



Department
for Education



Statistical First Release

Early Years Foundation Stage Profile results in England, 2013/14

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Internet	Statistics: Early Years Foundation Stage Profile

- 60%** The proportion of children achieving a good level of development. This is up 8 percentage points from 52% last year.
- 33.8** The average EYFPS point score for 2014. An increase of 1 point from 32.8 points in 2013.
- 58%** The proportion of children achieving at least the expected level in all 17 early learning goals.
- 16%pts** The gender gap between the percentage of girls and boys achieving a good level of development - 69% of girls achieved a good level of development compared to 52% of boys.

A National Statistics publication

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What does this statistical release cover?

This Statistical First Release (SFR) contains the latest information at both national and local authority (LA) level on the achievement of outcomes at the end of the Early Years Foundation Stage (EYFS) in 2013/14, together with figures for 2012/13.

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child's development against the early learning goals.

Following an independent review of the EYFS by Dame Clare Tickell, a new profile was published for implementation for the 2012/13 school year. The new profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development. The new profile made changes to the way in which children are assessed at the end of the EYFS and requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals.

The new profile was introduced in September 2012 and the first assessments took place in summer 2013. The new profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous profile's 117 point scale and the number of early learning goals has been reduced. This led to a break in the time series as the results were not comparable between 2011/12 and 2012/13.

About the assessment

There are 7 areas of learning covering 17 early learning goals (ELGs). A child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points and the maximum possible score is 51 points.

Communication and Language	1: Listening and attention 2: Understanding 3: Speaking
Physical Development	4: Moving and handling 5: Health and self-care
Personal, Social and Emotional Development	6: Self-confidence and self-awareness 7: Managing feelings and behaviour 8: Making relationships
Literacy	9: Reading 10: Writing
Mathematics	11: Numbers 12: Shape, space and measures
Understanding the World	13: People and communities 14: The World 15: Technology
Expressive arts and design	16: Exploring and using media and materials 17: Being imaginative

1. Number achieving a good level of development (Table C and 3)

Good level of development

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.

Percentage achieving a good level of development has increased	<p>At a national level 60% of children achieved a good level of development. This is an increase of 8 percentage points compared with the 2013 figure of 52%.</p> <p>69% of girls achieved a good level of development, a rise of 9 percentage points compared to 60% in 2013.</p> <p>The proportion of boys achieving a good level of development also increased in 2014 to 52%, up 8 percentage points from 44% in 2013</p>
There is variability at local authority level	<p>In 2014, at local authority level, the proportion achieving a good level of development ranges from 41% in Leicester to 75% in Lewisham and 76% in the Isles of Scilly.</p> <p>Excluding the Isles of Scilly (100%) which may be viewed as an outlier due to their very small numbers of children included, the proportion of girls achieving a good level of development ranges from 49% in Leicester to 80% in Lewisham, Bexley and Greenwich.</p> <p>The proportion of boys who achieved a good level of development ranges from 34% in Leicester to 71% in Lewisham and 77% in the City of London (which may be viewed as an outlier due to very small numbers).</p>
... and the number of girls and boys achieving a good level of development rises in almost all authorities	<p>Apart from the Isles of Scilly and the City of London, the percentage of girls and the percentage of boys achieving a good level of development have risen in all local authorities since 2013.</p>

