



**Nottinghamshire  
County Council**

Nottinghamshire Performance Handbook  
Early Years Foundation Stage Profile 2025

**EYFSP**

**Summary: Attainment of a Good Level of Development 2025**

Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark	Rushcliffe	LA	National
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**All pupils**

Number of pupils in cohort
% attaining a Good Level of Development
% attaining Expected in all ELG in Communication and Language
% attaining Expected in all ELG in Personal, Social and Emotional Development
% attaining Expected in all ELG in Physical Development
% attaining Expected in all ELG in all Prime Areas
% attaining Expected in all ELG in Literacy
% attaining Expected in all ELG in Mathematics
% attaining Expected in all ELG in Understanding the World
% attaining Expected in all ELG in Expressive Arts and Design
% attaining Expected all ELG in all Specific Areas
% attaining Expected in all ELG in all Areas

1,349	1,247	1,135	1,225	1,239	1,168	1,303	8,666	584,310
65.8	65.4	66.9	69.6	61.4	67.2	75.8	67.5	68.3
78.1	78.3	79.6	82.0	74.0	79.6	88.9	80.2	80
82.4	81.7	83.4	85.5	79.4	82.8	90.0	83.6	83
83.6	81.3	85.9	86.4	79.1	83.7	91.0	84.5	85
74.1	72.9	75.1	76.6	69.7	74.6	84.3	75.4	75
67.2	66.8	68.7	72.6	62.6	68.7	78.1	69.3	71
75.8	74.1	77.8	78.9	70.7	76.3	85.0	77.0	78
78.1	77.5	81.9	85.1	74.2	81.1	89.4	81.1	80
82.1	83.6	87.8	89.4	78.2	86.5	93.8	85.9	85
65.0	64.6	67.6	70.7	60.1	67.0	76.4	67.4	68
64.3	63.8	66.3	68.7	59.7	66.1	75.2	66.3	67

**FSM Gap**

Number of FSM pupils
% FSM pupils attaining a Good Level of Development
Number of Non FSM pupils
% Non FSM Pupils attaining a Good Level of Development
FSM Gap

266	177	168	126	256	192	80	1,265	90,950
50.4	48.6	52.4	47.6	41.0	39.6	56.3	47.0	51.5
1,078	1,060	962	1,093	972	972	1,213	7,350	488,220
69.9	68.5	69.6	72.5	67.4	72.7	77.7	71.4	71.5
19.5	19.9	17.2	24.9	26.4	33.1	21.4	24.4	20.0

**Lowest performing 20% of pupils**

Number of pupils
Average number of ELGs
% gap between median and bottom 20%

262	244	222	245	251	239	247	1,625	--
3.8	3.7	4.9	6.3	2.5	5.0	8.5	4.4	-
88.8	89.1	85.6	81.5	92.6	85.3	75.0	87.1	-

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report  
See technical note 5 for an explanation of the 'lowest performing 20% of pupils' section

**EARLY YEARS FOUNDATION STAGE PROFILE**  
**NOTTINGHAMSHIRE 2025**

**August**

**Source:**

2025 school  
submitted data

**Version: 1.0**

**Introduction**

This statistical report provides information on the achievements of eligible pupils (typically 5 year olds) in the 2025 assessments at Early Years Foundation Stage (EYFSP) for Nottinghamshire. The report is based on data provided to the Local Authority by schools.

**Description of Nottinghamshire and the EYFSP cohort**

There were 8666 pupils at the end of EYFSP. Of these, 1280 (14.8%) were eligible for free school meals in the past 6 years; 2031 (23.4%) were from Black and Minority Ethnic (BME) backgrounds and 864 (10%) have a special educational need (SEN).

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**Key Points**

The Percentage of children attaining a good level of development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics) in the 2024/25 EYFSP assessments is:

- 67.5% (74.2% girls, 61.1% boys)

Comparisons to 2024 show that there was a decrease of 0.2 percentage points in the number of pupils achieving a good level of development.

The average number of expected ELGs for pupils eligible for assessment was:

- 14.1 (14.9 for girls, 13.4 for boys)

Pupils awarded an A (Absent) in any learning goal are discounted from this report. The numbers excluded are:

