

# Early Years Foundation Stage Profile 2016

## National Report

For each Early Learning Goal, these tables show the percentage of pupils at each level in 2015 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	14	63	23	86
Understanding	15	62	23	85
Speaking	16	65	19	84
<b>Physical development</b>				
Moving and handling	10	70	19	90
Health and self-care	9	71	20	91
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	11	70	19	89
Managing feelings and behaviour	13	71	17	87
Making relationships	11	72	17	89
<b>Literacy</b>				
Reading	24	56	20	76
Writing	29	58	13	71
<b>Mathematics</b>				
Numbers	23	62	16	77
Shape, space and measures	19	66	14	81
<b>Understanding the World</b>				
People and communities	15	72	13	85
The World	15	70	15	85
Technology	8	78	13	92
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	12	72	16	88
Being imaginative	13	73	14	87

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 'Expected' 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	19	63	18	81
Understanding	19	62	19	81
Speaking	20	64	16	80
<b>Physical development</b>				
Moving and handling	15	71	14	85
Health and self-care	12	72	16	88
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	15	70	15	85
Managing feelings and behaviour	18	70	12	82
Making relationships	15	72	13	85
<b>Literacy</b>				
Reading	29	53	17	71
Writing	36	55	9	64
<b>Mathematics</b>				
Numbers	26	57	16	74
Shape, space and measures	23	63	14	77
<b>Understanding the World</b>				
People and communities	19	70	11	81
The World	18	67	15	82
Technology	9	76	15	91
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	18	73	10	82
Being imaginative	18	73	9	82

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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	9	62	29	91
Understanding	10	62	27	90
Speaking	11	66	22	89
<b>Physical development</b>				
Moving and handling	6	69	25	94
Health and self-care	6	70	25	94
<b>Personal, social and emotional development</b>				
Self-confidence and self-awareness	8	70	22	92
Managing feelings and behaviour	7	71	22	93
Making relationships	7	72	21	93
<b>Literacy</b>				
Reading	18	58	24	82
Writing	22	62	17	78
<b>Mathematics</b>				
Numbers	19	66	15	81
Shape, space and measures	15	70	15	85
<b>Understanding the World</b>				
People and communities	11	74	16	89
The World	11	74	15	89
Technology	7	81	12	93
<b>Expressive arts, designing and making</b>				
Exploring using media and materials	6	72	22	94
Being imaginative	7	73	19	93

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