

SFR 03/2010

28 January 2010

Coverage: England

Theme: Children,
Education and
Skills

Issued by

Department for Children,
Schools and Families

Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone:

Press Office
020 7925 6789

Public Enquiries
0870 000 2288

Statistician

Julie Glenndenning

Email

julie.glenndenning@dcsf.gov.uk

Internet

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000899/index.shtml>

Early Years Foundation Stage Profile Achievement by Pupil Characteristics, England 2008/09

Introduction

This Statistical First Release (SFR) provides 2009 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 an additional language (EAL). It provides the 2008/09 update to SFR 32/2008, published in November 2008 which can be found at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>. This SFR includes final figures for 2007 and 2008.

This SFR also builds upon figures reported in the EYFSP SFR published in October at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml> by focussing on differences in achievement for each of the characteristics.

The Early Years Foundation Stage Profile covers 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 score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child achieves this overall score, 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 areas of learning (CLL), 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 2009 and the 2009 achievement data. This publication includes Local Authority (LA) tables.

National figures in this SFR for the gaps in achievement are quoted to 1 decimal place. For transparency of calculation, the overall achievement figures from which the gaps are derived are also shown to 1 decimal place. All LA figures are quoted to whole numbers. Readers are reminded that small changes may not be significant and, particularly where some groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.

Key Points

- A higher proportion of pupils from Irish, Indian, Mixed White and Asian and White British ethnic backgrounds achieved a good level of development when compared to all pupils.

- When compared with pupils with English as an additional language, a greater proportion of pupils whose first language was English achieved a good level of development.
- When compared with pupils known to be eligible for free school meals, a greater proportion of pupils who were not eligible for free school meals achieved a good level of development.
- Girls outperformed boys in 11 of the 13 scales of the Early Years Foundation Stage Profile.

