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EARLY YEARS FOUNDATION STAGE PROFILE RESULTS IN ENGLAND, 2011/12

Introduction

This annual Statistical Release contains the latest information at both national and local authority (LA) level on achievement outcomes at the end of the Early Years Foundation Stage (EYFS) in 2012, together with figures for earlier years. 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 prior to 2011 had been published as a separate Statistical Release. For 2012 data were submitted for 57 per cent of children, this is the same as was submitted in 2011. 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.

Summary

- The majority of children continue to *work securely* within the Early Learning Goals, achieving a total of 6 points or more on a 9 point scale in each of the 13 assessment scales.
- Girls continue to achieve at a higher level than boys. For each assessment scale, a higher proportion of girls than boys *work securely within* the Early Learning Goals. Boys have, however, narrowed the gender gap in 7 assessment scales with the gap remaining the same in the other 6 scales, compared with 2011.
- At a national level, the number of children achieving a *good level of development*¹ has increased by 5 percentage points compared with 2011.

¹ A good level of development is defined in EYFS Policy as children scoring at least 6 points across the 7 scales in Personal, Social and Emotional Development and Communication, Language and Literacy, and achieving at least 78 points across all 13 scales of the Early Years Foundation Stage Profile.

Key points

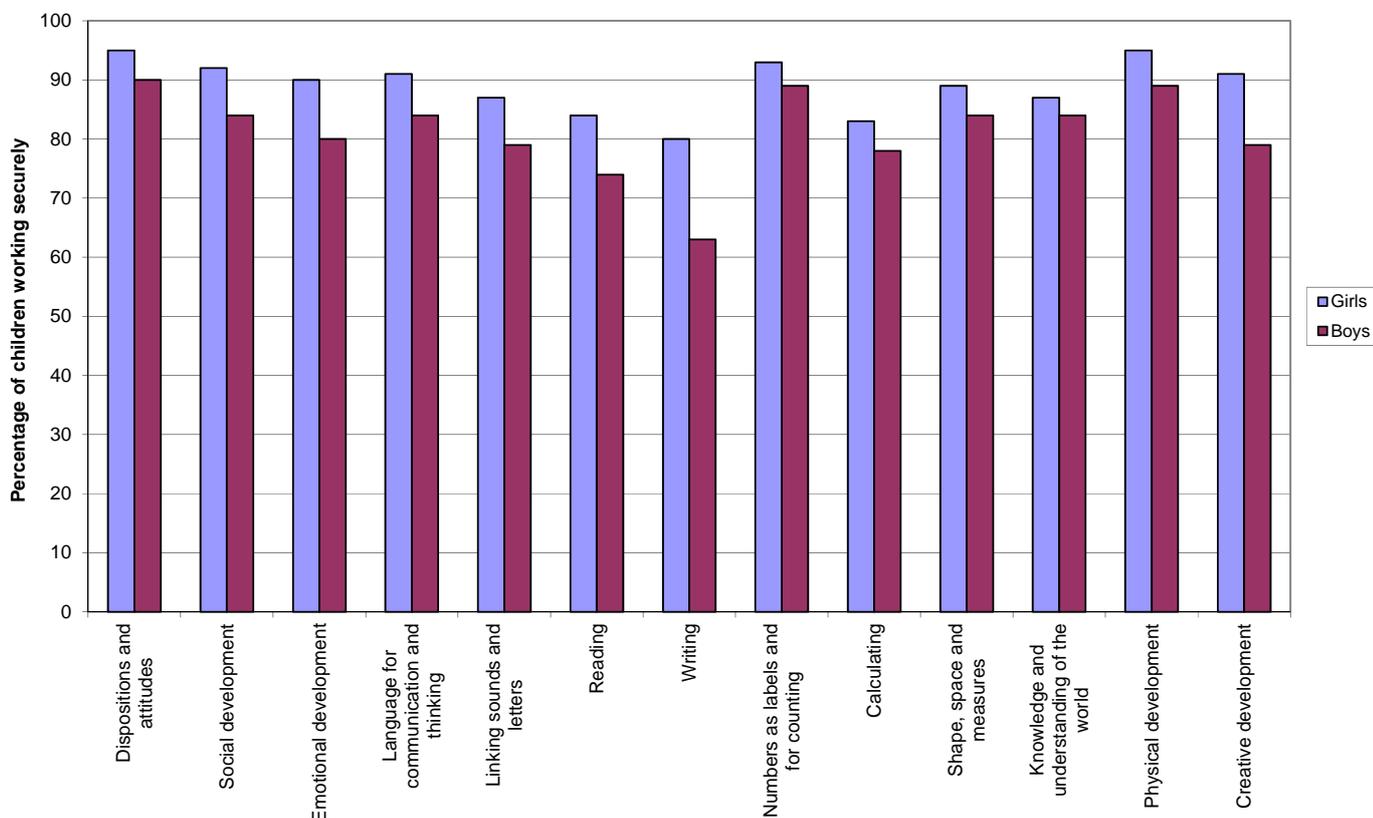
- The majority of children (ranging from 71 per cent to 92 per cent) continue to *work securely within* the Early Learning Goals, achieving a total of 6 points or more in each of the 13 assessment scales. The percentage of children *working securely within* the Early Learning Goals has increased in all scales compared with 2011.
- 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 being 9 percentage points which was seen in 2 scales (Communication, Language and Literacy: Linking sounds and letters and writing).
- The assessment scales with the highest percentage of children *working securely within* the Early Learning Goals were: *Physical Development* and *Personal, Social and Emotional Development: Dispositions and attitudes* – both 92 per cent. The assessment scale with the lowest percentage of children *working securely within* the Early Learning Goals was *Communication, Language and Literacy: Writing* – 71 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* – 8 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* the Early Learning Goals (9 points) was *Problem Solving, Reasoning and Numeracy: Numbers as labels and for counting* with 17 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 2011, however this gender gap has narrowed by 2 percentage points in 2 assessment scales, has narrowed by 1 percentage point in a further 5 scales and remained unchanged in the other 6 assessment scales (Table 2).

