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Early Years Foundation Stage Profile Attainment by Pupil Characteristics, England 2011/12

Headlines

Between 2011 and 2012, the percentage of pupils achieving a good level of development increased for all groupings of pupils, regardless of gender, ethnicity, FSM eligibility, SEN status or first language.

Comparing attainment gaps for pupils achieving a good level of development between 2011 and 2012, the gap has widened for SEN/non-SEN pupils but for all other key disadvantaged groups has remained broadly the same.

Background

This Statistical First Release (SFR) provides 2012 information on Early Years Foundation Stage Profile (EYFSP) achievement by gender, ethnicity, eligibility for free school meals, special educational needs, English as a first language, and the Income Affecting Children Index (IDACI).

This SFR builds upon figures in the EYFSP SFR published in October at <http://www.education.gov.uk/rsgateway/DB/SFR/s001033/index.shtml> by focusing on differences in achievement for each of the pupil characteristics.

The Early Years Foundation Stage Profile assesses six areas of learning covering children's physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points. Children who achieve a scale score of six points or more are classified as working securely within the Early Learning Goals. When a child achieves an overall score of 78 points or more across the 13 assessment scales and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) areas of learning, they are deemed to be reaching a **good level of development**. See the Background Notes on the assessment scales for further information.

The figures contained within this publication combine the information gathered through the School Census in January 2012 and the 2012 achievement data. This publication includes Local Authority (LA) tables and Pupil residency-based tables showing attainment by IDACI, degree of rurality and Local Authority District based on pupil postcode.

Key points

- The percentage of pupils achieving a good level of development in 2012 was 64 per cent compared with 59 per cent in 2011. Girls continue to outperform boys with 73 per cent achieving a good level of development compared with 55 per cent of boys.
- Between 2011 and 2012, the percentage of pupils achieving a good level of development increased for all groupings of pupils, regardless of gender, ethnicity, FSM eligibility, SEN status or first language.
- A lower proportion of pupils from Asian (60 per cent), black (61 per cent) and Chinese (62 per cent) backgrounds achieved a 'good level of development' when compared with the national average of 64 per cent in 2012. Pupils from white backgrounds saw proportions achieving a good level of development being slightly higher than the average at 65 per cent.
- A higher proportion (65 per cent) of pupils whose first language is English achieved a good level of development compared with pupils whose first language was other than English (56 per cent).
- 48 per cent of pupils eligible for free school meals (FSM) achieved a good level of development compared with 67 per cent of other pupils (those not eligible for free school meals or unclassified).
- The attainment gap compares the percentage of pupils with and without a particular characteristic achieving a good level of development. The attainment gap between 2011 and 2012 has widened for SEN/non-SEN pupils but for all other key disadvantaged groups has remained broadly the same.

All gaps and differences have been calculated on unrounded data therefore some figures may not add up in this text. Readers are reminded that small changes may not be significant and where some characteristics groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.

