Early years foundation stage profile results in England, 2017
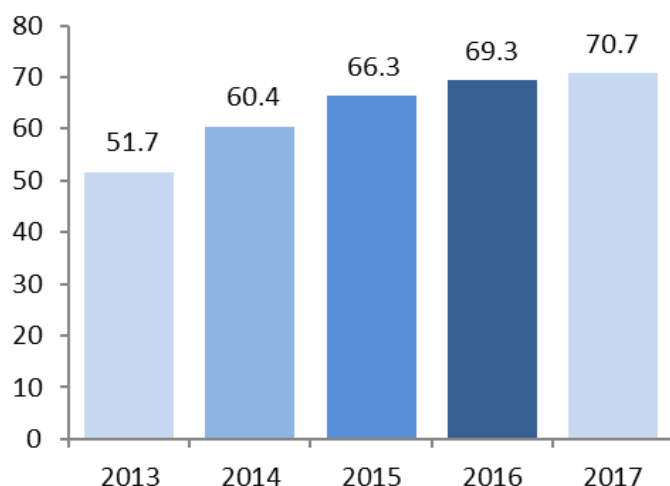
Percentage achieving a good level of development continues to increase

Figure A: Percentage achieving a good level of development
England, 2013 to 2017

At a national level, 70.7% of children achieved a good level of development, an increase of 1.4 percentage points (ppts) on 2016.

The same trend was seen in the percentage achieving at least the expected level across all early learning goals. This has increased by 1.7ppts from 2016.

The average total point score has remained the same as 2016 at 34.5.

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

Figure B: Gender gap (girl minus boys - ppts) achieving a good level of development
England, 2013 to 2017
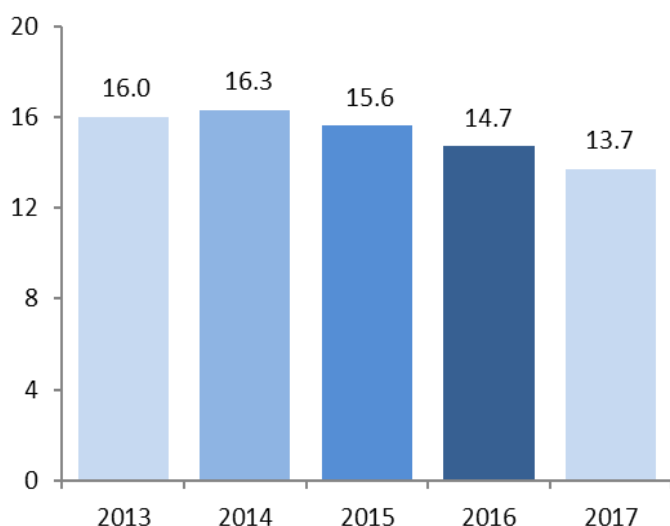
The gender gap for the percentage of children achieving a good level of development has reduced from 14.7 ppts in 2016 to 13.7 ppts in 2017.

Similarly, the gap for the percentage achieving at least the expected level in all early learning goals decreased from 15.7ppts in 2016 to 14.7 ppts in 2017. Both girls and boys have improved but boys have improved at a faster rate.

The gap in the average total point score has decreased from 2.5 to 2.4 points.

Contents

About this release

This Statistical First Release (SFR) contains the latest information at both national and local authority level on the achievement of outcomes at the end of the Early Years Foundation Stage Profile (EYFSP) from 2013 to 2017.

In this publication

The following tables are included in the SFR:

• Main tables (Excel .xls)

• Maps (pdf)

• Additional Characteristics tables (Excel .xls) (available from 30th November 2017)

• Underlying data (open format .csv and metadata .txt)

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

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at
EarlyYears.STATISTICS@education.gov.uk

1. Key measures (Table 1)

Results have continued to rise for the percentage of children achieving a good level of development and at least the expected level in all 17 early learning goals although the increases in previous years were larger than in 2017. The average total points score has remained the same as in 2016.

Figure C: EYFSP key measures
England, 2013 to 2017

|	% achieving good level of development	% achieving at least expected in all 17 early learning goals	Average total point score
2013	51.7	48.9	32.8
2014	60.4	58.0	33.8
2015	66.3	64.1	34.3
2016	69.3	67.3	34.5
2017	70.7	69.0	34.5

> **Definition: Good level of development**
>
> Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics. This includes 1–12 in Figures D and E below.