The largest gender gap between those *working securely within* in 2012 is in *Communication, Language and Literacy: Writing* at 17 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 2012



Changes since 2011

Children working towards the Early Learning Goals

Since 2011, 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 with the equivalent figures for 2011, the percentage of children *working securely within* (achieving a total of 6 points or more) in 2012 has risen in all 13 scales with a rise of 4 percentage points in 2 scales, 3 percentage points in 1 scale and 2 percentage points in 4 scales. The remaining 6 scales have risen by 1 percentage point (Table 2).

Children working beyond the Early Learning Goals

In 8 of the 13 assessment scales, there has also been an increase in the percentage of children *working beyond* (achieving 9 points) the Early Learning Goals. The remaining 5 scales remain unchanged compared with 2011 (Table 2).

Individual scale points (Table 4)

For scale points 1-3, there is very little difference in 2012 compared with 2011, with the vast majority of children achieving all of these points for both years. In 2012, the three assessment scales with the lowest percentage achieving scale point 3 are *Communication, Language and Literacy: Reading*, *Communication, Language and Literacy: Writing*, and *Problem Solving, Reasoning and Numeracy: Calculating* at 97 per cent.

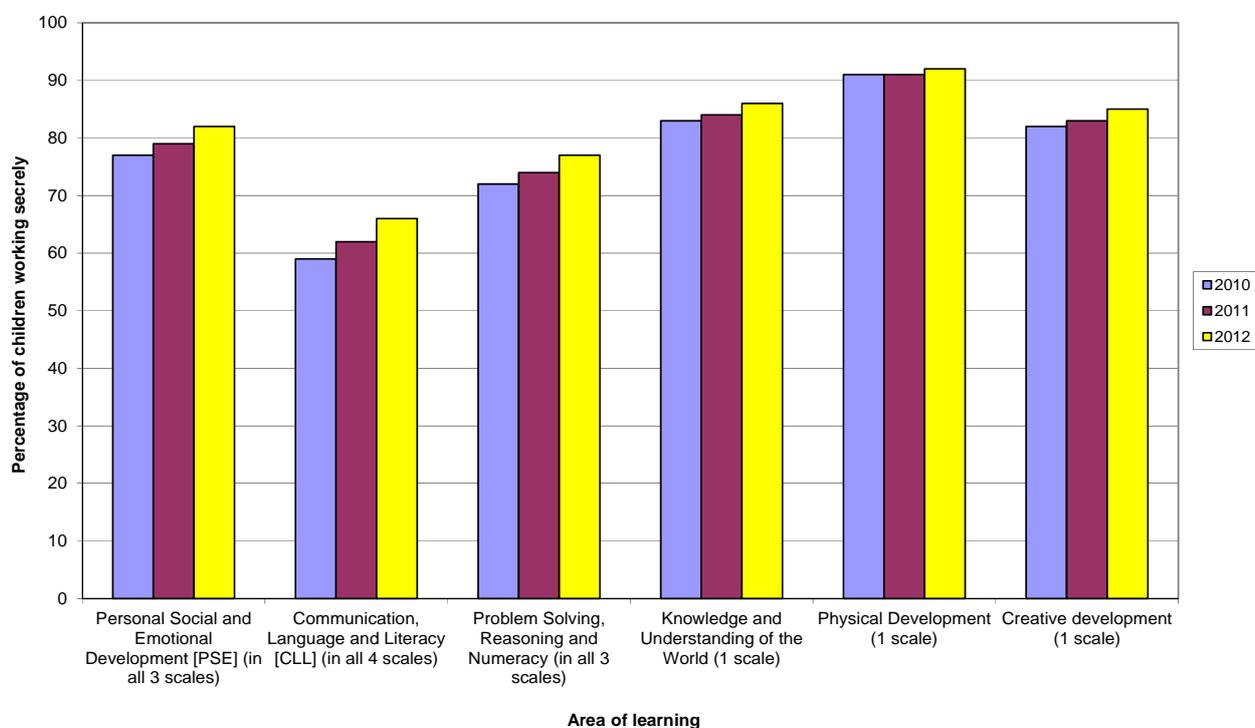
There are some small changes in the percentage of children achieving scale points 4-8 in each of the 13 scales compared with 2011. The majority of the scale points within each scale are achieved by more children in 2012 than in 2011. The percentage of children achieving scale points 6, 7 and 8 has increased in all thirteen scales between 2011 and 2012.