2. Total points score across all the early learning goals (Tables C and 4)

The national average score achieved has increased

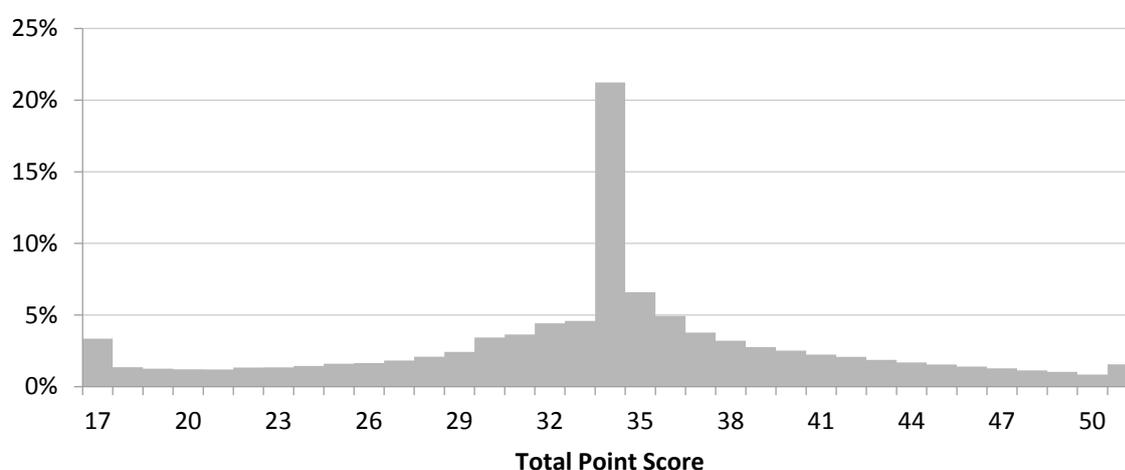
In 2014, the average score for all children was **33.8**, a rise of 1 point since 2013 when the average score was **32.8**.

Proportionally more are achieving the maximum points

In 2014, 1.6% of children achieved the maximum 51 points compared to 1.0% in 2013.

3.4% of children achieved the minimum 17 points which is down from 3.8% in 2013.

Figure 1a: In 2014, 34 points was the most popular score
Points score distribution in the EYFS Profile [all pupils]:



In 2014, at local authority level, the average points score achieved by children across all the early learning goals ranges from 29.7 in Leicester to 37.1 in Rutland. In 2013, excluding the Isles of Scilly and the city of London which may be viewed as outliers due to the small numbers of children involved, the average point score across the Profile ranged from 27.4 in Leicester to 36.1 in Rutland.

In 2014, the average score for girls was 35.1, a rise of 1 point from 34.1 in 2013. 2.1% of girls achieved the minimum score of 17 compared to 2.5% in 2013 and 2.2% achieved the maximum score, a rise of 0.8% from 1.4% in 2013.

In 2014, the average score for boys was 32.6, a rise of 1 point from 31.6 in 2013. 4.5% of boys achieved the minimum score of 17 compared to 5.0% in 2013 and 1.0% achieved the maximum score, a rise of 0.3% from 0.7% in 2013.

Figure 1b: 34 points was the most popular score for girls

Points score distribution in the EYFS Profile [girls]:

