



# Early Years, Childcare & School Readiness Service

Early Years Foundation Stage Profile (EYFSP)  
2023 Data Pack

## Introduction

This pack has been put together to provide an overview of Cambridgeshire county data for the Reception Year for EYFS children. We hope all Early Years providers will be able to use this data pack to help inform practice. We have included some questions as prompts in relating the data to your own setting or school. By looking at the county data, you can compare how your children are doing in the Early Years Foundation Stage.

**We would encourage schools and settings to share and discuss data locally, as working together in this way will support improvements in outcomes for children.**

The **Early Years Foundation Stage Profile** (EYFSP) is a national statutory assessment for children in their final year of the EYFS. Children are assessed by the end of June against the 17 Early Learning Goals (ELGs). The data presented shows children who were assessed as being at the 'expected' level for each ELG. In addition, the Good Level of Development (GLD) is awarded to a child who has achieved at least the expected level in all ELGs in the Prime Areas of Learning and the ELGs for Literacy and Mathematics (12 ELGs in total). This is an indicator of children who are educationally well prepared for the Year 1 curriculum of learning.

- The Good Level of Development in Cambridgeshire improved between 2022 and 2023 (an increase of 0.3%). However, the pace of improvement was not as great as nationally (an increase of 2.0%).
- Outcomes for children identified as being eligible for Free School Meals have been persistently low in Cambridgeshire for many years. The gap between Cambridgeshire outcomes and national outcomes now stands at 11.8%. This is a high priority locally and nationally.
- ELG outcomes for children in Self-Regulation, Managing Self, Word Reading and Writing were below national levels. Therefore, PSED and Literacy continue to be areas of focus for improvement in Cambridgeshire.

## EYFSP Headlines – 2022 and 2023

	Percentage of children with a good level of development (GLD)		Percentage of children at expected level across all early learning goals		Average number of early learning goals at expected level per child	
	2022	2023	2022	2023	2022	2023
<b>ENGLAND</b>	65.2%	67.2% ↑ 2.0	63.4%	65.6% ↑ 2.2	14.1	14.1 ↔
<b>CAMBRIDGESHIRE</b>	65.9%	66.2% ↑ 0.3	64.2%	64.7% ↑ 0.5	14.4	14.3 ↓ -0.1
<i>Cambridge City</i>	64.5%	67.3% ↑ 2.8	63.3%	65.7% ↑ 2.4	14.2	14.2 ↔
<i>East Cambs</i>	64.5%	66.2% ↑ 1.7	63.2%	65.1% ↑ 1.9	14.3	14.3 ↔
<i>Fenland</i>	62.7%	64.6% ↑ 1.9	60.3%	62.3% ↑ 2.0	13.7	13.6 ↓ -0.1
<i>Hunts</i>	64.8%	65.9% ↑ 1.1	62.3%	64.0% ↑ 1.7	14.1	14.3 ↑ 0.2
<i>South Cambs</i>	69.8%	67.4% ↓ -2.4	69.0%	66.7% ↓ -2.3	15.0	14.7 ↓ -0.3

## EYFSP Characteristics – 2023

	TOTAL	Girls	Boys	FSM - known to be eligible	FSM - not known to be eligible	No identified SEN	All SEN
<b>ENGLAND</b>	<b>67.2%</b>	74.2%	60.6%	51.6%	71.5%	74.0%	19.8%
<b>CAMBRIDGESHIRE</b>	<b>66.2%</b>	73.7%	59.2%	39.8%	71.6%	72.6%	17.2%
<b>GAP</b>	<b>-1.0%</b>	-0.5%	-1.4%	-11.8%	0.1%	-1.4%	-2.6%
<hr/>							
<i>Cambridge City</i>	<b>67.3%</b>	76.3%	58.7%	41.8%	74.3%	75.9%	14.8%
<i>East Cambs</i>	<b>66.2%</b>	74.0%	59.5%	41.2%	70.3%	72.4%	19.8%
<i>Fenland</i>	<b>64.6%</b>	73.9%	55.4%	45.9%	70.3%	70.7%	18.3%
<i>Hunts</i>	<b>65.9%</b>	72.4%	60.1%	36.1%	71.0%	71.6%	19.1%
<i>South Cambs</i>	<b>67.4%</b>	73.5%	61.5%	36.2%	72.6%	73.5%	16.7%

## Early Learning Goals – 2023

	Listening, Attention &	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past & Present	People, Culture & Communities	The Natural World	Creating with Materials	Being Imaginative &
<b>ENGLAND</b>	82.2%	82.8%	85.1%	87.2%	88.4%	92.1%	86.0%	80.6%	76.2%	71.0%	78.9%	78.3%	82.1%	81.8%	85.4%	87.5%	87.0%
<b>CAMBRIDGESHIRE</b>	82.4%	83.6%	84.4%	86.4%	88.6%	92.6%	86.6%	82.6%	75.8%	70.3%	80.7%	80.0%	84.3%	83.6%	88.2%	88.9%	87.9%
<b>GAP</b>	0.2%	0.8%	-0.7%	-0.8%	0.2%	0.5%	0.6%	2.0%	-0.4%	-0.7%	1.8%	1.7%	2.2%	1.8%	2.8%	1.4%	0.9%
<b>Local Authorities</b>																	
<i>Cambridge City</i>	81.7%	82.5%	82.5%	84.4%	87.7%	91.1%	86.4%	82.8%	77.8%	70.6%	81.8%	80.3%	83.1%	83.7%	85.9%	88.6%	88.2%
<i>East Cambs</i>	82.3%	84.3%	85.0%	86.3%	89.4%	92.3%	86.5%	83.4%	75.2%	70.4%	82.1%	81.1%	83.4%	82.8%	89.9%	88.0%	87.3%
<i>Fenland</i>	79.0%	80.6%	82.8%	83.5%	85.4%	91.2%	83.9%	77.4%	71.8%	66.7%	75.4%	74.6%	77.8%	77.0%	82.8%	84.4%	81.8%
<i>Hunts</i>	82.5%	84.1%	85.0%	87.1%	88.4%	92.7%	86.3%	81.4%	75.4%	69.6%	80.3%	80.0%	84.6%	83.47%	89.0%	88.9%	88.4%
<i>South Cambs</i>	84.7%	85.0%	85.8%	88.6%	91.3%	94.3%	88.9%	85.8%	77.9%	73.4%	83.1%	82.5%	88.6%	87.5%	90.5%	92.3%	91.0%

## Suggestions on how to use the data

You should spend time with your staff group checking your understanding of the data sets.

Here are some questions you could consider using as a useful starter for discussions in a staff meeting, cluster meeting or with feeder settings / schools.

- Which areas of learning and development are the strongest / weakest in terms of outcomes for children in your setting / school?  
Do they match the county data? What is the data saying in your district area compared to others?
- What are you doing to ensure that all children are making good progress and well prepared for the next stage in their education?
- **What can you do to improve outcomes for children entitled to Early Years Pupil Premium / Free School Meals, to help reduce the gap for Cambridgeshire children?**
- What is the progress like for other **vulnerable groups** in your setting / school, for example, children with Special Educational Needs and Disabilities?
- For identified vulnerable groups, what specific plans are in place to use additional funding to help them achieve more rapidly?
- How do you ensure your curriculum meets the needs of both boys and girls, recognising how they learn differently?