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EARLY YEARS FOUNDATION STAGE PROFILE RESULTS IN ENGLAND, 2009/10

Introduction

The SFR provides information at both national and Local Authority level on achievement outcomes at the end of the Early Years Foundation Stage (EYFS) in 2010. The Release is the seventh in an annual series of statistics and the second since the implementation of the statutory Early Years Foundation Stage Profile (EYFS Profile) in September 2008. 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.

Key points

The majority of children continue to *work securely within* (achieving 6 points or more) the Early Learning Goals in each of the 13 assessment scales. The percentage of children working securely has increased in all scales compared with 2009.

Girls continue to achieve at a higher level in all assessment scales compared to boys, with the widest gap being in Writing.

Children working towards, working securely within and working beyond the Early Learning Goals

The assessment scale with the highest percentage of children *working towards* (achieving 1-3 points) the Early Learning Goals was Communication, Language and Literacy: *Writing* – **11 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 majority of children continue to *work securely within* (6 points or more) the Early Learning Goals in each of the 13 assessment scales (Table 1).

The assessment scales with the highest percentage of children *working securely within* the Early Learning Goals were: *Physical Development* - **91 per cent** and Personal, Social and Emotional Development: *Dispositions and attitudes* – **91 per cent**.

The assessment scale with the lowest percentage of children *working securely within* the Early Learning Goals was: Communication, Language and Literacy: *Writing* – **65 per cent**

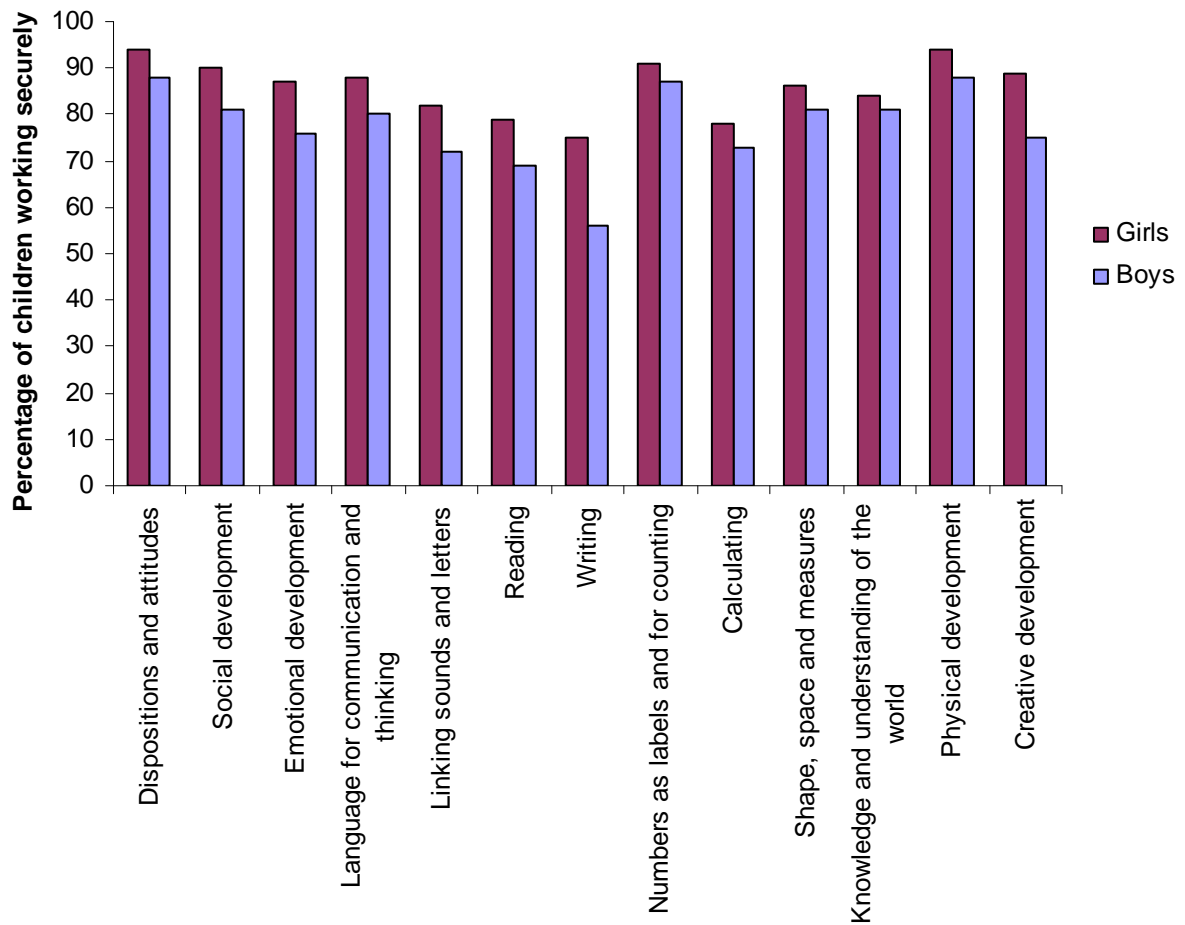
Problem Solving, Reasoning and Numeracy: *Numbers as labels and for counting* scale had the highest percentage of children working beyond (9 points or more) the Early Learning Goals with **15 per cent**. The scale with the lowest percentage of children achieving 9 points or more was the *creative development* scale 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 2009, this gender gap has narrowed by 1 percentage point in 3 assessment scales and remained unchanged in the other 10 assessment scales (Table 2).

