1	85	14	94
		PSE: SD	0	2	86	12	88	0	1	87	11	90	0	1	87	11	91
		PSE: ED	0	3	85	12	84	0	3	86	11	87	0	2	87	11	88
		CLL: LCT	0	3	86	11	86	0	2	87	11	88	0	2	87	10	90
		CLL: LSL	0	7	79	14	79	0	6	81	13	82	0	5	81	14	84
		CLL: R	0	4	87	9	77	0	4	88	8	79	0	3	88	9	82
		CLL: W	0	8	85	7	72	0	7	87	6	75	0	6	87	7	77
		PSRN: NLC	0	2	82	15	90	0	2	83	15	91	0	2	83	15	92
		PSRN: C	0	7	87	5	76	0	6	89	5	78	0	5	89	5	80
		PSRN: SSM	0	3	89	7	85	0	3	90	6	86	0	3	91	6	87
		KUW	0	3	93	3	82	0	3	94	3	84	0	3	94	3	86
		PD	0	1	89	9	93	0	1	91	8	94	0	1	91	8	95
		CD	0	1	93	5	87	0	1	94	5	89	0	1	94	5	90
Boys		PSE: DA	0	2	88	10	86	0	1	89	10	88	0	1	89	10	89
		PSE: SD	0	4	88	8	79	0	3	89	7	81	0	3	89	7	83
		PSE: ED	0	6	86	7	73	0	6	88	7	76	0	5	88	7	78
		CLL: LCT	0	5	87	8	78	0	5	88	7	80	0	4	88	7	82
		CLL: LSL	1	11	79	9	69	1	10	81	9	72	1	8	82	9	74
		CLL: R	0	8	85	6	67	0	7	86	6	69	0	6	87	6	71
		CLL: W	1	17	79	3	53	1	15	81	3	56	1	14	82	3	58
		PSRN: NLC	0	3	81	15	86	0	3	82	15	87	0	3	82	15	88
		PSRN: C	1	10	83	7	71	1	9	84	6	73	1	8	85	7	75
		PSRN: SSM	0	6	87	7	79	0	5	88	7	81	0	5	88	7	82
		KUW	0	5	91	4	79	0	4	92	4	81	0	4	92	3	82
		PD	0	3	91	6	86	0	3	92	5	88	0	3	92	5	88
		CD	0	4	94	2	73	0	3	94	2	75	0	3	95	2	77
All Children		PSE: DA	0	1	86	12	89	0	1	87	12	91	0	1	87	12	91
		PSE: SD	0	3	87	10	83	0	2	88	9	86	0	2	88	9	87
		PSE: ED	0	5	86	9	79	0	4	87	9	81	0	4	87	9	83
		CLL: LCT	0	4	86	9	82	0	4	87	9	84	0	3	88	9	86
		CLL: LSL	0	9	79	12	74	0	8	81	11	77	0	7	82	11	79
		CLL: R	0	6	86	7	72	0	6	87	7	74	0	5	87	7	76
		CLL: W	0	13	82	5	62	0	11	84	5	65	0	10	85	5	67
		PSRN: NLC	0	3	82	15	88	0	2	83	15	89	0	2	82	15	90
		PSRN: C	1	9	85	6	73	1	8	86	6	76	1	7	87	6	78
		PSRN: SSM	0	5	88	7	82	0	4	89	7	84	0	4	89	7	85
		KUW	0	4	92	3	81	0	4	93	3	83	0	3	93	3	84
		PD	0	2	90	7	90	0	2	91	7	91	0	2	92	6	91
		CD	0	3	93	4	80	0	2	94	3	82	0	2	94	3	83

Source: EYFS Profile full child collection

1. A scale score of 1-3 indicates working towards the early learning goals.
2. A scale score of 4-8 indicates working within the early learning goals.
3. A scale score of 9 indicates working beyond the early learning goals.
4. A scale score of 6 or more indicates working securely within the early learning goals.