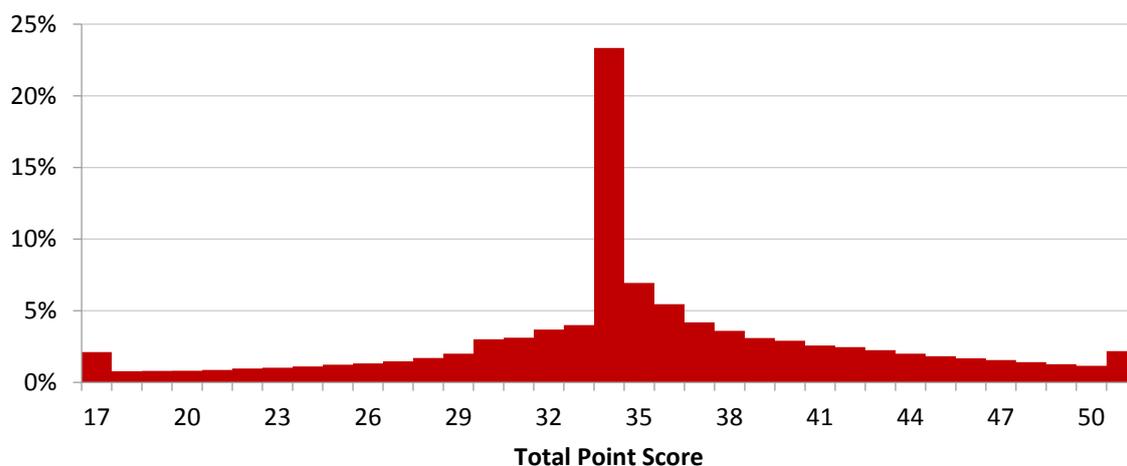
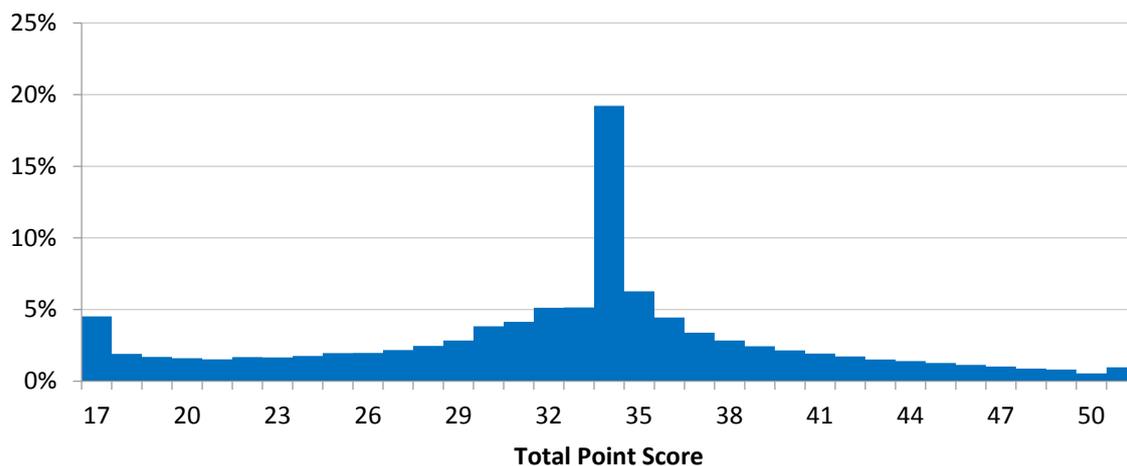


Figure 1c: 34 points was the most popular score for boys

Points score distribution in the EYFS Profile [boys]:



3. Numbers achieving at least the expected level in all early learning goals within an area of learning (Tables B and 2)

Percentage of children achieving at least the expected level in all areas of learning increases	Figure 2 below compares 2013/14 to 2012/13 and shows there has been an increase in the percentage of children achieving at least the expected level in each of the 7 areas of learning.
The highest proportion of children achieving at least the expected level is in the <i>physical development</i> area of learning	86% of children achieved at least the expected level in all early learning goals within the <i>physical development</i> area of learning. This is an increase of 3 percentage points from 2013 when this area also had the highest proportion achieving expected.
<i>Mathematics</i> and <i>literacy</i> remain the areas of learning with the lowest proportion achieving at least the expected level	In 2013/14, the proportion of children that achieved at least the expected level in the <i>literacy</i> (66%) and <i>mathematics</i> (72%) areas of learning were the lowest across the whole Profile. These two areas were also the lowest in 2012/13 - <i>literacy</i> (61%) and <i>mathematics</i> (66%).
Girls are more likely to achieve the expected level than boys	In each of the 7 Areas of Learning, a higher proportion of girls than boys are achieving at least the expected level. The largest gender gaps are in the <i>Literacy</i> and <i>Expressive Arts and Design</i> area of learning at 15 percentage points.
...however the gender gaps are closing in most areas of learning	Since 2012/13, the gender gap has narrowed by 2 percentage points in <i>Expressive Arts and Design</i> and by 1 percentage point in: <i>Communication and Language</i> ; <i>Physical Development</i> ; <i>Personal, Social and Emotional Development</i> ; and <i>Literacy</i> . It has widened by 1 percentage point in <i>Mathematics</i> and remained the same in <i>Understanding the World</i> .