2. Early learning goals (Tables 2a & 2b)

The percentage of children achieving at least the expected level within each of the 17 early learning goals improved year on year between 2013 and 2016. In 2017, there was an increase in the percentage of children achieving at least the expected level in 8 of the early learning goals compared to 2016. In 6 goals there was a decrease in performance and for the remaining 3, the percentage achieving remained the same. Performance still varies between each goal. Reading, Writing and Numbers continue to be the 3 goals with the lowest percentage achieving at the expected level or above. The largest improvements from 2013 were for Writing and Numbers.

Figure D: Percentage achieving at least expected level by early learning goal in the prime areas of learning
England, 2013 to 2017
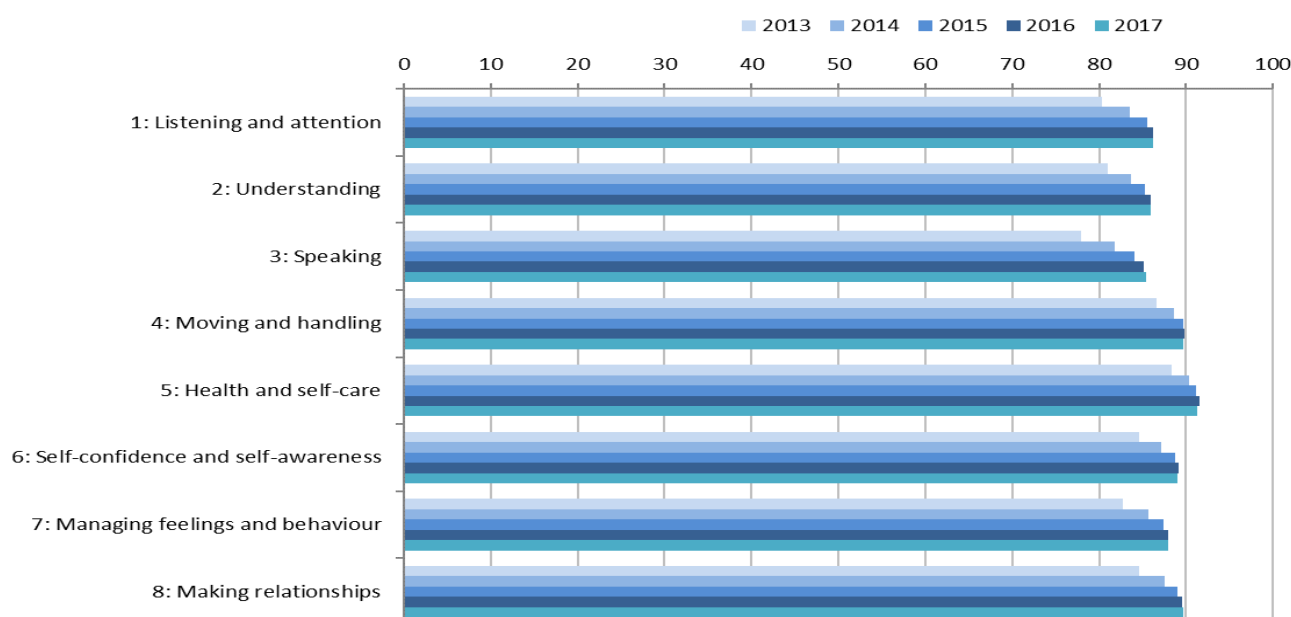
Figure E: Percentage achieving at least expected level by early learning goal in the specific areas of learning
England, 2013 to 2017
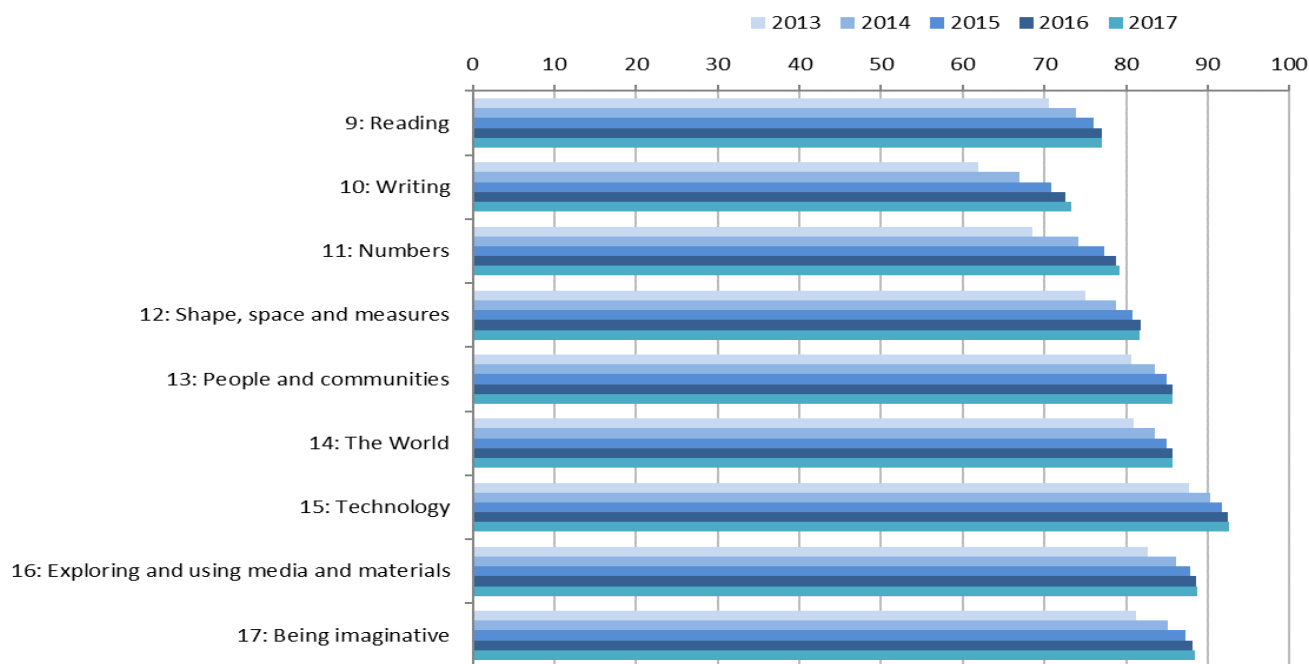
Definition: Prime and specific areas of learning