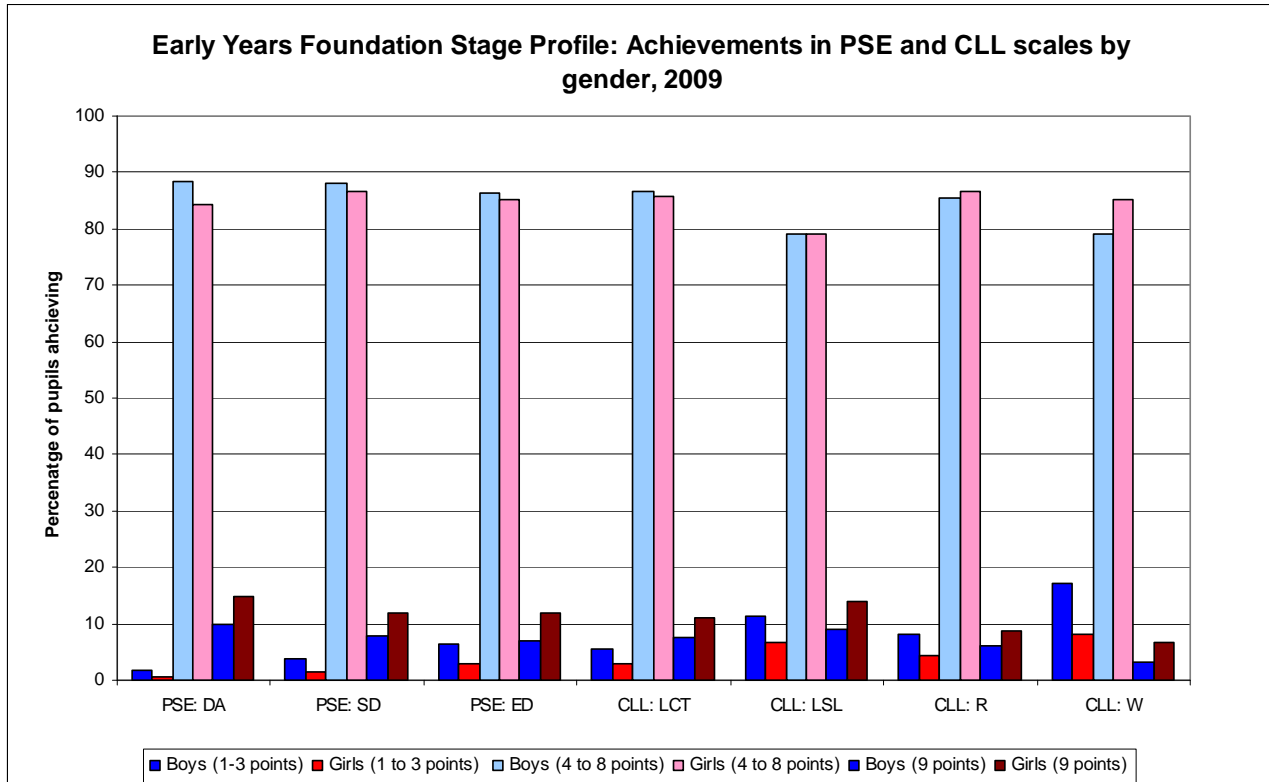
Gender

Girls outperform boys in 11 of the 13 scales of the Early Years Foundation Stage Profile; the percentage of boys achieving 9 points (working consistently beyond the level of the Early Learning Goals) was higher in Problem solving, reasoning and numeracy (calculating) and in Knowledge and understanding of the world.

In the 7 key scales of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL):

- 61.1 percent of girls achieved 6 or more points in each of the scales, this compares to 42.8 percent of boys, a difference of 18.3 percentage points. This difference has increased since 2008 when it was 17.3 percentage points.

The chart below shows the percentage of pupils and their development in each of these 7 key scales.



24.7 percent of boys are classified as being the lowest achieving 20 percent of pupils (based on all 13 scales in EYFSP - see Technical Note 13), this compares to 15.1 percent for girls. These percentages have been relatively stable since 2007.

Ethnicity

The proportion of pupils achieving a good level of development in Early Years Foundation Stage Profile continues to vary between different ethnic groups.

Irish pupils, Indian pupils, White British pupils and pupils from a mixed White and Asian background achieved above the national average for a good level of development:

- 58.2 percent of Irish pupils achieved a good level of development, 6.6 percentage points above the national average.
- 57.6 percent of pupils of Mixed White and Asian heritage achieved a good level of development, 6.0 percentage points above the national average.
- 56.4 percent of Indian pupils achieved a good level of development, 4.8 percentage points above the national average.
- 53.9 percent of White British pupils achieved a good level of development, 2.3 percentage points above the national average.

For pupils from Black ethnic groups:

- 44.3 percent of Black African pupils achieved a good level of development. This is 7.3 percentage points below the national average; this difference in achievement shows a reduction from 2008 when it was 10.7 percentage points. In 2009 27.3 percent of Black African pupils were classified as being in the lowest achieving 20 percent of pupils, this is a reduction from 2007 when 30.2 percent of Black African pupils were classified as being in this group.
- 43.0 percent of Black Caribbean pupils achieved a good level of development. This is 8.6 percentage points below the national average; this difference in achievement has reduced from 2008 when it was 9.4 percentage points. In 2009 26.5 percent of Black Caribbean pupils were classified as being the lowest achieving 20 percent of pupils, this is a reduction from 2007 when 27.6 percent of Black Caribbean pupils were classified as being in this group.

Pupils from Pakistani ethnic groups also showed a reduction in the difference between their achievement and the national average:

