



Department for Education



## Early years foundation stage profile results in England, 2015

### Percentage achieving a good level of development continues to increase

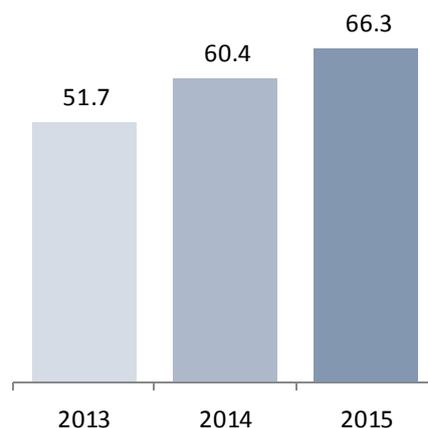
#### About this release

This Statistical First Release (SFR) contains the latest information at both national and local authority level on the achievement of outcomes at the end of the Early Years Foundation Stage from 2013 to 2015.

At a national level, 66.3 per cent of children achieved a good level of development. An increase of 5.9 percentage points (ppts) on 2014.

The same trend was seen in the percentage achieving at least the expected level across all early learning goals. This has increased by 6.1 ppts from 2014. The average total point score has also increased.

**% reaching a good level of development**



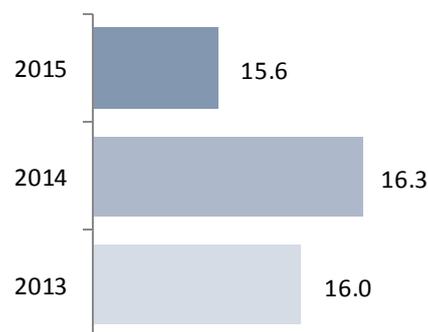
### Girls continue to do better than boys, but the gender gap has decreased for two of the three key measures

The gender gap for percentage achieving a good level of development has reduced from 16.3 ppts in 2014 to 15.6 ppts in 2015.

Similarly the gap for the percentage achieving at least the expected level in all early learning goals decreased from 17.3 ppts in 2014 to 16.6 ppts in 2015. Both girls and boys have improved but boys have improved at a faster rate.

The gap in average total point score has increased slightly from 2.5 to 2.6 points.

**Gender gap (ppts) reaching a good level of development**



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### In this publication

The following tables are included in the SFR:

- Main Tables (Excel .xls)
- Additional Characteristics Tables (Excel .xls) (available from November 2015)
- Underlying data (open format .csv and metadata .txt)

The accompanying technical document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

### Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at [EarlyYears.Statistics@education.gsi.gov.uk](mailto:EarlyYears.Statistics@education.gsi.gov.uk) .

# 1. Key measures (Table 1)

Results for all three key measures have continued to rise, although the increases between 2013 and 2014 were larger than those between 2014 and 2015.

**Figure A: EYFSP key measures:**

National, 2013 to 2015

	% achieving good level of development	% achieving at least expected in all 17 early learning goals	Average total point score
2013	51.7	48.9	32.8
2014	60.4	58.0	33.8
<b>2015</b>	<b>66.3</b>	<b>64.1</b>	<b>34.3</b>

Source: DfE EYFSP national database

## Definition: 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. This includes 1–12 in Figure B below.

# 2. Early learning goals (Table 2a & 2b)

The percentage of children achieving at least the expected level within each of the 17 early learning goals has improved year on year, but performance still varies between each goal. Reading, writing and numbers continue to be the three goals with the lowest percentage achieving at the expected level or above. The largest improvements from 2013 were for writing and numbers.