The three prime areas are communication and language, physical development and personal, social and emotional development. The profile and EYFS have a stronger emphasis on the three prime areas, which are most essential for children's healthy development and are the basis for successful learning in the other four specific areas. The specific areas of learning are literacy, mathematics, understanding the world and expressive arts and design.

Figure F shows the distribution of total points scored. This shows that 34 points is clearly the most common outcome with 27.8% of children achieving this score. This is up from 26.3% in 2016 and 18.7% in 2013. An outcome of 34 points is the equivalent of a child achieving the expected level in each and every early learning goal.
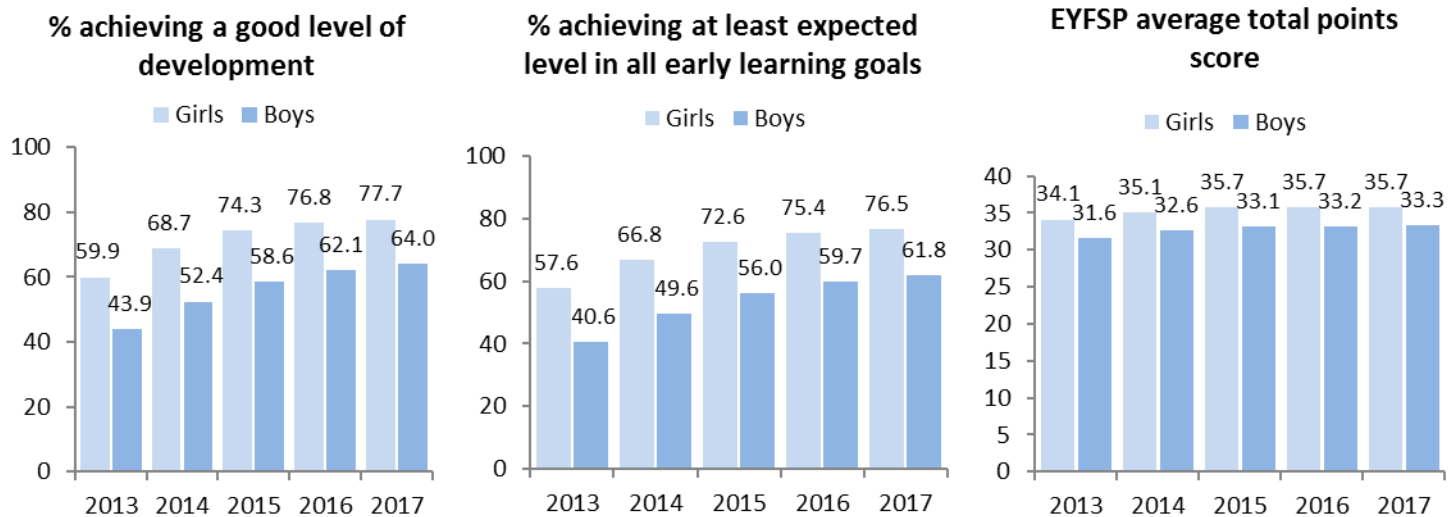
Figure F: Total points score distribution in the EYFSP for all pupils
England, 2017
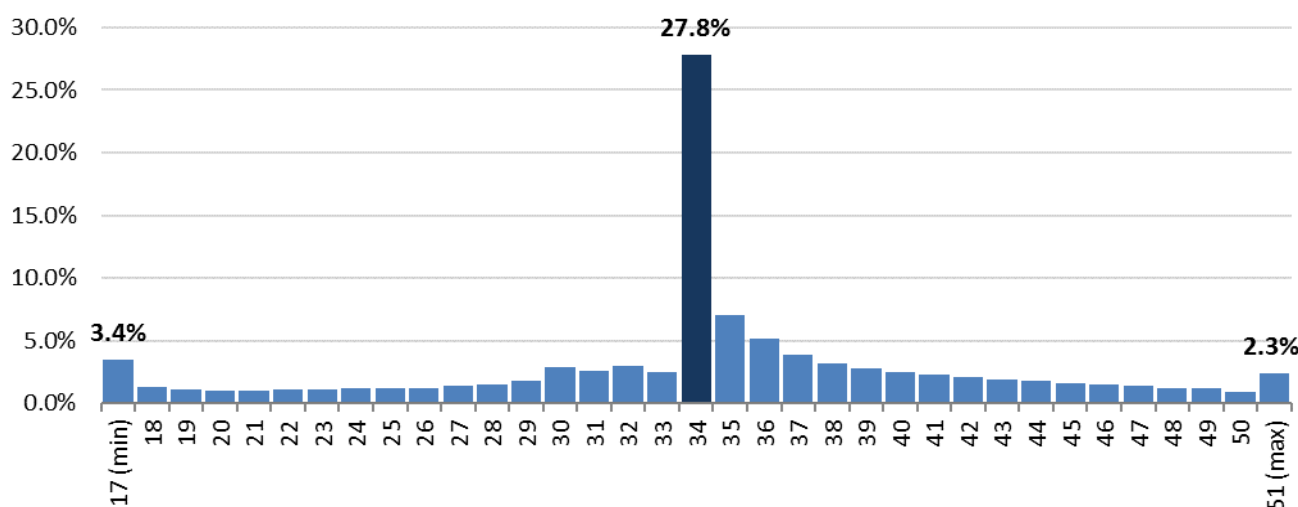
# 3. Key measures by gender (Table 1)

Girls continue to perform better than boys in all key measures. For instance, in 2017, 76.5% of girls achieved at least the expected level in all early learning goals compared to 61.8% of boys.

Figures G1-G3: Key measures by gender
England, 2013 to 2017

The gender gap decreased in all key measures. For instance, the gap for the percentage achieving at least the expected level in all early learning goals decreased from 15.7ppts in 2016 to 14.7ppts in 2017.