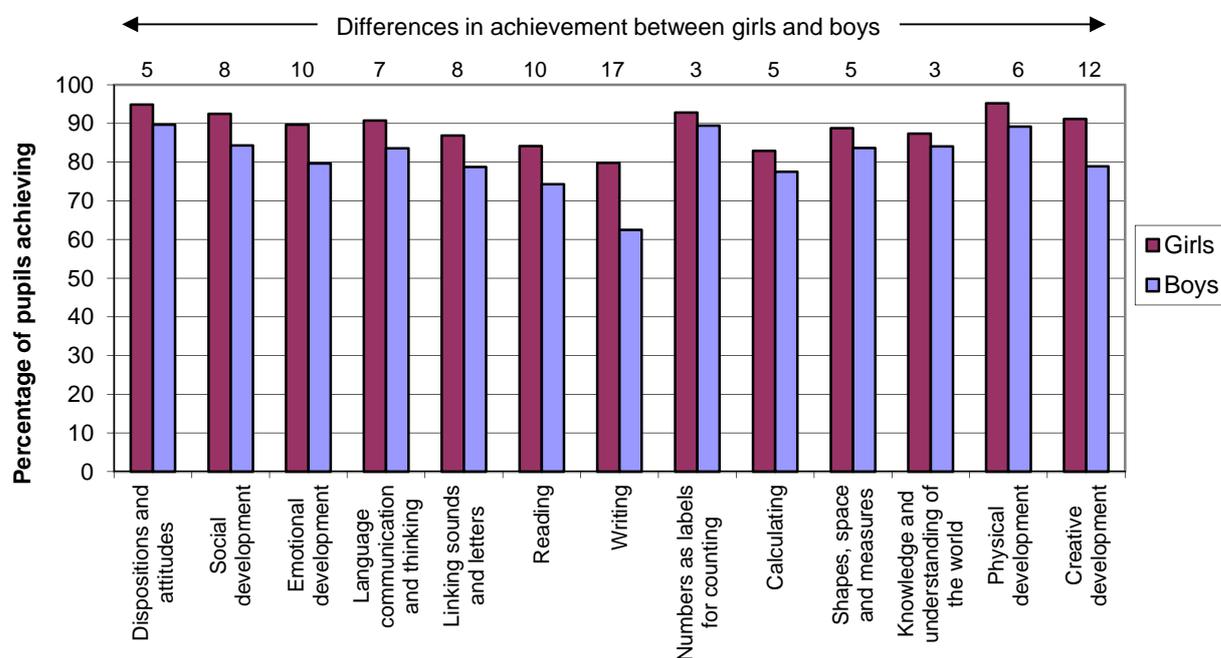
Gender

In the 7 key scales of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) needed to achieve a good level of development:

- 73 per cent of girls achieved 6 or more points in each of these 7 scales, compared with 55 per cent of boys, a difference of 18 percentage points. This gender attainment gap has remained at 18 percentage points since 2009.

Looking at all 13 scales, the gap between boys and girls continues to be widest in Communication, Language and Literacy: Writing (17 percentage points) as shown in figure 1, this gap has narrowed by 1 percentage point when compared with 2011. The narrowest gender gaps are in Knowledge and Understanding of the World and Numbers as Labels for Counting (both 3 percentage points).

Figure 1: Percentage of pupils achieving 6 or more points in each assessment scale by gender, 2012



Ethnicity

Between different ethnic groups, the proportion of pupils achieving a good level of development continues to vary in comparison with the **national average of 64 per cent**. Within the broader ethnic groupings:

- Pupils of any **white** background performed slightly above the national average with 65 per cent achieving a good level of development.
- Pupils of any **mixed** background also performed slightly better than the national average with 64 per cent achieving a good level of development, a gap of 1 percentage point (calculated on unrounded percentages).
- Pupils of any **black** background continue to achieve below the national average with 61 per cent achieving a good level of development, a gap in 2012 of 3 percentage points. This gap has significantly narrowed over the last 5 years, from 11 percentage points in 2008.
- Pupils of any **Asian** background continue to perform below the national average with 60 per cent achieving a good level of development, a gap of 3 percentage points. The gap has narrowed by 5 percentage points since 2008.
- Pupils from the **Chinese** ethnic group achieved slightly above the national average until 2009. However since 2010, we see the percentage of Chinese pupils achieving a good level of development is lower than the national average. This trend has continued in 2012 with attainment being 1 percentage point below the national average.

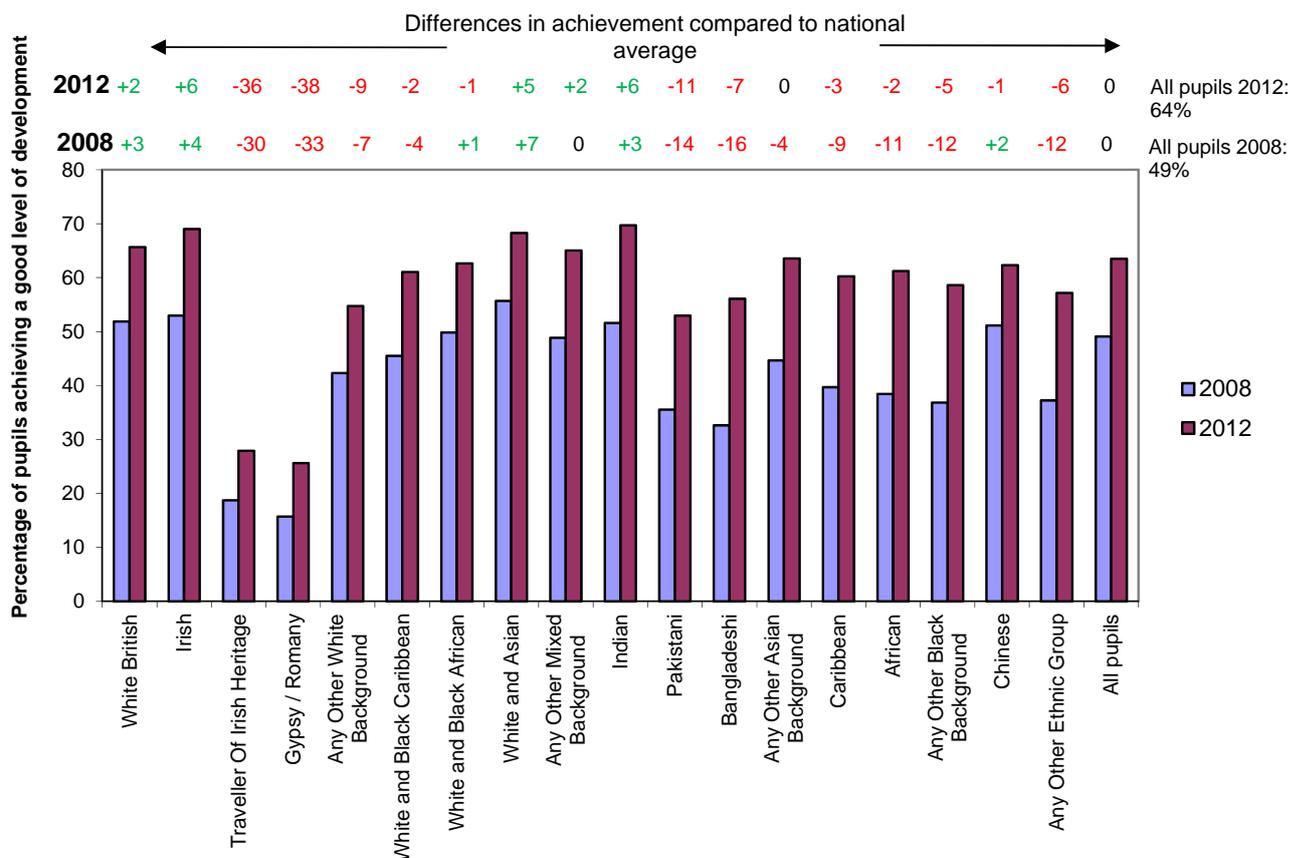
For those broad ethnic groupings performing below the national average, we see a slight narrowing of the attainment gap for pupils from a black background and those from an Asian background. Both have a good level of development attainment gap of 3 percentage points when compared with all pupils in 2012. The attainment gap for Chinese pupils has widened in 2012 and is now 1 percentage point compared with 0 percentage points in 2011.

