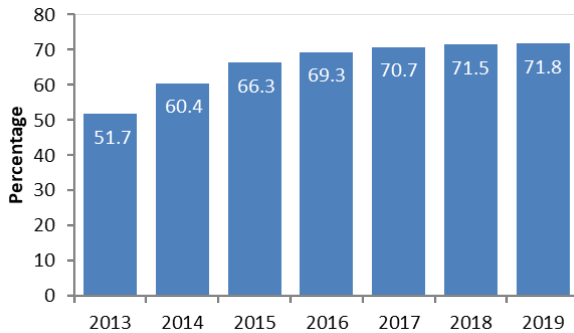




17 October 2019

The percentage achieving a good level of development continues to increase, but at a slower rate

Figure A: Percentage of children achieving a good level of development
England, 2013 to 2019



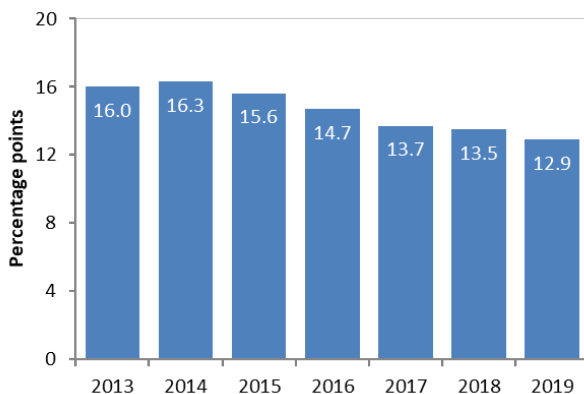
71.8% of children achieved a good level of development in 2019 – up slightly by 0.3 ppts on 2018.

70.7% of children achieved at least the expected level across all early learning goals (ELGs) - up 0.5ppts compared to last year.

The average total point score was 34.6 out of a maximum 51, the same as 2018.

Girls continue to do better than boys, but boys are improving at a faster rate

Figure B: Gender gap (girls minus boys - ppts) for children achieving a good level of development
England, 2013 to 2019



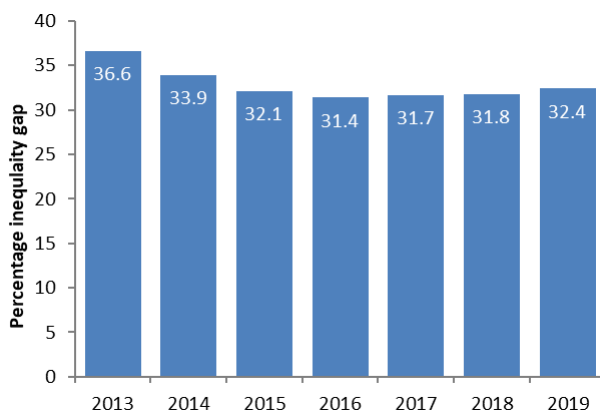
Decrease in the gender gap for achieving a good level of development – down 0.6 ppts from 2018.

Decrease in the gender gap for achieving at least the expected level – down 0.7 ppts from 2018.

For the above two measures boys are improving at a faster rate than girls, whose performance has plateaued, which means the gender gap continues to decrease.

Increase in inequality gap between all pupils and lowest attaining 20%

Figure C: Percentage inequality gap between all children and the lowest attaining 20%
England, 2013 to 2019



The mean average total point score for the lowest attaining 20% has decreased from 23.2 in 2018 to 23.0. However, it is up from 21.6 in 2013.

The percentage inequality gap has risen to 32.4% in 2019 compared to 31.8% last year, however it is still lower than in 2013.

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About this release

These statistics provide national and local authority level details on the achievement at the end of the early years foundation stage profile (EYFSP) from 2013 to 2019.

The EYFSP is a teacher assessment of children's development at the end of the early years foundation stage (the end of the academic year in which the child turns five years old – this is typically at the end of the Reception year).

All providers of state-funded early years education in England are within the scope of the EYFSP teacher assessments including:

- academies
- free schools
- private, voluntary and independent (PVI) providers

Only children with a valid result for every early learning goal are included within the assessment and 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 example:

- a prolonged illness;
- a child who arrives too late in the summer term for an assessment - for example, within 2 weeks of the data submission date;
- a child who has an exemption.