- LA: 1

EYFSP

**Summary** Attainment of a Good Level of Development 2025

**Tables and Charts**

<b>Table 2</b>	Summary of EYFSP outcomes 2025
<b>Table 3a</b>	Attainment of a Good Level of Development by Free School Meal Eligibility in the last 6 years
<b>Table 3b</b>	Attainment of a Good Level of Development by Free School Meal Eligibility
<b>Table 3c</b>	Attainment of a Good Level of Development by Ethnicity
<b>Table 3d</b>	Attainment of a Good Level of Development by First Language
<b>Table 3e</b>	Attainment of a Good Level of Development by Looked After Children
<b>Table 3f</b>	Attainment of a Good Level of Development by Term of Birth
<b>Table 3g</b>	Attainment of a Good Level of Development by National Deprivation Status of Child Residency
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<b>Charts 4</b>	Venn Diagrams showing vulnerable pupil groups
<b>Table 5</b>	Average Number of ELGs 2025
<b>Table 6</b>	Trend Charts showing pupils with expected in Early Learning Goals 2021-2025
<b>Table 7a</b>	Breakdown of Early Learning Goals scores for all pupils 2025
<b>Table 7b</b>	Breakdown of Early Learning Goals scores for boys 2025
<b>Table 7c</b>	Breakdown of Early Learning Goals scores for girls 2025
<b>Table 7d</b>	Breakdown of Early Learning Goals scores for FSM pupils 2025
<b>Table 7e</b>	Breakdown of Early Learning Goals scores for SEN pupils 2025
<b>Table 8</b>	Attainment of expected in all ELG by Area of Learning Comparator 2025

**Notes**

**Notes** Technical Notes & Glossary

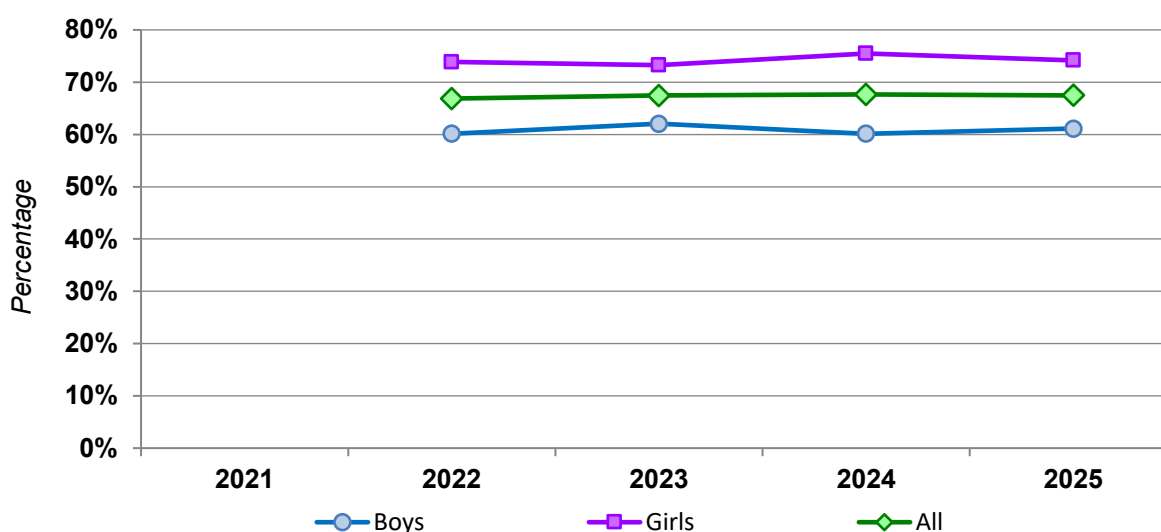
**Table 2: Summary of EYFSP outcomes 2025**

Nottinghamshire

*LA Summary*

	Number of pupils	Not attaining a good level of development		Attaining a good level of development	
		Number	Percentage	Number	Percentage
Boys	4,438	1,727	38.9	2,712	61.1
Girls	4,228	1,092	25.8	3,136	74.2
<b>Boys/Girls Gap</b>	--	--	<b>-13.1</b>	--	<b>13.1</b>
All pupils	8,666	2,819	32.5	5,848	67.5

**Percentage of pupils attaining a good level of development**



*Comparison to previous results*

	Not attaining a good level of development				Attaining a good level of development			
	Boys	Girls	All	All Trend	Boys	Girls	All	All Trend
2025	38.9	25.8	32.5	↑	61.1	74.2	67.5	↓
2024	39.9	24.5	32.3	↓	60.1	75.5	67.7	↑
2023	38.0	26.7	32.6	↓	62.1	73.3	67.5	↑
2022	40.3	26.9	33.7	↓	60.1	73.8	66.9	↓
2021								

*District comparison*

	Number of pupils	Not attaining a good level of development		Attaining a good level of development	
		Number	Percentage	Number	Percentage
Ashfield	1,349	461	34.2	888	65.8
Bassetlaw	1,247	432	34.6	815	65.4
Broxtowe	1,135	376	33.1	759	66.9
Gedling	1,225	373	30.4	852	69.6
Mansfield	1,239	478	38.6	761	61.4
Newark	1,168	384	32.9	785	67.2
Rushcliffe	1,303	315	24.2	988	75.8
Nottinghamshire LA	8,666	2,819	32.5	5,848	67.5
Statistical Neighbours	83,220	26,370	31.7	56,850	68.3
National	584,310	185,000	31.7	399,310	68.3

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

National totals are rounded to the nearest 100

\*Percentage attaining Exceeded across all 12 ELG in the Good Level of Development

National and Statistical neighbour figures will be shown for the previous year, if the latest National data is not yet available.