Figure 2: Percentage of children achieving at least the expected level rises

	2012/13			2013/14			Gender gap change
	Girls	Boys	All	Girls	Boys	All	
Communication and Language	79	66	72	83	71	77	-1
Physical Development	89	77	83	91	80	86	-1
Personal, Social and Emotional Development	83	70	76	87	75	81	-1
Literacy	69	53	61	74	59	66	-1
Mathematics	70	63	66	77	68	72	1
Understanding the World	79	72	75	84	76	80	0
Expressive Arts and Design	87	70	78	90	76	83	-2

4. Number achieving each assessment rating within the early learning goals (Table A and 1)

Proportionally more children are exceeding in the early learning goals

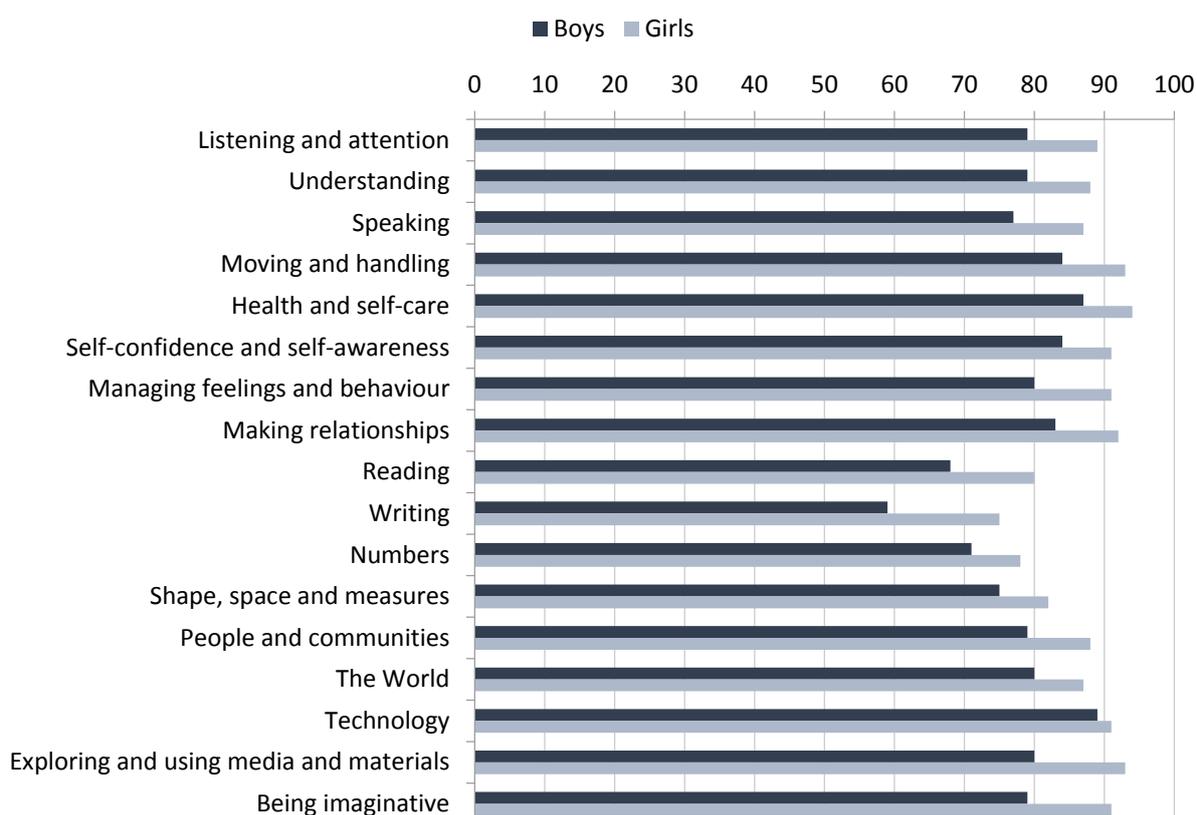
The percentage of children assessed as exceeding across all 17 early learning goals has increased since last year. This is true for both boys and girls. In 2014, the goals in which most children were assessed as exceeding were *understanding* (22%) and *listening and attention* (21%). The goal with the lowest proportion exceeding is *technology* at 11%.