**Figure B: Percentage achieving at least expected varies by early learning goal:**

England, 2013 to 2015

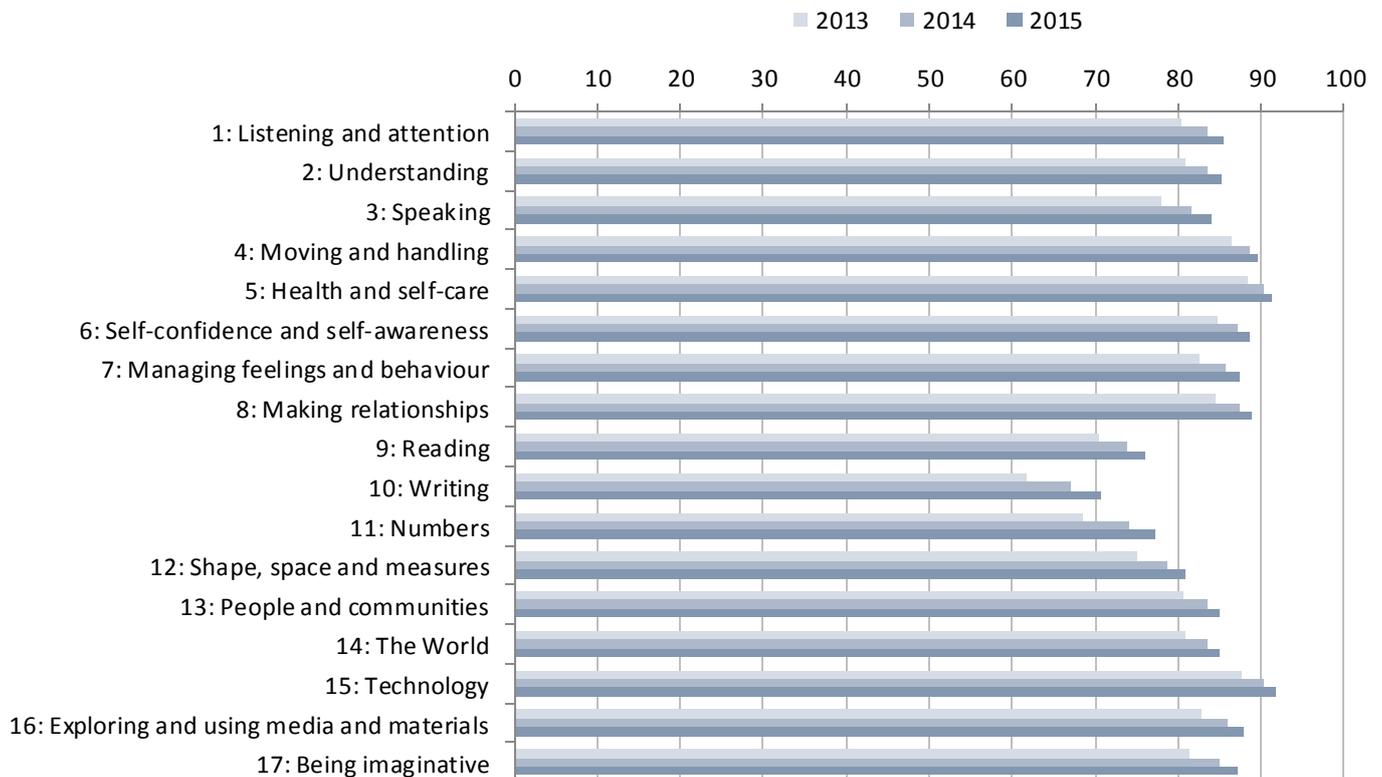
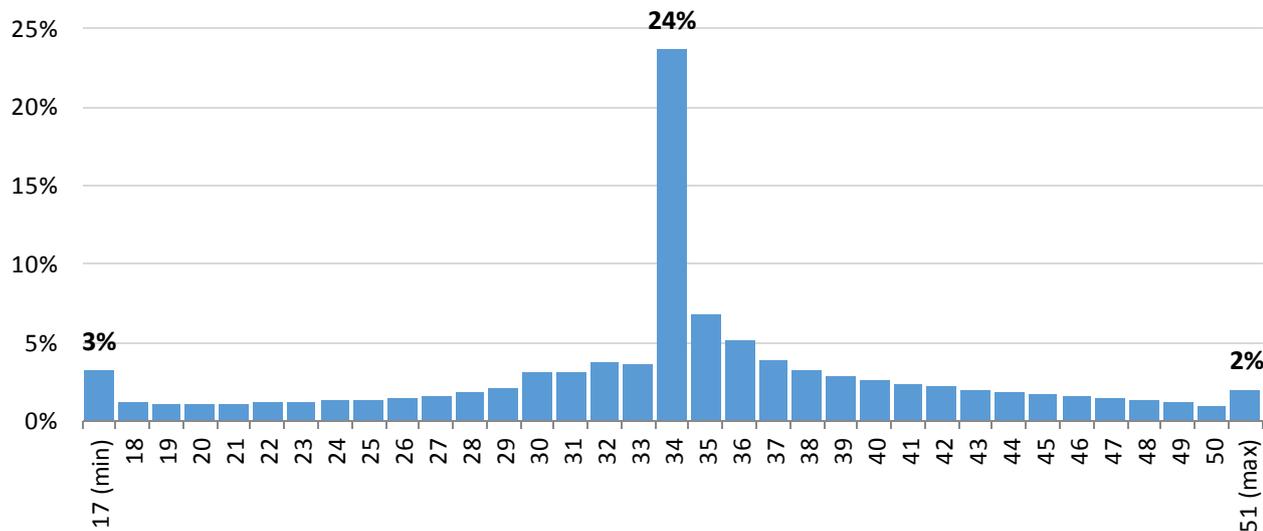


