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Early Years Foundation Stage Profile Attainment by Pupil Characteristics, England 2009/10

Introduction

This Statistical First Release (SFR) provides 2010 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 2009/10 update to SFR 03/2010, published in January 2010 which can be found at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000911/index.shtml> and includes final figures for 2007 to 2010.

This SFR builds upon figures in the EYFSP SFR published in October at <http://www.education.gov.uk/rsgateway/DB/SFR/s000961/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 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 (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 2010 and the 2010 achievement data. This publication includes Local Authority (LA) tables.

Key Points

- Between 2009 and 2010, the percentage of pupils achieving a good level of development increased for all groups of pupils, regardless of gender, ethnicity, FSM eligibility, SEN stage or first language. The national average for all pupils was 55.6 percent.
- Looking at ethnicity, the groups where more pupils achieved a good level of development than the national average were those from White (57.3 percent) and Mixed (56.7 percent) backgrounds. The groups that achieved less than the national average were those from Black (48.9 percent), Asian (49.7 percent) and Chinese (54.0 percent) backgrounds.
- A higher proportion of pupils whose first language is English (57.7 percent) achieved a good level of development than pupils whose

first language was other than English (46.6 percent).

- A higher proportion of pupils who were not eligible for free school meals (59.2 percent) achieved a good level of development than pupils known to be eligible for free school meals (39.5 percent).
- Girls outperformed boys in each of the 13 scales of the Early Years Foundation Stage Profile.

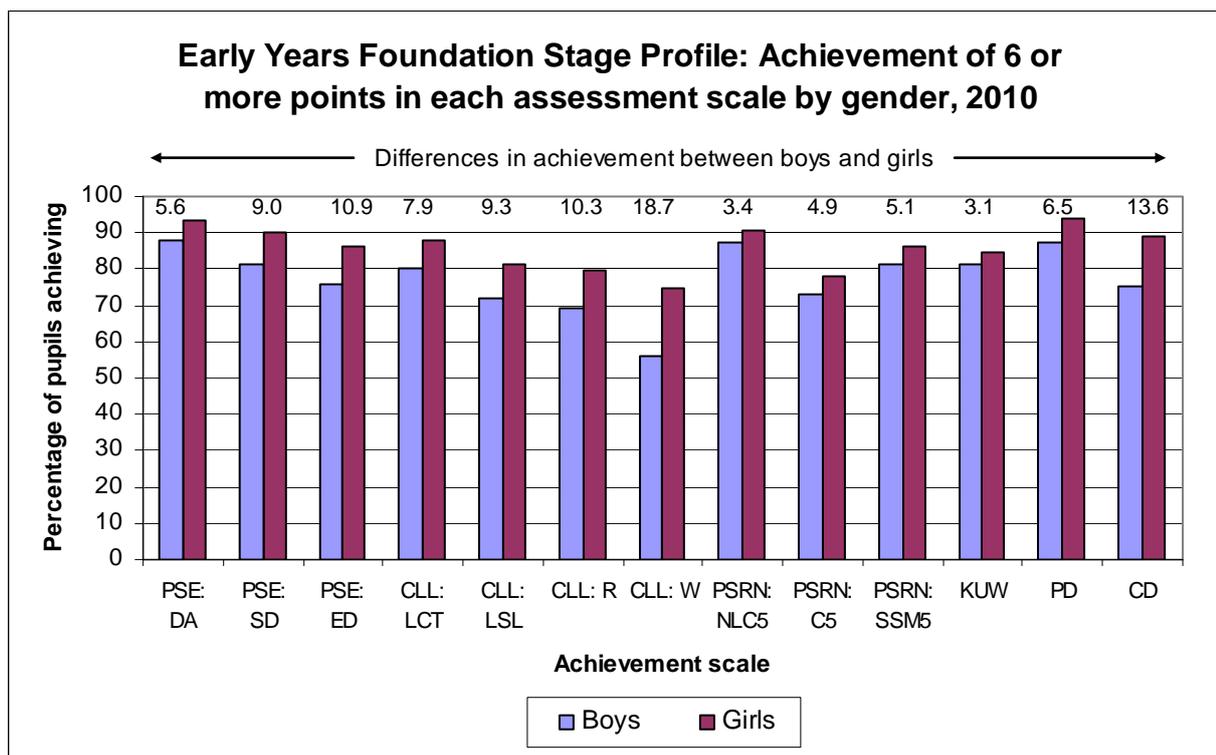
Gender

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:

- 65.1 percent of girls achieved 6 or more points in each of these 7 scales, compared to 46.9 percent of boys, a difference of 18.2 percentage points, the same as in 2009.