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

Gypsy/Romany pupils have the lowest percentage achieving a good level of development (26 per cent), 38 percentage points below the national average and this attainment gap has continued to widen since 2008. Travellers of Irish Heritage see 28 per cent of pupils from that background achieving a good level of development, 36 percentage points below the national average. Pakistani and Bangladeshi pupils also have lower than average percentages achieving a good level of development at 53 per cent (11 percentage point attainment gap) and 56 per cent (7 percentage point attainment gap) respectively. These ethnic groups have consistently been the lowest achieving throughout the last 5 years.

The chart below shows the variation in the percentage of pupils who achieved a good level of development by ethnic group.

Figure 2: Percentage of pupils achieving a good level of development by ethnic group, 2008 and 2012



For all ethnic groups, there is variability in achievement between boys and girls, with girls significantly outperforming boys for all ethnic groups. For all pupils the gender attainment gap is 18 percentage points.

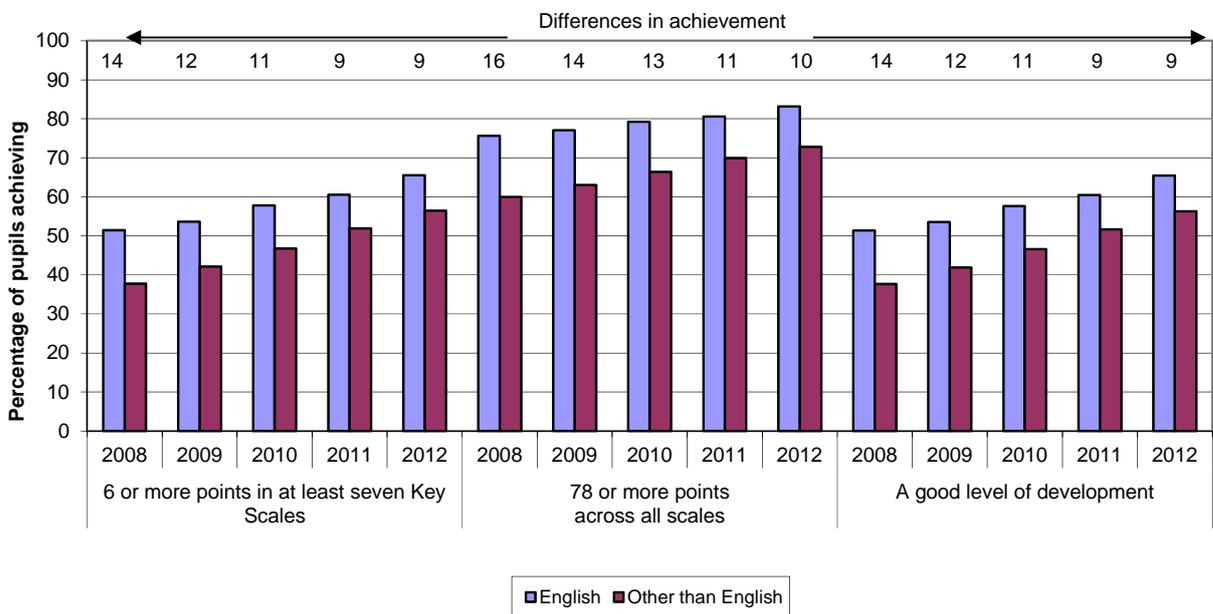
- The highest variability is shown by pupils from a black Caribbean background and those from any other black background (not African or Caribbean). 71 per cent of black Caribbean girls achieve a good level of development compared with 50 per cent of boys, a difference of 20 percentage points. The difference is also 20 percentage points between proportions of boys and girls achieving a good level of development amongst pupils from any other black background.
- A lower variability is shown by ethnic groups whose achievement overall is above the national average. Indian and Irish pupils show gender gaps of between 14 and 15 percentage points compared with a national average gender attainment gap of 18 percentage points. Likewise ethnic groupings who achieve the lowest also show less variability with Travellers of Irish heritage having the lowest gender gap of 12 percentage points.