Figure C shows the proportional distribution of total points scored. This shows that 34 points is clearly the most common outcome. An outcome of 34 points is the equivalent of a child reaching the expected level in each and every early learning goal.

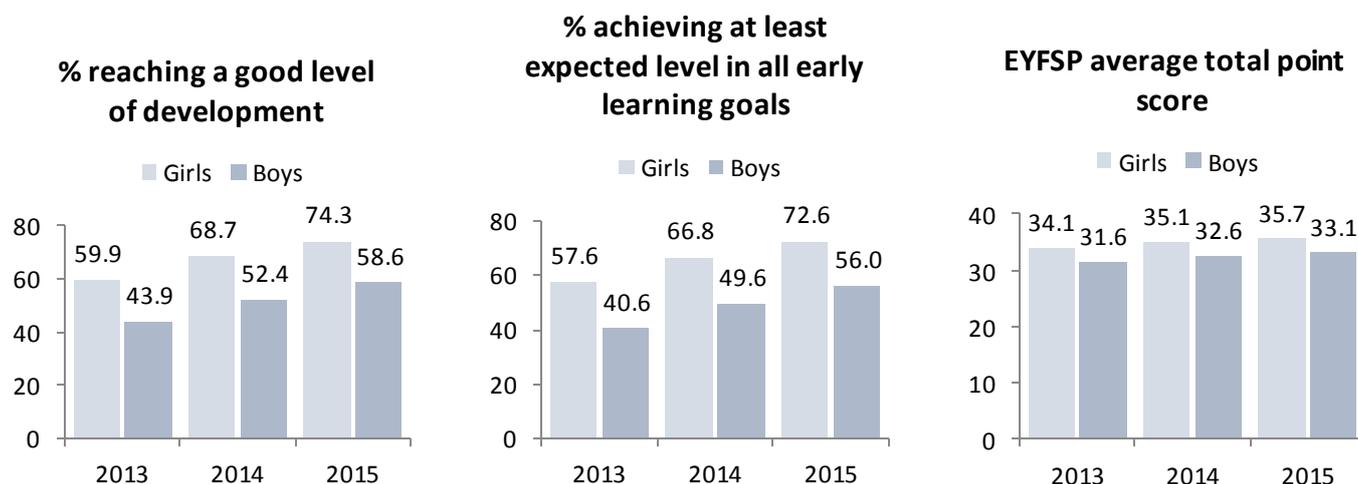
**Figure C: Total points score distribution in the EYFS Profile for all pupils England 2015**