Looking at all 13 scales, the gap between boys and girls is widest in Communication, Language and Literacy: Writing (18.7 percentage points), and narrowest in Knowledge and Understanding of the World (3.1 percentage points).

The chart below shows the percentage of pupils by gender achieving 6 or more points in each of the [scales](#).



25.0 percent of boys are classified as being in the lowest achieving 20 percent of pupils¹ (based on all 13 scales in EYFSP - see [Technical Note 14](#)), this compares to 15.3 percent for girls. These percentages have been relatively stable since 2007.

¹ See section on [revisions](#) for changes to the way that these figures have been calculated since last year.

Ethnicity

Between different ethnic groups, the proportion of pupils achieving a good level of development continues to vary in comparison to the national average of 55.6 percent. Within the broader ethnic groupings:

Pupils of any **White** background performed above the national average with 57.3 percent achieving a good level of development. This is a consistent pattern with the last three years. However, since 2007 this achievement gap has narrowed from 2.1 percentage points in 2007 to 1.7 percentage points in 2010 and has remained stable since 2009.

Pupils of any **Mixed** background also performed above the national average with 56.7 percent achieving a good level of development, a gap of 1.1 percentage points. This is a change since 2007 when Mixed pupils achieved below the national average, a gap of 0.5 percentage points.

Pupils of any **Black** background achieved below the national average with 48.9 per cent achieving a good level of development, a gap of 6.7 percentage points. This gap has significantly narrowed compared to 2007 when it was 11.6 percentage points and 2009 when it was 7.9 percentage points.

Pupils of any **Asian** background performed below the national average with 49.7 per cent achieving a good level of development, a gap of 5.9 percentage points. The gap has narrowed by 3.9 percentage points since 2007 and by 0.4 percentage points since 2009.

Pupils from the **Chinese** ethnic group achieved less in comparison to the national average than in 2009. In 2010 54.0 percent of Chinese pupils achieved a good level of development, 1.7 percentage points² lower than the national average. In 2009 the percentage of Chinese pupils achieving a good level of development was 0.2 percentage points higher than the national average.

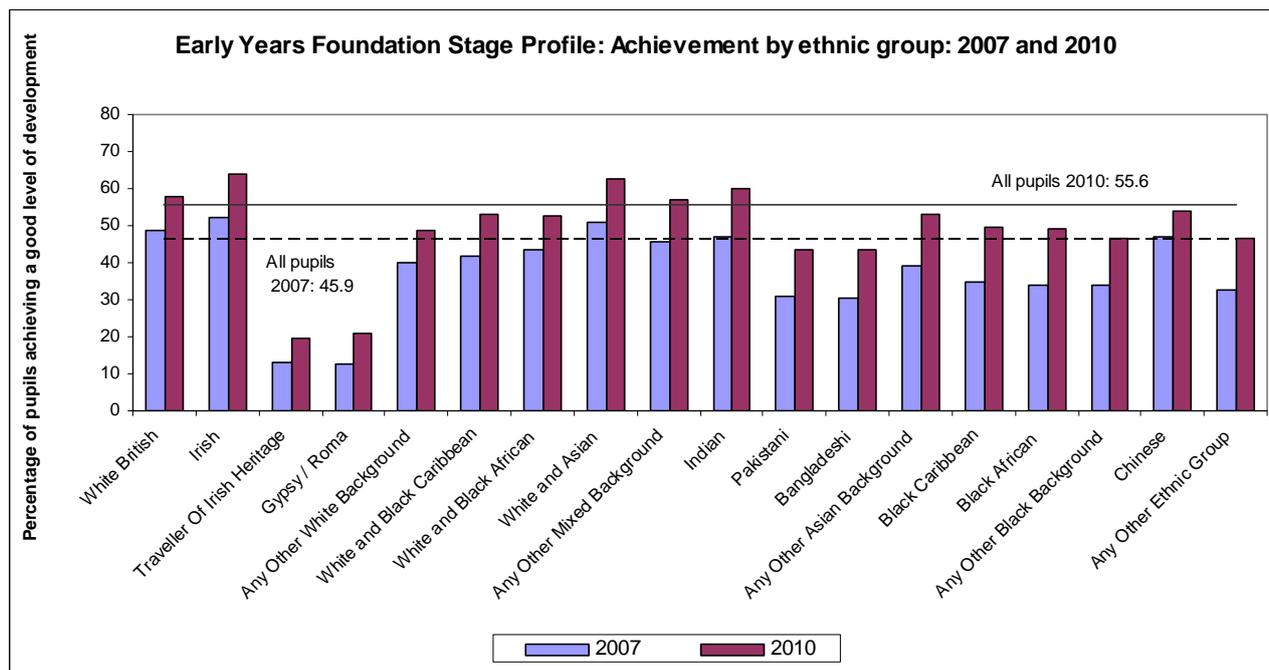
Looking at individual ethnic groups, those from Irish, mixed White and Asian, Indian and White British backgrounds achieved the highest above the national average for a good level of development. The percentages achieving a good level of development are as follows:

- 64.1 percent of Irish pupils, 8.5 percentage points above the national average.
- 62.8 percent of pupils of Mixed White and Asian heritage, 7.2 percentage points above the national average.
- 60.1 percent of Indian pupils, 4.5 percentage points above the national average.
- 57.9 percent of White British pupils, 2.3 percentage points above the national average.

Looking at ethnic groups with over 1,000 pupils, Pakistani and Bangladeshi pupils have the lowest percentages achieving a good level of development, 43.5 and 43.4 percent respectively. Although the difference between their attainment and the national average has narrowed every year since 2007 (from 15.1 and 15.2 percentage points to 12.1 and 12.2 percentage points respectively), they have been the lowest achieving ethnic groups since 2007.

² Achievement gaps are calculated using unrounded achievement percentages, so may vary by 0.1 percentage points.

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.

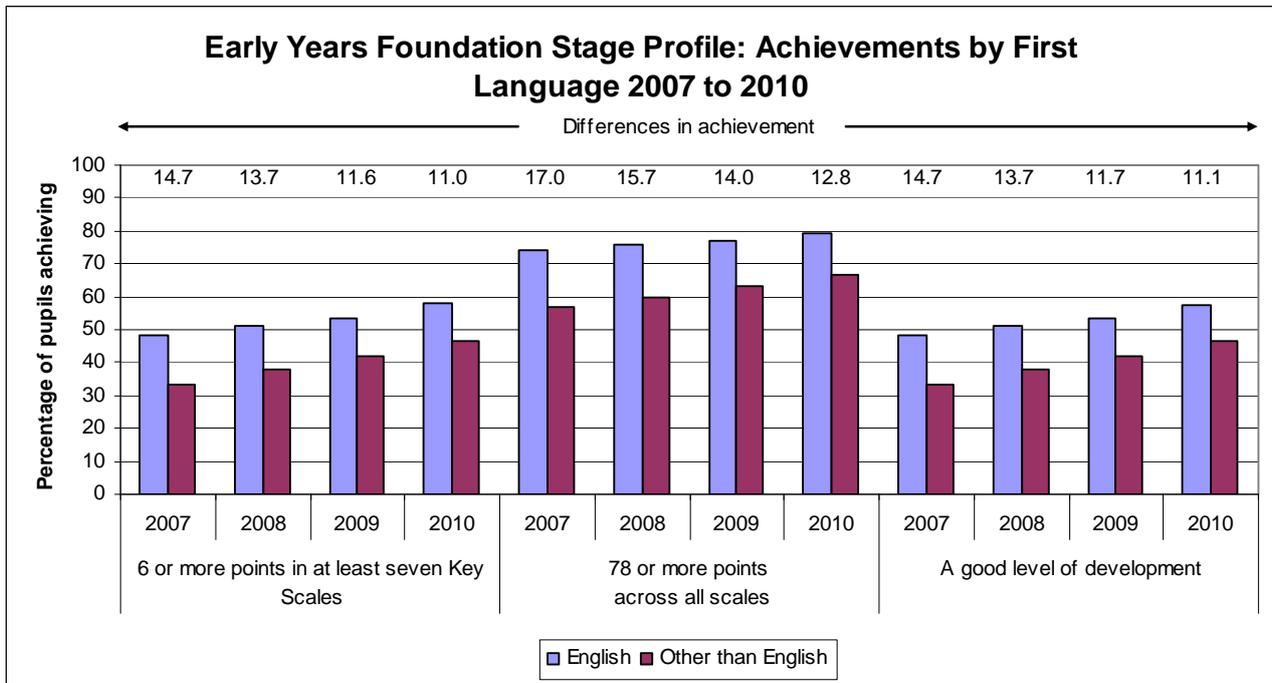
- The highest variability is shown in pupils from a mixed White and Black Caribbean background; 63.9 percent of girls achieve a good level of development compared with 42.7 percent of boys, a difference of 21.2 percentage points.
- A lower variability is shown by Chinese and Bangladeshi pupils, 60.5 and 50.3 percent of girls achieve a good level of development compared with 46.8 and 36.6 percent of boys respectively, differences of 13.7 percentage points.