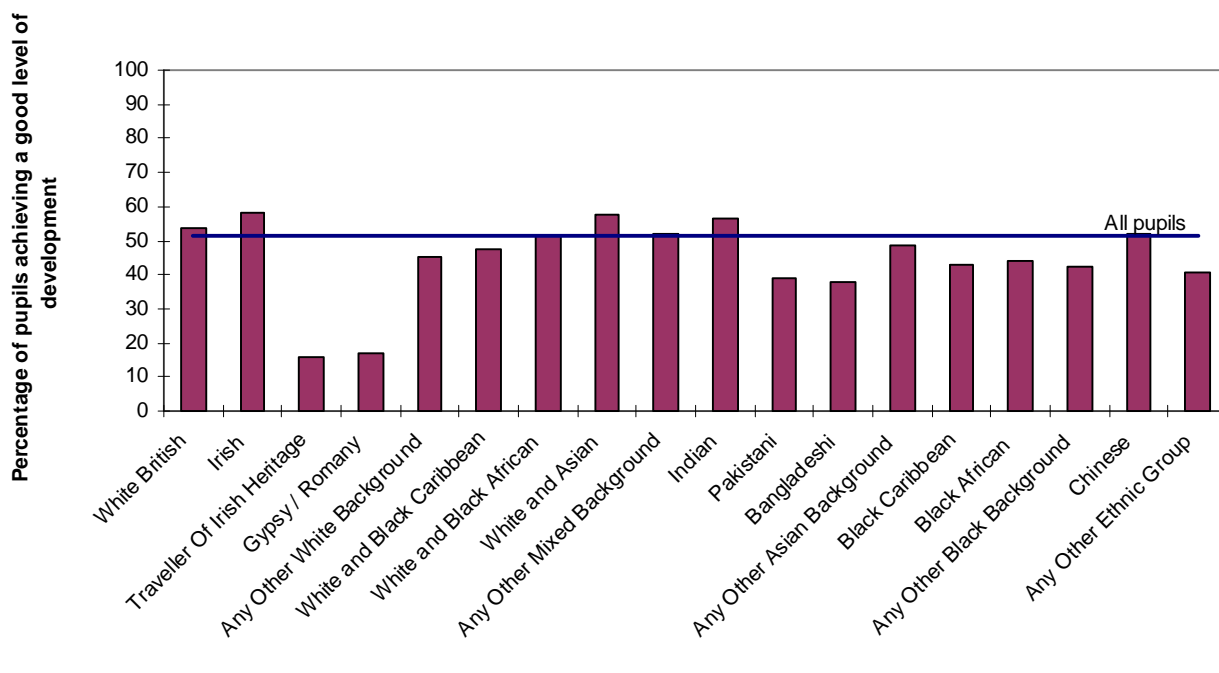
- 39.0 percent of Pakistani pupils achieved a good level of development; this is 12.6 percentage points below the national average. In 2008 this difference was 13.6 percentage points. In 2009 33.5 percent of Pakistani pupils are classified as being the lowest achieving 20 percent of pupils, this is a reduction from 2007 when 35.0 percent of Pakistani pupils were classified as being in this group.

However pupils from Chinese ethnic groups showed a slight decline in the difference between their achievement and the national average:

- in 2009 51.8 percent of Chinese pupils achieved a good level of development, 0.2 percentage points higher than the national average. In 2008 the percentage of Chinese pupils achieving a good level of development was 2.1 percentage points higher than the national average.

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

Early Years Foundation Stage Profile: Achievement by ethnic group, 2009



For all ethnic groups, there is variability in achievement between boys and girls, with girls significantly outperforming boys for all ethnic groups.

- The highest variability is shown in pupils from a mixed White and Black African background, 61.2 percent of girls achieve a good level of development compared with 40.9 percent of boys, a difference of 20.3 percentage points.
- A lower variability is shown by Chinese pupils, 58.3 percent of girls achieve a good level of development compared with 44.6 percent of boys, a difference of 13.7 percentage points.