The proportion of children achieving scale point 9 in 2012 has increased in nine scales and remained the same in four scales compared with 2011.

Areas of Learning

The percentage of children *working securely within* has increased in all of the six areas of learning since 2011. *Communication, Language and Literacy* saw the largest increase at 4 percentage points (Table 3). There was also a 3 percentage point increase in 2 areas of learning, a 2 percentage point increase in 2 areas of learning and a 1 percentage point rise in the remaining area. 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 2010, 2011 and 2012



Good level of development

At a national level, 64 per cent of children achieved a good level of development (those achieving a total score of 6 or more across the seven Personal Social and Emotional Development (PSE) and Communication Language and Literacy (CLL) scales and 78 points or more in total). This is an increase of 5 percentage points compared with the 2011 figure of 59 per cent.

At Local Authority (LA) level, the percentage of children achieving a good level of development ranges from 51 per cent in Middlesbrough LA to 78 per cent in Rutland. The percentage of children achieving a good level of development has increased in 140 LAs between 2011 and 2012 (Table F).

81 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 2011.

Narrowing the gap

At a national level, the achievement gap between the lowest attaining 20% of children and the mean is 30.1 per cent in 2012. The gap has narrowed by 1.3 percentage points since 2011. In 114 Local Authorities (LAs) the achievement gap has narrowed, in 34 it has widened and in 4 LAs it has remained the same since 2011 (Table G).

Of those children in the 30 per cent most deprived Super Output areas (small, defined geographical areas of roughly 1,500 people) in England, 56 per cent achieved a good level of development in 2012. This compares with 68 per cent of children resident in other areas and shows a gap of 12 percentage points. The gap has remained the same as in 2011 (Table D).

Full details of the background and methodology used in this calculation are published as a separate document on the publication page which can be found at:

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

Uses

The main use of these statistics is by the Department for Education to provide advice to Ministers for policy monitoring and development.

Outside of DfE these statistics are used by local authorities who use the information to compare the profile scores of children in their area with regional and national averages and to benchmark themselves against other authorities.

Other users include:

- Department of Health – use the 'Good level of development' indicator within the Public Health Outcomes Framework.
- Office of Deputy Prime Minister – Use the EYFS Profile within the Social Mobility Strategy.
- Child Poverty Unit – Use the 'Good level of development' indicator to inform policies.

TABLES

National

Table 1: Percentage of children by number of points achieved in each of the 13 assessment scales, 2012, England.

Table 2: Percentage of children grouped by number of points achieved in each of the 13 assessment scales, 2010-2012, England.

Table 3: Percentage of children working securely in each area of learning, 2010-2012, England.

Table 4: Percentage of children achieving each individual scale point for each scale, 2010-2012, England.

Regional and Local Authority Level

Tables containing figures at Local Authority and regional level are available on the DfE statistics website:

Table A: Percentage of children achieving by points band for each assessment scale by Local Authority area, 2012, England.

Table B: Percentage of children achieving by gender who are working securely in each assessment scale by Local Authority Area, 2012, England.

Table C: Percentage of children working securely in each area of learning by Local Authority area, 2012 England.

Table D: Percentage of children achieving a good level of development by national deprivation status of child residency for each Local Authority area, 2012, England.

Table E: The standard score and percentage inequality gap in achievement across all 13 assessment scales by Local Authority area, 2012, 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, 2010 -2012, England.

Table G: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest, 2010-2012, England.

Only national level tables have been included as part of this publication document. All of the tables above, including Local Authority level tables are available in Excel format under the "Additional Information" section on the Department's website at:

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

Technical Notes

Background and Methodology

1. Full details of the background and methodology used in this statistical first release are published as a separate document on the publication page which can be found at:

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

Data Quality and Uses of the Data

2. A separate document has been published which details issues relating to the quality of the data from the Early Years Foundation Stage Profile return along with details of the users and the known uses made of the data. This can be found as a separate document on the publication page which can be found at:

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

Sources of data

3. The source for this publication is the Early Years Foundation Stage Profile collection. All schools and all Private, Voluntary and Independent providers receiving government funding are required to make (through their local authority) a child-level return. The collection is on a statutory basis through legislation which results in complete and accurate information being returned.

4. Children not in receipt of government funding at the end of the Early Years Foundation Stage are not within the scope of the data collection.

Rounding conventions

5. 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

6. This publication is produced using a final version of the 2012 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

7. 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

8. 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 17 October 2012.

A National Statistics Publication

9. 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.

Related Publications

10. Related publications can be found at:

SFR 28/2011 – Early Years Foundation Stage Profile Results in England, 2010/11

<http://www.education.gov.uk/rsgateway/DB/SFR/s001033/index.shtml>

SFR 292011 – Early Years Foundation Stage Profile Attainment by Pupil Characteristics, in England, 2010/11

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

User Consultation

11. If you would like to be involved in future consultations, please contact the statistician for this publication (contact details can be found in the next section).