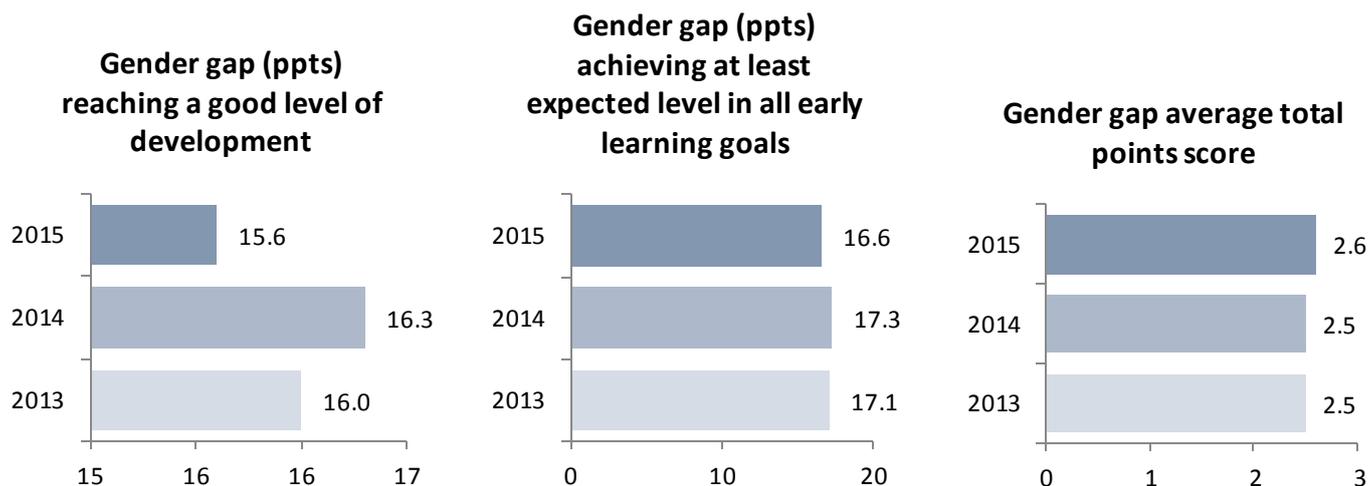
### 3. Key measures by gender (Table 1)

Girls continue to perform better than boys in all key measures. However, the gender gap for the percentage achieving a good level of development has reduced from 16.3ppts in 2014 to 15.6ppts in 2015. Similarly the gap for the percentage achieving at least the expected level in all early learning goals decreased from 17.3ppts in 2014 to 16.6ppts in 2015. The gap in average point score has increased slightly from 2.5 to 2.6 points when rounded to the nearest 0.1 point, but the actual increase is 0.04 points.

**Figures D1 to D3 Key measures by gender:**  
England, 2013 to 2015



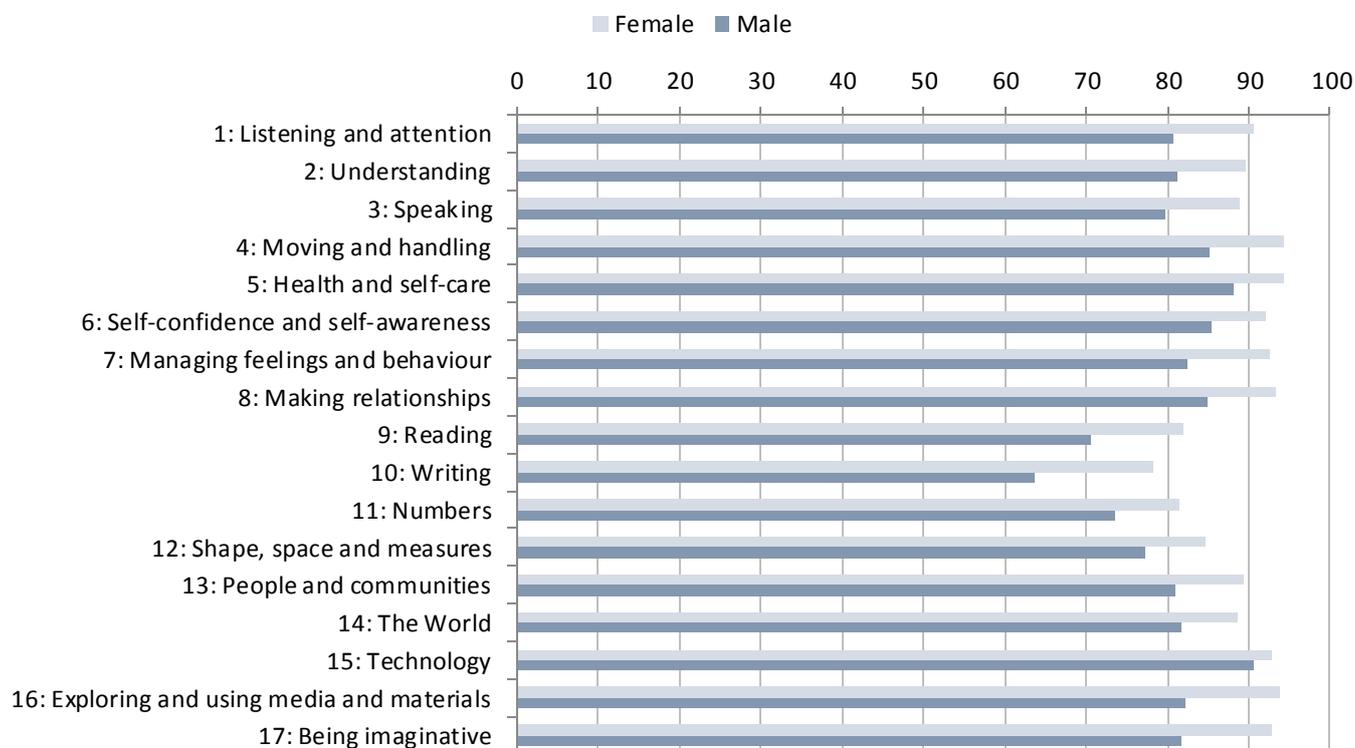
**Figures D4 to D6 Key measures gender gap:**  
England, 2013 to 2015