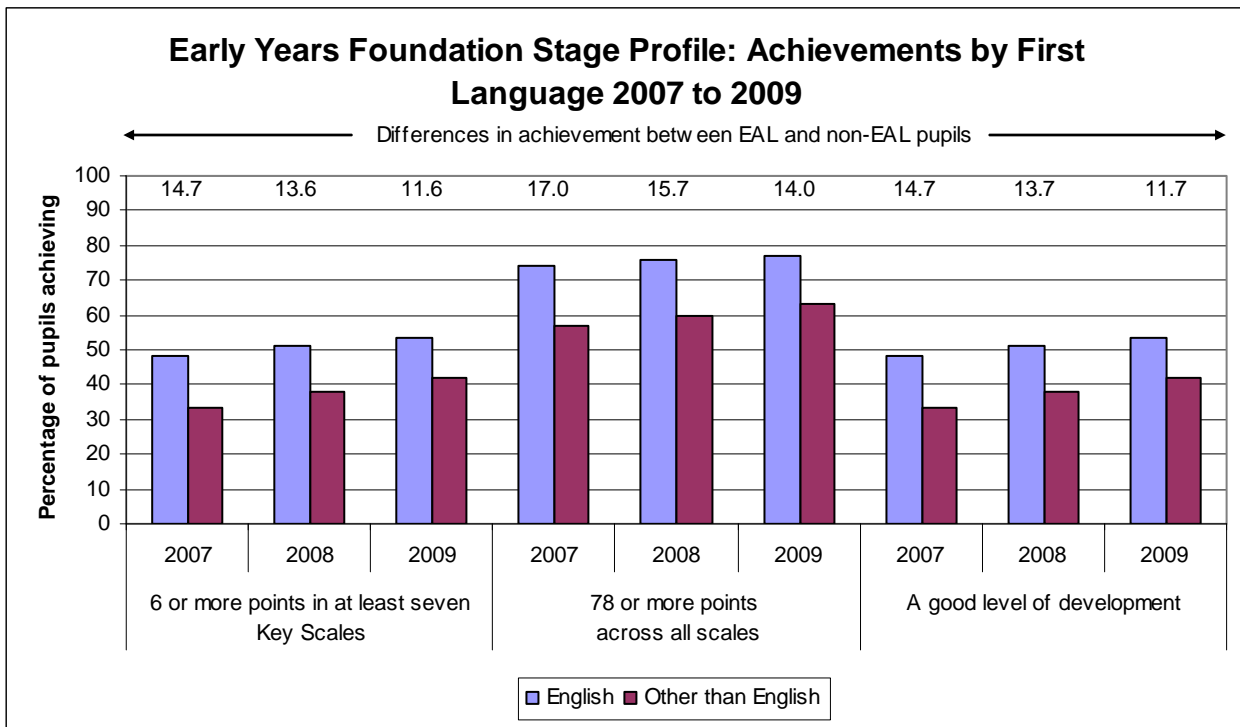
The ethnicity profile on EYFSP achievement differs slightly from the Key Stage achievement of older pupils. Information achievement on other on this attainment can be found in the relative SFR listed under [Related Publications](#).

English as an additional language

Achievement is higher for those pupils whose first language is English when compared to pupils who have English as an additional language:

- 53.5 percent of pupils whose first language is English achieve a good level of development compared with 41.9 of pupils for whom English is an additional language. This is a difference of 11.6 percentage points.
- 53.7 percent of pupils whose first language is English achieve 6 or more points in each of the scales for PSE and CLL, this compares with 42.1 of pupils for whom English is an additional language. This also shows a difference of 11.6 percentage points.

Since 2007 the differences in achievement have reduced between pupils whose first language is English and those who have English as an additional language. The chart below shows these differences for the years 2007 to 2009.