The largest gender gap between those achieving 6 or more points in 2010 is in Communication, Language and Literacy: *Writing* at 19 percentage points, as shown in figure 1. This assessment scale also had the largest gender gap in achievement in 2009, at 19 percentage points. At Local Authority Level the gender gap in the Communication, Language and Literacy: *Writing* assessment scale ranges up to a maximum of 38 percentage points (Table B).

Figure 1: Percentage of children working securely in each assessment scale by gender 2010



Changes since 2009

Children working towards the Early Learning Goals

Since 2009, the percentage of children working towards the Early Learning Goals in each assessment scale (achieving a score of 1 to 3 in each scale) has decreased in 8 scales and remained unchanged in the remaining 5 scales. There was a 2 percentage point fall in Communication, Language and Literacy: *Writing* and a 1 percentage point fall in the other 7 scales that saw a decrease (Table 2).

Children working securely within the Early Learning Goals

Compared to the equivalent final figures for 2009, the percentage of children *working securely* (achieving 6 points or more) in 2010 has risen in all scales with a rise of 3 percentage points in 4 scales, a rise of 2 percentage points in 7 scales and a rise of 1 percentage point in the remaining 2 scales (Table 2).

The 4 scales that saw a 3 percentage point increase were:

Personal, Social and Emotional development: *Social development*;

Communication, Language and Literacy: *Linking sounds and letters*;

Communication, Language and Literacy: *Writing*;

Problem Solving, Reasoning and Numeracy: *Calculating*

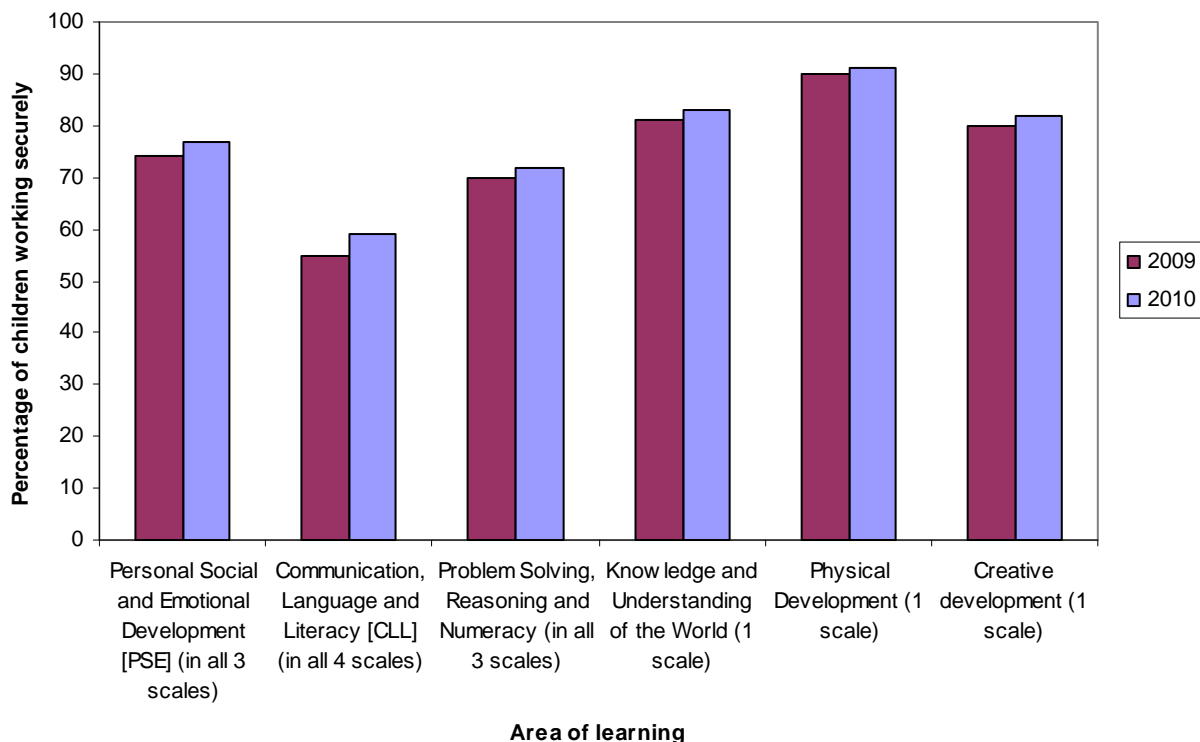
Children working beyond the Early Learning Goals