English as a first language

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

- 57.7 percent of pupils whose first language is English achieve a good level of development compared with 46.6 percent of pupils for whom English is an additional language. This is a difference of 11.1 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 2010.



Free School Meal Eligibility

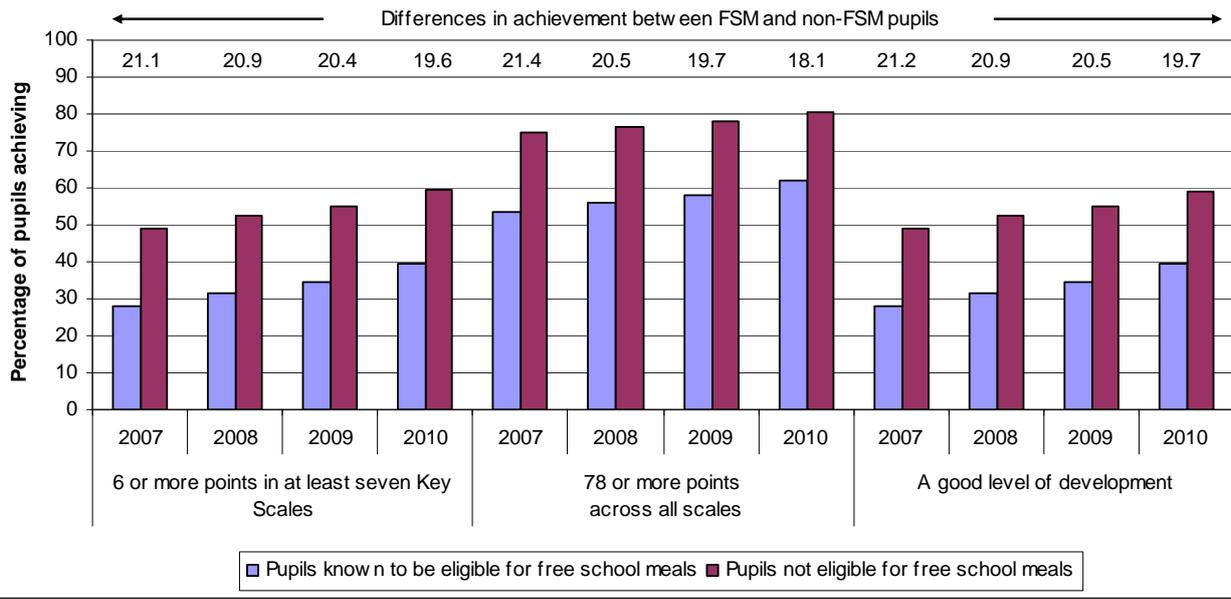
Pupils not eligible for free school meals perform better than those who are eligible for free school meals.

- 59.2 percent of pupils not eligible for free schools meals achieved a good level of development compared to 39.5 percent for pupils known to be eligible for free school meals, a difference of 19.7 percentage points.
- 80.3 percent of pupils not eligible for free schools meals achieved 78 or more points across all scales compared to 62.2 percent for pupils known to be eligible for free school meals, a difference of 18.1 percentage points.
- 59.3 percent of pupils not 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 to 39.7 percent for pupils known to be eligible for free school meals, a difference of 19.6 percentage points.

The difference in achievement 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, 48.8 percent of girls and 30.6 percent of boys achieved a good level of development, a difference of 18.1 percentage points. For pupils not eligible for free school meals, 68.7 percent of girls and 50.3 percent of boys achieved a good level of development, a difference of 18.4 percentage points.

Since 2007 the gaps in achievement between pupils not eligible for free school meals and those known to be eligible for free school meals have narrowed. The graph below shows these gaps for the years 2007 to 2010.