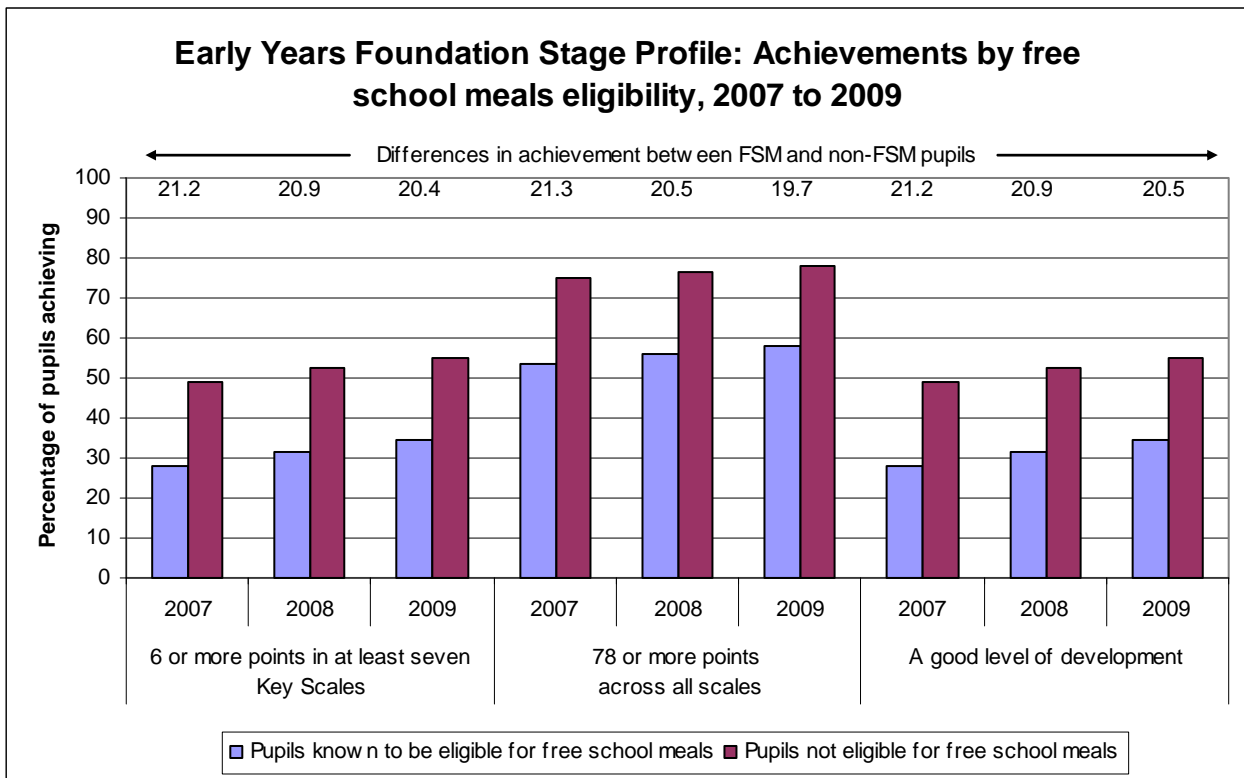


Free School Meal Eligibility

Pupils not eligible for free school meals perform better than those who are eligible for free school meals on the Early Years Foundation Stage Profile.

- 55.0 percent of pupils not eligible for free schools meals achieved a good level of development, this compares to 34.5 percent for pupils known to be eligible for free school meals, a difference of 20.5 percentage points.
- 77.9 percent of pupils not eligible for free schools meals achieved 78 or more points across all scales, this compares to 58.2 percent for pupils known to be eligible for free school meals, a difference of 19.7 percentage points.
- 55.0 percent of pupils not eligible for free schools meals achieved 7 key scales of Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL), this compares to 34.6 percent for pupils known to be eligible for free school meals, a difference of 20.4 percentage points.

Since 2007 the differences in achievement between pupils not eligible for free school meals and those known to be eligible for free school meals have reduced. The graph below shows these differences for the years 2007 to 2009.



