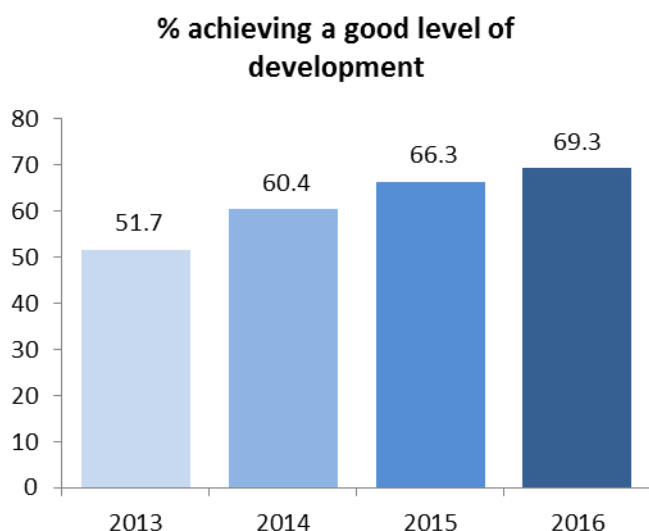




SFR 50/2016, 20 October 2016

Percentage achieving a good level of development continues to increase

Figure A: Percentage achieving a good level of development
England, 2013 to 2016



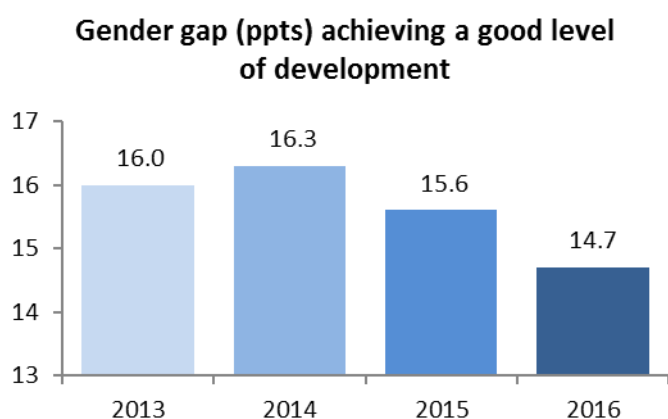
At a national level, 69.3 per cent of children achieved a good level of development, an increase of 3 percentage points (ppts) on 2015.

The same trend was seen in the percentage achieving at least the expected level across all early learning goals. This has increased by 3.2ppts from 2015.

The average total point score has also increased.

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

Figure B: Gender gap (ppts) achieving a good level of development



The gender gap for the percentage of children achieving a good level of development has reduced from 15.6 ppts in 2015 to 14.7 ppts in 2016.

Similarly, the gap for the percentage achieving at least the expected level in all early learning goals decreased from 16.6ppts in 2015 to 15.7 ppts in 2016. Both girls and boys have improved but boys have improved at a faster rate.

The gap in the average total point score has decreased from 2.6 to 2.5 points.

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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 Profile (EYFSP) from 2013 to 2016.

In this publication

The following tables are included in the SFR:

- Main tables (Excel .xls)
- Additional Characteristics tables (Excel .xls) (available from 24th November 2016)
- 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.gov.uk

1. Key measures (Table 1)

Results for all three measures have continued to rise although the increases in previous years were larger than in 2016.

Figure C: EYFSP key measures

England, 2013 to 2016

	% 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
2015	66.3	64.1	34.3
2016	69.3	67.3	34.5

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; personal, social and emotional development; literacy; and mathematics. This includes 1–12 in Figure D below.

2. Early learning goals (Tables 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 D: Percentage achieving at least expected level by early learning goal