In 3 of the 13 assessment scales, there has been a decrease of 1 percentage point in the percentage of children working beyond (achieving 9 points or more) the Early Learning Goals, with the remaining 10 scales remaining unchanged compared to 2009 (Table 2). These decreases are fewer than in previous years. In 2009, there was a decrease in 11 of the scales in the percentage of children working beyond the Early Learning Goals (see Technical Notes).

Areas of Learning

The percentage of children working securely in each of the six areas of learning has increased since 2009. Communication, Language and Literacy saw the largest increase at 4 percentage points (Table 3). There was also a 3 percentage point increase in 1 area of learning, a 2 percentage point increase in 3 areas of learning and a 1 percentage point increase 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 2009 and 2010



Good level of development

At a national level, 56 per cent of children achieved a good level of development (those achieving a score of 6 or more across the seven PSE and CLL scales and 78 points or more in total). This is an increase of 4 percentage points compared to the 2009 figure of 52 per cent. The percentage of children achieving a good level of development has increased in 131 LAs between 2009 and 2010 (Table F).

77 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': an increase of 2 percentage points since 2009 (Table D).

Narrowing the gap

At a national level, the achievement gap between the lowest 20% of children and the mean is 32.7 per cent in 2010. The gap has narrowed by 1.2 percentage points since 2009. In 117 LAs the achievement gap has narrowed, in 32 it has widened and in 3 LAs it has remained the same since 2009 (Table G).

Of those children in the 30 per cent most deprived Super Output areas (small areas with mean populations of 1500, see technical note 18) in England, 47 per cent achieved a good level of development in 2010. This compares to 61 per cent of children resident in other areas and shows a gap of 14 percentage points. The gap has narrowed by 1 percentage point compared to the 2009 gap of 15 percentage points (Table D).

TABLES

National

Table 1: Percentage of children by number of points achieved in each of the 13 assessment scales, 2010, England.

Table 2: Percentage of children grouped by number of points achieved in each of the 13 assessment scales, 2008-2010, England.

Table 3: Percentage of children working securely in each area of learning, 2008-2010, England.

Regional and Local Authority Level

Tables containing figures at Local Authority and regional level are available on the DfE statistics website: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000961/index.shtml>

Table A: Percentage of children achieving by points band for each assessment scale by Local Authority area, 2010, England.

Table B: Percentage of children achieving by gender who are working securely in each assessment scale by Local Authority Area, 2010, England.

Table C: Percentage of children working securely in each area of learning by Local Authority area, 2010, England.

Table D: Percentage of children achieving a good level of development by national deprivation status of child residency for each Local Authority area, 2010, England.

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

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

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),

Communication, Language and Literacy (4 assessment scales),

Problem Solving, Reasoning and Numeracy¹ (3 assessment scales)

Knowledge and Understanding of the World (1 assessment scale),

Physical Development (1 assessment scale), and

Creative Development (1 assessment scale).

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.

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.

¹ This area of learning was known as Mathematical Development prior to September 2009.

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, available on the Qualifications and Curriculum Development Agency (QCDA) website at: <http://www.qcda.gov.uk/assessment/5065.aspx>

TECHNICAL NOTES

Data quality

5. The data for 2010 is comparable to previous years and is of a good quality. Returns were received from 99.9% of expected schools and early years' settings, compared to 99.7% in 2009. The total number of children in the cohort reported on in this SFR is 585,200. This is made up of 285,600 girls and 299,600 boys (figures rounded to the nearest hundred).

