

Early Years Foundation Stage Profile Attainment by Pupil Characteristics, England 2010/11

Introduction

This Statistical First Release (SFR) provides 2011 information on Early Years Foundation Stage Profile (EYFSP) achievement by pupil gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and English as a first language. It provides the 2010/11 update to SFR39/2010, published in December 2010 which can be found at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000979/index.shtml> and includes final figures for 2007 to 2011.

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 2011 and the 2011 achievement data. This publication includes Local Authority (LA) tables. Note: Achievement gaps are calculated using unrounded achievement percentages and then rounded to whole numbers (see [Published Figures](#) section for more detail).

Key points

- The percentage of pupils achieving a good level of development in 2011 was 59 percent compared with 56 per cent in 2010.
- Between 2010 and 2011, the percentage of pupils achieving a good level of development increased for all broad groupings of pupils, regardless of gender, ethnicity, FSM eligibility, SEN stage or first language.
- Looking at the broad ethnicity groupings in 2011, the proportion of groups of pupils who achieved a 'good level of development' above the national average were those from White (60 percent) and Mixed (60 percent) backgrounds. The groups that achieved below the

SFR 29/2011

01 December 2011

Coverage: England

Theme: Children,
Education and
Skills

Issued by

Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone:

Press Office

020 7925 6789

Public Enquiries

0870 000 2288

Statistician

Sally Marshall

0114 2742317

Email

sally.marshall@education.gsi.gov.uk

www.education.gov.uk

Internet

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

national average were those from Black (55 percent) Asian (55 percent) and Chinese (58 percent) backgrounds.

- A higher proportion (60 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 (52 per cent).
- 44 per cent of pupils eligible for free school meals (FSM) achieved a good level of development compared with 62 per cent of other pupils (those not eligible for free school meals or unclassified).
- Girls outperformed boys in terms of the percentage achieving 6 or more points in each of the 13 scales of the Early Years Foundation Stage Profile.

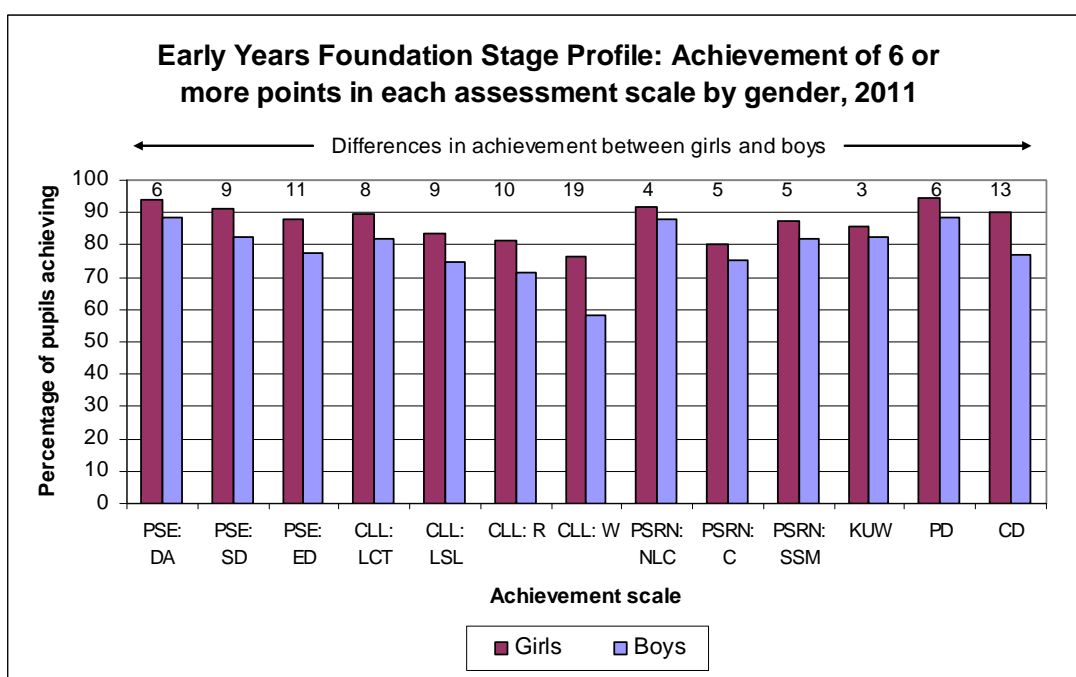
Gender

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:

- 68 percent of girls achieved 6 or more points in each of these 7 scales, compared with 50 percent of boys, a difference of 18 percentage points, the same as in 2010.