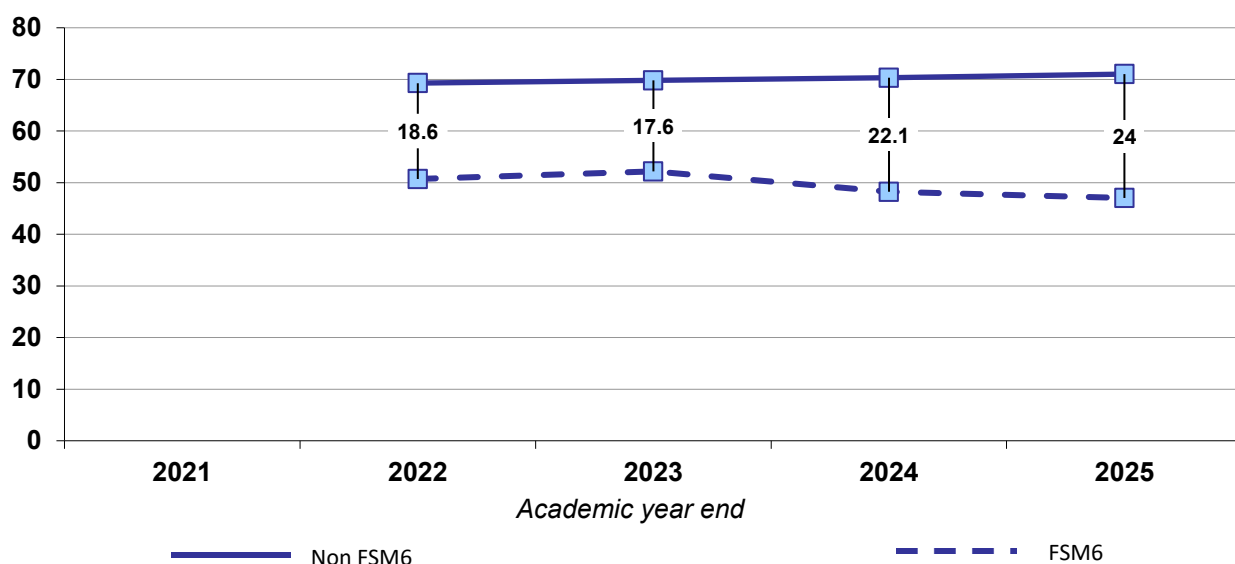
**Table 3: Attainment of a Good Level of Development by pupil characteristics 2025**

Nottinghamshire

**Table 3a: Free School Meal Eligibility over the last 6 years**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
FSM6	1,280	602	47.0	-	-	-
Non FSM6	7,386	5,246	71.0	-	-	-
<b>FSM6 Gap</b>	--	--	<b>24.0</b>	--	--	-
All pupils	8,666	5,848	67.5	-	-	-

**Percentage of pupils attaining a good level of development**



**Comparison to previous results**

	LA				National			
	FSM6	Non FSM6	Gap	All Pupils	FSM6	Non FSM6	Gap	All Pupils
2025	47.0	71.0	<b>24.0</b>	67.5	-	-	-	-
2024	48.2	70.3	<b>22.1</b>	67.7	-	-	-	-
2023	52.2	69.8	<b>17.6</b>	67.5	-	-	-	-
2022	50.7	69.3	<b>18.6</b>	66.9	-	-	-	-
2021	-	-	-	-	-	-	-	-

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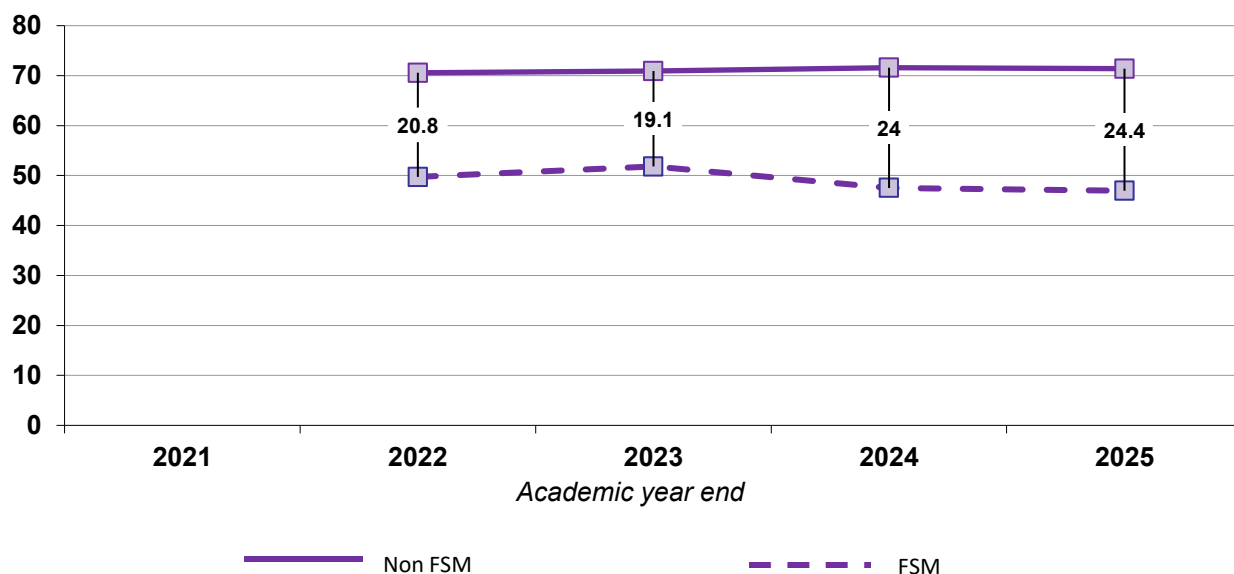
**Table 3: Attainment of a Good Level of Development by pupil characteristics 2025**