England, 2013 to 2016

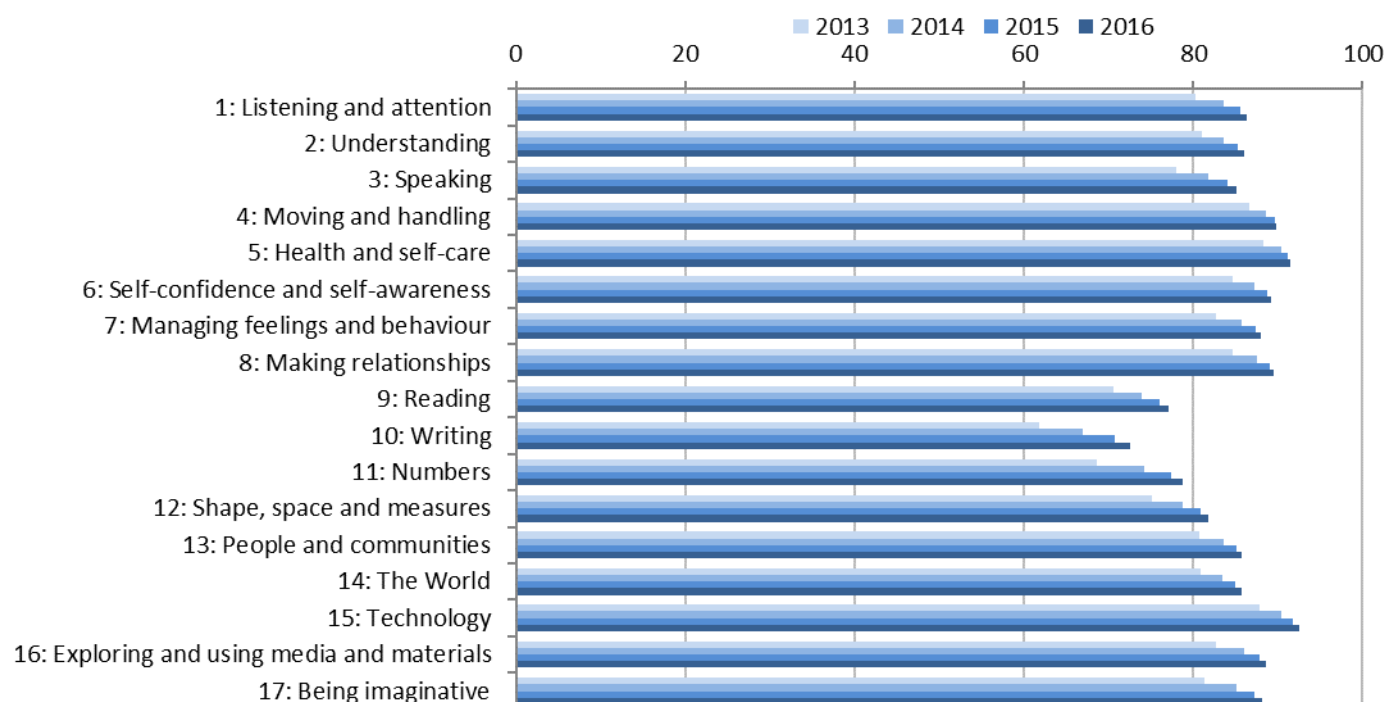
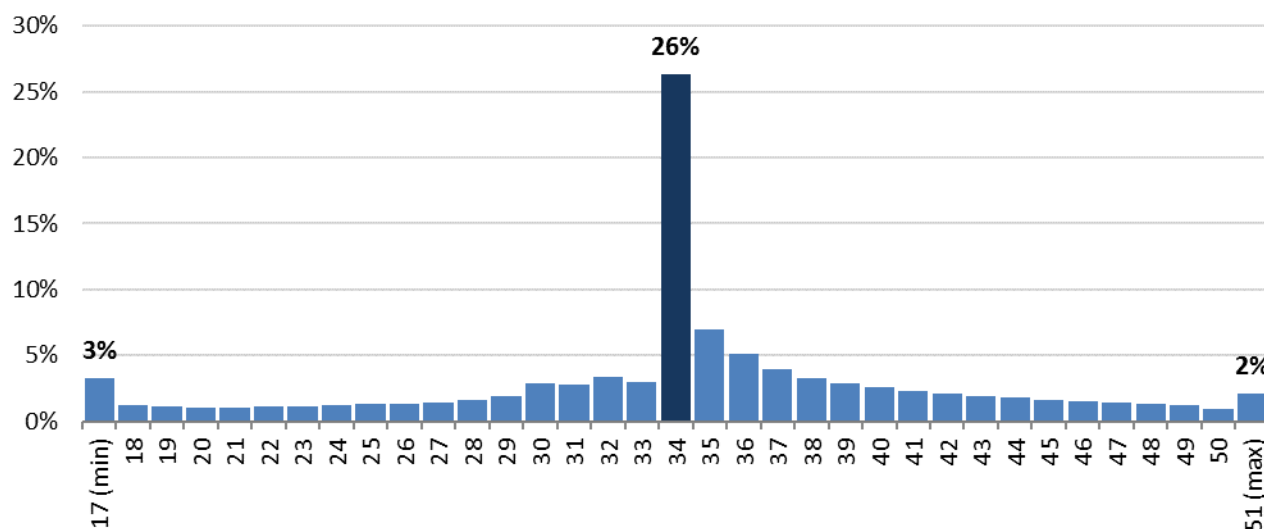