KEY:

PSE: DA	Personal, social and emotional development: Dispositions and attitudes
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CLL: W	Communication, language and literacy: Writing
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PSRN: C	Problem solving, reasoning and numeracy: Calculating
PSRN: SSM	Problem solving, reasoning and numeracy: Shape, space and measures
KUW	Knowledge and understanding of the world
PD	Physical development
CD	Creative development

Table 3: Percentage of children working securely¹ in each area of learning in maintained schools and private, voluntary and independent providers
Years: 2009-2011
Coverage: England

	2009	2010	2011
Personal Social and Emotional Development [PSE] (in all 3 scales)	74	77	79
Communication, Language and Literacy [CLL] (in all 4 scales)	55	59	62
PSE and CLL combined (in all 7 scales)	52	56	59
Children in 30% most deprived areas ²	42	47	51
Children in other areas ²	57	61	63
Difference between deprived/other areas ²	15	14	12
Problem Solving, Reasoning and Numeracy (in all 3 scales)	70	72	74
Knowledge and Understanding of the World (1 scale)	81	83	84
Physical Development (1 scale)	90	91	91
Creative development (1 scale)	80	82	83

Source: EYFS Profile full child collection

1. Children achieving 6 or more points in an area of learning are working securely.
2. Based on children for whom it was possible to establish the area of residence.

Table 4 Percentage of children achieving each individual scale point for each scale of the Early Years Foundation

Stage Profile (EYFSP)¹

Year: 2009, 2010, 2011

Coverage: England

2009										
Individual Scale Point (percentage) ^{2,3}										
Girls	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	100	98	98	89	76	62	15	133.8
PSE: SD	100	100	100	96	95	89	59	40	11	133.8
PSE: ED	100	99	99	96	89	69	69	70	11	133.4
CLL: LCT	100	100	98	95	94	87	61	44	11	133.2
CLL: LSL	100	98	99	79	90	83	71	39	14	133.2
CLL: R	100	99	97	95	88	67	66	36	9	132.9
CLL: W	100	99	96	87	79	74	56	33	6	133.6
PSRN: NLC ⁴	100	100	99	97	91	93	85	41	15	133.8
PSRN: C ⁴	100	99	96	92	83	71	66	28	5	133.3
PSRN: SSM ⁴	100	99	98	94	91	85	71	30	7	133.6
KUW	100	99	99	94	79	74	73	46	3	133.6
PD	100	100	99	96	94	92	86	59	9	133.9
CD	100	100	99	98	95	82	71	36	5	133.6
Individual Scale Point (percentage) ^{2,3}										
Boys	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	99	96	96	82	70	48	10	140.0
PSE: SD	100	100	99	91	91	80	48	31	8	140.2
PSE: ED	100	98	97	92	80	58	55	58	7	139.4
CLL: LCT	100	99	97	91	88	80	52	35	7	139.2
CLL: LSL	99	96	98	72	83	74	61	29	9	139.1
CLL: R	100	99	95	92	81	57	53	33	6	138.7
CLL: W	100	97	92	76	62	53	41	21	3	139.8
PSRN: NLC ⁴	100	99	98	96	88	89	81	39	15	140.0
PSRN: C ⁴	99	98	94	88	79	66	62	27	6	139.6
PSRN: SSM ⁴	100	98	97	89	87	80	66	29	7	139.8
KUW	100	99	98	92	77	65	75	51	3	139.9
PD	100	99	99	92	83	88	76	52	6	140.0
CD	100	99	98	93	88	69	50	20	2	139.4
Individual Scale Point (percentage) ^{2,3}										
All children	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	99	97	97	86	73	55	12	273.8
PSE: SD	100	100	100	94	93	84	53	36	9	274.0
PSE: ED	100	98	98	94	85	64	62	64	9	272.8
CLL: LCT	100	99	98	93	91	83	57	40	9	272.4
CLL: LSL	100	97	98	76	86	78	66	34	11	272.3
CLL: R	100	99	96	93	84	62	60	34	7	271.6
CLL: W	100	98	94	81	70	64	48	27	5	273.4
PSRN: NLC ⁴	100	99	98	97	90	91	83	40	15	273.8
PSRN: C ⁴	99	99	95	90	81	68	64	28	6	272.8
PSRN: SSM ⁴	100	99	98	91	89	82	68	29	7	273.4
KUW	100	99	98	93	78	70	74	48	3	273.5
PD	100	100	99	94	88	90	81	56	7	273.9
CD	100	99	99	95	91	75	60	28	4	273.0

Source: EYFSP collection where individual scale point data has been provided¹

1. This level of data is submitted on a voluntary basis by schools and LAs. Some LAs submit only a partial amount of data, and others none at all. Data is available for 48% of children for 2009, 53% of children for 2010 and 57% of children for 2011. As the data is based on a sample with a relatively low response rate these results should be treated with caution.