Looking at all 13 scales, the gap between boys and girls is widest in Communication, Language and Literacy: Writing (19 percentage points), and narrowest in Knowledge and Understanding of the World (3 percentage points).

The chart below shows the percentage of pupils by gender achieving 6 or more points in each of the scales.



Note: See [The Areas of Learning](#) for descriptions of the 13 assessment scales.

Looking at the percentage of pupils by gender classified as being in the lowest 20 percent based on the total points achieved in all 13 scales (see Technical Note 14), 25 percent of boys are classified as being in the lowest achieving 20 percent compared with 15 percent of girls. These percentages have been relatively stable since 2007.

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 59 percent**. Within the broader ethnic groupings:

Pupils of any **White** background performed slightly above the national average with 60 percent achieving a good level of development. This achievement gap narrowed from 2 percentage points in 2007 to 1 percentage point in 2009 and has remained stable for the last 3 years.

Pupils of any **Mixed** background also performed above the national average with 60 percent achieving a good level of development, a gap of 1 percentage point. This is a change since 2007 when Mixed pupils achieved below the national average, a gap of 1 percentage points.

Pupils of any **Black** background continue to achieve below the national average with 55 per cent achieving a good level of development, a gap of 4 percentage points. This gap has significantly narrowed over the last 5 years, from almost 12 percentage points in 2007, to 7 percentage points in 2010 to its current level.

Pupils of any **Asian** background continue to perform below the national average with 55 per cent achieving a good level of development, a gap of almost 4 percentage points. The gap has narrowed by 6 percentage points since 2007 and by 2 percentage points since 2010.