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. 65 per cent of pupils whose first language is English achieve a good level of development compared with 56 per cent of pupils for whom English is an additional language. This is a difference of 9 percentage points.

Between 2008 and 2011 the gaps in achievement narrowed between pupils whose first language is English and those for whom it is not. In 2012 we see that the language attainment gap for pupils achieving a good level of development remained at 9 per cent as seen in 2011. The chart below shows these differences for the years 2008 to 2012.

Figure 3: Percentage of pupils achieving by first language, 2008-2012



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).

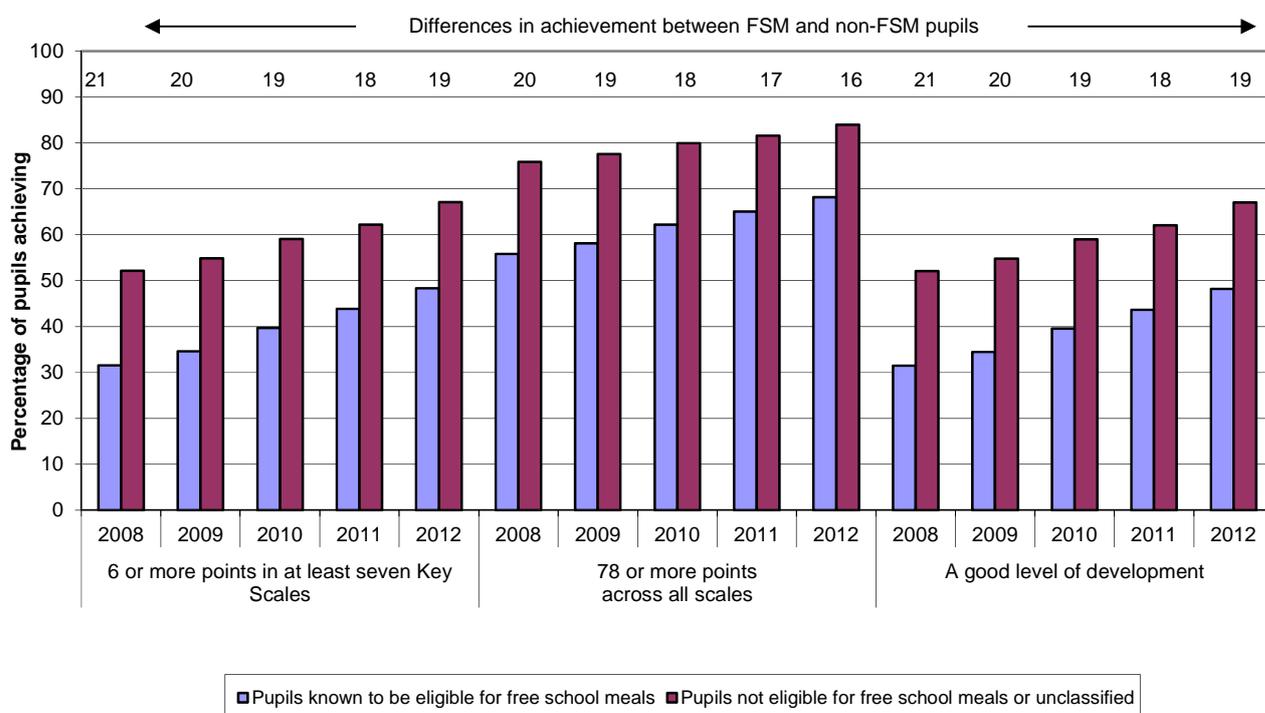
- 48 per cent of pupils eligible for free schools meals achieved a good level of development compared with 67 per cent of other pupils, a difference of 19 percentage points.
- 68 per cent of pupils eligible for free schools meals achieved 78 or more points across all scales compared with 84 per cent of other pupils, a difference of 16 percentage points.

