

EYFS Revised Profile Good Level of Development Analysis Statutory Results

Early Years Foundation Stage
1st day of Admission
01/09/2020

Pupils achieving at expected level in the prime areas of learning and in the specific areas of literacy and mathematics

Analysis over all 17 ELGs

	Cohort		Communication & Language			Personal Social & Emotional			Physical Development			Literacy			Mathematics			Overall Good Level of Development			Average Points over all 17 ELGs		Achieving at least expected level across all 17 ELGs		
	No	%	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat	No.	%	Nat	School	Nat	No.	%	Nat
All Students	57	100.0%	41	71.9%	82.2%	42	73.7%	88.4%	45	78.9%	86.0%	39	68.4%	80.6%	44	77.2%	78.6%	37	64.9%	67.2%	30.2	14.1	33	57.9%	65.6%
Male	29	50.9%	20	69.0%	74.3%	19	65.5%	77.4%	21	72.4%	78.0%	18	62.1%	63.5%	22	75.9%	74.2%	18	62.1%	60.6%	29.2	13.4	14	48.3%	58.6%
Female	28	49.1%	21	75.0%	85.4%	23	82.1%	89.3%	24	85.7%	91.9%	21	75.0%	76.3%	22	78.6%	80.2%	19	67.9%	74.2%	31.2	14.9	19	67.9%	73.0%
Gender Gap	-	1.8%	-	6.0%	11.1%	-	16.6%	11.9%	-	13.3%	13.9%	-	12.9%	12.8%	-	2.7%	6.0%	-	5.8%	13.6%	1.9	1.5	-	19.6%	14.4%
Disadvantaged (PPI)	16	28.1%	10	62.5%	69%	11	68.8%	74%	12	75.0%	76%	11	68.8%	54%	13	81.3%	63%	9	56.3%	49%	30.2	12.3	8	50.0%	47%
Not Disadvantaged	41	71.9%	31	75.6%	83%	31	75.6%	86%	33	80.5%	88%	28	68.3%	74%	31	75.6%	81%	28	68.3%	70%	30.2	14.5	25	61.0%	68%
PPI Gap	-	43.9%	-	13.1%	13.8%	-	6.9%	11.8%	-	5.5%	11.1%	-	0.5%	20.1%	-	5.6%	17.7%	-	12.0%	20.4%	0.0	2.2	-	11.0%	20.6%
In Care	0	0.0%	0			0			0			0			0			0					0		
Service Children	16	28.1%	0	0.0%		11	68.8%		12	75.0%		0	0.0%		13	81.3%		0	0.0%		30.2		8	50.0%	
Young Carers	0	0.0%	0			0			0			0			0			0					0		
EAL	20	35.1%	12	60.0%		13	65.0%		14	70.0%		14	70.0%		14	70.0%		12	60.0%		28.7		10	50.0%	
Not EAL	37	64.9%	29	78.4%		29	78.4%		31	83.8%		25	67.6%		30	81.1%		25	67.6%		31.0		23	62.2%	
EAL Gap	-	29.8%	-	18.4%		-	13.4%		-	13.8%		-	2.4%		-	11.1%		-	7.6%		2.4		-	12.2%	
SEN S	0	0.0%	0			0			0			0			0			0					0		
SEN E	2	3.5%	0	0.0%	8%	0	0.0%	8%	0	0.0%	13%	0	0.0%	6%	1	50.0%	13%	0	0.0%	4%	18.5	2.4	0	0.0%	3%
SEN K	6	10.5%	1	16.7%	38%	0	0.0%	43%	2	33.3%	51%	0	0.0%	30%	1	16.7%	44%	0	0.0%	23%	20.2	8.3	0	0.0%	22%
SEN all	8	14.0%	1	12.5%	31%	0	0.0%	35%	2	25.0%	43%	0	0.0%	25%	2	25.0%	37%	0	0.0%	20%	19.3	7.1	0	0.0%	18%
Not SEN	49	86.0%	40	81.6%	87%	42	85.7%	90%	43	87.8%	91%	39	79.6%	76%	42	85.7%	83%	37	75.5%	71%	32.0	14.9	33	67.3%	69%
SEN Gap	-	71.9%	-	69.1%	55.2%	-	85.7%		-	62.8%	48.5%	-	79.6%	51.8%	-	60.7%	45.5%	-	75.5%	51.1%	12.6	7.8	-	67.3%	51.3%
Non-Mobile	0	0.0%	0			0			0			0			0			0					0		
Autumn Born	11	19.3%	7	63.6%	85%	7	63.6%	87%	10	90.9%	89%	7	63.6%	77.7%	10	90.9%	84%	6	54.5%	81%	30.4		6	54.5%	
Spring Born	21	36.8%	18	85.7%	81%	18	85.7%	84%	18	85.7%	87%	19	90.5%	71.5%	19	90.5%	79%	18	85.7%	77%	31.8		15	71.4%	
Summer Born	25	43.9%	16	64.0%	75%	17	68.0%	80%	17	68.0%	81%	13	52.0%	62.0%	15	60.0%	71%	13	52.0%	69%	28.8		12	48.0%	
Ethnicity	0	0.0%	0			0			0			0			0			0					0		

National averages from 2023 obtained from Statistics at the DfE - <https://explore-education-statistics.service.gov.uk/data-tables/early-years-foundation-stage-profile-results>

Early learning goals and areas of learning by characteristics for Being imaginative and expressive, Building relationships, Comprehension, Creating with materials, Fine motor skills and 12 other filters in England for 2022/23