Enquiries

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Telephone number: 020 7925 6789

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

Year: 2012

Coverage: England

| Girls | Total number of points achieved (percentage) | | | | | | | | | | | | Mean points | |
|-----------|--|---|---|---|---|----|----|----|----|----------------|------------------|------------------|--------------------------|-------|
| | 0 ² | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 ³ | 1-3 ⁴ | 4-8 ⁵ | Six or more ⁶ | score |
| PSE: DA | 0 | 0 | 0 | 0 | 1 | 4 | 13 | 25 | 41 | 15 | 1 | 84 | 95 | 7.5 |
| PSE: SD | 0 | 0 | 0 | 1 | 2 | 5 | 26 | 25 | 29 | 12 | 1 | 87 | 92 | 7.1 |
| PSE: ED | 0 | 1 | 1 | 1 | 3 | 6 | 16 | 20 | 41 | 12 | 2 | 86 | 90 | 7.2 |
| CLL: LCT | 0 | 0 | 1 | 1 | 2 | 5 | 23 | 27 | 30 | 11 | 2 | 87 | 91 | 7.0 |
| CLL: LSL | 0 | 1 | 1 | 2 | 3 | 6 | 15 | 29 | 27 | 16 | 4 | 80 | 87 | 7.0 |
| CLL: R | 0 | 0 | 2 | 1 | 4 | 9 | 20 | 29 | 25 | 10 | 3 | 87 | 84 | 6.8 |
| CLL: W | 0 | 1 | 1 | 3 | 5 | 10 | 23 | 23 | 26 | 8 | 5 | 87 | 80 | 6.6 |
| PSRN: NLC | 0 | 0 | 1 | 1 | 2 | 4 | 7 | 42 | 26 | 18 | 1 | 81 | 93 | 7.3 |
| PSRN: C | 0 | 1 | 2 | 2 | 4 | 8 | 19 | 34 | 24 | 6 | 4 | 89 | 83 | 6.7 |
| PSRN: SSM | 0 | 0 | 1 | 1 | 3 | 6 | 19 | 39 | 24 | 7 | 2 | 90 | 89 | 6.9 |
| KUW | 0 | 0 | 1 | 1 | 3 | 7 | 20 | 33 | 31 | 3 | 2 | 94 | 87 | 6.8 |
| PD | 0 | 0 | 0 | 1 | 1 | 3 | 10 | 31 | 45 | 8 | 1 | 91 | 95 | 7.4 |
| CD | 0 | 0 | 0 | 0 | 1 | 6 | 22 | 35 | 30 | 5 | 1 | 94 | 91 | 7.0 |

| Boys | Total number of points achieved (percentage) | | | | | | | | | | | | Mean points | |
|-----------|--|---|---|---|----|----|----|----|----|----------------|------------------|------------------|--------------------------|-------|
| | 0 ² | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 ³ | 1-3 ⁴ | 4-8 ⁵ | Six or more ⁶ | score |
| PSE: DA | 0 | 0 | 0 | 1 | 2 | 7 | 17 | 30 | 32 | 10 | 1 | 88 | 90 | 7.1 |
| PSE: SD | 0 | 0 | 0 | 2 | 3 | 9 | 31 | 23 | 22 | 8 | 3 | 89 | 84 | 6.6 |
| PSE: ED | 0 | 1 | 2 | 2 | 6 | 10 | 21 | 20 | 32 | 7 | 5 | 88 | 80 | 6.6 |
| CLL: LCT | 0 | 1 | 2 | 1 | 4 | 8 | 26 | 27 | 23 | 8 | 4 | 88 | 84 | 6.6 |
| CLL: LSL | 1 | 1 | 2 | 4 | 5 | 9 | 17 | 29 | 22 | 11 | 7 | 82 | 79 | 6.6 |
| CLL: R | 0 | 1 | 3 | 2 | 6 | 14 | 23 | 24 | 20 | 8 | 5 | 87 | 74 | 6.4 |
| CLL: W | 1 | 2 | 3 | 7 | 10 | 15 | 24 | 19 | 16 | 4 | 11 | 84 | 63 | 5.8 |
| PSRN: NLC | 0 | 0 | 1 | 1 | 3 | 5 | 8 | 41 | 24 | 17 | 3 | 80 | 89 | 7.2 |
| PSRN: C | 1 | 1 | 3 | 3 | 5 | 9 | 18 | 31 | 21 | 7 | 7 | 85 | 78 | 6.4 |
| PSRN: SSM | 0 | 1 | 1 | 2 | 4 | 8 | 19 | 35 | 22 | 7 | 4 | 88 | 84 | 6.7 |
| KUW | 0 | 1 | 1 | 2 | 4 | 8 | 19 | 29 | 33 | 4 | 4 | 93 | 84 | 6.7 |
| PD | 0 | 0 | 1 | 1 | 3 | 6 | 15 | 31 | 38 | 5 | 2 | 92 | 89 | 7.0 |
| CD | 0 | 1 | 1 | 1 | 4 | 13 | 32 | 29 | 16 | 2 | 3 | 95 | 79 | 6.3 |