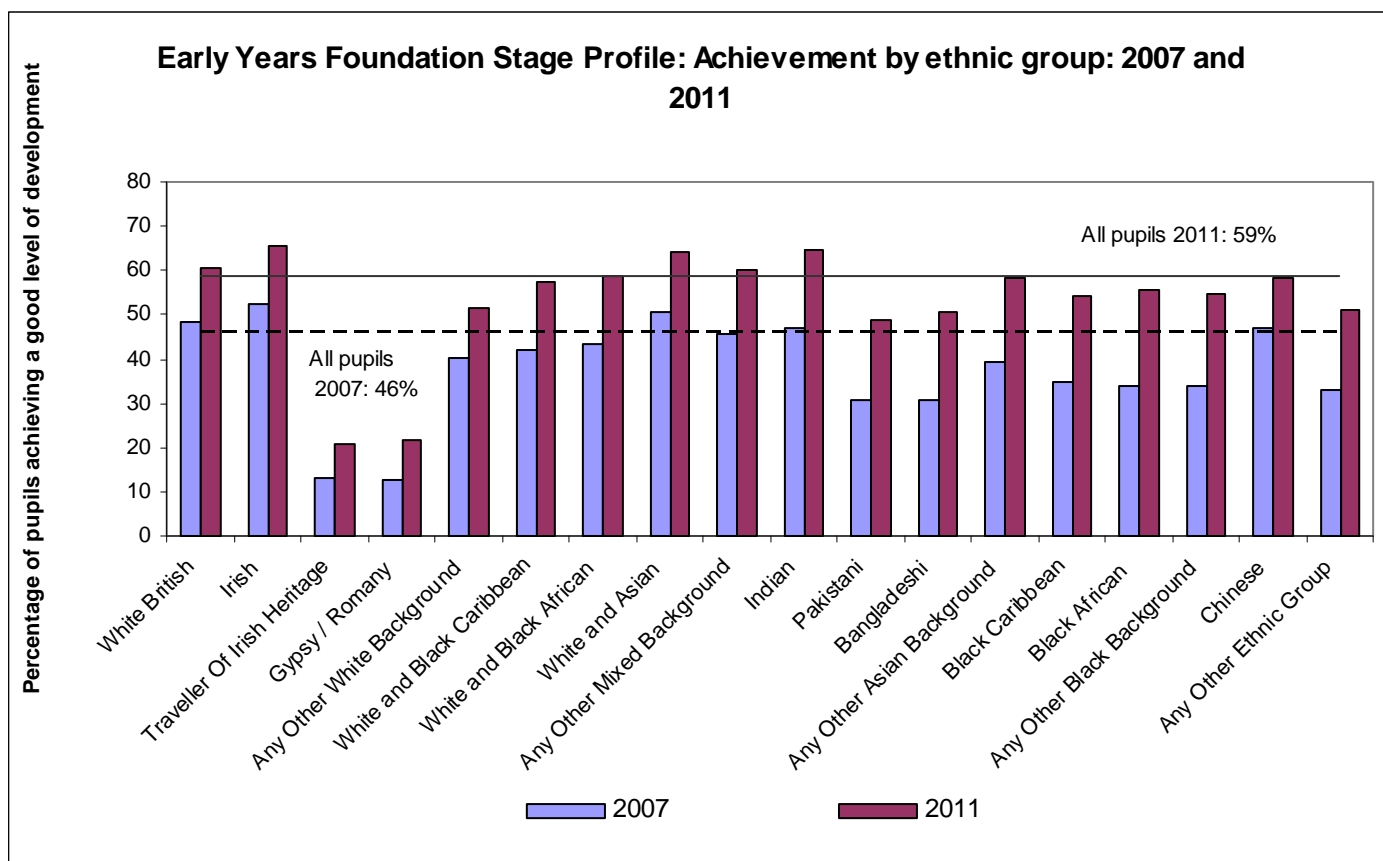
Pupils from the **Chinese** ethnic group achieved slightly above the national average between 2007 and 2009. However in 2010, 54 percent of Chinese pupils achieved a good level of development, almost 2 percentage points lower than the national average. In 2011 the gap has narrowed slightly with 58 percent of Chinese pupils achieving a good level of development, 1 percentage point below the national average.

Looking at individual ethnic groups, those from Irish, Indian, Mixed White and Asian, and White British backgrounds achieved the highest above the national average for a good level of development. The percentages achieving a good level of development are as follows:

- 66 percent of Irish pupils, 7 percentage points above the national average.
- 65 percent of Indian pupils, 6 percentage points above the national average.
- 64 percent of pupils of Mixed White and Asian heritage, 5 percentage points above the national average.
- 61 percent of White British pupils, 2 percentage points above the national average.

Looking at ethnic groups with over 1,000 pupils, Gypsy/Romany pupils have the lowest percentage achieving a good level of development, 37 percentage points below the national average and this attainment gap has continued to widen since 2007. Pakistani and Bangladeshi pupils also have lower than average percentages achieving a good level of development at 49 and 51 percent respectively. The difference between Pakistani and Bangladeshi attainment and the national average has narrowed every year since 2007 (from 15 percentage points for both in 2007 to 10 and 8 percentage points respectively in 2011). These ethnic groups have been the lowest achieving since 2007 with the exception of Gypsy/Romany pupils.

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



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 difference is 18 percentage points.