#### 4. Early learning goals by gender (Table 2a & 2b)

Girls continue to perform better than boys in each of the early learning goals. The gap for the percentage achieving at least the expected level is largest in: writing (14.7ppts); exploring and using media and materials (11.6ppts); reading (11.3ppts); being imaginative (11.1ppts); and managing feelings and behaviour; (10.2ppts). The gap is the narrowest for technology at 2.3 percentage points.

**Figure E: Girls perform better than boys in all early learning goals:**  
England, 2015



The gap has narrowed since 2013 for: Listening and attention; Understanding; Speaking; Moving and handling; Health and self-care; Self-confidence and self-awareness; Managing feelings and behaviour;

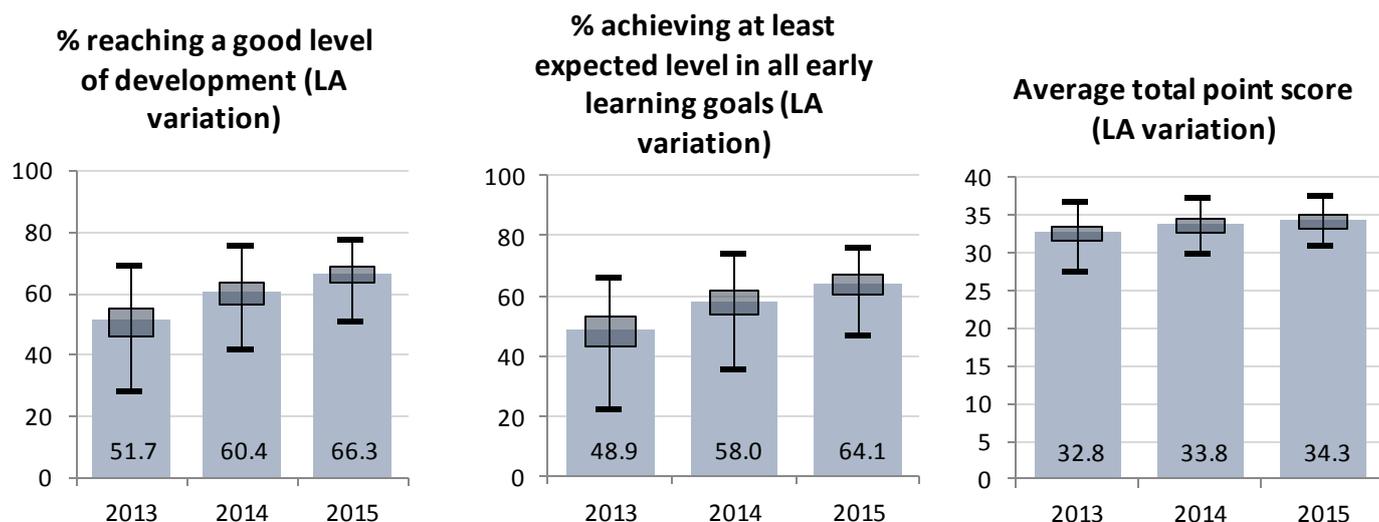
Making relationships; Reading; Writing; People and communities; Exploring and using media and materials; and Being imaginative.