| All Children | Total number of points achieved (percentage) | | | | | | | | | | | | Mean points | |
|--------------|--|---|---|---|---|----|----|----|----|----------------|------------------|------------------|--------------------------|-------|
| | 0 ² | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 ³ | 1-3 ⁴ | 4-8 ⁵ | Six or more ⁶ | score |
| PSE: DA | 0 | 0 | 0 | 0 | 1 | 6 | 15 | 28 | 37 | 13 | 1 | 86 | 92 | 7.3 |
| PSE: SD | 0 | 0 | 0 | 1 | 3 | 7 | 28 | 24 | 26 | 10 | 2 | 88 | 88 | 6.9 |
| PSE: ED | 0 | 1 | 1 | 1 | 4 | 8 | 19 | 20 | 36 | 9 | 3 | 87 | 85 | 6.9 |
| CLL: LCT | 0 | 0 | 1 | 1 | 3 | 7 | 24 | 27 | 26 | 9 | 3 | 88 | 87 | 6.8 |
| CLL: LSL | 0 | 1 | 1 | 3 | 4 | 7 | 16 | 29 | 24 | 13 | 5 | 81 | 83 | 6.8 |
| CLL: R | 0 | 1 | 2 | 1 | 5 | 11 | 22 | 26 | 22 | 9 | 4 | 87 | 79 | 6.6 |
| CLL: W | 0 | 1 | 2 | 5 | 8 | 13 | 23 | 21 | 21 | 6 | 8 | 85 | 71 | 6.2 |
| PSRN: NLC | 0 | 0 | 1 | 1 | 3 | 4 | 7 | 41 | 25 | 17 | 2 | 81 | 91 | 7.2 |
| PSRN: C | 1 | 1 | 2 | 3 | 5 | 9 | 19 | 32 | 22 | 7 | 6 | 87 | 80 | 6.5 |
| PSRN: SSM | 0 | 1 | 1 | 2 | 3 | 7 | 19 | 37 | 23 | 7 | 3 | 89 | 86 | 6.8 |
| KUW | 0 | 1 | 1 | 1 | 4 | 8 | 19 | 31 | 32 | 3 | 3 | 93 | 86 | 6.8 |
| PD | 0 | 0 | 0 | 1 | 2 | 4 | 13 | 31 | 41 | 7 | 2 | 92 | 92 | 7.2 |
| CD | 0 | 0 | 1 | 1 | 3 | 10 | 27 | 32 | 22 | 3 | 2 | 94 | 85 | 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, 15% 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: 2010-2012
Coverage: England