The FSM attainment gaps for girls and boys are similar when comparing those pupils achieving a good level of development in 2012, at 18 percentage points for girls and 20 percentage points for boys.

Of those pupils eligible for free school meals, 58 per cent of girls and 39 per cent of boys achieved a good level of development, a difference of 19 percentage points. For all other pupils, not eligible for FSM or unclassified, 76 per cent of girls and 58 per cent of boys achieved a good level of development, a difference of 18 percentage points.

When compared to 2008 the gaps in achievement between pupils eligible for free school meals and other pupils have narrowed. The graph below shows these gaps for the years 2008 to 2012 and shows that free school meal attainment gap in terms of the percentage of pupils achieving a good level of development has remained relatively stable at between 18 and 19 per cent since 2010. A steady narrowing of the FSM attainment gap is seen between 2008 and 2012 in the proportion of pupils achieving 78 or more points across all scales.

Figure 4: Percentage of pupils achieving by free school meal eligibility, 2008-2012



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

- The widest FSM attainment gap when looking at ethnicity is seen amongst Irish pupils with 44 per cent of pupils eligible for free school meals achieving a good level of development compared with 74 per cent of all other Irish pupils. This is an attainment gap of 30 percentage points and is notably higher than the all pupils FSM gap of 19 percentage points.
- With the exception of Irish pupils, the largest FSM attainment gap is seen for **white British boys eligible for free school meals**, 37 per cent achieved a good level of development, compared with 61 per cent of other white British boys, an attainment gap of 24 percentage points. The attainment gap for white British boys eligible for FSM compared with the national average for all pupils is 27 percentage points.
- For **Pakistani boys eligible for free school meals**, 37 per cent achieved a good level of development. As with white British boys this is a difference of 27 percentage points when compared with the national average for all pupils. This is an increase of 2 percentage points in the attainment gap when compared with 2011.
- For **white British girls eligible for free school meals**, 57 per cent achieved a good level of development compared with 79 per cent of all other white British girls. The attainment gap when compared with the national average for all pupils of 64 per cent is 7 percentage points.
- For **Bangladeshi girls eligible for free school meals**, 61 per cent achieved a good level of development in 2012. In the latest period the gap has narrowed from 6 percentage points in 2011 to 3 percentage points in 2012.

Special educational needs (SEN)

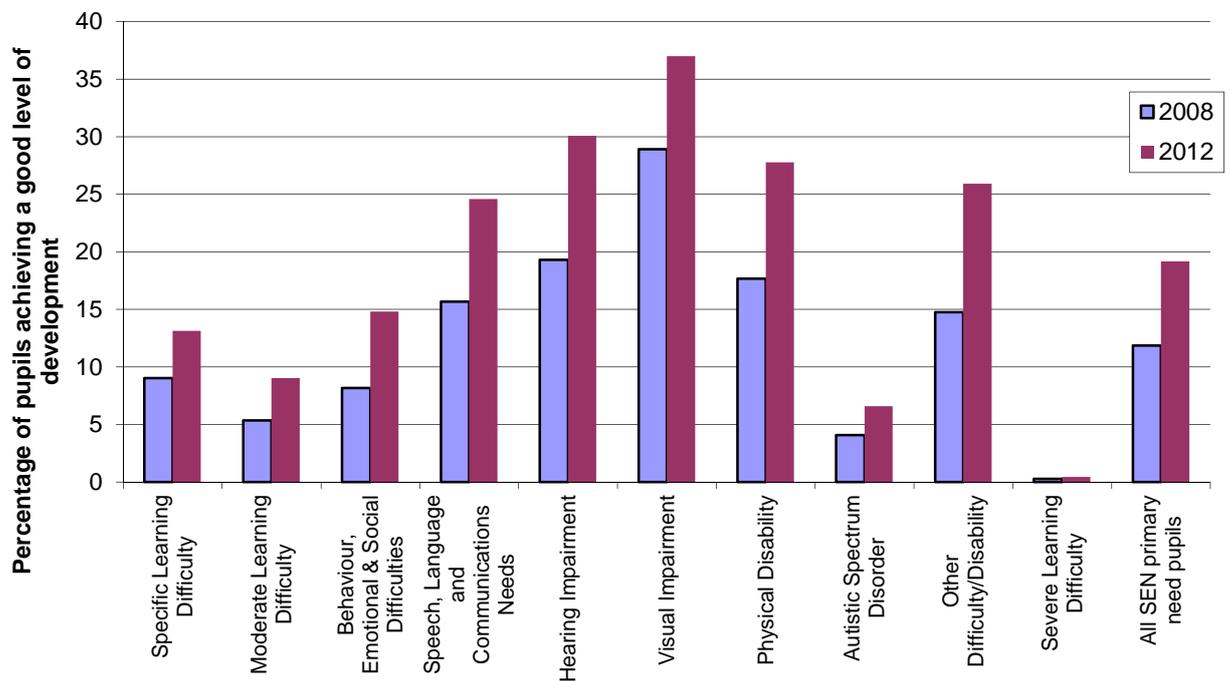
A higher percentage of pupils without any identified SEN achieved a good level of development when compared with all pupils.