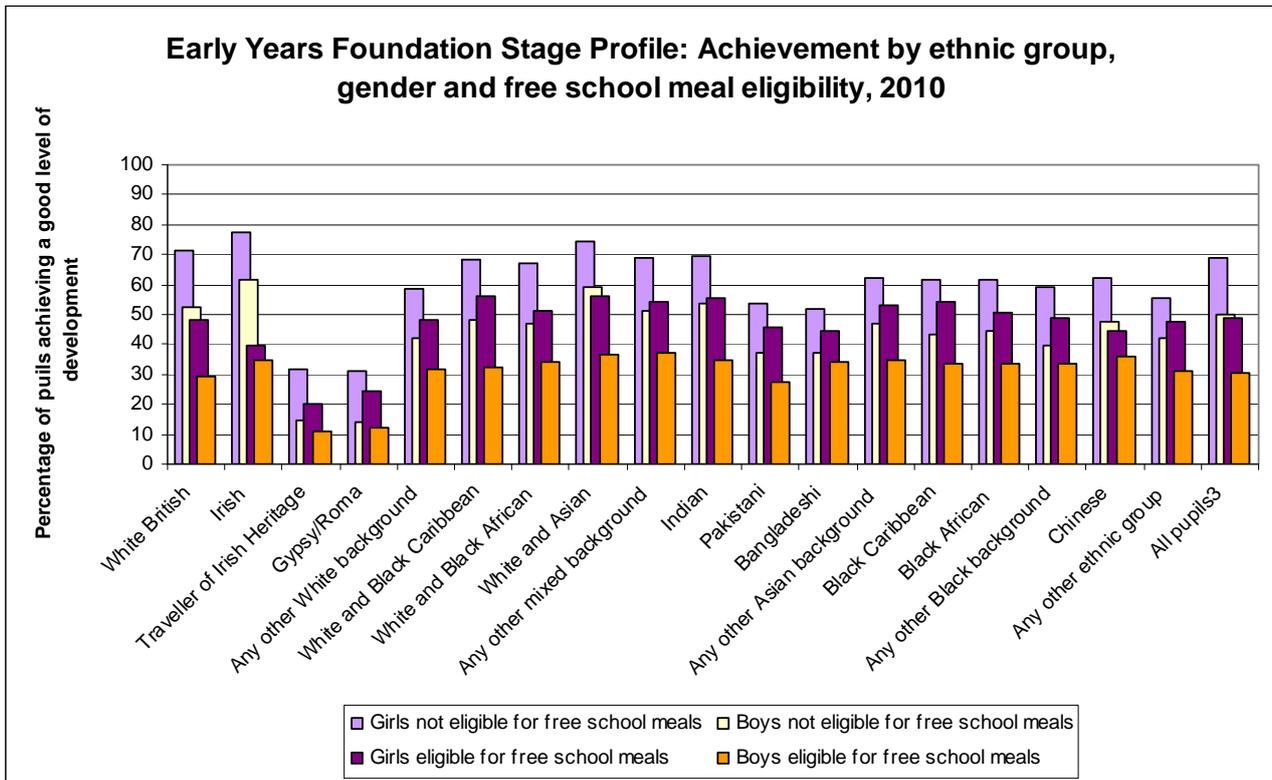
Early Years Foundation Stage Profile: Achievement by free school meal eligibility, 2007 to 2010



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, 29.5 percent achieved a good level of development. This shows a difference of 26.2 percentage points when compared to the national average for all pupils. This is 0.6 percentage points less than 2009, but more than 2007 when it was 25.5 percentage points.
- For Pakistani boys eligible for free school meals, 27.6 percent achieved a good level of development. This is a difference of 28.0 percentage points when compared to the national average for all pupils. Since 2007 this difference in achievement between the two groups has increased from 25.3 percentage points.
- For White British girls eligible for free school meals, 48.0 percent achieved a good level of development. This is a difference of 7.6 percentage points when compared to the national average for all pupils, a reduction from 9.6 percentage points in 2009 and 10.0 percentage points in 2007.
- For Bangladeshi girls eligible for free school meals, 44.3 percent achieved a good level of development. This is a difference of 11.3 percentage points when compared to the national average for all pupils, an increase from 9.9 percentage points in 2009 and 10.4 percentage points in 2007.

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



Special educational needs (SEN)