| | | Total number of points achieved (percentage) | | | | | | | | | | | | | | | |
|---------------------|--|--|------------------|------------------|----------------|------------------------|------|------------------|------------------|----------------|------------------------|------|------------------|------------------|----------------|------------------------|----|
| | | 2010 | | | | | 2011 | | | | | 2012 | | | | | |
| | | 0 | 1-3 ¹ | 4-8 ² | 9 ³ | 6 or more ⁴ | 0 | 1-3 ¹ | 4-8 ² | 9 ³ | 6 or more ⁴ | 0 | 1-3 ¹ | 4-8 ² | 9 ³ | 6 or more ⁴ | |
| Girls | | PSE: DA | 0 | 1 | 85 | 14 | 94 | 0 | 1 | 85 | 14 | 94 | 0 | 1 | 84 | 15 | 95 |
| | | PSE: SD | 0 | 1 | 87 | 11 | 90 | 0 | 1 | 87 | 11 | 91 | 0 | 1 | 87 | 12 | 92 |
| | | PSE: ED | 0 | 3 | 86 | 11 | 87 | 0 | 2 | 87 | 11 | 88 | 0 | 2 | 86 | 12 | 90 |
| | | CLL: LCT | 0 | 2 | 87 | 11 | 88 | 0 | 2 | 87 | 10 | 90 | 0 | 2 | 87 | 11 | 91 |
| | | CLL: LSL | 0 | 6 | 81 | 13 | 82 | 0 | 5 | 81 | 14 | 84 | 0 | 4 | 80 | 16 | 87 |
| | | CLL: R | 0 | 4 | 88 | 8 | 79 | 0 | 3 | 88 | 9 | 82 | 0 | 3 | 87 | 10 | 84 |
| | | CLL: W | 0 | 7 | 87 | 6 | 75 | 0 | 6 | 87 | 7 | 77 | 0 | 5 | 87 | 8 | 80 |
| | | PSRN: NLC | 0 | 2 | 83 | 15 | 91 | 0 | 2 | 83 | 15 | 92 | 0 | 1 | 81 | 18 | 93 |
| | | PSRN: C | 0 | 6 | 89 | 5 | 78 | 0 | 5 | 89 | 5 | 80 | 0 | 4 | 89 | 6 | 83 |
| | | PSRN: SSM | 0 | 3 | 90 | 6 | 86 | 0 | 3 | 91 | 6 | 87 | 0 | 2 | 90 | 7 | 89 |
| | | KUW | 0 | 3 | 94 | 3 | 84 | 0 | 3 | 94 | 3 | 86 | 0 | 2 | 94 | 3 | 87 |
| | | PD | 0 | 1 | 91 | 8 | 94 | 0 | 1 | 91 | 8 | 95 | 0 | 1 | 91 | 8 | 95 |
| | | CD | 0 | 1 | 94 | 5 | 89 | 0 | 1 | 94 | 5 | 90 | 0 | 1 | 94 | 5 | 91 |
| Boys | | PSE: DA | 0 | 1 | 89 | 10 | 88 | 0 | 1 | 89 | 10 | 89 | 0 | 1 | 88 | 10 | 90 |
| | | PSE: SD | 0 | 3 | 89 | 7 | 81 | 0 | 3 | 89 | 7 | 83 | 0 | 3 | 89 | 8 | 84 |
| | | PSE: ED | 0 | 6 | 88 | 7 | 76 | 0 | 5 | 88 | 7 | 78 | 0 | 5 | 88 | 7 | 80 |
| | | CLL: LCT | 0 | 5 | 88 | 7 | 80 | 0 | 4 | 88 | 7 | 82 | 0 | 4 | 88 | 8 | 84 |
| | | CLL: LSL | 1 | 10 | 81 | 9 | 72 | 1 | 8 | 82 | 9 | 74 | 1 | 7 | 82 | 11 | 79 |
| | | CLL: R | 0 | 7 | 86 | 6 | 69 | 0 | 6 | 87 | 6 | 71 | 0 | 5 | 87 | 8 | 74 |
| | | CLL: W | 1 | 15 | 81 | 3 | 56 | 1 | 14 | 82 | 3 | 58 | 1 | 11 | 84 | 4 | 63 |
| | | PSRN: NLC | 0 | 3 | 82 | 15 | 87 | 0 | 3 | 82 | 15 | 88 | 0 | 3 | 80 | 17 | 89 |
| | | PSRN: C | 1 | 9 | 84 | 6 | 73 | 1 | 8 | 85 | 7 | 75 | 1 | 7 | 85 | 7 | 78 |
| | | PSRN: SSM | 0 | 5 | 88 | 7 | 81 | 0 | 5 | 88 | 7 | 82 | 0 | 4 | 88 | 7 | 84 |
| | | KUW | 0 | 4 | 92 | 4 | 81 | 0 | 4 | 92 | 3 | 82 | 0 | 4 | 93 | 4 | 84 |
| | | PD | 0 | 3 | 92 | 5 | 88 | 0 | 3 | 92 | 5 | 88 | 0 | 2 | 92 | 5 | 89 |
| | | CD | 0 | 3 | 94 | 2 | 75 | 0 | 3 | 95 | 2 | 77 | 0 | 3 | 95 | 2 | 79 |
| All Children | | PSE: DA | 0 | 1 | 87 | 12 | 91 | 0 | 1 | 87 | 12 | 91 | 0 | 1 | 86 | 13 | 92 |
| | | PSE: SD | 0 | 2 | 88 | 9 | 86 | 0 | 2 | 88 | 9 | 87 | 0 | 2 | 88 | 10 | 88 |
| | | PSE: ED | 0 | 4 | 87 | 9 | 81 | 0 | 4 | 87 | 9 | 83 | 0 | 3 | 87 | 9 | 85 |
| | | CLL: LCT | 0 | 4 | 87 | 9 | 84 | 0 | 3 | 88 | 9 | 86 | 0 | 3 | 88 | 9 | 87 |
| | | CLL: LSL | 0 | 8 | 81 | 11 | 77 | 0 | 7 | 82 | 11 | 79 | 0 | 5 | 81 | 13 | 83 |
| | | CLL: R | 0 | 6 | 87 | 7 | 74 | 0 | 5 | 87 | 7 | 76 | 0 | 4 | 87 | 9 | 79 |
| | | CLL: W | 0 | 11 | 84 | 5 | 65 | 0 | 10 | 85 | 5 | 67 | 0 | 8 | 85 | 6 | 71 |
| | | PSRN: NLC | 0 | 2 | 83 | 15 | 89 | 0 | 2 | 82 | 15 | 90 | 0 | 2 | 81 | 17 | 91 |
| | | PSRN: C | 1 | 8 | 86 | 6 | 76 | 1 | 7 | 87 | 6 | 78 | 1 | 6 | 87 | 7 | 80 |
| | | PSRN: SSM | 0 | 4 | 89 | 7 | 84 | 0 | 4 | 89 | 7 | 85 | 0 | 3 | 89 | 7 | 86 |
| | | KUW | 0 | 4 | 93 | 3 | 83 | 0 | 3 | 93 | 3 | 84 | 0 | 3 | 93 | 3 | 86 |
| | | PD | 0 | 2 | 91 | 7 | 91 | 0 | 2 | 92 | 6 | 91 | 0 | 2 | 92 | 7 | 92 |
| | | CD | 0 | 2 | 94 | 3 | 82 | 0 | 2 | 94 | 3 | 83 | 0 | 2 | 94 | 3 | 85 |

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 |
| 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 3: Percentage of children working securely¹ in each area.