In this publication

The following tables are included in the statistics publication:

- Main tables (Excel .xls)
- Additional Characteristics tables (Excel .xls) (available from 28 November 2019)
- 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 figures.

Feedback

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

Definitions:

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
- mathematics

Achieving at least the expected level across all early learning goals

Children achieving at least the expected level across all early learning goals (ELGs) are those achieving 'expected' or 'exceeded' in all 17 ELGs.

Average total point score

Children have their performance measured across all 17 ELGs. The following point scoring is awarded:

- emerging – 1 point
- expected – 2 points
- exceeding – 3 points

The sum is then taken for all children and the mean given. An outcome of 34 points is the equivalent of a child achieving the expected level in each and every early learning goal.

Prime and specific areas of learning

The three prime areas of learning are:

- communication and language
- physical development
- 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:

- expressive arts and design
- literacy
- mathematics
- understanding the world

Communication and language and literacy areas of learning

Statistics on the communication and language and literacy measure have been added due to a particular focus on this combination of areas of learning in the public debate. The measure combines the ELGs from the communication and language and literacy areas of learning and includes the following ELGs:

- listening and attention
- reading
- speaking
- writing
- understanding

1. Key measures (Tables 1 & 2)

The percentage achieving a good level of development and the percentage achieving at least expected in all ELGs continue to rise, although the rate of improvement has slowed in recent years. The average point score remains the same as last year.

Figure D: EYFSP key measures
England, 2013 to 2019

	% achieving good level of development	% achieving at least expected in all 17 early learning goals	Average total point score (out of 51)
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
2018	71.5	70.2	34.6
2019	71.8	70.7	34.6

2. Early learning goals (Tables 3a, 3b, 3c, 5a & 5b)

The percentage of children achieving at least the expected level across all early learning goals (ELGs) was 70.7%, up by 0.5ppts from last year.

The percentage of children achieving at least the expected level has seen improvements in each year between 2013 and 2019.

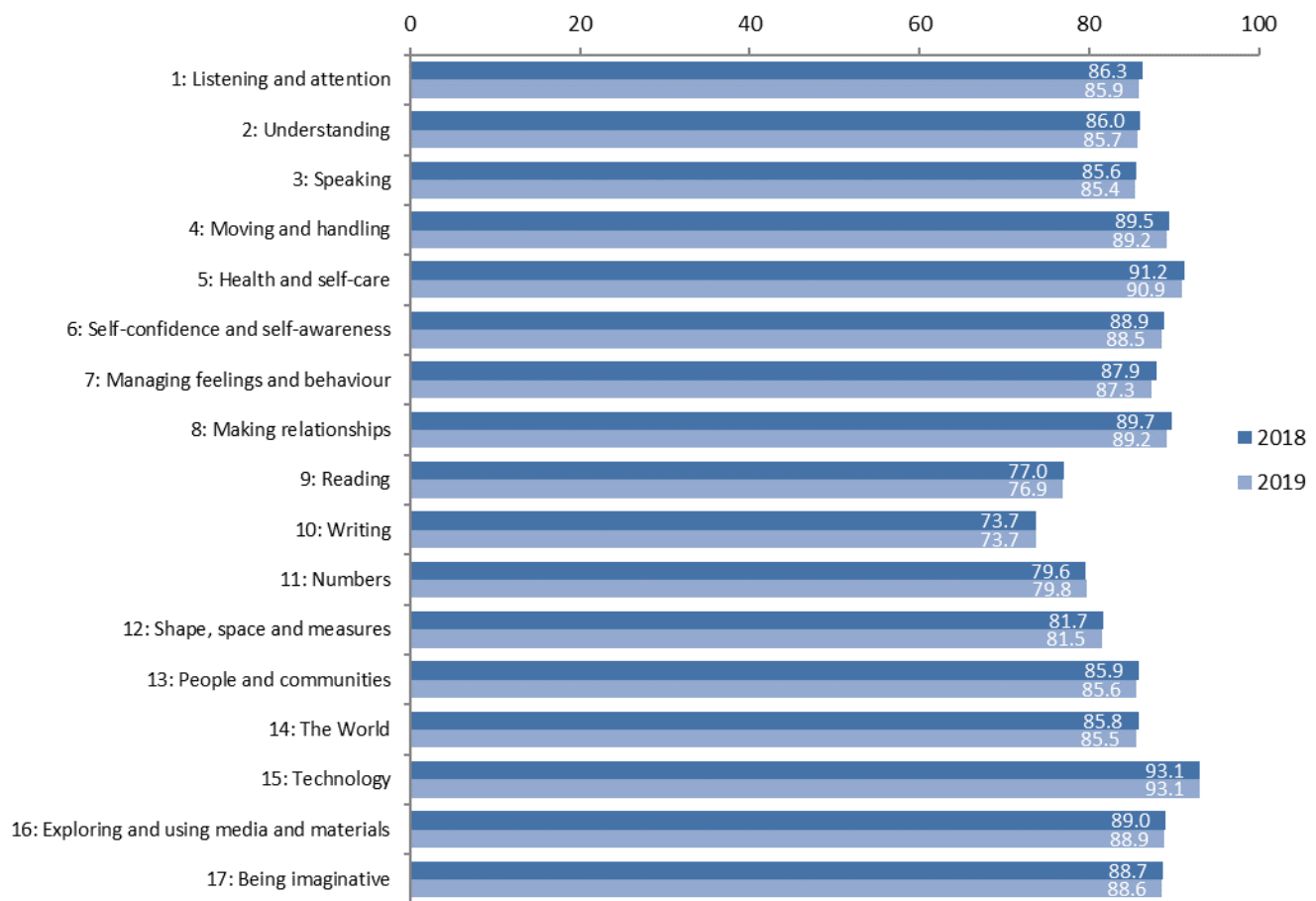
In 2019, Numbers was the only ELG where there was an increase in the percentage of children achieving at least the expected level compared to 2018. The trend for the individual ELGs has changed, with 14 showing a small decrease in the percentage of children achieving the expected level. This is in contrast to the overall picture, with 0.5 ppts more children achieving at least the expected level across all the ELGs.