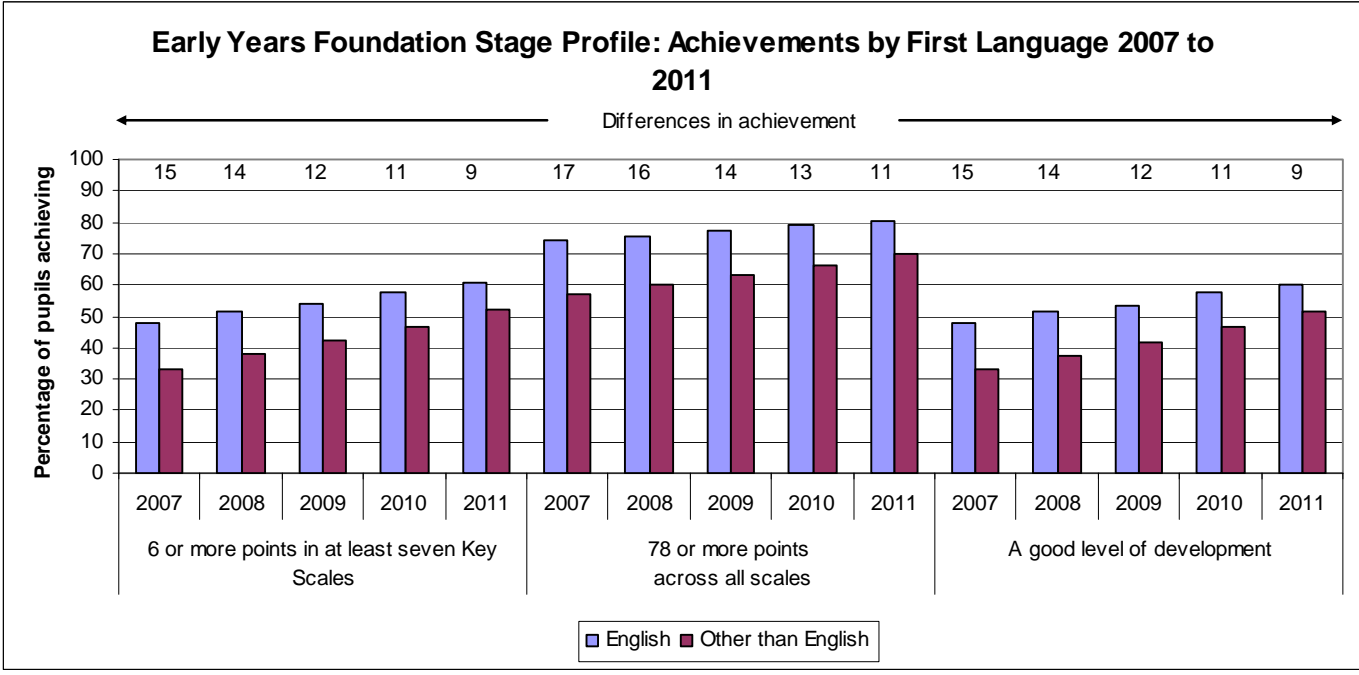
- The highest variability is shown in pupils from a Black Caribbean background; 65 percent of girls achieve a good level of development compared with 44 percent of boys, a difference of 20 percentage points. Those from a mixed White and Black Caribbean background also show high variability when comparing boys and girls again with a difference of 20 percentage points.
- A lower variability is shown by Indian and Chinese pupils, 72 and 65 percent of girls achieve a good level of development compared with 58 and 51 percent of boys respectively, differences of 14 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.

- 60 percent of pupils whose first language is English achieve a good level of development compared with 52 percent of pupils for whom English is an additional language. This is a difference of 9 percentage points.

Since 2007 the gaps in achievement have narrowed between pupils whose first language is English and those for whom it is not. The chart below shows these differences for the years 2007 to 2011.