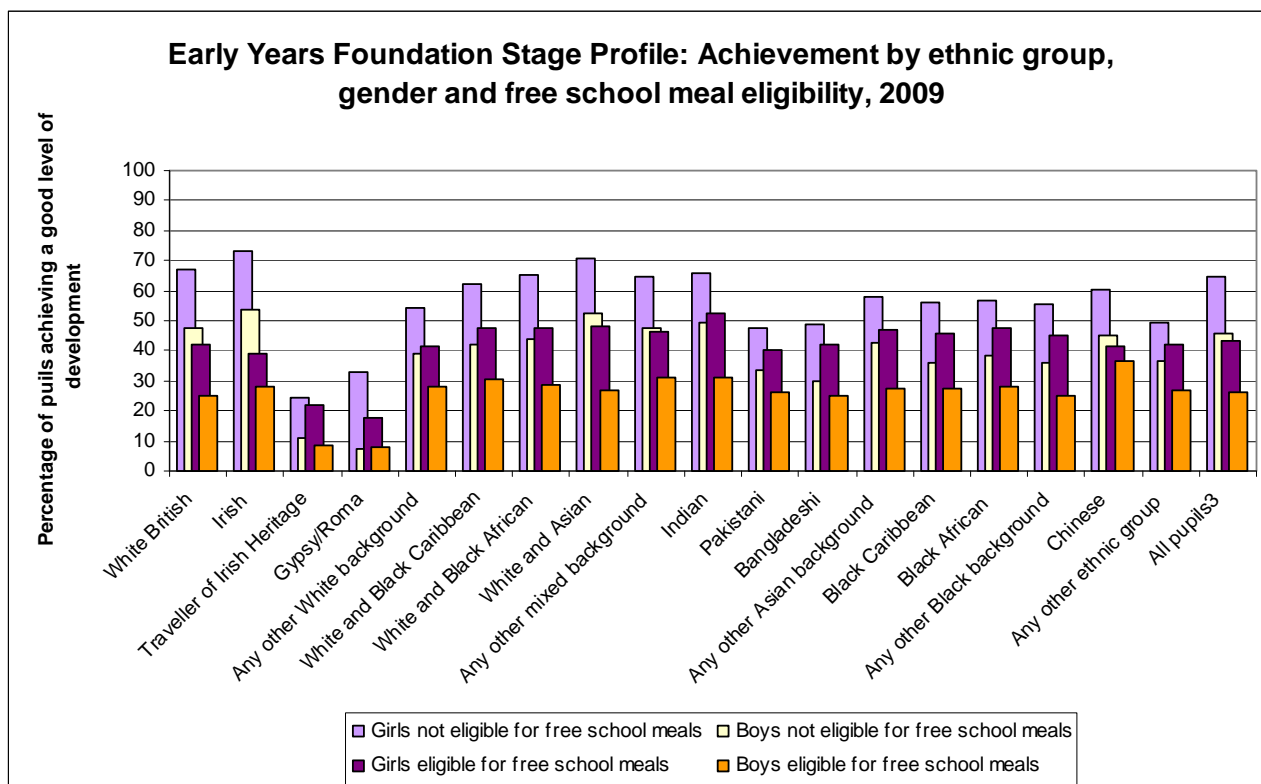
Of those pupils known to be eligible for free school meals, there are variations in achievement by gender and ethnic group, for example:

- For White British boys eligible for free school meals, 24.8 percent achieved a good level of development. This shows a difference of 26.8 percentage points when compared to the national average for all pupils. This is the same as the difference shown in 2008.
- Bangladeshi boys eligible for free school meals also showed 24.8 percent as achieving a good level of development. This is a difference of 26.8 percentage points when compared to the national average for all pupils. Since 2007 this difference in achievement between the two groups has increased from 23.2 percentage points.
- For Black Caribbean boys eligible for free school meals 27.4 percent achieved a good level of development. This shows a difference of 24.2 percentage points when compared to the national average for all pupils. This is slightly narrower than 2008 when this difference was 24.9 percentage points

For girls known to be eligible for free school meals the differences are lower. For example:

- For White British girls eligible for free school meals, 42.1 percent achieved a good level of development. This shows a difference of 9.5 percentage points when compared to the national average for all pupils. This is a reduction from the difference of 10.6 percentage points shown in 2008.
- For Pakistani girls eligible for free school meals, 40.3 percent achieved a good level of development. This shows a difference of 11.3 percentage points when compared to the national average for all pupils. This is a reduction from the difference of 12.0 percentage points shown in 2008.

The chart below shows the variation in the percentage of pupils who achieve a good level of development in writing by gender, free school meal eligibility and ethnic group.



Special educational needs (SEN)

A higher percentage of pupils without any identified SEN achieve a good level of development with the Early Years Foundation Stage profile.

- For pupils with SEN (both without a statement and those with a statement of SEN), 15.4 percent achieved a good level of development. This compares to 55.5 percent for those pupils with no identified SEN. This shows a difference of 40.1 percentage points; this is wider than in 2008 when this difference was 39.0 percentage points.
- As would be expected pupils with a statement of SEN have lower achievement than those pupils who have SEN without a statement, 4.2 percent of pupils with a statement of SEN achievement good level of development compared with 16.8 of pupils who have SEN but without a statement.