Figure E shows the distribution of total points scored. This shows that 34 points is clearly the most common outcome. An outcome of 34 points is the equivalent of a child achieving the expected level in each and every early learning goal.

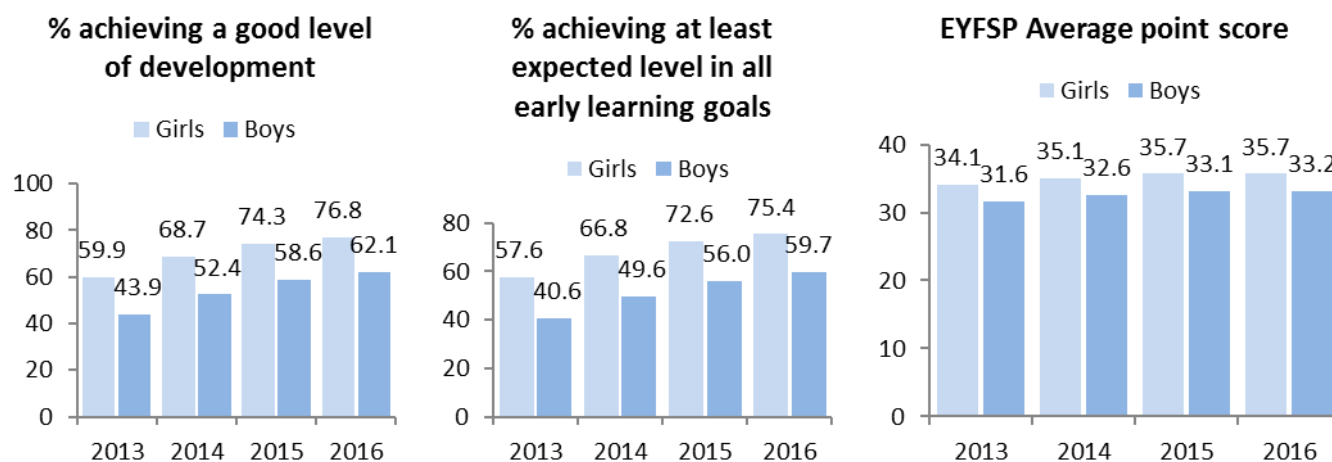
Figure E: Total points score distribution in the EYFSP for all pupils
England, 2016



3. Key measures by gender (Table 1)

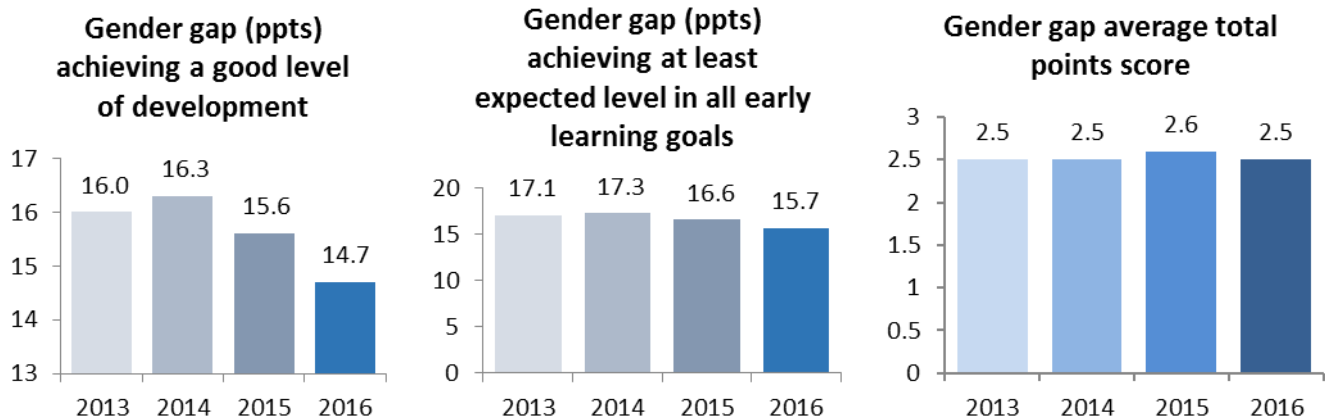
Girls continue to perform better than boys in all key measures. For instance, in 2016, 75.4% of girls achieved at least the expected level in all early learning goals compared to 59.7% of boys.