6. Analysis by the 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 may suggest that the reporting system may now have become embedded

Indications from monitoring this year from QCDA suggest that moderation processes are more robust than in previous years, delivering reliable national Profile data. The QCDA will continue to monitor and support the security and reliability of data through the implementation of their projects. This includes assigning QCDA Support and Development Officers to the Local Authorities with less well developed moderation processes

Interpretation of results

7. This SFR includes results for those children who were in receipt of a government funded early education place at the end of the EYFS **only**. Children who are not in receipt of a funded place at the end of the EYFS are not in the scope of the Department's EYFS Profile data collection and therefore not included in this SFR (see Data Collection Arrangements: technical note 19).

8. This SFR includes results for funded children who were assessed at the end of the 2009/2010 academic year. Any children who have been held back will be included in the results cohort for the year in which they are assessed and so this SFR may include results from some children outside of the usual EYFS age range.

Ordinarily the EYFS Profile must be completed in the final term of the academic year in which the child reaches the age of five, the only exceptions being:

- Where an exemption from all or part of the EYFS assessment arrangements has been granted for the setting by the Secretary of State for Education
- Where a child is continuing in EYFS provision beyond the year in which they turn five.

9. Children with any N or missing scores in their EYFS Profile **are excluded** from all tables in the SFR (see technical note 11). Children who are recorded with '0' scores (see section 4: The Assessment Scales) in their Profile **are included** in the published figures unless they have a missing or N score elsewhere in their Profile. Children with '0' scores have been included in the published figures for previous years.

10. 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.

11. In 2009, there was a minor change in the method for calculating figures in tables 1, 2, A and B, in order to ensure consistency with the SFR tables which report progress across assessment scales. Since 2009, figures included in tables 1, 2, A and B have also excluded children who score N on any scale or have any missing scale scores. Previously, figures in these tables were calculated using all available child data for each assessment scale. For example, in table 1 of the 2008 SFR, a child who had a missing score for one of the 13 assessment scales would still be included in the figures for the 12 scales for which they had valid scores, whereas in the 2009 and 2010 SFRs, this child would be excluded from all figures in table 1. The number of children that have been excluded is relatively small and so this change in methods is unlikely to have much impact on the figures or their comparability over time. The methodology used to calculate figures in tables 3, C, D, E, F and G remains unchanged.

12. In 2008, there was a change in the definition of a child achieving a 'good level of development'. Originally, a child achieving a 'good level of development' was defined as a child who had achieved a score of 6 or more across all 7 scales of the PSE and CLL areas of learning. In the 2009 SFR a new definition was introduced and a 'good level of development' is now 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 EYFS Profile (formerly known as 'a good level of overall achievement').

13. In April 2008 a set of Local Authority Indicators was introduced. These indicators formed part of the previous governments set of National Indicators. Further information on these is available on the Communications and Local Government website via the following link: <http://www.communities.gov.uk/publications/localgovernment/nationalindicator>
References to the former Government's Public Service Agreement (PSA) targets and National Indicators have been removed from this SFR. However, figures relevant to these Local Authority Indicators continue to be reported in tables D - G due to interest from users of these statistics and to allow comparison over time.

Achievement gap calculation

14. The calculation of the Local Authority Indicator, the achievement gap (formerly National Indicator 92) is carried out as follows:

Percentage inequality gap in achievement =

(Median score – Mean score for lowest 20 per cent of performers) / Median score *100

15. For example, in England, the median score is 90 and the mean score for the lowest 20 per cent of performers is 60.6. The absolute gap in achievement is 29.4 points which expressed as a percentage of the median score (90 points) is 32.7 per cent.

16. The lowest 20% of performers are selected by sorting all eligible child records in ascending order by total EYFS Profile score and then selecting children up to the 20th percentile i.e. the first fifth of children. The number of children in the first fifth should be calculated by taking the total number of children, dividing by five and then rounding down if the number returned is not a whole number. For example: (a) if a local authority had 500 children then the lowest 20% would be the first 100 children listed (b) if a local authority had 259 children, then the lowest 20% would be the first 51 children listed.