...and proportionally more children are assessed as at least the expected level

In 2014, the proportion of children being assessed as at least the expected level has also increased for all the 17 early learning goals. 90% of children achieved at least the expected levels in *Health and self-care* and *Technology*.

Figure 3: Girls continue to outperform boys

The percentage achieving at least the expected level in each of the 17 early learning goals.



Literacy and mathematics are the learning areas with the lowest proportion of children achieving at least the expected level

As in 2013, the four *literacy* and *mathematics* early learning goals had the lowest proportion of children achieving at least the expected level. More specifically, the lowest proportion achieving at least the expected level was in *writing* (67%); however this was a rise of 5 percentage points since 2013.

Girls continue to outperform boys in all early learning goals

As in 2013, girls outperformed boys in all of the early learning goals. Girls performed best in the *health and self-care*, *moving and handling* and *exploring and using media and materials* goals, whilst boys performed the best in *technology* and *health and self-care* goals.

5. Number achieving at least the expected level in every one of the early learning goals (Table 7)

This measure counts the number of pupils who achieve at least the expected in each and every one of the 17 learning goals and therefore is different to figures mentioned in earlier sections.

58% of children achieved at least the expected level across all 17 early learning goals.	In 2014, 58% of children achieved at least the expected level across all 17 early learning goals.
	For girls, 67% achieved at least the expected level across all the goals in 2014.
	For boys, 50% achieved at least the expected level across all the goals in 2014.

In 2014, at local authority level, the percentage of children achieving at least the expected level across all 17 early goals ranges from 36% in Leicester to 75% in Lewisham (excluding the Isles of Scilly).

For girls, the proportion achieving at least the expected level ranges from 44% in Leicester to 79% in Lewisham, Bexley and Greenwich. For boys, the proportion achieving at least the expected level ranges from 28% in Leicester to 70% in Lewisham.

In 2014, at the region level, the percentage of children achieving at least the expected level in all 17 early learning goals ranges from 53% in the North East region to 62% in the South East.

6. Number achieving at least the expected level across the prime and specific areas of learning (Tables 8 and 9)

Prime areas of learning are: communication and language; physical development; and personal, social and emotional development.

Specific areas of learning are: literacy; mathematics; understanding the world; and expressive arts and design.

Within the prime areas of learning: In 2014, **72%** of children achieved at least the expected level across the prime areas of learning. The proportion of girls achieving the expected level was **80%** compared to **65%** for boys.

In 2014, at local authority level, the percentage of children achieving at least the expected level across the prime areas of learning ranges from 58% in Leicester and Blackburn and Darwen to 82% in North Somerset and Bexley and 84% in Lewisham.

For girls, the proportion achieving at least the expected level ranges from 65% in Blackburn and Darwen to 88% in Lewisham, Bexley and North Somerset. For boys, the proportion achieving at least the expected level ranges from 51% in Leicester and Blackburn and Darwen to 77% in North Somerset and 80% in Lewisham. The City of London and Isles of Scilly may be viewed as outliers due to very small numbers.

The percentage of children achieving at least the expected level, across the prime areas of learning, range from 68% in the North East region to 76% in the South East.

Number achieving within the specific areas of learning: In 2014, the number of children achieving at least the expected level across the specific areas of learning was **60%**. The proportion of girls achieving the expected level was **69%** and for boys, **53%**.

In 2014, at local authority level, the percentage of children achieving at least the expected level across the specific areas of learning ranges from 37% in Leicester and 41% in Halton to 74% in Bexley, 76% in Lewisham and 81% in the Isles of Scilly,.

For girls, the proportion achieving at least the expected level ranges from 45% in Leicester to 81% in Lewisham and Bexley. For boys, the proportion achieving at least the expected level ranges from 30% in Leicester to 72% in Lewisham. The City of London and Isles of Scilly may be viewed as outliers due to very small numbers.

The percentage of children achieving at least the expected level across the specific areas of learning ranges from 55% in the North East region to 65% in the South East.