The gap has been increasing for: Numbers; Shape, space and measures; The World; and Technology.

## 5. Local authority variation (Table 3)

Nearly all local authorities improved on last year's performance. The variation between the top and bottom performing local authority is narrowing. The charts in figure F below show the national figure along with the minimum, maximum and inter-quartile range of local authority performance.

**Figure F: EYFSP local authority performance:**  
National, 2013 to 2015



## 6. Gap for lowest attaining children (Table 3)

This section looks at the total average point score and the gap between all children and the lowest 20% of attaining children to determine if the lowest attaining children are improving.

### How the percent attainment gap is calculated

The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children.

The mean average total point score for the lowest attaining 20% continues to improve at a faster rate than for all children.

The gap continues to close from 36.6% in 2013 to 33.9% in 2014 to 32.1% in 2015.

**Figure G: EYFSP average point score distribution:**  
National, 2013 to 2015

	2013	2014	2015
Median (All Children)	34	34	34
Mean (All Children)	32.8	33.8	34.3
Mean (Lowest 20%)	21.6	22.5	23.1
Percent attainment gap (%)	36.6	33.9	32.1

Source: DfE EYFSP national database

## 7. Accompanying tables

The following tables are available in Excel format on the department's statistics website ([Statistics: early years foundation stage profile](#)):

### Tables

- 1 EYFSP key measures by year, gender and local authority
- 2a EYFSP Attainment by each early learning goal in the prime areas of learning
- 2b EYFSP Attainment by each early learning goal in the specific areas of learning
- 3 EYFSP Average total point score distribution

Additional tables providing characteristic breakdowns of EYFSP results will be available on the EYFSP website on the 19 November 2015.

When reviewing the tables, please note that:

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Only includes pupils with a valid result for every early learning goal	Some children may not have a full assessment for each early learning goal. This may include a child who has not been assessed due to long periods of absence, for instance a prolonged illness; a child who arrives too late in the summer term for teacher assessment to be carried out ie within 2 weeks of the data submission date; or a child who has an exemption.
Attainment gaps are calculated from unrounded percentages	Therefore the gap may not always be the same as the difference between the two figures provided
Statistics for Isles of Scilly have been suppressed	The Department for Education does not publish school level data for EYFSP results. Statistics for the Isles of Scilly have been suppressed because there is only one school in the Isles of Scilly.

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## 8. Further information is available

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Previous EYFSP statistical publications including characteristic breakdowns	<a href="#">Statistics: early years foundation stage profile</a>
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. <a href="#">Documents and information for local authorities in relation to the EYFSP return</a>
Early Years Foundation Stage Handbook	This handbook supports practitioners in making accurate judgements about each child's attainment. <a href="#">Early years foundation stage profile: handbook</a>
Early years foundation stage: assessment and	Statutory guidance for head teachers and local authority assessment co-ordinators assessing and reporting the early years foundation stage

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reporting arrangements (ARA)	(EYFS) during the 2014 to 2015 academic year. <a href="#">Early years foundation stage: assessment and reporting arrangements (ARA)</a>
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## 9. National Statistics

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.

## 10. Technical Information

A technical information document accompanies this SFR. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

## 11. Got a query? Like to give feedback?

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If non-media	Chris Noble, Children Services Analysis and Research Division, Department for Education, Bishopsgate House, Feethams, Darlington DL1 5QE. 01325 340 688 <a href="mailto:EarlyYears.STATISTICS@education.gov.uk">EarlyYears.STATISTICS@education.gov.uk</a>

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Department  
for Education



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This document is also available from our website ([Statistics: early years foundation stage profile](#)).