Nottinghamshire

**Table 3b: Free School Meal Eligibility**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
FSM	1,265	594	47.0	90,950	46,860	51.5
Non FSM	7,350	5,246	71.4	488,220	348,920	71.5
<b>FSM Gap</b>	--	--	<b>24.4</b>	--	--	<b>19.9</b>
All pupils	8,666	5,848	67.5	584,310	399,310	68.3

**Percentage of pupils attaining a good level of development**



**Comparison to previous results**

	LA				National			
	FSM	Non FSM	Gap	All Pupils	FSM	Non FSM	Gap	All Pupils
2025	47.0	71.4	<b>24.4</b>	67.5	51.5	71.5	<b>19.9</b>	68.3
2024	47.5	71.6	<b>24.0</b>	67.7	51.5	72.0	<b>20.5</b>	67.7
2023	51.8	70.9	<b>19.1</b>	67.5	51.7	71.5	<b>19.9</b>	67.3
2022	49.7	70.6	<b>20.8</b>	66.9	49.1	68.8	<b>19.6</b>	65.2
2021			-				-	

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

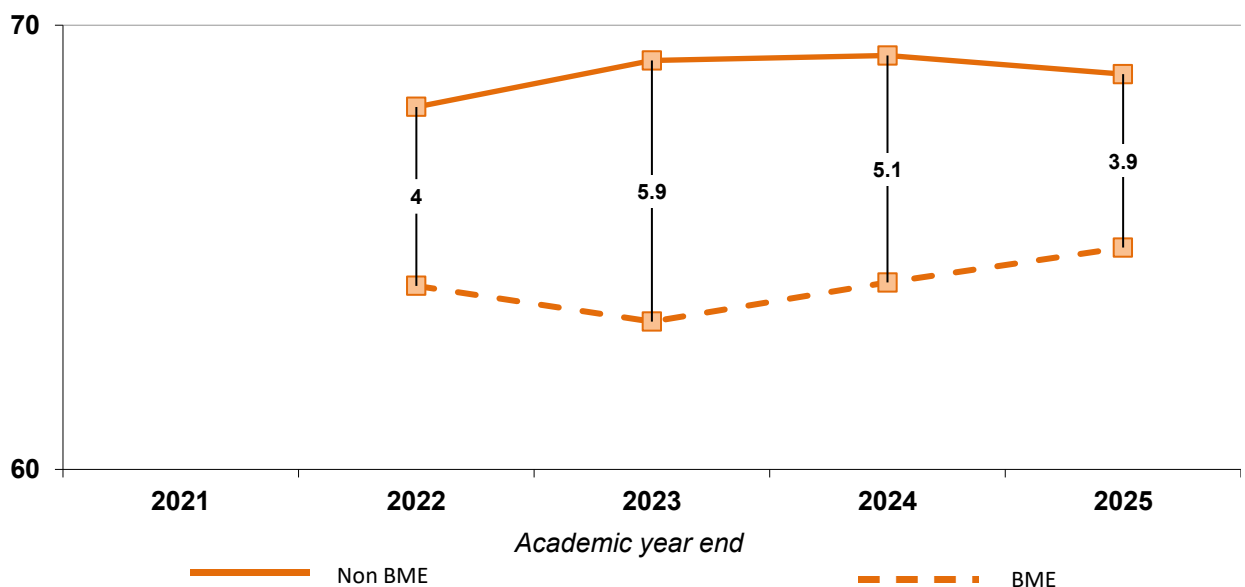
**Table 3: Attainment of a Good Level of Development by pupil characteristics 2025**

Nottinghamshire

**Table 3c: Ethnicity**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
BME	2,031	1,320	65.0	211,480	141,430	66.9
Non BME	6,379	4,395	68.9	332,240	233,220	70.2
<b>BME Gap</b>	--	--	<b>3.9</b>	--	--	<b>3.3</b>
All pupils	8,666	5,848	67.5	584,310	399,310	68.3

