

# Early Years Foundation Stage Profile 2015

## National Report

For each Early Learning Goal, these tables show the percentage of pupils at each level in 2014 nationally.

### Percentage of all pupils at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
<b>Communication and language</b>				
Listening and attention	16	62	21	84
Understanding	16	62	22	84
Speaking	18	64	18	82
<b>Physical development</b>				
Moving and handling	11	71	18	89
Health and self-care	10	71	19	90
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	13	70	18	87
Managing feelings and behaviour	14	70	16	86
Making relationships	13	72	15	87
<b>Literacy</b>				
Reading	26	54	20	74
Writing	33	55	12	67
<b>Mathematics</b>				
Numbers	26	60	14	74
Shape, space and measures	21	66	13	79
<b>Understanding the World</b>				
People and communities	16	72	12	84
The World	17	70	13	83
Technology	10	79	11	90
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	14	72	14	86
Being imaginative	15	72	13	85

1. National outcomes are drawn from all English providers of state-funded early years education (including academies and free schools), private, voluntary and independent (PVI) sectors that are within the scope of the EYFSP data collection.
2. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
3. Percentages may not add up to 100 due to rounding.
4. The 'At Least Expected' column is based upon 'Emerging' or 'Exceeding' grades.
5. Please note that unlike the School Report, pupils who have an 'A' grade or missing result are not included in the percentage calculations.

## Percentage of boys at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
<b>Communication and language</b>				
Listening and attention	21	62	16	79
Understanding	21	61	18	79
Speaking	23	62	15	77
<b>Physical development</b>				
Moving and handling	16	71	13	84
Health and self-care	13	72	15	87
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	16	69	14	84
Managing feelings and behaviour	20	69	11	80
Making relationships	17	71	12	83
<b>Literacy</b>				
Reading	32	52	17	68
Writing	41	51	9	59
<b>Mathematics</b>				
Numbers	29	56	15	71
Shape, space and measures	25	62	13	75
<b>Understanding the World</b>				
People and communities	21	69	10	79
The World	20	67	13	80
Technology	11	77	13	89
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	20	71	8	80
Being imaginative	21	71	8	79

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## Percentage of girls at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
<b>Communication and language</b>				
Listening and attention	11	62	27	89
Understanding	12	62	26	88
Speaking	13	66	21	87
<b>Physical development</b>				
Moving and handling	7	70	23	93
Health and self-care	6	71	23	94
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	9	70	21	91
Managing feelings and behaviour	9	71	20	91
Making relationships	8	73	19	92
<b>Literacy</b>				
Reading	20	57	23	80
Writing	25	59	16	75
<b>Mathematics</b>				
Numbers	22	64	14	78
Shape, space and measures	18	69	13	82
<b>Understanding the World</b>				
People and communities	12	74	14	88
The World	13	74	13	87
Technology	9	82	10	91
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	7	73	20	93
Being imaginative	9	74	18	91

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