This can be explained by children with the vast majority of ELGs in the emerging category, on average having more ELGs in the emerging category than previous years; whereas at the same time more children are in expected or exceeded in every ELG (instead of in emerging for a small number of ELGs). By looking at some figures which are not included in the tables, the percentage of children in emerging across 14 or more ELGs has increased from 7.0% in 2018 to 7.5% in 2019.

The reading, writing and numbers ELGs continue to have the lowest percentage of children achieving at the expected level or above. The largest improvements from 2013 were for Writing and Numbers.

Within the communication and language and literacy areas of learning 72.6% of children achieved at least the expected level of development across all the early learning goals up from 72.4% in 2018 and 56.9% in 2013.

Figure E: Percentage achieving at least expected level by early learning goal in each of the 17 early learning goals
 England, 2018 and 2019



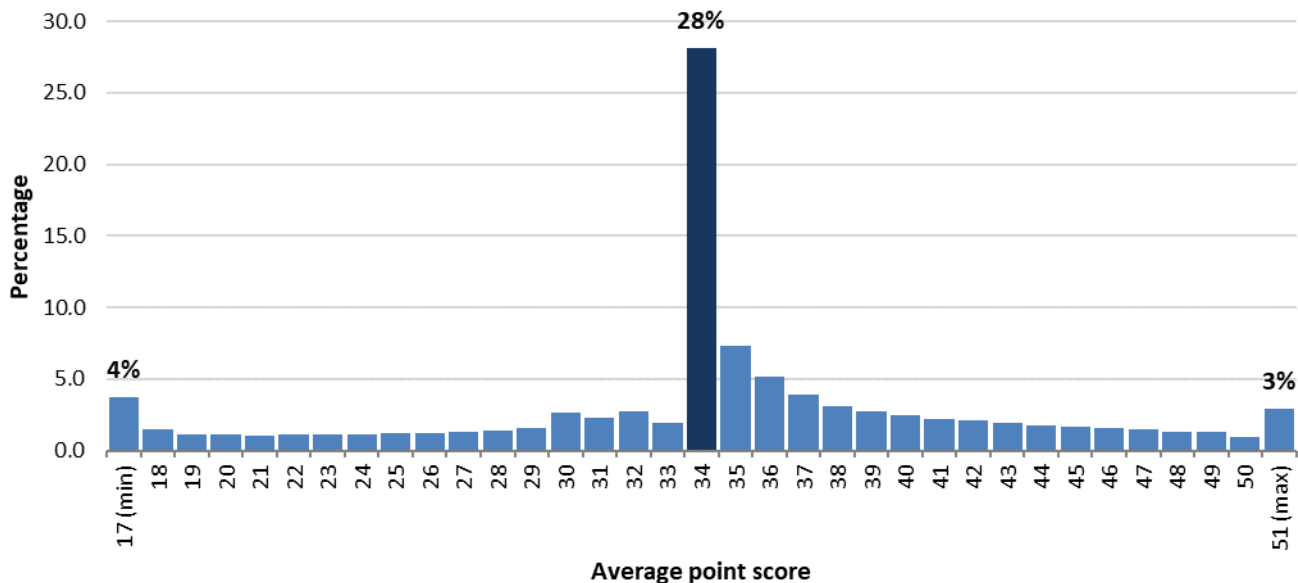
3. Average total point score

The most common average point score is 34 points (see Figure F) with 28% of children achieving this score.

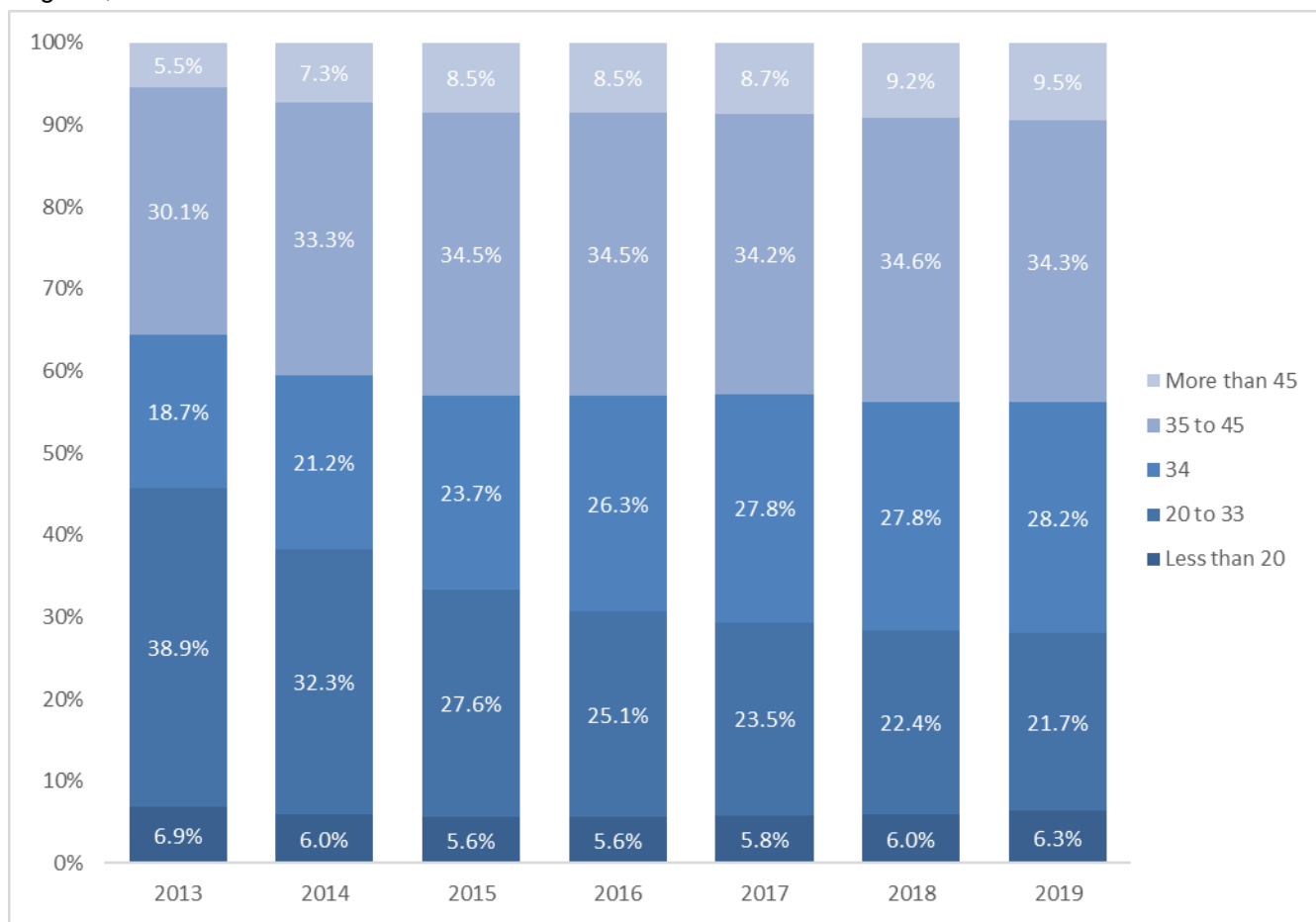
The spread of average total point scores shows the level of variation in achievement (see Figure G):