Figures F1-F3: Key measures by gender
England, 2013 to 2016



The gender gap decreased in all key measures. For instance, the gap for the percentage achieving at least the expected level in all early learning goals decreased from 16.6ppts in 2015 to 15.7ppts in 2016.

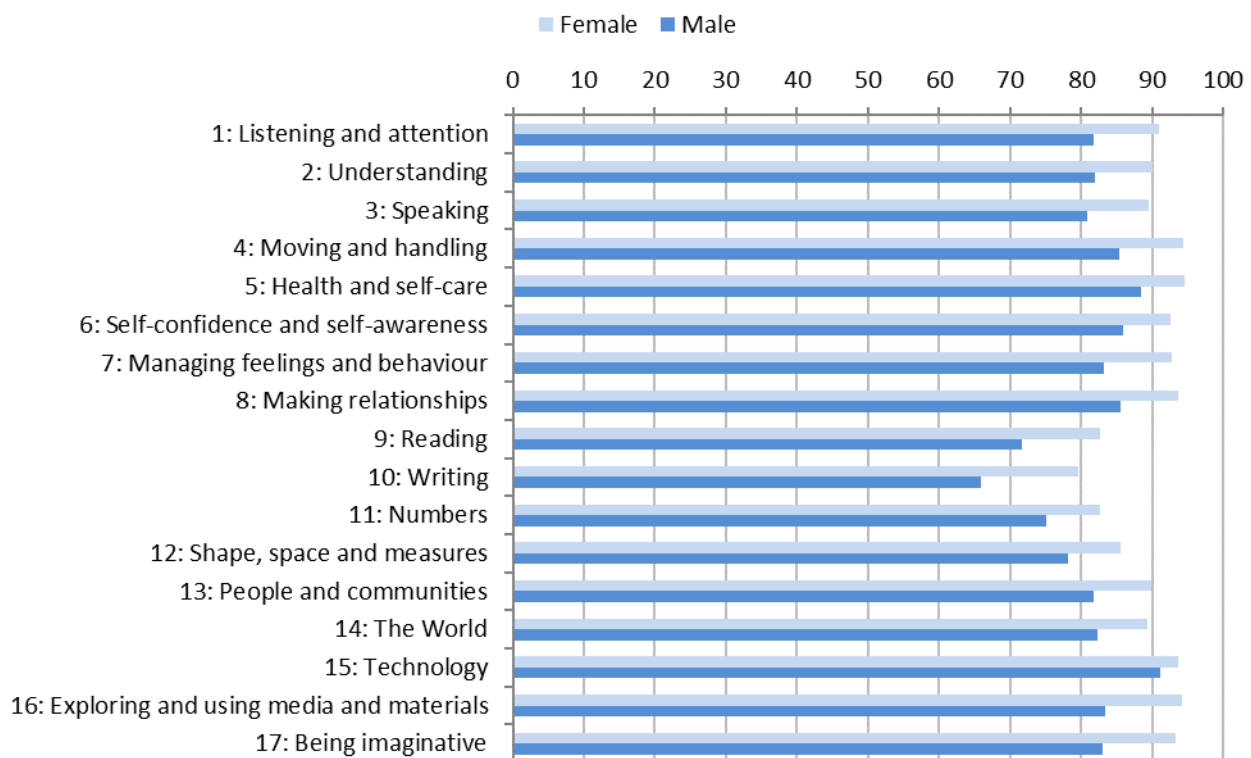
Figures G1-G3: Key measures by gender gap
England, 2013 to 2016



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

Girls continue to perform better than boys in all of the early learning goals. The gender gap for the percentage achieving at least the expected level is largest in: writing (13.8ppts); reading (11.0ppts); exploring and using media and materials (10.8ppts) and being imaginative (10.3ppts). The gap is the smallest for technology (2.6ppts).