7. Narrowing the Gap (Table 5 and 6)

The achievement gap between the lowest attaining 20% of children and the mean is narrowing

In 2014, the achievement gap between the lowest attaining 20% of children and the mean average was 33.9%. The achievement gap has narrowed by 2.7 percentage points from 36.6% in 2013.

In 110 local authorities, the achievement gap has narrowed and in the remaining 42 it has widened.

Achievement of children in most deprived areas has increased but the percentage point gap remains the same as 2013

In 2014, **53%** of children in the 30% most deprived Super Output areas in England achieved a good level of development. This compares with **65%** of children in other areas and shows a gap of 12 percentage points.

These figures are still an improvement from 2013 when, **44%** of children in deprived areas achieved a good level of development compared to **56%** in other areas. The gap of 12 percentage points has remained the same.

Full details of the background and methodology used in this calculation are published as a separate document on the publication page.

List of tables

The following tables are available in excel format on the [Statistics: Early Years Foundation Stage Profile](#)

Achievement of each assessment rating

Table A: Number and percentage of children achieving each assessment rating within the early learning goals by gender.

Table 1: Number and percentage of children achieving each assessment rating within the early learning goals broken down by gender and local authority.

Achievement of at least the expected level

Table B: Number and percentage of children achieving at least the expected level in the areas of learning by gender.

Table 2: Number and percentage of children achieving at least the expected level in the areas of learning broken down by gender and local authority.

Table 7: Number and percentage of children achieving at least the expected level across all 17 early learning goals broken down by gender and local authority.

Table 8: Number and percentage of children achieving at least the expected level across the prime areas of learning broken down by gender and local authority.

Table 9: Number and percentage of children achieving at least the expected level across the specific areas of learning broken down by gender and local authority.

Good Level of Development

Table C: Number and percentage of children achieving a good level of development by gender.

Table 3: Number and percentage of children achieving a good level of development broken down by gender and local authority.

Average total points score

Table C: The average total points score across all the early learning goals by gender.

Table 4: The average total points score across all the early learning goals broken down by gender and local authority.

Achievement of the exceeded level

Table D: Number and percentage of children achieving the exceeded level in the areas of learning by gender.

Narrowing the gap

Table 5: The standard score and the percentage inequality gap in achievement across all the early learning goals broken down by local authority.

Table 6: Percentage of children achieving at least the expected level in the areas of learning broken down by national deprivation status of child residency for each local authority.

Technical Notes

Background and methodology Full details of the background and methodology used in this statistical first release are published as a separate document on the publication page.

Data quality 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 users and the known uses of the data. This can be found on the publication webpage.

Since the data collection closed, a school in Hammersmith and Fulham local authority informed the Department for Education they had submitted incorrect data showing some pupils as having scored lower than they actually did. The school estimates the corrected data would result in 5 more pupils achieving a good level of development than reported in this publication.

Rounding conventions 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.

In most tables the figures are presented as whole numbers while in some tables, percentages are displayed to 1 decimal point. 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 any number is shown as zero (0), the original figure submitted was zero (0).

The following conventions have been used:

‘.’ means not applicable

‘x’ means 1 or 2

A 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. This publication has been designated as National Statistics following assessment by the United Kingdom Statistics Authority.

Want more?

Want previously published figures?	They are still available on the website. For the latest data visit the Statistics: Early Years Foundation Stage Profile .
Early Years Foundation Stage Profile collection guide	Information for preparing and completing the annual Early Years Foundation Stage Profile, including the scope of the return, technical specifications and what data needs to be submitted to the Department for Education by local authorities. Documents and information for local authorities in relation to the EYFSP return.
Early Years Foundation Stage Handbook	The 2014 handbook can be found here .
Assessment and Reporting Arrangements	Statutory guidance covering the assessment and reporting requirements for the early years foundation stage (EYFS) can be found here .

Got a query? Like to give feedback?

We would like to know more about our users and would encourage and welcome any feedback on how the data is used. Comments on any issues relating to this publication are also welcomed and encouraged. If you would like to be involved in future user engagement consultations then please do get in touch. Any enquiries should be addressed to the following:

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