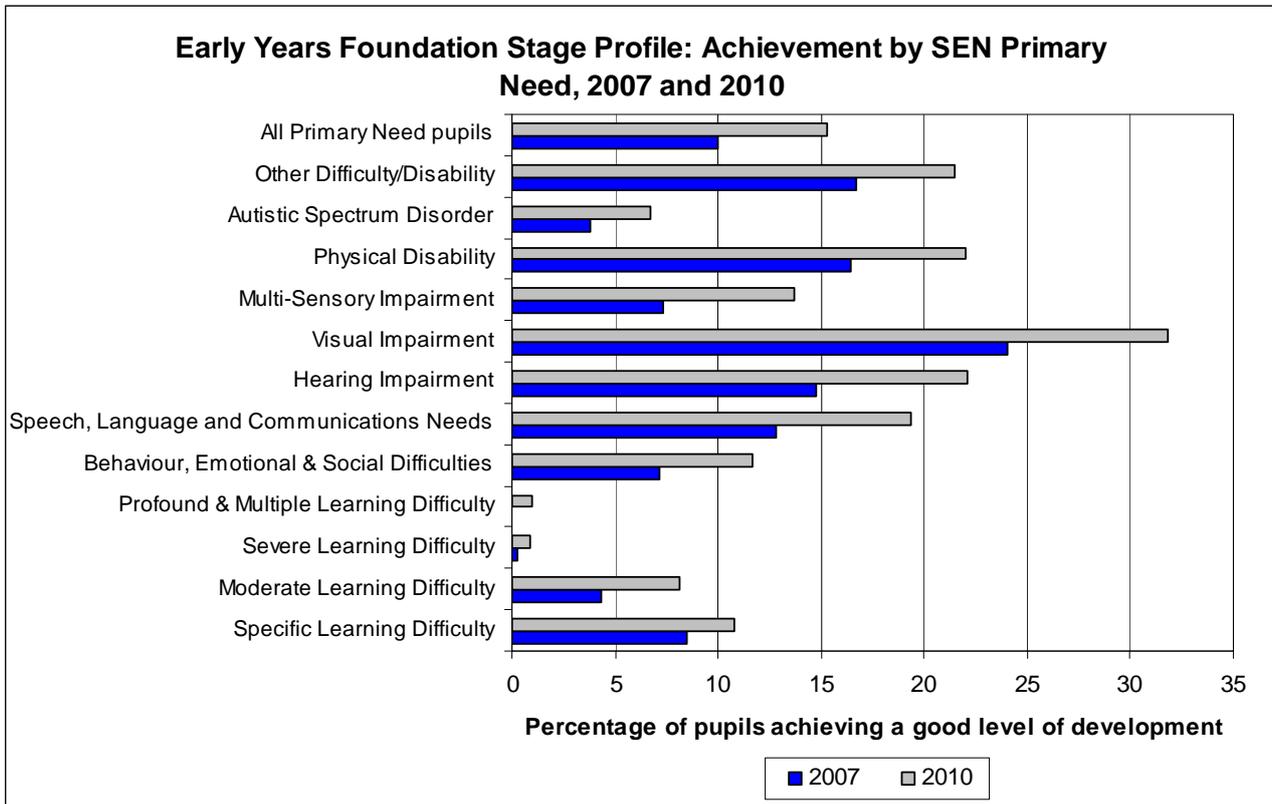
A higher percentage of pupils without any identified SEN achieved a good level of development.

- For pupils with SEN (both without a statement and those with a statement of SEN), 18.6 percent achieved a good level of development compared to 60.0 percent for those pupils with no identified SEN. This is a difference of 41.4 percentage points; wider than in 2009 when it was 40.2 percentage points.
- As would be expected, the proportion of pupils with a statement of SEN who attained a good level of development (4.6 percent) was lower than for those pupils with SEN without a statement (20.3 percent).

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

- 31.8 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, 11.7 percent achieved a good level of development. This is higher than in 2009 when 9.6 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 2010.



Income Deprivation Affecting Children Indices (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Indices (IDACI) 2007 (see the [Technical Notes 10 to 13](#) for more details).

69.3 percent of pupils in the least deprived 10 percent of areas achieved a good level of development compared with 44.2 percent in the most deprived 10 percent of areas, a gap of 25.1 percentage points. The difference in achievement between the most and least deprived areas narrowed from 27.2 percentage points in 2009.

NATIONAL STATISTICS PUBLICATION

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.

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, we have included additional cross-tabulations and more detailed technical notes than in previous years. Please contact Gill Atkinson at mailbox.dataoutputunit@education.gsi.gov.uk if you have comments on 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 2010, England

Table 1: Achievement in Early Years Foundation Stage Profile teacher assessments, by pupil characteristics, 2007 to 2010, England

Table 2a: Achievement in Early Years Foundation Stage Profile teacher assessments, by ethnicity, free school meal eligibility and gender, 2007 to 2010, England

Table 2b: Achievement in Early Years Foundation Stage Profile teacher assessments, by SEN provision, free school meal eligibility and gender, 2009 to 2010, England

Table 2c: Achievement in Early Years Foundation Stage Profile teacher assessments, by SEN provision, ethnicity and gender, 2009 to 2010, England

Table 3: Achievement in the Early Years Foundation Stage Profile in each of the 13 assessment scales by pupil characteristics, 2007 to 2010, England