Years: 2010-2012

Coverage: England

| | 2010 | 2011 | 2012 |
|---|-------------|-------------|-------------|
| Personal Social and Emotional Development [PSE] (in all 3 scales | 77 | 79 | 82 |
| Communication, Language and Literacy [CLL] (in all 4 scales | 59 | 62 | 66 |
| PSE and CLL combined (in all 7 scales) | 56 | 59 | 64 |
| Children in 30% most deprived area² | 47 | 51 | 56 |
| Children in other areas² | 61 | 63 | 68 |
| Difference between deprived/other area² | 14 | 12 | 12 |
| Problem Solving, Reasoning and Numeracy (in all 3 scales | 72 | 74 | 77 |
| Knowledge and Understanding of the World (1 scale | 83 | 84 | 86 |
| Physical Development (1 scale) | 91 | 91 | 92 |
| Creative development (1 scale) | 82 | 83 | 85 |

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: 2010, 2011, 2012

Coverage: England

| 2010 | | | | | | | | | | |
|--|-----|-----|-----|----|----|----|----|----|----|-------------------------------------|
| Individual Scale Point (percentage) ^{2,3} | | | | | | | | | | Total eligible children (thousands) |
| Girls | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 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 | 100 | 100 | 99 | 98 | 92 | 93 | 85 | 41 | 14 | 152.1 |
| PSRN: C | 100 | 99 | 97 | 93 | 85 | 73 | 67 | 28 | 5 | 152.0 |
| PSRN: SSM | 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} | | | | | | | | | | Total eligible children (thousands) |
|--|-----|-----|----|----|----|----|----|----|----|-------------------------------------|
| Boys | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 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 | 100 | 99 | 98 | 96 | 89 | 90 | 82 | 39 | 14 | 159.1 |
| PSRN: C | 99 | 98 | 95 | 90 | 81 | 69 | 64 | 28 | 6 | 159.0 |
| PSRN: SSM | 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} | | | | | | | | | | Total eligible children (thousands) |
|--|-----|-----|-----|----|----|----|----|----|----|-------------------------------------|
| All children | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 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 | 100 | 99 | 98 | 97 | 91 | 92 | 83 | 40 | 14 | 311.2 |
| PSRN: C | 100 | 99 | 96 | 91 | 83 | 71 | 66 | 28 | 5 | 310.9 |
| PSRN: SSM | 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 provided

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 53% of children for 2010, 57% of children for 2011 and 57% of children for 2012. 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 2010, 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.

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

(EYFSP)¹

Year: 2010, 2011, 2012

Coverage: England

| 2011 | | | | | | | | | | |
|--|-----|-----|-----|----|----|----|----|----|----|-------------------------------------|
| Individual Scale Point (percentage) ^{2,3} | | | | | | | | | | Total eligible children (thousands) |
| Girls | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 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 | 100 | 100 | 99 | 98 | 92 | 94 | 86 | 42 | 15 | 165.2 |
| PSRN: C | 100 | 99 | 97 | 94 | 87 | 76 | 69 | 29 | 5 | 165.1 |
| PSRN: SSM | 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} | | | | | | | | | | Total eligible children (thousands) |
|--|-----|-----|----|----|----|----|----|----|----|-------------------------------------|
| Boys | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 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 | 100 | 99 | 98 | 96 | 90 | 91 | 82 | 40 | 15 | 172.9 |
| PSRN: C | 99 | 99 | 95 | 91 | 83 | 70 | 65 | 29 | 7 | 172.8 |
| PSRN: SSM | 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 |

| Individual Scale Point (percentage) ^{2,3} | | | | | | | | | | Total eligible children (thousands) |
|--|-----|-----|-----|----|----|----|----|----|----|-------------------------------------|
| All children | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| PSE: DA | 100 | 100 | 100 | 97 | 98 | 88 | 75 | 55 | 12 | 338.1 |
| 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 | 100 | 99 | 98 | 97 | 91 | 92 | 84 | 41 | 15 | 338.1 |
| PSRN: C | 100 | 99 | 96 | 92 | 85 | 73 | 67 | 29 | 6 | 337.9 |
| PSRN: SSM | 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 provided

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 53% of children for 2010, 57% of children for 2011 and 57% of children for 2012. 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 2010, 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.

KEY:

- PSE: DA Personal, social and emotional development: Dispositions and attitudes
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- CLL: R Communication, language and literacy: Reading
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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

