

# Academic year 2022/23

**Early Years Foundation Stage Profile**

Academic year 2022/23 - Key stage 2 attainment

Released by the DfE: Nov 2023



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| **Scope of data**  These statistics report on teacher assessments of children’s development at the end of the early years foundation stage (EYFS), specifically the end of the academic year in which a child turns 5. This is typically the summer term of reception year. The assessment framework, or EYFS Profile, consists of 17 early learning goals (ELGs) across 7 areas of learning.  This is the second publication since the 2021/22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS Profile was significantly revised. It is therefore not possible to directly compare 2021/22 and 2022/23 assessment outcomes with earlier years. |

# Headline facts and figures - 2022/23

## England

* 67.2% of children with a good level of development, up from 65.2% in 2021/22
* 65.6% children at expected level across all early learning goals, up from 63.4% in 2021/22
* 14.1 average number of early learning goals at expected level, unchanged from 2022

## Luton

* 61.1% of children with a good level of development, up from 56.6% in 2021/22
* 58.2% children at expected level across all early learning goals, up from 53.7% in 2021/22
* 13.3 average number of early learning goals at expected level, up 0.4 from 2022

For Luton, the percentage of children with a good level of development and expected level across all learning goals has increased by 4.5 percentage point from 2022.

In 2022/23 the average number of early learning goals at the expected level is 13.3, up 0.4 from 2021/22.

“Gross Motor Skills” remains the early learning goal (ELG) with the highest percentage of children at the expected level (90.5%), whilst “Writing” remains the lowest (64.8%).

Compared with a year earlier, all areas of learning and most ELGs increased at least slightly.

# Early Learning goals

In 2022/23, “Gross Motor Skills” was the ELG with the highest percentage of children at the expected level. “Writing” was the lowest with a difference of 26 percentage points (pp) between the two ELG. This is a slight decrease from 2021/22.

Between 2021/22 and 2022/23, the percentage of children at the expected level has increased for all ELG between 0.6pp and 4.3pp.

# Good Level of Development by child characteristics

In 2022/23, more girls had a good level of development than boys, with the gap decreasing slightly compared with a year earlier (by 0.5 percentage points).

Autumn-born children achieved a higher percentage of GLD than summer-born children.

Children not eligible for free school meals achieved a higher percentage of GLD than children eligible to receive them.

For term birth the difference in percentage points (pp) was 18pp and for free school meals (FSM) it was 10pp. For both characteristics the gap has narrowed.

A higher percentage of children with English as their first language had a good level of development than those with English as an additional language. Between 2021/22 and 2022/23, the difference has closed by 5.5 pp.

**Percentage of children with a good level of development by child characteristics, Luton, 2021/22 and 2022/23**

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| --- | --- | --- | --- | --- |
| **Characteristic** | **Characteristic type** | **2021/22** | **2022/23** | **Change (pp)** |
| **Gender** | Girls | 64.3% | 68.3% | 4.0 |
|  | Boys | 49.5% | 54.0% | 4.5 |
|  | Difference (pp) | 14.8% | 14.3% | -0.5 |
| **First Language** | English | 61.5% | 63.5% | 2.0 |
|  | Other | 53.5% | 61.1% | 7.6 |
|  | Difference (pp) | 8.0% | 2.4% | -5.6 |
| **Free School Meals** | Not eligible | 59.7% | 63.9% | 4.2 |
|  | Eligible | 48.8% | 54.0% | 5.2 |
|  | Difference (pp) | 10.9% | 9.9% | -1.0 |
| **Term of Birth** | Autumn-born | 66.3% | 69.7% | 3.4 |
|  | Summer-born | 47.8% | 51.7% | 3.9 |
|  | Difference (pp) | 18.5% | 18.0% | -0.5 |

## Ethnicity

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| The statistics below are based on children with a recorded/known ethnicity.  In 2022/23, 3.3% of children assessed under the EYFS Profile had an unclassified/not known ethnicity (up slightly from 3.0% in 2021/22). |

Chinese children had the highest proportion with a good level of development, whilst children from any other black background have the lowest proportions, with differences of over 50 percentage points.

Gypsy/Roma saw the largest positive change between 2021/22 and 2022/23 with a 26pp increase between the academic years. Any other black background has the largest negative change between 2021/22 and 2022/23 with a 18pp decrease.

## Special Education needs (SEN)

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| **SEN support**  SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.  **Education, health and care (EHC) plans**  A local authority may issue an Education, health and care plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs. |

20% of children with any form of SEN support achieved good level of development in 2022/23 - a 3pp increase from 2021/22.

1.9% of children that have Education, Health and Care (EHC) plan achieved a good level of development - a 0.7pp increase from 2021/22.