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

- 29.0 percent of pupils whose primary need was visual impairment achieved a good level of development.
- For pupils whose primary need is speech, language and communication needs, 16.4 percent achieved a good level of development. This is higher than in 2008 when 15.7 percent of pupils achieved a good level of development.

Income Deprivation Affecting Children Indices (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Indices (IDACI) 2007 (see the technical notes for more details).

39.3 percent of pupils in the most deprived 10% of areas achieved a good level of development at EYFSP compared with 66.5 percent in the least deprived 10% of areas. The difference in achievement between the most and least deprived areas fell by two percentage points to 27.2 percentage points in 2009.

Departmental Strategic Objective and Public Service Agreements

The Department currently has a Departmental Strategic Objective (DSO) which aims to close the gap in educational achievement for children from disadvantaged backgrounds. This is linked to the current Public Service Agreements:

- PSA 10: to increase the proportion of young children achieving a total points score of at least 78 across all 13 Early Years Foundation Stage Profile (EYFSP) scales - with at least 6 in Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED) scales - by an additional 4 percentage points from the 2008 results by 2011.
- PSA 11: to improve the average (mean) score of the lowest 20% of the Early Years Foundation Stage Profile (EYFSP) results, so that the gap between that average score and the median score is reduced by an additional 3 percentage points from 2008 results by 2011.

Information on how these objectives are being met and information on the associated National Indicators can be found in the [SFR: Early Years Foundation Stage Profile Results in England 2008/09](#), published in October 2009.

TABLES

Summary: Percentage of pupils on the Early Years Foundation Stage Profile achieving a good level of development

Table 1: Achievement in Early Years Foundation Stage Profile teacher assessments, 2007 to 2009, England

Table 2: Achievements in Early Years Foundation Stage Profile teacher assessments, by ethnicity, free school meals and gender, 2007 to 2009, England

Table 3: Achievements in the Early Years Foundation Stage Profile teacher assessments in each of the 13 assessment scales, 2007 to 2009, England

Table 4: Achievements in the Early Years Foundation Stage Profile teacher assessments by ethnicity, by Local Authority Area and Government Office Region, 2007 to 2009

Table 5: Achievements in the Early Years Foundation Stage Profile teacher assessments by first language, by Local Authority Area and Government Office Region, 2007 to 2009

Table 6: Achievements in the Early Years Foundation Stage Profile teacher assessments by free school meal eligibility, by Local Authority Area and Government Office Region, 2007 to 2009

Table 7: Achievements in the Early Years Foundation Stage Profile teacher assessments by special educational needs, by Local Authority Area and Government Office Region, 2007 to 2009

Table A1: Achievements on the Foundation Stage Profile by IDACI Decile of Pupil Residence

Table A2: Achievements on the Foundation Stage Profile by Degree of Rurality of Pupil Residence

Table A3: Achievements on the Foundation Stage Profile by Local Authority District and Government Office Region of Pupil Residence

Table A4: Achievements on the Foundation Stage Profile by IDACI Decile and Degree of Rurality of Pupil Residence.

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 at play, and by making notes when necessary about what has been achieved. They can also provide information for parents and carers about how children are progressing.

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. Whether or not the profile is used throughout the year, assessments against the scales should be finalised in the summer term, summarising each child's development at that point.

The Areas of learning

3. The EYFS framework covers 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 Numeracy (3 assessment scales)¹
- Knowledge and Understanding of the World (1 assessment scale),
- Physical Development (1 assessment scale), and
- Creative Development (1 assessment scale).