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

(EYFSP)¹

Year: 2010, 2011, 2012

Coverage: England

| 2012 | | | | | | | | | | |
|--|-----|-----|-----|----|----|----|----|----|----|-------------------------------------|
| Individual Scale Point (percentage) ^{2,3} | | | | | | | | | | Total eligible children (thousands) |
| Girls | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| PSE: DA | 100 | 100 | 100 | 99 | 99 | 92 | 79 | 64 | 16 | 171.7 |
| PSE: SD | 100 | 100 | 100 | 98 | 97 | 92 | 66 | 45 | 12 | 171.6 |
| PSE: ED | 100 | 99 | 99 | 97 | 93 | 78 | 73 | 71 | 12 | 171.6 |
| CLL: LCT | 100 | 100 | 99 | 96 | 95 | 91 | 67 | 45 | 11 | 171.7 |
| CLL: LSL | 100 | 99 | 99 | 84 | 94 | 90 | 80 | 45 | 16 | 171.6 |
| CLL: R | 100 | 100 | 98 | 97 | 92 | 75 | 73 | 40 | 10 | 171.6 |
| CLL: W | 100 | 99 | 98 | 92 | 83 | 81 | 63 | 39 | 8 | 171.6 |
| PSRN: NLC | 100 | 100 | 99 | 98 | 94 | 95 | 88 | 45 | 18 | 171.7 |
| PSRN: C | 100 | 99 | 98 | 95 | 89 | 78 | 71 | 31 | 6 | 171.6 |
| PSRN: SSM | 100 | 99 | 99 | 96 | 93 | 88 | 74 | 33 | 7 | 171.7 |
| KUW | 100 | 100 | 99 | 96 | 84 | 81 | 77 | 46 | 3 | 171.7 |
| PD | 100 | 100 | 100 | 97 | 95 | 94 | 88 | 59 | 8 | 171.7 |
| CD | 100 | 100 | 99 | 98 | 97 | 87 | 73 | 37 | 5 | 171.6 |

| Individual Scale Point (percentage) ^{2,3} | | | | | | | | | | Total eligible children (thousands) |
|--|-----|-----|----|----|----|----|----|----|----|-------------------------------------|
| Boys | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| PSE: DA | 100 | 100 | 99 | 96 | 97 | 85 | 74 | 49 | 10 | 180.3 |
| PSE: SD | 100 | 100 | 99 | 94 | 94 | 84 | 54 | 34 | 8 | 180.2 |
| PSE: ED | 100 | 98 | 98 | 94 | 85 | 67 | 59 | 59 | 7 | 180.2 |
| CLL: LCT | 100 | 99 | 98 | 93 | 90 | 85 | 58 | 35 | 8 | 180.2 |
| CLL: LSL | 100 | 98 | 99 | 77 | 89 | 84 | 71 | 35 | 11 | 180.1 |
| CLL: R | 100 | 99 | 96 | 94 | 86 | 64 | 60 | 36 | 8 | 180.1 |
| CLL: W | 100 | 98 | 96 | 85 | 68 | 62 | 48 | 25 | 4 | 180.1 |
| PSRN: NLC | 100 | 99 | 98 | 97 | 91 | 92 | 84 | 42 | 17 | 180.2 |
| PSRN: C | 99 | 99 | 96 | 92 | 85 | 73 | 67 | 30 | 8 | 180.1 |
| PSRN: SSM | 100 | 99 | 98 | 92 | 90 | 84 | 69 | 31 | 7 | 180.2 |
| KUW | 100 | 99 | 98 | 94 | 81 | 71 | 79 | 52 | 3 | 180.3 |
| PD | 100 | 100 | 99 | 95 | 85 | 91 | 78 | 52 | 5 | 180.3 |
| CD | 100 | 99 | 98 | 95 | 91 | 76 | 52 | 20 | 2 | 180.2 |

| Individual Scale Point (percentage) ^{2,3} | | | | | | | | | | Total eligible children (thousands) |
|--|-----|-----|-----|----|----|----|----|----|----|-------------------------------------|
| All children | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| PSE: DA | 100 | 100 | 100 | 97 | 98 | 89 | 77 | 56 | 13 | 352.0 |
| PSE: SD | 100 | 100 | 100 | 96 | 96 | 88 | 60 | 40 | 10 | 351.8 |
| PSE: ED | 100 | 99 | 98 | 96 | 89 | 73 | 66 | 65 | 9 | 351.8 |
| CLL: LCT | 100 | 100 | 98 | 95 | 93 | 88 | 63 | 40 | 9 | 351.9 |
| CLL: LSL | 100 | 98 | 99 | 81 | 92 | 87 | 75 | 40 | 13 | 351.7 |
| CLL: R | 100 | 99 | 97 | 95 | 89 | 70 | 66 | 38 | 9 | 351.7 |
| CLL: W | 100 | 99 | 97 | 88 | 75 | 71 | 55 | 32 | 6 | 351.6 |
| PSRN: NLC | 100 | 100 | 99 | 98 | 92 | 93 | 86 | 43 | 17 | 351.9 |
| PSRN: C | 100 | 99 | 97 | 93 | 87 | 76 | 69 | 30 | 7 | 351.7 |
| PSRN: SSM | 100 | 99 | 98 | 94 | 92 | 86 | 72 | 32 | 7 | 351.9 |
| KUW | 100 | 99 | 99 | 95 | 83 | 76 | 78 | 49 | 3 | 351.9 |
| PD | 100 | 100 | 99 | 96 | 90 | 92 | 83 | 56 | 7 | 352.0 |
| CD | 100 | 99 | 99 | 97 | 94 | 81 | 62 | 28 | 3 | 351.8 |

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

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 53% of children for 2010, 57% of children for 2011 and 57% of children for 2012. As the data is based on a sample with a relatively low response rate these results should be treated with caution.

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