- 43.8% of all children achieved a total point score of more than 34 - achieving 'exceeded' in at least one early learning goal (ELG) - up from 35.6% in 2013 and the same as in 2018
- 28.0% of all children achieved a total point score of less than 34 - achieving 'emerging' in at least one ELG - down from 45.8% in 2013 and 28.4% in 2018.
- 6.3% of all children achieved a total point score of less than 20, up from 6.0% in 2018. However it is still lower than 6.9% in 2013.

**Figure F: Total points score distribution in the EYFSP for all children
England, 2019**



**Figure G: Time series of total points score distribution
England, 2013 to 2019**



4. Gender gap (Table 1)

Girls continue to perform better than boys in all three key measures with 77.6% of girls achieving at least the expected level in all early learning goals (ELGs) compared to 64.0% of boys.

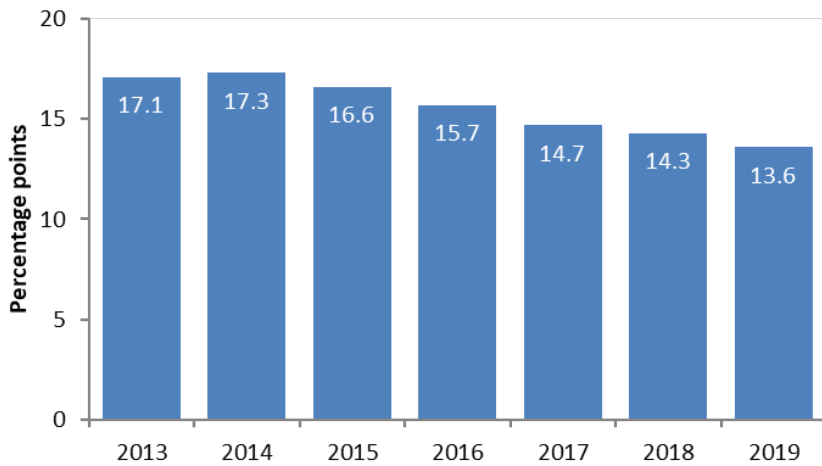
Girls' performance has plateaued in 2019 with no change to average point score or the percentage achieving a good level of development compared with 2018. The percentage achieving at least the expected level across all ELGs has improved by 0.1 ppt.

Since 2018 there has been a 0.8 ppt increase in the percentage of boys achieving at least the expected level and a 0.5 ppt increase in the percentage achieving a good level of development. Their average point score remains the same as 2018 at 33.4.

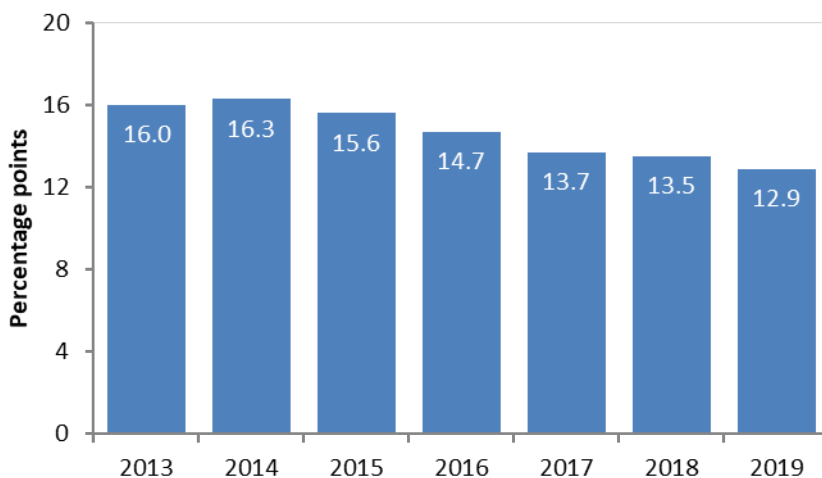
This means the gender gap has decreased for the percentage achieving at least the expected level and the percentage achieving a good level of development. The gender gap for average total point score remains the same.