Figures H1-H3: Key measures by gender gap (girl minus boys)
England, 2013 to 2017
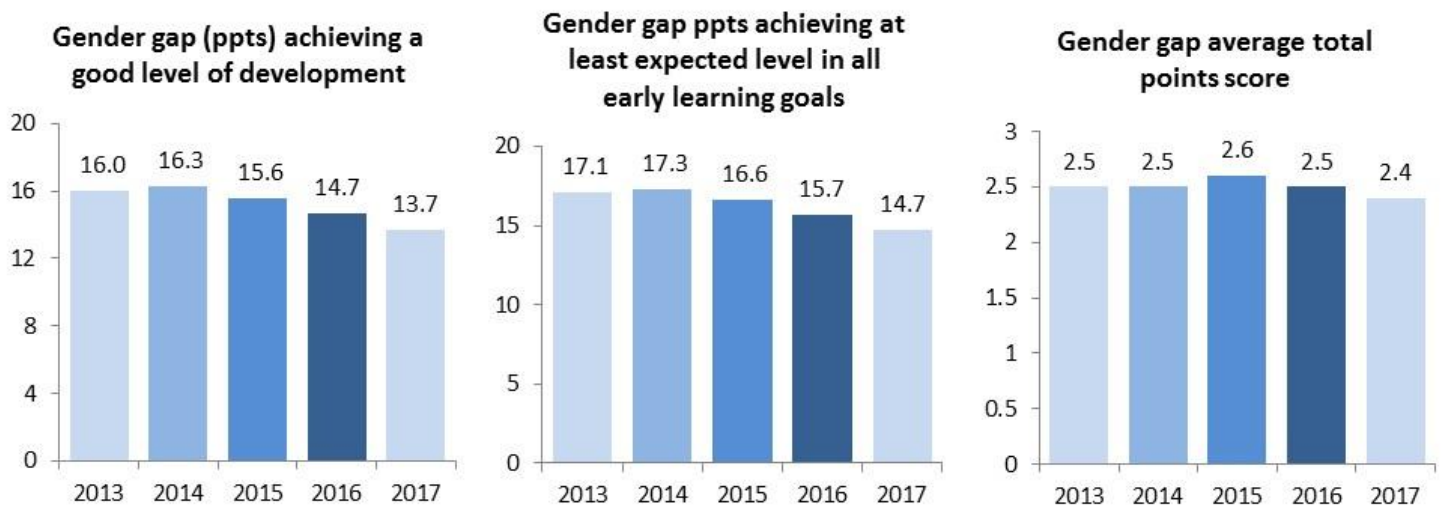
4. Early learning goals by gender (Tables 2a & 2b)

Girls continue to perform better than boys in all of the early learning goals. The gender gap for the percentage achieving at least the expected level is largest in writing (12.9ppts); reading (10.5ppts); exploring and using media and materials (10.5ppts) and being imaginative (9.8ppts). The gap is the smallest for technology (2.6ppts).

Figure I: Early learning goals by gender
England, 2017
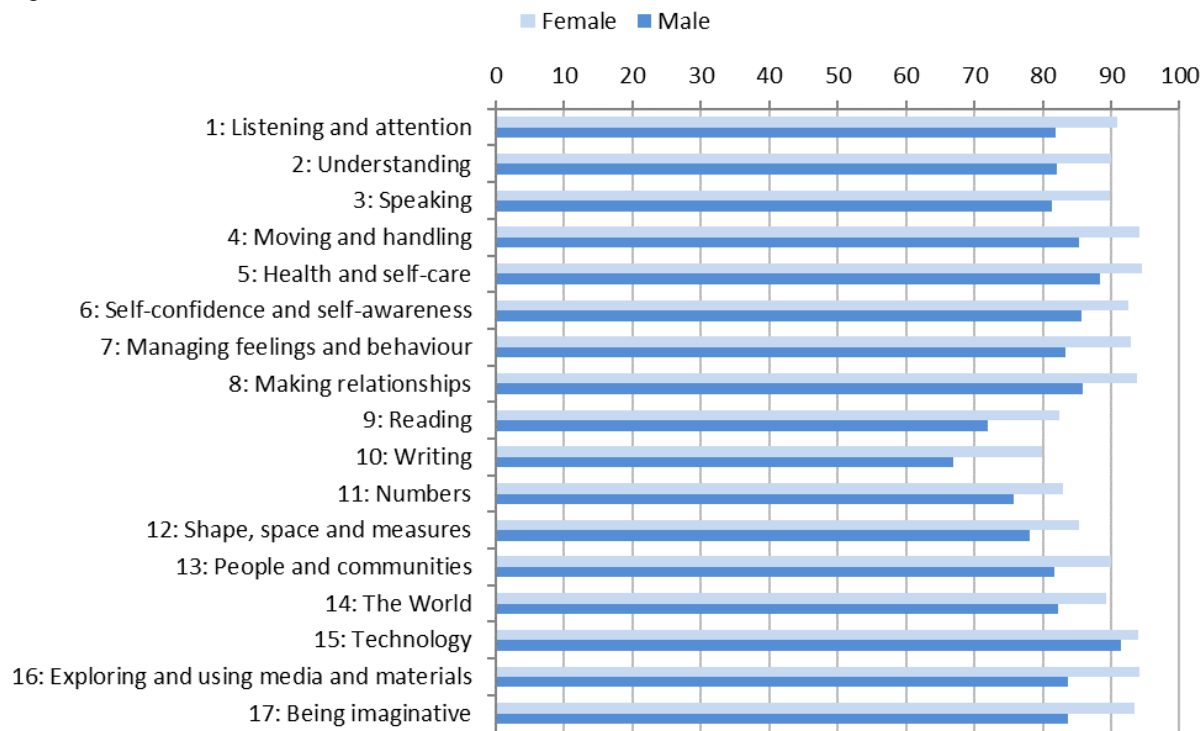
The gender gap has increased since 2013 for the following four: Numbers; Shape, space and measures; The World; and Technology but has decreased for all the other goals.