2. This represents the percentage of children achieving a particular point on the scale. It is not the number of points achieved on the scale. There is not necessarily a straight progression through the scale as it is possible to achieve, for example, point 7 but not point 4.

3. In some scales, not all of points 1-3 (the stepping stones) had been attained before points 4-8 (the early learning goals). These scales have been removed when calculating these percentages, as this is supposed to be a rare occurrence. For further details please see paragraph 23 in the accompanying text.

4. The problem solving, reasoning and numeracy scales were previously known as mathematical development.

KEY:

- PSE: DA Personal, social and emotional development: Dispositions and attitudes
- PSE: SD Personal, social and emotional development: Social development
- PSE: ED Personal, social and emotional development: Emotional development
- CLL: LCT Communication, language and literacy: Language for communication and thinking
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- PSRN: SSM Problem Solving, reasoning and numeracy: Shape, space and measures
- KUW Knowledge and understanding of the world
- PD Physical development
- CD Creative development

Table 4 Percentage of children achieving each individual scale point for each scale of the Early Years Foundation

Stage Profile (EYFSP)¹

Year: 2009, 2010, 2011

Coverage: England

2010										
Individual Scale Point (percentage) ^{2,3}										
Girls	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	100	98	99	90	77	63	14	152.3
PSE: SD	100	100	100	97	96	90	63	42	11	152.2
PSE: ED	100	99	99	96	91	73	70	70	11	152.1
CLL: LCT	100	100	98	95	94	88	63	44	10	152.1
CLL: LSL	100	98	99	81	91	85	73	39	13	152.1
CLL: R	100	100	97	96	90	68	69	37	8	152.0
CLL: W	100	99	97	89	80	77	56	33	6	152.0
PSRN: NLC ⁴	100	100	99	98	92	93	85	41	14	152.1
PSRN: C ⁴	100	99	97	93	85	73	67	28	5	152.0
PSRN: SSM ⁴	100	99	98	94	92	85	72	30	6	152.1
KUW	100	99	99	95	81	77	75	46	3	152.1
PD	100	100	99	96	95	92	86	59	8	152.2
CD	100	100	99	98	96	83	72	36	5	152.2
Individual Scale Point (percentage) ^{2,3}										
Boys	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	99	96	97	84	72	48	9	159.3
PSE: SD	100	100	99	93	93	82	51	32	7	159.2
PSE: ED	100	98	97	93	82	63	56	57	7	159.1
CLL: LCT	100	99	97	92	89	82	54	35	7	159.1
CLL: LSL	100	97	98	74	85	77	64	30	9	159.0
CLL: R	100	99	95	92	83	58	56	34	6	158.9
CLL: W	100	97	94	79	64	57	42	21	3	159.0
PSRN: NLC ⁴	100	99	98	96	89	90	82	39	14	159.1
PSRN: C ⁴	99	98	95	90	81	69	64	28	6	159.0
PSRN: SSM ⁴	100	99	97	90	88	82	67	29	6	159.1
KUW	100	99	98	93	78	68	77	52	3	159.1
PD	100	100	99	94	84	89	77	52	5	159.2
CD	100	99	98	94	89	71	50	21	2	159.1
Individual Scale Point (percentage) ^{2,3}										
All children	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	100	97	98	87	74	55	12	311.6
PSE: SD	100	100	100	95	94	86	57	37	9	311.4
PSE: ED	100	99	98	95	86	68	63	63	9	311.2
CLL: LCT	100	99	98	94	92	85	59	40	9	311.2
CLL: LSL	100	98	98	77	88	81	68	34	11	311.1
CLL: R	100	99	96	94	86	63	62	35	7	310.8
CLL: W	100	98	95	84	72	67	49	27	4	311.1
PSRN: NLC ⁴	100	99	98	97	91	92	83	40	14	311.2
PSRN: C ⁴	100	99	96	91	83	71	66	28	5	310.9
PSRN: SSM ⁴	100	99	98	92	90	83	70	30	6	311.2
KUW	100	99	98	94	80	73	76	49	3	311.2
PD	100	100	99	95	89	91	81	56	6	311.4
CD	100	99	99	96	92	77	61	28	3	311.2

Source: EYFSP collection where individual scale point data has been provided¹

1. This level of data is submitted on a voluntary basis by schools and LAs. Some LAs submit only a partial amount of data, and others none at all. Data is available for 48% of children for 2009, 53% of children for 2010 and 57% of children for 2011. As the data is based on a sample with a relatively low response rate these results should be treated with caution.