Figures H1-H3: Key measures and the gender gap (girls minus boys)
England, 2013 to 2019

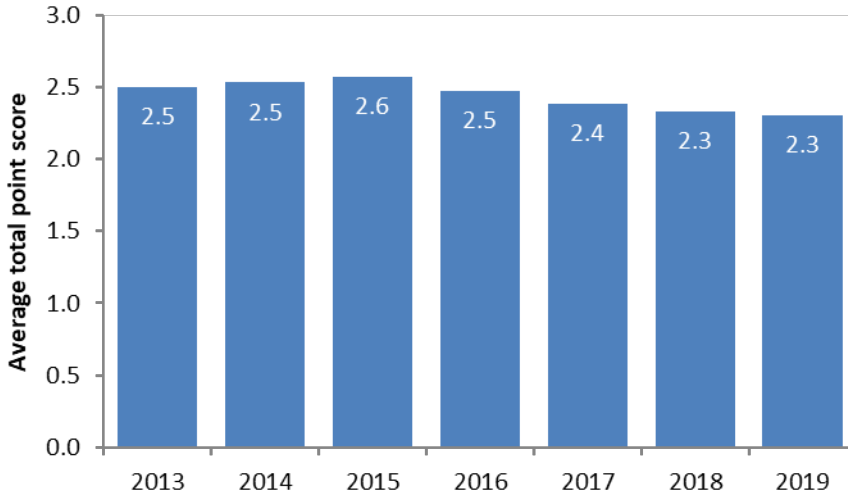
Gender gap (ppts) achieving at least expected level in all early learning goals