Free school meal eligibility

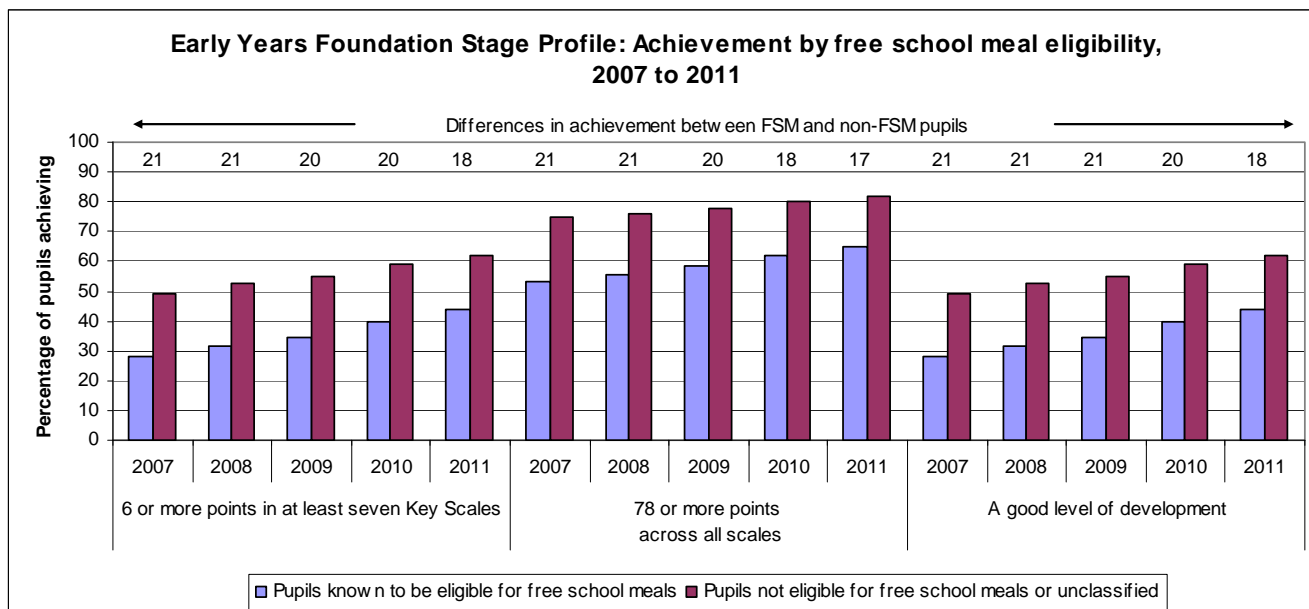
Pupils eligible for free school meals perform less well than other pupils (those who are not eligible for free school meals and unclassified).

- 44 percent of pupils eligible for free schools meals achieved a good level of development compared with 62 percent of other pupils, a difference of 18 percentage points.
- 65 percent of pupils eligible for free schools meals achieved 78 or more points across all scales compared with 82 percent of other pupils, a difference of 17 percentage points.
- 44 percent of pupils eligible for free schools meals achieved 6 or more points in the 7 key scales of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) compared with 62 percent of other pupils, a difference of 18 percentage points.

The difference in achievements between boys and girls is about the same whether or not they are eligible for free school meals.

Of those pupils eligible for free school meals, 53 percent of girls and 34 percent of boys achieved a good level of development, a difference of 19 percentage points. For other pupils, 71 percent of girls and 53 percent of boys achieved a good level of development, a difference of 18 percentage points.

Since 2007 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 2007 to 2011.



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

- For White British boys eligible for free school meals, 32 percent achieved a good level of development, 27 percentage points below the national average for all pupils. The gap has remained at a similar level for the last 5 years.
- For Pakistani boys eligible for free school meals, 34 percent achieved a good level of development. This is a difference of 25 percentage points when compared with the national average for all pupils. In 2010 the difference in achievement between the two groups was 28 percentage points, however the 2011 results sees the gap returning to the level seen in 2007.
- For White British girls eligible for free school meals, 51 percent achieved a good level of development. This is a difference of 7 percentage points when compared with the national average for all pupils, a reduction from 8 percentage points in 2010 and 10 percentage points in 2007.
- For Bangladeshi girls eligible for free school meals, 53 percent achieved a good level of development in 2011. Compared with the national average for all pupils this gap has narrowed from 11 percentage points in 2010 to 6 percentage points in 2011.