25% of children with SEN support achieved a good level of development in 2022/23 - a 5pp increase from 2021/22.

In 2022/23, there was a difference of over 20 percentage points between the percentage of children with SEN and the percentage of children with EHC plan with a good level of development. This difference has increased by over 4 percentage points between 2022/23.

**Percentage of children with a good level of development by special educational need category, Luton, 2021/22 and 2022/23**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2021/22 | 2022/23 | Change (pp) |
| All SEN | 16.7 | 20.1 | 3.4 |
| SEN support | 20.3 | 25.4 | 5.1 |
| EHC plan | 1.2 | 1.9 | 0.7 |
| Difference (pp) | 19.1 | 23.5 | 4.4 |

# All early learning goals by child characteristics

In 2022/23, more girls achieved all the early learning goals than boys, with the gap remaining the same compared with the previous year.

A higher percentage of autumn-born children achieved all the ELG than summer-born children.

A higher percentage of children not eligible for free school meals achieved all the ELG than children eligible to receive them.

For term of birth the difference in percentage points (pp) was 5pp and for free school meals (FSM) it was 9pp. For both characteristics the gap has narrowed.

More children with English as their first language achieved all the ELG than those with English as an additional language. Between 2021/22 and 2022/23, the difference has closed by 5.8 pp.

**Percentage of children achieve all early learning goals by child characteristics, Luton, 2021/22 and 2022/23**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Characteristic** | **Characteristic type** | **2021/22** | **2022/23** | **Change (pp)** |
| **Gender** | Girls | 61.7% | 65.9% | 4.2 |
|  | Boys | 46.5% | 50.7% | 4.2 |
|  | Difference (pp) | 15.2% | 15.2% | 0.0 |
| **First Language** | English | 59.3% | 61.1% | 1.8 |
|  | Other | 49.9% | 57.5% | 7.6 |
|  | Difference (pp) | 9.4% | 3.6% | -5.8 |
| **Free School Meals** | Not eligible | 56.6% | 60.9% | 4.3 |
|  | Eligible | 46.2% | 51.3% | 5.1 |
|  | Difference (pp) | 10.4% | 9.6% | -0.8 |
| **Term of Birth** | Autumn-born | 63.7% | 67.7% | 4.0 |
|  | Summer-born | 54.3% | 62.7% | 8.4 |
|  | Difference (pp) | 9.4% | 5.0% | -4.4 |

## Ethnicity

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| The statistics below are based on children with a recorded/known ethnicity. In 2022/23, 3.3% of children assessed under the EYFS Profile had an unclassified/not known ethnicity (up slightly from 3.0% in 2021/22). |

Chinese children had the highest proportion achieving all the Early Learning Goals, whilst children from any other black background have the lowest proportions, with differences of over 40 percentage points.

Gypsy/Roma children saw the largest positive change between 2021/22 and 2022/23 with a 27pp increase between the academic years. Children from any other black background had the largest negative change between 2021/22 and 2022/23 with a 15pp decrease.

## Special Education needs (SEN)

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| **SEN support**  SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.  **Education, health and care (EHC) plans**  A local authority may issue an Education, health and care plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs. |

18% of children with any form of SEN support achieved all the Early Learning Goals in 2022/23 - a 3pp increase from 2021/22.

1.9% of children that have Education, Health and Care (EHC) plan achieved all the ELG - a 0.7pp increase from 2021/22.

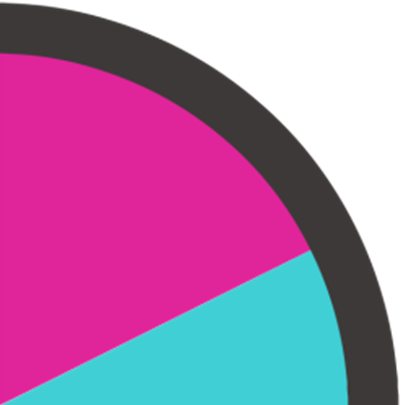
23% of children with SEN support achieved all the ELG – a 5pp increase from 2021/22.

In 2022/23, there was a difference of over 20 percentage points between the percentage of children with SEN and the percentage of children with EHC plan achieving all the ELGS. This difference has increased by over 3 percentage points between 2022/23.

**Percentage of children achieve all early learning goals special educational need category, Luton, 2021/22 and 2022/23**

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| --- | --- | --- | --- |
|  | 2021/22 | 2022/23 | Change (pp) |
| All SEN | 15.1 | 18 | 2.9 |
| SEN support | 18.3 | 22.7 | 4.4 |
| EHC plan | 1.2 | 1.9 | 0.7 |
| Difference (pp) | 17.1 | 20.8 | 3.7 |



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**For further information on what the DAISI service can do**

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