5. Gap for lowest attaining children (Table 3)

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

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

The mean average total point score for the lowest attaining 20% has fallen to 23.2 compared to 23.3 in the previous year, however it is up from 21.6 in 2013. The percentage inequality gap has risen to 31.7% in 2017 compared to 31.4% in the previous year, however it has reduced from 36.6% in 2013.

Figure J: Percentage inequality gap
England, 2013 to 2017

	2013	2014	2015	2016	2017
Median (All Children) average total point score	34	34	34	34	34
Mean (All Children) average total point score	32.8	33.8	34.3	34.5	34.5
Mean (Lowest 20%) average total point score	21.6	22.5	23.1	23.3	23.2
Percentage inequality gap	36.6	33.9	32.1	31.4	31.7

6. Local authority variation (Table 1)

Nearly all local authorities improved on last year's performance. The variation between the top and bottom performing local authority is reducing, however there continues to be significant variation between local authorities:

a. The percentage achieving a good level of development varies from 60.9% in Halton to 78.9% in Lewisham;

b. The percentage achieving at least the expected level in all learning goals varies from 58.7% in Halton to 78.4% in Lewisham, and

c. The average points score varies from 32.0 points in Halton to 37.9 points in Richmond upon Thames.

d. The percentage attainment gap between all children and bottom 20% varies from 22.2% in West Berkshire to 44.3% in Stoke-On-Trent.

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

> **Definition: Box plot**
>
> A box plot, sometimes called a box and whisker plot, is a type of graph used to display patterns of quantitative data.
>
> A box plot splits the data set into quartiles (a rank-ordered dataset divided into four equal parts). The body of the box plot consists of a "box" (hence, the name), which goes from the first quartile (Q1) to the third quartile (Q3). Two horizontal lines, called whiskers, extend from the bottom and the top of the box. The bottom whisker goes from Q1 to the lowest local authority performer and the top whisker goes from Q3 to the highest local authority performer.

Figures K1-K3: EYFSP local authority performance
England, 2013 to 2017

7. Accompanying tables

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

Tables

1   EYFSP key measures by year, gender and local authority

2a EYFSP attainment by each early learning goal in the prime areas of learning

2b EYFSP attainment by each early learning goal in the specific areas of learning

3   EYFSP average total point score distribution

When reviewing the tables, please note that:

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

8. Further information is available

Previous EYFSP statistical publications including characteristic breakdowns	[Statistics: early years foundation stage profile.](#) Underlying data is also available at the [main publication page](#). Additional tables providing characteristic breakdowns of EYFSP results will be available on the 30th November 2017.
Early Years Foundation Stage Profile collection guide	Information for preparing and completing the annual Early Years Foundation Stage Profile, including the scope of the return, technical specifications and what data needs to be submitted to the Department for Education by local authorities. [Documents and information for local authorities in relation to the EYFSP return](#)
Early Years Foundation Stage Handbook	This handbook supports practitioners in making accurate judgements about each child's attainment. [Early years foundation stage profile: handbook](#)

Early years foundation stage: assessment and reporting arrangements (ARA)	Statutory guidance for head teachers and local authority assessment co-ordinators assessing and reporting the early years foundation stage (EYFS) during the 2016 to 2017 academic year.
	Early years foundation stage: assessment and reporting arrangements (ARA)
Early years foundation stage: the future	This summer the Department consulted on Primary Assessment, including early years assessment arrangements in reception. The government response was published on 14 September, and sets out the government's proposals to improve the EYFSP, with a revised version to be implemented in 2020/21.

9. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;

- are well explained and readily accessible;

- are produced according to sound methods, and

- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics.

10. Technical information

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

11. Get in touch

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