Gender gap (ppts) achieving a good level of development



Gender gap average total points score

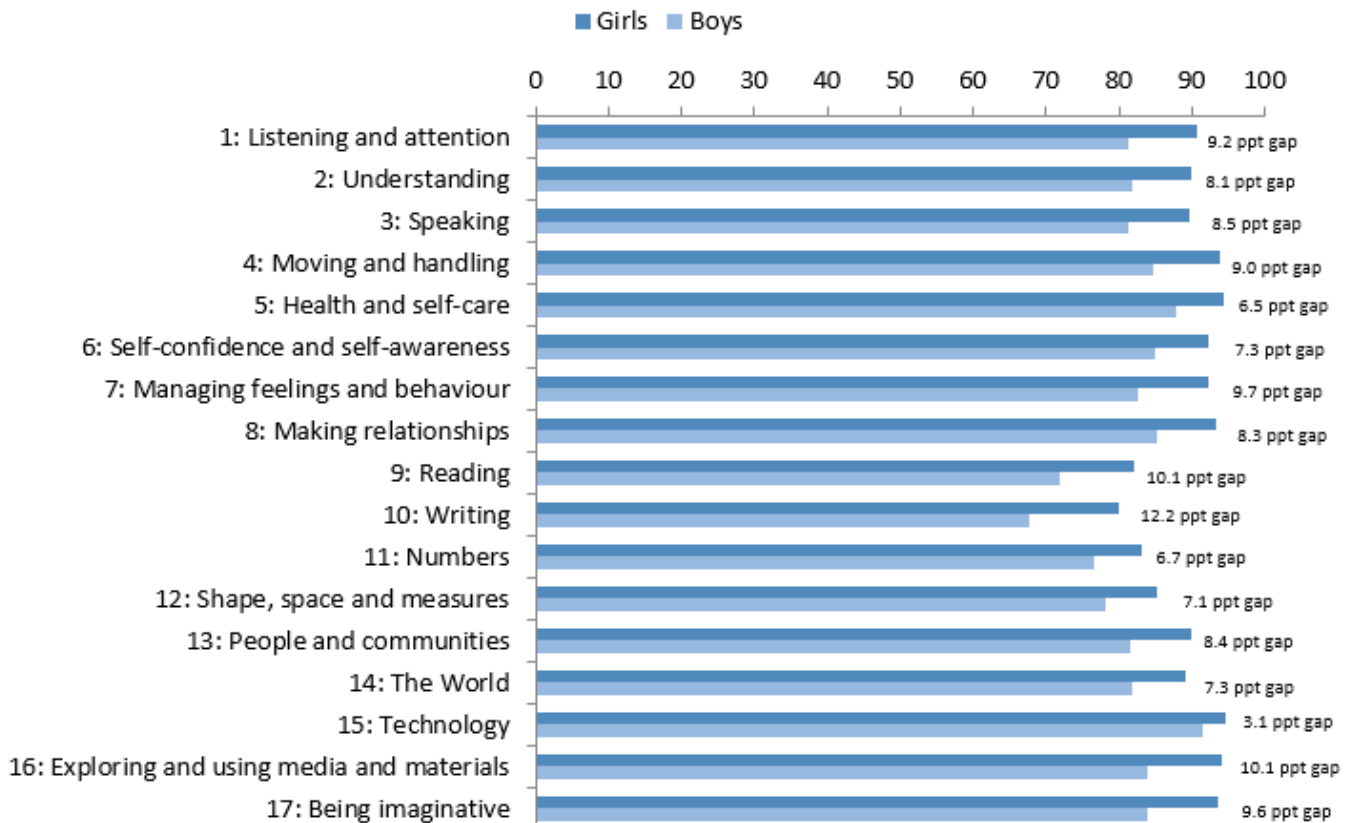


5. Early learning goals by gender (Tables 3b & 3c)

Girls continue to perform better than boys in all of the ELGs. The gender gap for the percentage achieving at least the expected level is largest in writing (12.2ppts), reading (10.1ppts) and exploring and using media and materials (10.1ppts). The gap is the smallest for technology (3.1ppts).

The gender gap has increased since 2013 for four ELGs: self-confidence and self-awareness; shape, space and measures; the world, and technology but has decreased or stayed the same for all the other goals.

Figure I: Percentage of children achieving at least the expected level in each of the early learning goals by gender
England, 2019



6. Gap for lowest attaining children (Table 4)

This section looks at the total average point score 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 decreased slightly from 23.2 in 2018 to 23.0. However, it is up from 21.6 in 2013. The percentage inequality gap has risen to 32.4% in 2019 compared to 31.8% last year, however it has reduced from 36.6% in 2013.

Figure J: Percentage inequality gap
England, 2013 to 2019

	2013	2014	2015	2016	2017	2018	2019
Median (all children) average total point score	34	34	34	34	34	34	34
Mean (all children) average total point score	32.8	33.8	34.3	34.5	34.5	34.6	34.6
Mean (lowest 20%) average total point score	21.6	22.5	23.1	23.3	23.2	23.2	23.0
Percentage inequality gap	36.6	33.9	32.1	31.4	31.7	31.8	32.4

7. Local authority variation (Table 2)

The majority of local authorities improved on last year's performance in the three key measures. The variation between the highest and lowest performing local authority is reducing over time. There continues to be significant variation between local authorities with:

- those achieving a good level of development¹ varying from 63.1% in Middlesbrough to 80.6% in Richmond upon Thames
- those achieving at least the expected level in all learning goals¹ varying from 61.4% in Middlesbrough to 80.3% in Richmond upon Thames
- the average point score varying from 32.1 points in Middlesbrough to 39.0 points in Richmond upon Thames
- the attainment gap between all children and the lowest attaining 20% of children¹ varying from 22.1% in Richmond upon Thames to 45.5% in Middlesbrough

¹ Excludes City of London and Isles of Scilly due to small numbers of schools

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 28 November 2019.

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 2018 to 2019 academic year.

[Early years foundation stage: assessment and reporting arrangements \(ARA\)](#)

Early years foundation stage: the future

The [government response](#) to the Primary Assessment Consultation, published in September 2017, set out the government's proposals to improve the EYFSP. Last year, [twenty four schools across England are piloting revised Early Learning Goals and a revised approach to assessment and moderation](#). An independent evaluation of the pilot, planned for publication in autumn 2019, will be followed by a full public consultation ahead of national implementation, which is expected in 2021/22.

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 Statistics.

Designation signifying their compliance with the authority's Code of Practice for Statistics which broadly means these statistics are:

- Managed impartially and objectively in the public interest
- meet identified user needs
- produced according to sound methods
- well explained and readily accessible

Once designated as National Statistics it's a statutory requirement for statistics to follow and comply with the Code of Practice for Statistics to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

Find out more about the standards we follow to produce these statistics through our [Standards for official statistics published by DfE guidance](#).

10. Contact us

We are changing how our releases look and welcome feedback on any aspect of this document at:

Data Insight and Statistics Division, Data Group, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Email: EarlyYears.STATISTICS@education.gov.uk

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Department
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Reference: Early Years Foundation Stage Profile results in England: 2019



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