Local Authority Tables

Table 4: Achievement in the Early Years Foundation Stage Profile teacher assessments by ethnicity and Local Authority, 2007 to 2010

Table 5: Achievement in the Early Years Foundation Stage Profile teacher assessments by first language and Local Authority, 2007 to 2010

Table 6: Achievement in the Early Years Foundation Stage Profile teacher assessments by free school meal eligibility and Local Authority, 2007 to 2010

Table 7: Achievement in the Early Years Foundation Stage Profile teacher assessments by SEN provision and Local Authority, 2007 to 2010

Pupil Residency Tables

Table A1: Achievement in the Early Years Foundation Stage Profile by IDACI Decile of Pupil Residence, 2008 to 2010, England

Table A2: Achievement in the Early Years Foundation Stage Profile by Degree of Rurality of Pupil Residence, 2008 to 2010, England

Table A3: Achievement in the Early Years Foundation Stage Profile by Local Authority District of Pupil Residence, 2008 to 2010, England

Table A4: Achievements in the Early Years Foundation Stage Profile by IDACI Decile and Degree of Rurality of Pupil Residence, 2008 to 2010, England

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 (DA)
 - Social development (SD)
 - Emotional development (ED)
- Communication, Language and Literacy (4 assessment scales):
 - Language for communication and thinking
 - Linking sounds and letters
 - Reading
 - Writing
- Problem Solving, Reasoning and Numeracy (3 assessment scales)³,
 - Numbers as labels and for counting
 - Calculating
 - Shape, space and measure
- 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.

³ 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, available on the Qualifications and Curriculum Development Agency (QCDA) website at: <http://www.qcda.gov.uk/assessment/5065.aspx>

CONFIDENTIALITY AND SUPPRESSION

The National Statistics Code of Practice 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 less than 3, or a rate based on fewer than 3 pupils who achieved (or did not achieve) a particular level are suppressed. Some additional figures have also 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/nat-stats.shtml>.

REVISIONS

This publication is produced using a final version of the 2010 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>

Since the 2009 publication, a change has been made to the way in which the pupils in the lowest achieving 20 percent has been determined.

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 75 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 responsible statistician has decided that there is no wholly representative way to select individual pupils with the same score but with differing characteristics to be in the lowest 20 percent, and therefore has decided to include all pupils who score 75 points in the lowest 20 percent. As a result, the lowest 20 percent category includes 20.3 percent of pupils. Figures for previous years have also been reworked for this SFR and a summary of the changes is shown below:

Year	Previous method of calculation		Current method of calculation	
	Points score included in lowest 20 percent	Actual percentage of pupils in the lowest 20 percent	Points score included in lowest 20 percent	Actual percentage of pupils in the lowest 20 percent
2010	n/a	n/a	75	20.3
2009	All 73 and some 74	20.0	73	19.8
2008	All 71 and most 72	20.0	72	20.0
2007	All 70 and some 71	20.0	71	20.4

A comparison of the 2009 figures that were published last year, and the recalculated figures published this year is shown below.

Table 1: Achievement in Early Years Foundation Stage Profile teacher assessments by pupil characteristics