- For pupils with SEN (both without a statement and those with a statement of SEN), 23 per cent achieved a good level of development compared with 68 per cent for those pupils with no identified SEN. This gap has continued to widen over the last 5 years and in 2012 the SEN gap is 46 percentage points.
- As would be expected, the proportion of pupils with a statement of SEN who attained a good level of development (5 per cent) was lower than for those SEN pupils without a statement (25 per cent).

Where a pupil has a statement of SEN or is School Action Plus, their primary need is recorded.

- 37 per cent of pupils whose primary need was visual impairment achieved a good level of development; this was the highest performing group of SEN pupils.
- For pupils whose primary need is behaviour, emotional and social difficulties, 15 per cent achieved a good level of development. This figure increased consistently up until 2011 but remained the same in the latest period.

Figure 5: Percentage of pupils achieving a good level of development by SEN primary need, 2008 and 2012



Note: Profound & Multiple Learning Difficulty and Multi-Sensory Impairment are not shown as these categories have been suppressed in the tables to avoid disclosure.

Bottom 20 per cent of achievers

The SFR also shows the demographics for the **lowest 20 per cent of achievers**. A wide attainment gap for a particular characteristic equates to a high proportion of pupils of that characteristic within the bottom 20 per cent of achievers.

- Looking at the percentage of pupils by **gender** classified as being in the lowest 20 per cent based on the total points achieved in all 13 scales (see background notes), 26 per cent of boys are classified as being in the lowest achieving 20 per cent compared with 15 per cent of girls. These percentages have been relatively stable since 2008.
- The **ethnic** groups whom have the highest proportions classified as being in the lowest 20 per cent of achievers are Gypsy/Romany, Travellers and Pakistani.
- Of all pupils with an identified **SEN**, 61 per cent are classified as being in this lowest achievement category compared with 16 per cent of pupils with no identified SEN.

FUTURE OF THE EARLY YEARS FOUNDATION STAGE PROFILE

A revised, simpler framework for the EYFS was published on 27 March 2012, for implementation from 1 September 2012. The rationale behind the revision of the Early Years Foundation Stage Profile comes from the Tickell Review of July 2010. The new measure is aimed at reducing bureaucracy for professionals, providing earlier intervention for children facing difficulties and better preparing young children for learning in school. The revised EYFSP eradicates the 69 Early Learning Goals replacing them with just 17 focusing on 3 prime areas of learning; Communication and Language, Physical Development and Personal, Social and Emotional Development.

Further information on the changes to the EYFSP is available at <http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs>

As a result of these changes, this SFR will provide the final update to the existing time series. The EYFSP characteristics SFR in 2013 will report pupils performance based on the revised profile.

TABLES

National Tables

Summary: Achievement in the Early Years Foundation Stage Profile teacher assessments by pupil characteristics, 2008 to 2012, England

Table 1: Achievement in Early Years Foundation Stage Profile teacher assessments, by pupil characteristics, 2008 to 2012, England

Table 2a: Achievement in Early Years Foundation Stage Profile teacher assessments, by ethnicity, free school meal eligibility and gender, 2008 to 2012, England

Table 2b: Achievement in Early Years Foundation Stage Profile teacher assessments, by SEN provision, free school meal eligibility and gender, 2009 to 2012, England

Table 2c: Achievement in Early Years Foundation Stage Profile teacher assessments, by SEN provision, ethnicity and gender, 2009 to 2012, England

Table 3: Achievement in the Early Years Foundation Stage Profile in each of the 13 assessment scales by pupil characteristics, 2008 to 2012, England

Local Authority Tables

Table 4: Achievement in the Early Years Foundation Stage Profile teacher assessments by ethnicity and Local Authority, 2008 to 2012

Table 5: Achievement in the Early Years Foundation Stage Profile teacher assessments by first language and Local Authority, 2008 to 2012

Table 6: Achievement in the Early Years Foundation Stage Profile teacher assessments by free school meal eligibility and Local Authority, 2010 to 2012

Table 7: Achievement in the Early Years Foundation Stage Profile teacher assessments by SEN provision and Local Authority, 2008 to 2012

Pupil Residency Tables

Table A1: Achievement in the Early Years Foundation Stage Profile by IDACI Decile of Pupil Residence, 2008 to 2012, England

Table A2: Achievement in the Early Years Foundation Stage Profile by Degree of Rurality of Pupil Residence, 2008 to 2012, England