**Percentage of pupils attaining a good level of development**



**Comparison to previous results**

	LA				National			
	BME	Non BME	Gap	All Pupils	BME	Non BME	Gap	All Pupils
2025	65.0	68.9	<b>3.9</b>	67.5	66.9	70.2	<b>3.3</b>	68.3
2024	64.2	69.3	<b>5.1</b>	67.7	64.7	69.8	<b>5.1</b>	67.7
2023	63.3	69.2	<b>5.9</b>	67.5	65.5	69.5	<b>4.0</b>	67.3
2022	64.1	68.2	<b>4.0</b>	66.9	63.2	67.0	<b>3.8</b>	65.2
2021			-				-	

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

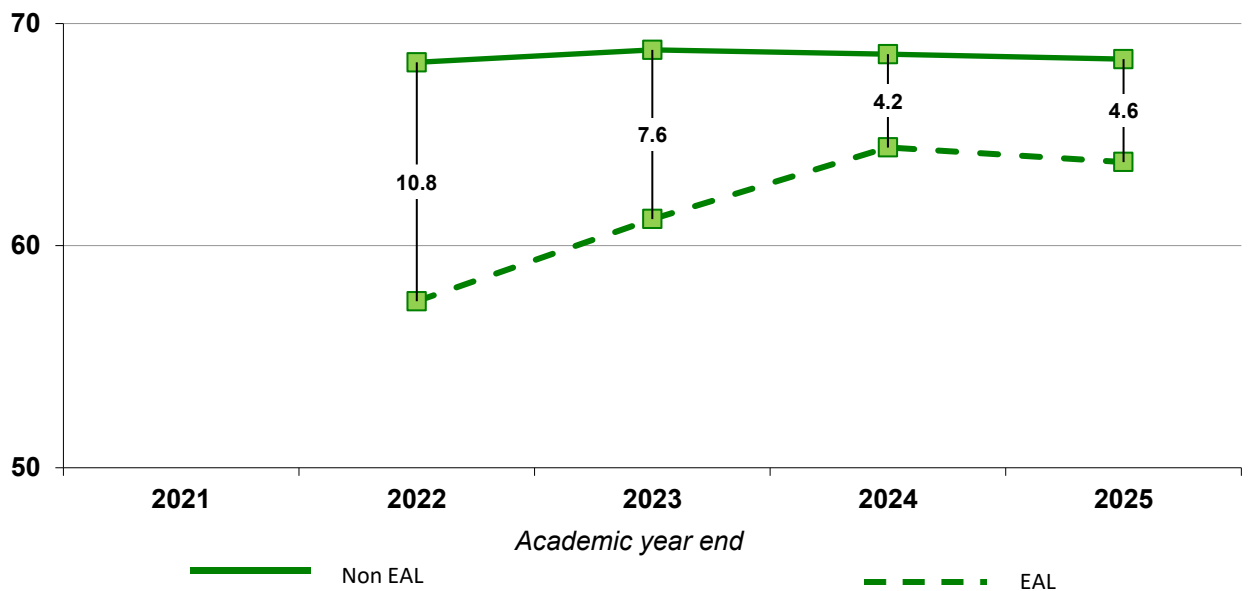
**Table 3: Attainment of a Good Level of Development by pupil characteristics 2025**

Nottinghamshire

**Table 3d: First Language**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
EAL	1,046	667	63.8	122,300	79,280	64.8
Non EAL	7,550	5,164	68.4	426,140	298,240	70.0
<b>EAL Gap</b>	--	--	<b>4.6</b>	--	--	<b>5.2</b>
All pupils	8,666	5,848	67.5	584,310	399,310	68.3

**Percentage of pupils attaining a good level of development**



**Comparison to previous results**

	LA				National			
	EAL	Non EAL	Gap	All Pupils	EAL	Non EAL	Gap	All Pupils
2025	63.8	68.4	<b>4.6</b>	67.5	64.8	70.0	<b>5.2</b>	68.3
2024	64.4	68.6	<b>4.2</b>	67.7	63.5	69.7	<b>6.2</b>	67.7
2023	61.2	68.8	<b>7.6</b>	67.5	62.7	69.4	<b>6.7</b>	67.3
2022	57.5	68.3	<b>10.8</b>	66.9	60.1	67.1	<b>7.0</b>	65.2
2021	-	-	-	-	-	-	-	-