The Assessment scales

4. EYFSP 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)**, the 'stepping stones', describe a child who is still progressing towards the achievements described in the Early Learning Goals, and are based mainly on the 'stepping stones' in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the Early Learning Goals, but there may be some exceptions to this pattern. A child who fails to score on any of these stepping stones is suffering from significant developmental delay.

b. The **next five points (4-8)** are drawn from the Early Learning Goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved 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 previously known as Mathematical Development.

e. The **point (0)** in each scale describes a child for whom it has not been possible to record an assessment. Whilst the Early Years Foundation Stage Profile has been developed to be as inclusive as possible so that as many children can be assessed against the scales it contains, there may be some items in the scales that some children are unable to achieve because of the nature of their individual needs. For example, there may be items within the Personal, Social and Emotional development scales (such as those involving interactions with others) that cannot be achieved, at this stage of their development. Similarly, there may be items within the scale for Physical Development that cannot be achieved by some children. Teachers will be using the assessments recommended by the health professionals with whom they liaise closely, and will be using these specialist assessments to discuss progress with the families of these children.

Measuring achievement across scales

5. Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the PSE and CLL scales, that child is deemed to be reaching a **good level of development**. This measure is used to assess the progress made by Local Authorities in improving outcomes, a duty placed on Local Authorities by the Childcare Act of 2006.

TECHNICAL NOTES

1. Analysis suggests that from 2006 to 2008, improvements 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). A further reduction in 2009 in the percentage of high achievers suggests that the reporting system is still becoming embedded and this should be taken into account when making year on year comparisons.

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.

2. 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 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 2008 and 2007 has been calculated using the new definition.
3. 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 and prior achievement records by a matching 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. It is also possible when matching to prior achievement data that a pupil appears more than once, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or LAs. In these cases, 1 record is derived for each pupil, combining elements of different records.
4. Further information on the NPD, including a 2009 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plugin/>. Requests for NPD extracts can be made to the Department by sending an email to npd.requests@dcscf.gsi.gov.uk.
5. This SFR covers all school types.
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 2006, 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 2009 has already been published, and detailed information on the coding of ethnicity, SEN, FSM and EAL can be found in the technical notes of that SFR, published at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000843/index.shtml>. Information on ethnic group and first language of pupils is mandatory only for those pupils of compulsory school

age and over. Pupils aged under 5 at the start of the school year may not have their ethnic group classified.

8. Early Years Foundation Stage Profile assessment statistics have already been published at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml> and detailed information about these tests can be found in the technical notes of that SFR.
9. IDACI is provided by the Department for Communities and Local Government (DCLG). The 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.
10. IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation 2007. Each SOA is given a score showing the percentage of children aged under 16 that live in families that are income deprived, ie they are in receipt of certain benefits and their equivalised income is below 60% of median before housing costs. Further information about IDACI can be found on the DCLG website at: <http://www.communities.gov.uk/publications/communities/indiciesdeprivation07>.
11. IDACI bands for 2008 and 2009 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.
12. The residency of 2,720 children in 2009 and 11,539 in 2008 is unknown due to missing or invalid postcode information. These children are excluded from the figures in tables A1 to A4
13. An 'x' indicates that a figure has been suppressed due to small numbers. Values of less than 3 or a rate based on less than 3 pupils are suppressed. The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DCSF protect confidentiality.
14. 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% of all pupils is then identified. This is done at a National Level. As such it is different to the method used in the October [EYFSP SFR](#) which calculated the lowest 20% for each Local Authority.
15. National Statistics are produced to high professional standards set out in the *National Statistics Code of Practice*. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

RELATED PUBLICATIONS

SFR21/2009: National Curriculum Assessments at Key Stage 1 in England, 2009

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000867/index.shtml>

SFR26/2009: Early Years Foundation Stage Profile Results in England, 2008/09

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml>

SFR27/2009: GCSE and Equivalent Results in England, 2008/09 (Provisional)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000880/index.shtml>

SFR31/2009: Key Stage 2 Achievement by Pupil Characteristics, in England 2008/09

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000889/index.shtml>

SFR32/2009: National Curriculum Assessments at Key Stage 2 in England 2008/09 (Revised)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000893/index.shtml>

SFR33/2009: Key Stage 1 Achievement by Pupil Characteristics, in England 2008/09

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000899/index.shtml>

ENQUIRIES

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

Julie Glenndenning
Department for Children, Schools and Families
Mowden Hall
Darlington, DL3 9BG

Telephone number: 01325 392433

E-mail: julie.glenndenning@dcsgsi.gov.uk

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

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

Telephone Number: 0207 925 6789