Special educational needs (SEN)

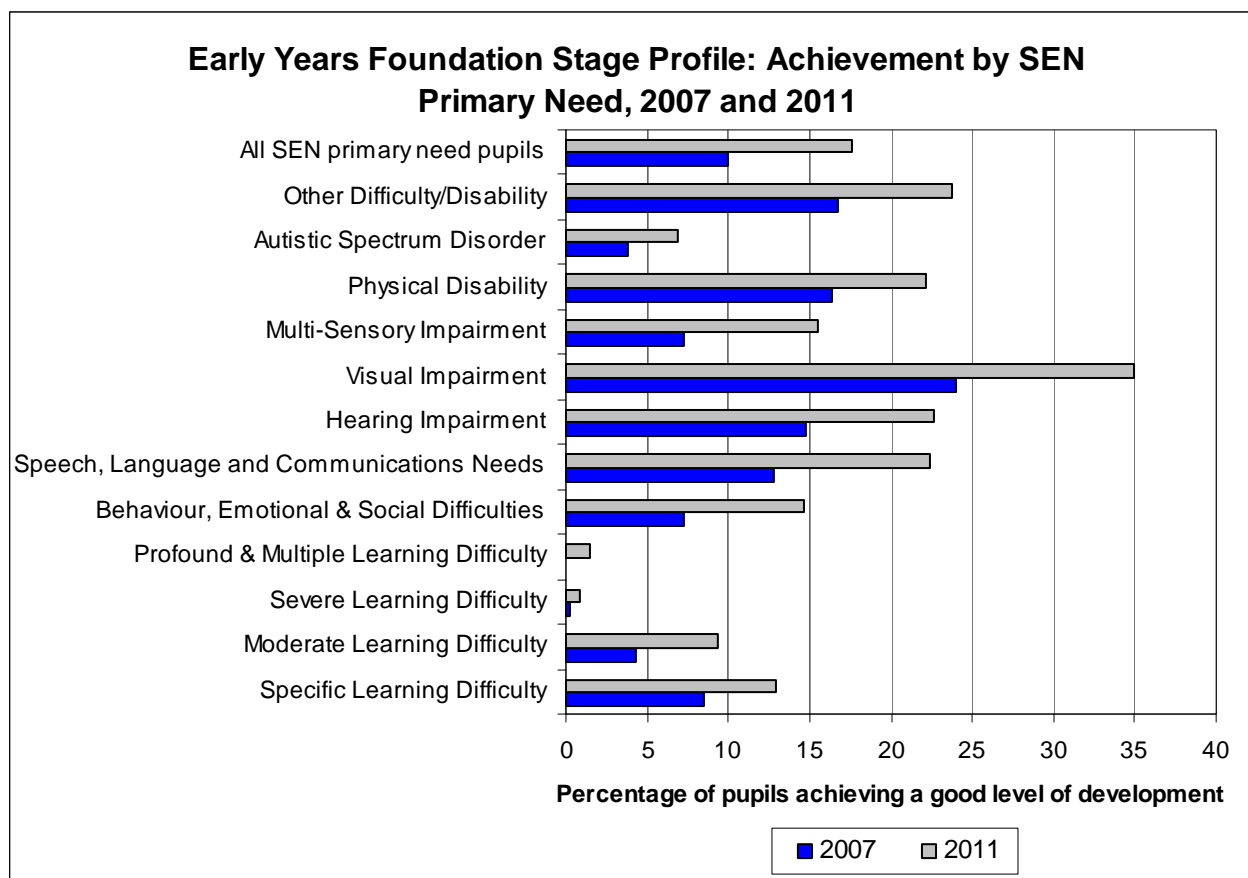
A higher percentage of pupils without any identified SEN achieved a good level of development.

- For pupils with SEN (both without a statement and those with a statement of SEN), 21 percent achieved a good level of development compared with 63 percent for those pupils with no identified SEN. This is a difference of 43 percentage points; wider than in 2010 when it was 41 percentage points.
- As would be expected, the proportion of pupils with a statement of SEN who attained a good level of development (5 percent) was lower than for those pupils with SEN without a statement (23 percent).

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

- 35 percent 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 percent achieved a good level of development. This figure has increased consistently since 2007 when 7 percent of these pupils achieved a good level of development.

The chart below shows the variation in the percentage of pupils who achieve a good level of development by SEN primary need, comparing 2007 to 2011.



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>

TRANSPARENCY

As part of a Government drive for data transparency in official publications, supporting data for this SFR will be published in an open standardised format. The exact date for the publication of this material will be advertised on the Research and Statistics gateway in due course.