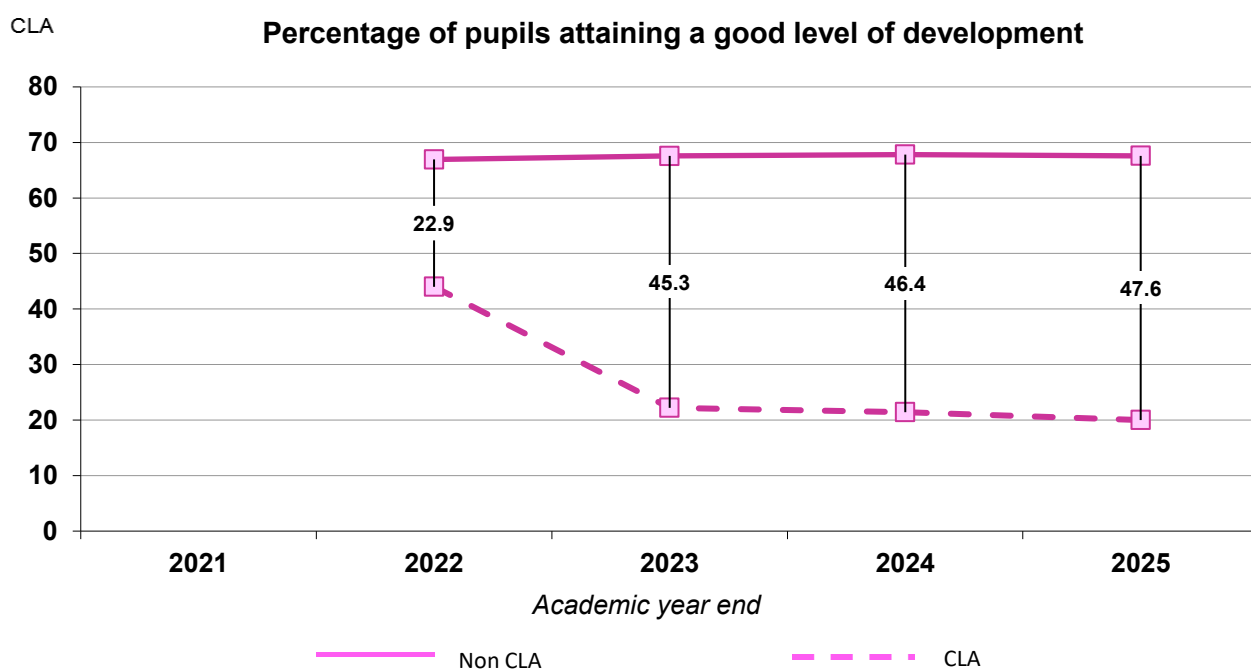
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**Table 3: Attainment of a Good Level of Development by pupil characteristics 2025**

Nottinghamshire

**Table 3e: Looked After Children**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
CLA	20	4	20.0	-	-	-
Non CLA	8,646	5,844	67.6	-	-	-
<b>CLA Gap</b>	--	--	<b>47.6</b>	--	--	-
All pupils	8,666	5,848	67.5	584,310	399,310	68.3



*Comparison to previous results*

	LA				National			
	CLA	Non CLA	Gap	All Pupils	CLA	Non CLA	Gap	All Pupils
2025	20.0	67.6	<b>47.6</b>	67.5	-	-	-	68.3
2024	21.4	67.8	<b>46.4</b>	67.7	-	-	-	67.7
2023	22.2	67.6	<b>45.3</b>	67.5	-	-	-	67.3
2022	44.0	66.9	<b>22.9</b>	66.9	-	-	-	65.2
2021	-	-	-	-	-	-	-	-

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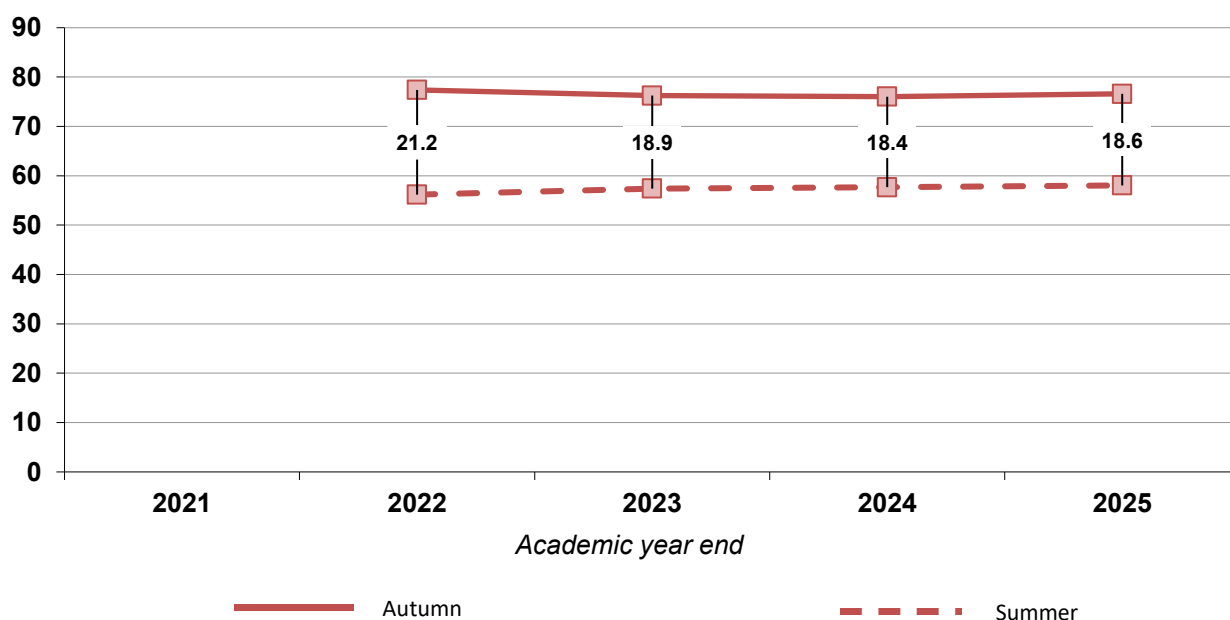
### Table 3: Attainment of a Good Level of Development by pupil characteristics 2025