2. This represents the percentage of children achieving a particular point on the scale. It is not the number of points achieved on the scale. There is not necessarily a straight progression through the scale as it is possible to achieve, for example, point 7 but not point 4.

3. In some scales, not all of points 1-3 (the stepping stones) had been attained before points 4-8 (the early learning goals). These scales have been removed when calculating these percentages, as this is supposed to be a rare occurrence. For further details please see paragraph 23 in the accompanying text.

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Table 4 Percentage of children achieving each individual scale point for each scale of the Early Years Foundation

Stage Profile (EYFSP)¹

Year: 2009, 2010, 2011

Coverage: England

2011										
Individual Scale Point (percentage) ^{2,3}										
Girls	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	100	98	99	91	78	63	14	165.2
PSE: SD	100	100	100	97	97	91	65	43	11	165.2
PSE: ED	100	99	99	97	92	76	72	70	11	165.2
CLL: LCT	100	100	99	96	95	90	65	44	10	165.2
CLL: LSL	100	99	99	82	92	87	76	40	14	165.2
CLL: R	100	100	98	96	91	70	71	37	9	165.2
CLL: W	100	99	98	90	81	79	58	35	7	165.2
PSRN: NLC ⁴	100	100	99	98	92	94	86	42	15	165.2
PSRN: C ⁴	100	99	97	94	87	76	69	29	5	165.1
PSRN: SSM ⁴	100	99	99	95	92	87	72	31	6	165.2
KUW	100	99	99	95	82	79	76	44	3	165.2
PD	100	100	100	97	95	93	87	57	7	165.2
CD	100	100	99	98	96	85	72	36	5	165.2
Individual Scale Point (percentage) ^{2,3}										
Boys	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
PSE: DA	100	100	99	96	97	84	73	48	9	172.9
PSE: SD	100	100	99	93	93	83	52	33	7	172.9
PSE: ED	100	98	98	94	84	65	58	58	7	172.8
CLL: LCT	100	99	97	93	90	84	56	34	7	172.9
CLL: LSL	100	97	98	75	87	80	66	31	9	172.9
CLL: R	100	99	96	93	84	59	58	34	6	172.9
CLL: W	100	98	95	81	65	59	44	22	3	172.9
PSRN: NLC ⁴	100	99	98	96	90	91	82	40	15	172.9
PSRN: C ⁴	99	99	95	91	83	70	65	29	7	172.8
PSRN: SSM ⁴	100	99	97	90	89	83	67	30	6	172.9
KUW	100	99	98	93	80	69	78	51	3	172.9
PD	100	99	99	94	84	90	77	51	5	172.9
CD	100	99	98	94	90	73	50	19	2	172.8
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All children	1	2	3	4	5	6	7	8	9	Total eligible children (thousands)
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PSE: SD	100	100	100	95	95	87	58	38	9	338.1
PSE: ED	100	99	98	95	88	70	64	64	9	338.0
CLL: LCT	100	99	98	94	92	87	61	39	9	338.1
CLL: LSL	100	98	99	78	89	84	71	36	11	338.1
CLL: R	100	99	97	94	87	65	64	36	7	338.1
CLL: W	100	98	96	85	73	68	51	28	5	338.0
PSRN: NLC ⁴	100	99	98	97	91	92	84	41	15	338.1
PSRN: C ⁴	100	99	96	92	85	73	67	29	6	337.9
PSRN: SSM ⁴	100	99	98	93	90	85	70	30	6	338.1
KUW	100	99	98	94	81	74	77	48	3	338.1
PD	100	100	99	95	89	91	82	54	6	338.1
CD	100	99	99	96	93	79	61	27	3	338.0

Source: EYFSP collection where individual scale point data has been provided¹

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2. This represents the percentage of children achieving a particular point on the scale. It is not the number of points achieved on the scale. There is not necessarily a straight progression through the scale as it is possible to achieve, for example, point 7 but not point 4.

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- PSRN: NLC Problem Solving, reasoning and numeracy: Numbers as labels and for counting
- PSRN: C Problem Solving, reasoning and numeracy: Calculating
- PSRN: SSM Problem Solving, reasoning and numeracy: Shape, space and measures
- KUW Knowledge and understanding of the world
- PD Physical development
- CD Creative development