This approach should be taken even if the child ranked next in the list after the 20% cut off point has the same score as a child included in the lowest 20%. For example, if it was calculated that the first 100 children in an LA would be included in the lowest 20% but both the 100th and the 101st child in the list had a total EYFS Profile score of 45, this **would not change the cut off point**. The 101st child would not be included in the lowest 20%.

Measures of deprivation

17. Table 3 and table D show figures for children who reside in the 30 per cent most deprived Super Output areas in England. These figures no longer measure progress against any Government PSA targets (as 2008 was the last year of the former 2004 PSA target to improve children's development in the 30% most disadvantaged areas) but have been included for information and to allow comparison over time. The number of children who reside in these deprived Super Output areas will vary considerably between Local Authorities and 2 of the smaller Authorities, Rutland and the Isles of Scilly do not have any children resident in these areas.

18. The measure of deprivation used is the Index of Multiple Deprivation (IMD) 2007 constructed by the Social Disadvantage Research Centre at the University of Oxford. This is the second year in which the IMD 2007 has been used instead of the previous IMD 2004. The Index is constructed using measurements of the Income, Employment, Health, Education and Skills, Housing, Crime and Living Environment characteristics of a given area. Super Output Areas are small areas with mean populations of 1500 and are designed to be more or less equal in size. The 30 per cent most disadvantaged areas for the 2010 exercise are identified by postcodes collected via the Early Years Foundation Stage Profile.

Data Collection arrangements

19. This is the fourth year that schools and early years' settings have been under a statutory obligation to send **full data for every individual child** in respect of the 13 summary scales to their Local Authorities. DfE data needs are met by asking Local Authorities to provide this full complement of data relating to those **children in receipt of funding at the end of the EYFS only**. In previous years, Local Authorities have submitted a random 10 per cent sample of their individual child level records and an aggregate level dataset covering all children.

20. Further information on the EYFS Profile assessment and reporting arrangements, alongside other EYFS resources, can be found on the Qualifications and Curriculum Development Agency (QCDA) web-site: <http://www.qcda.gov.uk/assessment/4363.aspx>

Rounding conventions

21. 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

22. 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.dcsf.gov.uk/rsgateway/nat-stats.shtml>.

Transparency

23. 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 12 October 2010.

A National Statistics Publication

24. 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

SFR 26/2009 – Early Years Foundation Stage Profile Results in England, 2008/09
<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml>.

Experimental Statistical Release OSR 09/2010 – Individual Scale Point Results for the Early Years Foundation Stage Profile in England, 2008/09
<http://www.dcsf.gov.uk/rsgateway/DB/STA/t000920/index.shtml>

SFR 03/2010 – Early Years Foundation Stage Profile Attainment by Pupil Characteristics, in England, 2008/09
<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000911/index.shtml>

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Table 1: Percentage of children by number of points achieved in each of the 13 assessment scales
Year: 2010
Coverage: England

	Number of points achieved (percentage) ¹												Mean points score	
	0 ²	1	2	3	4	5	6	7	8	9 ⁵	1-3 ³	4-8 ⁴	Six or more ⁶	score
Girls														
PSE: DA	0	0	0	0	1	5	14	25	41	14	1	85	94	7.4
PSE: SD	0	0	0	1	2	6	27	25	28	11	1	87	90	7.0
PSE: ED	0	1	1	1	3	7	16	20	39	11	3	86	87	7.1
CLL: LCT	0	0	1	1	3	7	23	26	29	11	2	87	88	6.9
CLL: LSL	0	1	1	4	5	8	16	29	24	13	6	81	82	6.8
CLL: R	0	0	2	1	5	11	20	27	23	8	4	88	79	6.6
CLL: W	0	1	2	4	7	12	23	22	23	6	7	87	75	6.4
PSRN: NLC	0	0	1	1	3	4	7	43	26	15	2	83	91	7.2
PSRN: C	0	1	2	3	6	10	19	32	22	5	6	89	78	6.5
PSRN: SSM	0	1	1	1	3	7	19	38	23	6	3	90	86	6.8
KUW	0	1	1	2	4	8	20	30	31	3	3	94	84	6.7
PD	0	0	0	1	1	3	11	30	45	8	1	91	94	7.3
CD	0	0	0	0	2	8	22	32	29	5	1	94	89	6.9