Nottinghamshire

**Table 3f: Term of Birth**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
Autumn	2,979	2,282	76.6	203,390	153,810	75.6
Spring	2,834	1,910	67.4	187,030	129,440	69.2
Summer	2,853	1,656	58.0	193,890	193,890	100.0
<b>Aut/Sum Gap</b>	--	--	<b>-18.6</b>	--	--	<b>24.4</b>
All pupils	8,666	5,848	67.5	584,310	399,310	68.3

**Percentage of pupils attaining a good level of development**



**Comparison to previous results**

	LA				National			
	Autumn	Spring	Summer	Aut/Sum Gap	Autumn	Spring	Summer	Aut/Sum Gap
2025	76.6	67.4	58.0	<b>-18.6</b>	75.6	69.2	<b>100.0</b>	24.4
2024	76.0	69.0	57.7	<b>-18.4</b>	75.6	69.5	60.0	<b>-15.6</b>
2023	76.3	67.7	57.4	<b>-18.9</b>	75.4	68.0	58.1	<b>-17.3</b>
2022	77.4	66.8	56.2	<b>-21.2</b>	73.8	65.8	55.7	<b>-18.2</b>
2021				-				-

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

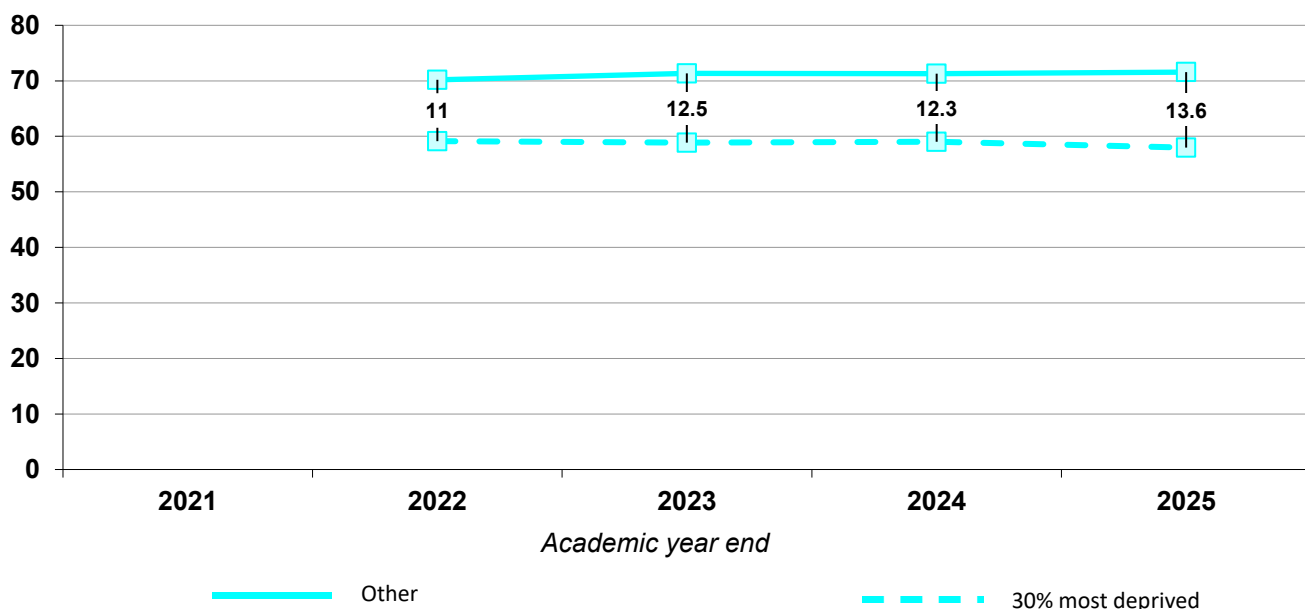
### Table 3: Attainment of a Good Level of Development by pupil characteristics 2025