YOUR FEEDBACK

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

We are considering publishing the EYFSP attainment by pupil characteristics results in a joint publication in 2012 with the summary national and local authority level results as published in October 2011 (see link in section 16. Related Publications). This would mean some revisions to the timings of both publications 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 future editions.

TABLES

National Tables

Summary: Achievement in the Early Years Foundation Stage Profile teacher assessments by pupil characteristics, 2007 to 2011, England

Table 1: Achievement in Early Years Foundation Stage Profile teacher assessments, by pupil characteristics, 2007 to 2011, England

Table 2a: Achievement in Early Years Foundation Stage Profile teacher assessments, by ethnicity, free school meal eligibility and gender, 2007 to 2011, England

Table 2b: Achievement in Early Years Foundation Stage Profile teacher assessments, by SEN provision, free school meal eligibility and gender, 2009 to 2011, England

Table 2c: Achievement in Early Years Foundation Stage Profile teacher assessments, by SEN provision, ethnicity and gender, 2009 to 2011, England

Table 3: Achievement in the Early Years Foundation Stage Profile in each of the 13 assessment scales by pupil characteristics, 2007 to 2011, England

Local Authority Tables

Table 4: Achievement in the Early Years Foundation Stage Profile teacher assessments by ethnicity and Local Authority, 2007 to 2011

Table 5: Achievement in the Early Years Foundation Stage Profile teacher assessments by first language and Local Authority, 2007 to 2011

Table 6: Achievement in the Early Years Foundation Stage Profile teacher assessments by free school meal eligibility and Local Authority, 2010 to 2011¹

Table 7: Achievement in the Early Years Foundation Stage Profile teacher assessments by SEN provision and Local Authority, 2007 to 2011

The following tables will be published in January 2012 along with the underlying data.

Pupil Residency Tables

Table A1: Achievement in the Early Years Foundation Stage Profile by IDACI Decile of Pupil Residence, 2008 to 2011, England

Table A2: Achievement in the Early Years Foundation Stage Profile by Degree of Rurality of Pupil Residence, 2008 to 2011, England

Table A3: Achievement in the Early Years Foundation Stage Profile by Local Authority District of Pupil Residence, 2008 to 2011, England

Table A4: Achievements in the Early Years Foundation Stage Profile by IDACI Decile and Degree of Rurality of Pupil Residence, 2008 to 2011, England

¹ 2007-2009 not included due to the change in the non-FSM category which from 2011 includes unclassified pupils. Historic figures are available in the December 2010 SFR (link in paragraph 1).

BACKGROUND 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)²,
 - 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)

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.

² This area of learning was previously known as Mathematical Development.

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.

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://www.qcda.gov.uk/resources/publication.aspx?id=b5f9cfbe-57ed-4a6a-aa74-c7ee2600032a>

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 2011 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>

PRODUCING 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 above.

This SFR covers pupils in all school types, see Technical Note 4.

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.

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. The underlying figures used to calculate these percentages will be published in due course at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001044/index.shtml>

There are some pupils for whom ethnicity was not obtained, was refused or could not be determined. In 2011 ethnicity was recorded for 91 per cent of 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 2011 are: South Tyneside, Telford & Wrekin, Isles Of Scilly, City of London, Derbyshire, Birmingham and Derby. The impact on National figures as a result of these unclassified pupils is considered negligible. We intend to consider ways of improving the coverage for future publications. 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 or SEN status was not recorded. Again there is significant variation in the proportion unclassified when looking at Local Authority level. They appear as 'unclassified' in the 'Summary' table and Tables 1-3 and contribute to the 'All pupils' figures for Tables 5-7 respectively. There are pupils whose FSM eligibility could not be determined, these have been recorded as unclassified but have been group with pupils known not to be eligible for FSM for the purposes of this SFR.

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.