	Number of points achieved (percentage) ¹												Mean points score	
	0 ²	1	2	3	4	5	6	7	8	9 ⁵	1-3 ³	4-8 ⁴	Six or more ⁶	score
Boys														
PSE: DA	0	0	0	1	2	8	17	28	33	10	1	89	88	7.0
PSE: SD	0	0	0	3	4	11	31	22	21	7	3	89	81	6.5
PSE: ED	0	1	2	2	7	12	20	20	30	7	6	88	76	6.5
CLL: LCT	0	1	2	2	5	10	26	24	23	7	5	88	80	6.5
CLL: LSL	1	1	2	6	7	11	17	26	20	9	10	81	72	6.3
CLL: R	0	1	4	2	8	15	21	22	20	6	7	86	69	6.2
CLL: W	1	2	4	9	12	16	21	17	14	3	15	81	56	5.6
PSRN: NLC	0	1	1	1	4	5	8	40	24	15	3	82	87	7.1
PSRN: C	1	1	4	4	6	10	18	29	21	6	9	84	73	6.3
PSRN: SSM	0	1	2	3	5	9	19	34	21	7	5	88	81	6.6
KUW	0	1	1	2	5	9	18	27	32	4	4	92	81	6.7
PD	0	0	1	1	3	6	15	30	37	5	3	92	88	7.0
CD	0	1	1	1	6	16	31	27	16	2	3	94	75	6.2

	Number of points achieved (percentage) ¹												Mean points score	
	0 ²	1	2	3	4	5	6	7	8	9 ⁵	1-3 ³	4-8 ⁴	Six or more ⁶	score
All Children														
PSE: DA	0	0	0	0	1	7	16	27	37	12	1	87	91	7.2
PSE: SD	0	0	0	2	3	9	29	23	24	9	2	88	86	6.8
PSE: ED	0	1	2	2	5	10	18	20	34	9	4	87	81	6.8
CLL: LCT	0	1	2	1	4	8	24	25	26	9	4	87	84	6.7
CLL: LSL	0	1	2	5	6	9	16	28	22	11	8	81	77	6.5
CLL: R	0	1	3	2	7	13	21	25	21	7	6	87	74	6.4
CLL: W	0	2	3	7	9	14	22	20	19	5	11	84	65	6.0
PSRN: NLC	0	0	1	1	3	5	8	41	25	15	2	83	89	7.1
PSRN: C	1	1	3	4	6	10	18	31	21	6	8	86	76	6.4
PSRN: SSM	0	1	1	2	4	8	19	36	22	7	4	89	84	6.7
KUW	0	1	1	2	5	9	19	29	31	3	4	93	83	6.7
PD	0	0	1	1	2	5	13	30	41	7	2	91	91	7.1
CD	0	0	1	1	4	12	26	29	23	3	2	94	82	6.5

Source: EYFS Profile full child collection⁷

- The number of points achieved does not necessarily represent a straight progression through the scale. For example, 16% 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.
- A scale score of 0 indicates where it has not been possible to record an assessment. Figures for pupils with a total score of zero may include (as in previous years) children whose EYFS profile data is incomplete, alongside children with very significant and complex special educational needs for whom a comprehensive alternative assessment record is in place.
- A scale score of 1-3 indicates working towards the early learning goals.
- A scale score of 4-8 indicates working within the early learning goals.
- A scale score of 9 indicates working beyond the early learning goals.
- A scale score of 6 or more indicates working securely within the early learning goals.
- The total number of children in the cohort is 585,200. This is made up of 285,600 girls and 299,600 boys (figures rounded to the nearest hundred).

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 number of points achieved in each of the 13 assessment scales
Years: 2008-2010
Coverage: England