Table A3: Achievement in the Early Years Foundation Stage Profile by Local Authority District of Pupil Residence, 2008 to 2012, England

Table A4: Achievements in the Early Years Foundation Stage Profile by IDACI Decile and Degree of Rurality of Pupil Residence, 2008 to 2012, England

TRANSPARENCY

As part of the Government's drive for data transparency, supporting data for this SFR has also been published in an open standardised format. This can be found at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001098/index.shtml>

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: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>

RELATED PUBLICATIONS

SFR23/2012: Early Years Foundation Stage Profile Results in England, 2011/2012

<http://www.education.gov.uk/rsgateway/DB/SFR/s001091/index.shtml>

SFR10/2012: Schools, Pupils and their Characteristics, January 2012

<http://www.education.gov.uk/rsgateway/DB/SFR/s001071/index.shtml>

SFR21/2012: Phonics Screening Check and National Curriculum Assessments at Key Stage 1 in England, 2012

<http://www.education.gov.uk/rsgateway/DB/SFR/s001086/index.shtml>

SFR31/2011: National Curriculum Assessments at Key Stage 2 in England 2010/2011 (revised)

<http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>

SFR03/2012: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

SFR29/2011: Early Years Foundation Stage Profile Attainment by Pupil Characteristics in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001044/index.shtml>

Small Area Statistics

This publication includes tables at Local Authority level based both on the geography of the school location (Tables 4-7) and that of the pupil's residence (Tables A1-A4).

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

Additional pupil residency based tables showing small area attainment data by pupil characteristics will be published by the Office for National Statistics (ONS) on the **Neighbourhood Statistics Service (NeSS)** website in June 2013.

<http://www.neighbourhood.statistics.gov.uk/dissemination/>

The ONS Neighbourhood Statistics data in 2011 were accompanied by

SFR09/2012: Neighbourhood Statistics – Small Area Pupil Attainment by Pupil Characteristics in England, 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001070/index.shtml>

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

<http://www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf>

REVISIONS

This publication is produced using a final version of the 2012 dataset and we do not plan to make any revisions to this publication. If we later discover that a revision is necessary, this will be made in accordance with our revisions policy which is published at <http://www.education.gov.uk/rsgateway/nat-stats.shtml>

YOUR FEEDBACK

In response to previous feedback, no major changes have been deemed necessary for this release.

Following the introduction of the new EYFSP profile in September 2012, it has been proposed that we publish the EYFSP attainment by pupil characteristics results in a joint publication in 2013 with the summary national and local authority level results as published in October 2012. (see link in Related Publications). This will mean that revisions to the timings of both publications will be needed but would result in one publication on these results.

Please contact sally.marshall@education.gsi.gov.uk if you have comments on the proposed change detailed above or the content or presentation of this release so that we can take account of your needs in developing Tables for the new EYFSP profile.

BACKGROUND

Early Years Foundation Stage Profile assessment statistics have already been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001091/index.shtml>.

Detailed information about these tests can be found in the technical notes of that SFR.

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):
 - Dispositions and attitude (PSE: DA)
 - Social development (PSE: SD)
 - Emotional development (PSE: ED)
- Communication, Language and Literacy (4 assessment scales):
 - Language for communication and thinking (CLL: LCT)
 - Linking sounds and letters (CLL: LSL)
 - Reading (CLL: R)
 - Writing (CLL: W)
- Problem Solving, Reasoning and Numeracy (3 assessment scales)¹,
 - Numbers as labels and for counting (PSRN: NLC)
 - Calculating (PSRN: C)
 - Shape, space and measure (PSRN: SSM)
- Knowledge and Understanding of the World (1 assessment scale), (KUW)
- Physical Development (1 assessment scale), and (PD)
- Creative Development (1 assessment scale). (CD)

¹ This area of learning was previously known as Mathematical Development.

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.

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.

A good level of development

From 2009 onwards a 'good level of development' has been 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 EYFSP

Information for 2008 has been calculated using this new definition.

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://webarchive.nationalarchives.gov.uk/20100202100434/testsandexams.qcda.gov.uk/17850.aspx>

TECHNICAL NOTES

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 2012' and 'Special Educational Needs in England, January 2012', published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001071/index.shtml> and <http://www.education.gov.uk/rsgateway/DB/SFR/s001075/index.shtml>

A methodology document accompanies the Early Years Foundation Stage Profile assessment statistics which have already been published and provides further detail on the collection of teacher assessment records:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001091/sfr23-2012method.pdf>

Early Years Foundation Stage Profile NPD data is created when pupils' teacher assessment records are 'matched' to their corresponding January 2012 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 a 2012 User Guide, can be found at: <http://www.bristol.ac.uk/cmppo/plug/>

Requests for NPD extracts can be made to the Department by sending an email to npd.requests@education.gsi.gov.uk

Coverage Information

All English providers of state-funded Early Years education (including Academies and Free Schools), private, voluntary and independent (PVI) sectors are within the scope of the EYFSP data collection.