TECHNICAL NOTES

1. 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 maintained schools in England. Early Years Foundation Stage Profile NPD data are created when pupils' teacher assessment records are 'matched' to their corresponding 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%. Occasionally, a pupil will appear more than once on the Census, resulting, for example, from a change of school, or dual registration. Rules for deriving the main Census record have been agreed to eliminate these duplicates.
2. Further information on the NPD, including a 2011 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plug/>. Requests for NPD extracts can be made to the Department by sending an email to npd.requests@education.gsi.gov.uk.
3. National figures in this SFR for the gaps in achievement are expressed as whole numbers. For transparency of calculation, the overall achievement figures from which the gaps are derived are also shown to 0 decimal places; however, gaps are calculated using unrounded percentages. All LA figures are also quoted to whole numbers. Readers are reminded that some groups have small numbers of eligible pupils so year-on-year comparisons should be treated with caution.
4. This SFR covers all types of maintained schools or early education providers that deliver the EYFS to children in receipt of a government funded place. Results from private, voluntary and independent providers (PVI) are included in this SFR.
5. Since the 2008 SFR there has been a change in the definition of a child achieving a 'good level of development'. Previously, this was a child who had achieved a score of 6 or more across all 7 scales of the PSE and CLL areas of learning, whereas for 2009 onwards a 'good level of development' is 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 (formerly known as 'a good level of overall achievement'). Information for the years 2007 and 2008 has been calculated using the new definition.
6. In April 2009, Cheshire was replaced by the new Local Authorities of 'Cheshire East', and 'Cheshire West and Chester'. Bedfordshire was replaced by the new Local Authorities of 'Bedford' and 'Central Bedfordshire'. This SFR reports on the post-April 2009 Local Authority structure. Figures for 2007 and 2008 have been recast on the basis of the post April 2009 Local Authority structure to allow comparison over time. Therefore all 152 LAs in existence in 2009 are also listed in the earlier years.
7. 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 2011 has already been published, and detailed information on the coding of ethnicity, SEN, FSM and English as a first language can be found in the technical notes of that SFR, published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml>
8. Early Years Foundation Stage Profile assessment statistics have already been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001033/index.shtml>. Detailed information about these tests can be found in the technical notes of that SFR.
9. 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).

10. 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:

<http://www.communities.gov.uk/publications/communities/indiciesdeprivation07>.

11. The residency of 2,324 children in 2010, 2,720 children in 2009 and 11,539 in 2008 is unknown due to missing or invalid postcode information. A further 98 children in 2010, 120 children in 2009 and 89 children in 2008 are resident in Scotland or Wales. These children are all excluded from the figures in tables A1 to A4.
12. The group of pupils classified as being the lowest achieving 20 percent is based on the total points achieved by a pupil in all 13 scales. The pupils whose total achievement falls into the lowest 20 percent 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 2010, some pupils who score 76 points will fall into the lowest 20 percent 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 percent 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 percent are included in the measure. For 2011 therefore, the lowest 20 per cent category includes 20.1 percent 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
2011	76	20.1
2010	75	20.3
2009	73	19.8
2008	72	20.0
2007	71	20.4

13. Analysis by the former QCDA suggests that from 2006 to 2009 developments in the way assessment and moderation have been conducted have contributed to the historic downturn in the percentage of children achieving at the higher end of the scales (8 or 9 points). These decreases in the number of children are levelling off in 2010 and 2011 suggesting that the reporting system has now become embedded.

14. RELATED PUBLICATIONS

SFR28/2011: Early Years Foundation Stage Profile Results in England, 2010/11

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

SFR12/2011: Schools, Pupils and Their Characteristics: January 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml>

SFR22/2011: DfE: National Curriculum Assessments at Key Stage 1 in England, 2011

<http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml>

SFR35/2010: Key Stage 2 Attainment by Pupil Characteristics, in England 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000972/index.shtml>

SFR37/2010: GCSE Attainment by Pupil Characteristics, in England, 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000977/index.shtml>

ENQUIRIES

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

Sally Marshall,
Data & Statistics Division,
Department for Education
2 St Paul's Place
Sheffield
S1 2FJ

Telephone number: 0114 2742317

E-mail: sally.marshall@education.gsi.gov.uk

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

Press Office News Desk
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone Number: 0207 925 6789