		Number of points achieved (percentage) ⁶															
		2008					2009					2010					
		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	83	16	91	0	1	84	15	93	0	1	85	14	94
		PSE: SD	0	2	84	13	87	0	2	86	12	88	0	1	87	11	90
		PSE: ED	0	4	83	13	83	0	3	85	12	84	0	3	86	11	87
		CLL: LCT	0	4	84	12	84	0	3	86	11	86	0	2	87	11	88
		CLL: LSL	0	8	76	16	76	0	7	79	14	79	0	6	81	13	82
		CLL: R	0	5	85	10	76	0	4	87	9	77	0	4	88	8	79
		CLL: W	0	9	83	7	70	0	8	85	7	72	0	7	87	6	75
		PSRN: NLC ⁵	0	2	80	17	90	0	2	82	15	90	0	2	83	15	91
		PSRN: C ⁵	1	8	86	6	74	0	7	87	5	76	0	6	89	5	78
		PSRN: SSM ⁵	0	4	87	9	84	0	3	89	7	85	0	3	90	6	86
		KUW	0	4	92	4	80	0	3	93	3	82	0	3	94	3	84
		PD	0	2	88	10	92	0	1	89	9	93	0	1	91	8	94
		CD	0	2	92	6	86	0	1	93	5	87	0	1	94	5	89
Boys		PSE: DA	0	2	87	11	85	0	2	88	10	86	0	1	89	10	88
		PSE: SD	0	5	86	9	77	0	4	88	8	79	0	3	89	7	81
		PSE: ED	0	7	84	8	72	0	6	86	7	73	0	6	88	7	76
		CLL: LCT	0	7	85	8	75	0	5	87	8	78	0	5	88	7	80
		CLL: LSL	1	13	76	10	66	1	11	79	9	69	1	10	81	9	72
		CLL: R	0	9	84	7	65	0	8	85	6	67	0	7	86	6	69
		CLL: W	1	18	77	4	52	1	17	79	3	53	1	15	81	3	56
		PSRN: NLC ⁵	0	4	79	16	86	0	3	81	15	86	0	3	82	15	87
		PSRN: C ⁵	1	11	81	7	69	1	10	83	7	71	1	9	84	6	73
		PSRN: SSM ⁵	1	6	85	8	79	0	6	87	7	79	0	5	88	7	81
		KUW	0	6	90	4	77	0	5	91	4	79	0	4	92	4	81
		PD	0	4	89	7	85	0	3	91	6	86	0	3	92	5	88
		CD	0	4	92	3	72	0	4	94	2	73	0	3	94	2	75
All Children		PSE: DA	0	1	85	13	88	0	1	86	12	89	0	1	87	12	91
		PSE: SD	0	3	85	11	82	0	3	87	10	83	0	2	88	9	86
		PSE: ED	0	6	84	11	77	0	5	86	9	79	0	4	87	9	81
		CLL: LCT	0	5	84	10	79	0	4	86	9	82	0	4	87	9	84
		CLL: LSL	0	11	76	13	71	0	9	79	12	74	0	8	81	11	77
		CLL: R	0	7	85	8	70	0	6	86	7	72	0	6	87	7	74
		CLL: W	0	14	80	6	61	0	13	82	5	62	0	11	84	5	65
		PSRN: NLC ⁵	0	3	80	17	88	0	3	82	15	88	0	2	83	15	89
		PSRN: C ⁵	1	9	83	6	72	1	9	85	6	73	1	8	86	6	76
		PSRN: SSM ⁵	0	5	86	8	81	0	5	88	7	82	0	4	89	7	84
		KUW	0	5	91	4	79	0	4	92	3	81	0	4	93	3	83
		PD	0	3	89	9	89	0	2	90	7	90	0	2	91	7	91
		CD	0	3	92	4	79	0	3	93	4	80	0	2	94	3	82

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.
5. The Problem solving, reasoning and numeracy area of learning was known as Mathematical development prior to 2009.
6. Figures for 2009 and 2010 exclude children who scored N on any scale or had missing scale score data.

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 of learning in maintained schools and private, voluntary and independent providers

Years: 2008-2010

Coverage: England

	2008	2009	2010
Personal Social and Emotional Development [PSE] (in all 3 scales)	72	74	77
Communication, Language and Literacy [CLL] (in all 4 scales)	53	55	59
PSE and CLL combined (in all 7 scales)	49	52	56
Children in 30% most deprived areas ²³	39	42	47
Children in other areas ²	55	57	61
Difference between deprived/other areas ²	16	15	14
Problem Solving, Reasoning and Numeracy (in all 3 scales) ⁴	68	70	72
Knowledge and Understanding of the World (1 scale)	79	81	83
Physical Development (1 scale)	89	90	91
Creative development (1 scale)	79	80	82

Source: EYFS Profile full child collection

1. Children achieving 6 or more points in all scale(s) within an area of learning are working securely in that assessment area.

2. The figures are based on children for whom it was possible to establish an area of residency.

3. The figures for 2009 and 2010 are based on the areas identified as being the 30% most deprived using the Index of Multiple Deprivation 2007.

The 2008 figures are based on the areas identified as being the 30% most deprived using the Index of Multiple Deprivation 2004.

4. The Problem solving, reasoning and numeracy area of learning was known as Mathematical development prior to 2009.