LAs are required to collect and report to the DfE the summary results for:

- all children at the end of the EYFS in their state-funded schools and nurseries.
- children in PVIs where the child is still in receipt of government funding at the end of the EYFS (the funding for a child in a PVI ceases in the term following the child's 5th birthday).

Data for any children in the PVI sector no longer in receipt of funding who were included in the return submitted by the LA to DfE will not be included in the figures. For the purpose of

the 2012 exercise, the children still eligible for funding in the PVI sector will have been born between 1st April 2007 and 31st August 2007.

This SFR therefore covers all types of schools or early education providers that deliver the EYFS to children in receipt of a government funded place.

Reproducing figures in this publication

Eligible pupils

Pupils are included in these calculations only if they have a valid score in each of the 13 assessment scales. A valid score is 0 to 9 inclusive. Further information on the assessment scales is shown earlier in this document.

Tables 1 to 3 and the summary table 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. Therefore where a pupil resides is not relevant to these tables. Tables A1-A4 however are based on the postcode that each pupil resides in. These tables do not include pupils with missing or invalid postcode information or pupils that live outside of England. Therefore, for example, if a pupil lives in Wales but attends a school in England, they contribute to the figures in the 'Summary' table and Tables 1-7 but not in Tables A1-A4.

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.

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.

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

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

The pupil level 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 2012 ethnicity was recorded for 91 per cent of EYFSP pupils however there is significant variation in the coverage when looking at figures by Local Authority (LA). Some LA data shows ethnicity recorded as being unclassified in up to 99 per cent of cases. The LAs where more than 50 per cent of pupils ethnicity is recorded as unclassified in 2012 are: Telford & Wrekin, South Tyneside, Derbyshire, and Birmingham. The impact on National figures as a result of these unclassified pupils is considered negligible. These pupils appear as ‘unclassified’ in the ‘Summary’ table, Tables 1, 2a, 2c and 3. In Table 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. As with ethnicity, pupils with no first language reported appear as ‘unclassified’ in the ‘Summary’ table and Tables 1-3 and contribute to the ‘All pupils’ figures for Tables 5-7 respectively.

Free school meals (FSM)

There are pupils for whom their free school meal (FSM) eligibility could not be determined and have therefore been recorded as FSM status 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.

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.

Income affecting children index (IDACI)

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation 2007. IDACI is provided by the Department for Communities and Local Government (DCLG).

The IDACI index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

Each SOA is given a score showing the percentage of children aged under 16 that live in families that are income deprived, i.e. they are in receipt of certain benefits and their equivalised income is below 60% of median before housing costs.

IDACI bands for 2008 onwards are based on 2007 IDACI scores. Care should be taken when comparing to IDACI tables for 2007 and earlier, which are based on 2004 IDACI scores.

Further information about IDACI can be found on the DCLG website at:

<https://www.gov.uk/government/publications/english-indices-of-deprivation-2010>

Lowest 20 per cent achieving

The group of pupils classified as being the lowest achieving 20 per cent is based on the total points achieved by a pupil in all 13 scales. The pupils whose total achievement falls into the lowest 20 per cent of all pupils is then identified.

In the main attainment SFR published in October, the number of pupils falling into this group is calculated by sorting the pupils in order based on their total score in the EYFSP scales and cutting off the number of pupils at exactly 20.0 percent. This means that in 2012, some pupils who score 78 points will fall into the lowest 20 per cent and some will not. For the purposes of the main attainment SFR, this is a valid method of calculation since only the *number* of pupils in the lowest 20 per cent needs to be known.

For this SFR, we report on the *characteristics* of the pupils in the lowest 20 percent. The methodology for selecting the lowest achieving 20 per cent of pupils was revised for this publication in 2010 and retrospective years recalculated. The revision was made as there is no wholly representative way to select individual pupils with the same score but with differing characteristics to be in the lowest 20 per cent. As a result all pupils who score the same number of points as the pupil who falls at exactly 20 per cent are included in the measure. For 2012 therefore, the lowest 20 per cent category includes 20.8 per cent of pupils. Figures for previous years are shown below:

Year	Method of calculation	
	Points score included in lowest 20 percent	Actual percentage of pupils in the lowest 20 percent
2012	78	20.8
2011	76	20.1
2010	75	20.3
2009	73	19.8
2008	72	20.0

Pupil Residency Tables (A1-A4)

The residency of 2,348 children in 2012, is unknown due to missing or invalid postcode information or these pupils are resident in Scotland or Wales. These children are all excluded from the figures in tables A1 to A4.

Key to tables

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

- . not applicable
- .. not available

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.

ENQUIRIES

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

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

Press Office News Desk
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