Year: 2009¹

Coverage: England²

	Number of eligible pupils ²	Previous method of calculation	Current method of calculation
		Percentage classified as being in the lowest 20% of achievement ³	
Ethnicity			
White	372,967	18.1	17.8
White British	350,817	17.5	17.3
Irish	1,301	15.4	15.1
Traveller Of Irish Heritage	373	57.1	57.1
Gypsy / Romany	777	56.1	55.9
Any Other White Background	19,699	26.4	26.1
Mixed	21,751	18.8	18.6
White and Black Caribbean	6,068	20.0	19.7
White and Black African	2,703	18.6	18.4
White and Asian	4,883	16.6	16.4
Any Other Mixed Background	8,097	19.4	19.1
Asian	42,283	27.9	27.7
Indian	11,828	18.6	18.4
Pakistani	17,232	33.5	33.2
Bangladeshi	6,100	34.0	33.8
Any Other Asian Background	7,123	24.8	24.6
Black	22,958	27.2	26.9
Black Caribbean	5,680	26.5	26.1
Black African	14,185	27.3	27.0
Any Other Black Background	3,093	28.3	28.1
Chinese	1,567	21.3	21.1
Any Other Ethnic Group	6,440	31.0	30.7
Unclassified ⁴	104,270	21.7	21.5
All pupils	572,236	20.0	19.8
First Language			
English ⁵	396,215	17.8	17.6
Other than English ⁶	70,908	30.4	30.1
Unclassified ⁴	105,113	21.4	21.2
All pupils	572,236	20.0	19.8
Free School Meals (FSM)			
FSM	88,222	34.4	34.1
Non-FSM	469,001	17.1	16.9
Unclassified ⁷	15,013	26.7	26.6
All pupils	572,236	20.0	19.8
Special Educational Needs (SEN)			
SEN Provision			
No identified SEN	504,170	15.7	15.5
All SEN pupils	53,053	58.7	58.3
SEN without a statement	46,950	55.1	54.8
School Action	26,451	51.4	51.0
School Action +	20,499	59.9	59.6
SEN with a statement	6,103	86.0	85.9
Unclassified ⁷	15,013	26.7	26.6
All pupils	572,236	20.0	19.8
SEN Primary Need⁸			
Specific Learning Difficulty	688	72.4	71.9
Moderate Learning Difficulty	2,460	77.2	76.7
Severe Learning Difficulty	1,077	97.2	97.0
Profound & Multiple Learning Difficulty	608	98.2	98.2
Behaviour, Emotional & Social Difficulties	3,559	62.7	62.4
Speech, Language and Communications Needs	11,877	59.7	59.4
Hearing Impairment	675	54.2	54.2
Visual Impairment	438	42.7	42.5
Multi-Sensory Impairment	60	73.3	73.3
Physical Disability	1,648	57.9	57.8
Autistic Spectrum Disorder	2,497	79.7	79.5
Other Difficulty/Disability	1,015	61.8	61.7
Unclassified	0	.	.
All SEN pupils	26,602	65.9	65.6

Source: National Pupil Database

1. Figures for all years are based on final data.
2. Only includes pupils with a valid result for every achievement scale.
3. Percentage of pupils in this group who are classified as being in the lowest achieving 20 percent (See Technical Note 14).
4. Includes pupils for whom ethnicity or first language was not obtained, was refused or could not be determined.
5. Includes 'Not known but believed to be English'.
6. Includes 'Not known but believed to be other than English'.
7. Includes pupils for whom free school meal eligibility, SEN provision or SEN primary need could not be determined.
8. Includes pupils at School Action Plus and those pupils with a statement of SEN. It does not include pupils at School Action.

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 5](#).

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.

Percentages are rounded to 1 decimal place in the National tables and Tables A1-A4, whereas whole percentages are given in Local Authority Tables. Achievement gaps between groups of pupils are calculated using unrounded achievement percentages and then rounded to 1 decimal place, 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/s000979/index.shtml>.

There are some pupils for whom ethnicity was not obtained, was refused or could not be determined. These pupils appear as "unclassified" in the "Summary" table, Tables 1, 2a, 2c and 3. These pupils are not shown explicitly in Table 4 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, FSM eligibility or SEN status was not recorded. They appear as "unclassified" in the "Summary" table and Tables 1-3 and contribute to the "All pupils" figures for Tables 5-7 respectively.

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. Pupil characteristics data for the Early Years Foundation Stage Profile have only been collected for the full cohort since 2007. Between 2003 and 2006 data was only collected for a ten percent sample.
3. Further information on the NPD, including a 2010 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@education.gsi.gov.uk.
4. 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; however, gaps are calculated using unrounded percentages. 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.
5. 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.
6. 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.
7. 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.
8. 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 2010 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/s000925/index.shtml>
9. Early Years Foundation Stage Profile assessment statistics have already been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000961/index.shtml> and detailed information about these tests can be found in the technical notes of that SFR.

10. 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.
11. 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, i.e. 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>.
12. IDACI bands for 2008, 2009 and 2010 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.
13. 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.
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 percent of all pupils is then identified (but see Revisions section above for details of how this method has changed since the previous year's SFR). This is done at a National Level. As such it is different from the method used in the October EYFSP SFR which calculated the lowest 20 percent for each Local Authority. A lowest 20 percent measure for use across the Department is currently under consideration which may lead to revisions to the way the lowest 20 percent and the achievement gap is calculated within early years in future.
15. 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 has now become embedded.
16. 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.

RELATED PUBLICATIONS

SFR28/2010: Early Years Foundation Stage Profile Results in England, 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000961/index.shtml>

SFR09/2010: Schools, Pupils and Their Characteristics: January 2010

<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

SFR33/2010: Key Stage 1 Attainment by Pupil Characteristics, in England 2009/10

<http://www.education.gov.uk/rsgateway/DB/SFR/s000968/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>

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