Figure H: Early learning goals by gender
England, 2016

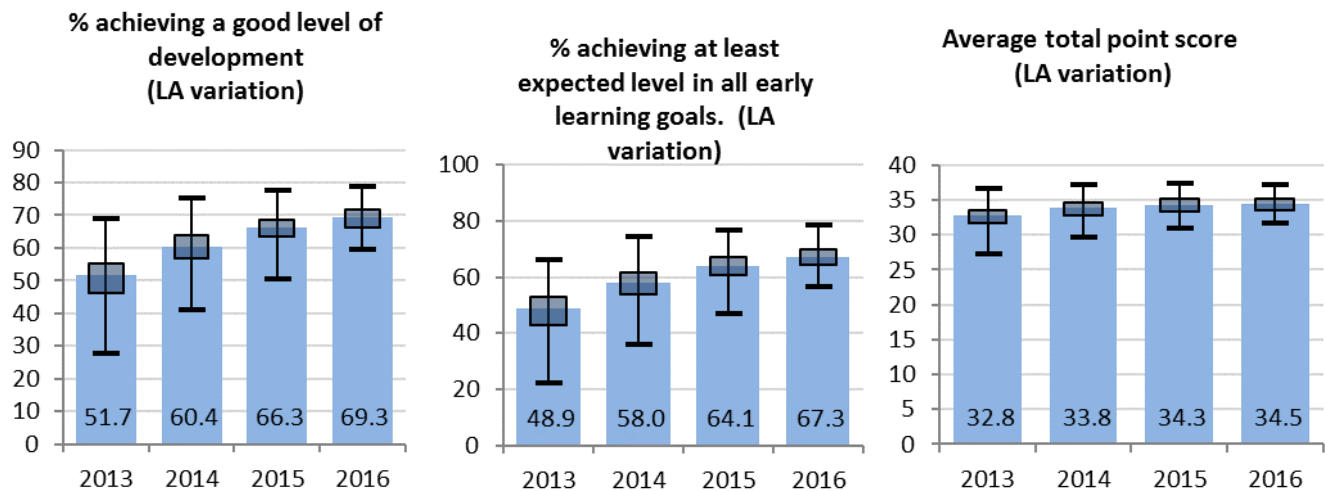


The gender gap has increased since 2013 for the following four: Numbers; Shape, space and measures; The World; and Technology but has decreased for all the other goals.

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 reducing. The charts in figure I below show the national figure along with the minimum and maximum range of local authority performance.

Figure I: EYFSP local authority performance
England, 2013 to 2016



6. Gap for lowest attaining children (Table 3)

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

How the percentage inequality 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. The percentage inequality gap continues to reduce, from 36.6% in 2013 to 31.4% in 2016.

Figure J: Percentage inequality gap
England, 2013 to 2016

	2013	2014	2015	2016
Median (All Children) average total point score	34	34	34	34
Mean (All Children) average total point score	32.8	33.8	34.3	34.5
Mean (Lowest 20%) average total point score	21.6	22.5	23.1	23.3
Percentage inequality gap	36.6	33.9	32.1	31.4

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

When reviewing the tables, please note that:

Only includes children 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. For example, 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.

8. Further information is available

Previous EYFSP statistical publications including characteristic breakdowns	Statistics: early years foundation stage profile. Underlying data is also available at the main publication page . Additional tables providing characteristic breakdowns of EYFSP results will be available on the 24 November 2016.
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	This handbook supports practitioners in making accurate judgements about each child's attainment. Early years foundation stage profile: handbook

Early years foundation stage: assessment and reporting arrangements (ARA)

Statutory guidance for head teachers and local authority assessment coordinators assessing and reporting the early years foundation stage (EYFS) during the 2015 to 2016 academic year.

[Early years foundation stage: assessment and reporting arrangements \(ARA\)](#)

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 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. Get in touch

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