Nottinghamshire

**Table 3g: National Deprivation Status of Child Residency**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
30% most deprived <sup>1</sup>	2,632	1,526	58.0	-	-	-
Other	6,011	4,302	71.6	-	-	-
<b>Deprivation Gap</b>	--	--	<b>13.6</b>	--	--	-
All pupils	8,666	5,848	67.5	584,310	399,310	68.3

**Percentage of pupils attaining a good level of development**



#### Comparison to previous results

	LA				National			
	30% most deprived	Other	Gap	All Pupils	30% most deprived	Other	Gap	All Pupils
2025	58.0	71.6	<b>13.6</b>	67.5	-	-	-	68.3
2024	59.0	71.3	<b>12.3</b>	67.7	-	-	-	67.7
2023	58.9	71.3	<b>12.5</b>	67.5	-	-	-	67.3
2022	59.1	70.2	<b>11.0</b>	66.9	-	-	-	65.2
2021	-	-	-	-	-	-	-	-

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

\* Children who reside in the 30% most deprived Super Output areas in England (based on the 2019 Index of Multiple Deprivation)

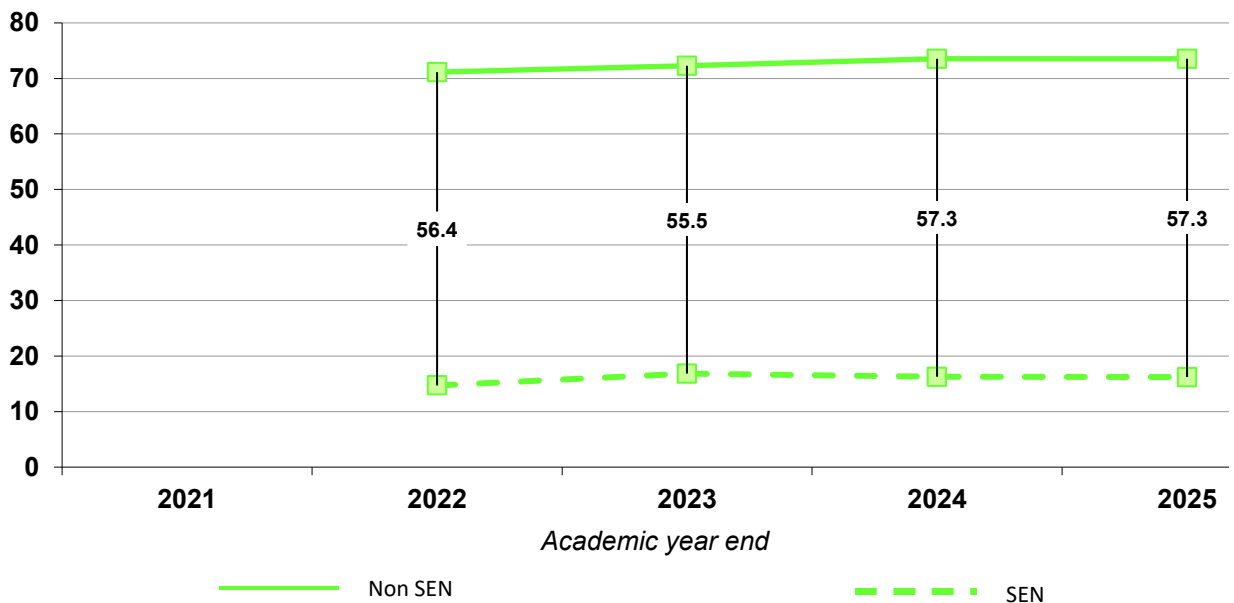
**Table 3: Attainment of a Good Level of Development by pupil characteristics 2025**

Nottinghamshire

**Table 3h: SEN Status**

	LA			National		
	NOR	No. GLD	% GLD	NOR	No. GLD	% GLD
SEN	864	140	16.2	77,340	15,930	20.6
Non SEN	7,751	5,700	73.5	475,810	364,880	76.7
<b>SEN Gap</b>	--	--	<b>57.3</b>	--	--	<b>56.1</b>
All pupils	8,666	5,848	67.5	584,310	399,310	68.3

**Percentage of pupils attaining a good level of development**



**Comparison to previous results**

	LA				National			
	SEN	Non SEN	Gap	All Pupils	SEN	Non SEN	Gap	All Pupils
2025	16.2	73.5	<b>57.3</b>	67.5	20.6	76.7	<b>56.1</b>	68.3
2024	16.3	73.5	<b>57.3</b>	67.7	19.7	75.6	<b>56.0</b>	67.7
2023	16.8	72.3	<b>55.5</b>	67.5	19.9	74.3	<b>54.3</b>	67.3
2022	14.7	71.1	<b>56.4</b>	66.9	18.8	70.9	<b>52.2</b>	65.2
2021	-	-	-	-	-	-	-	-

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

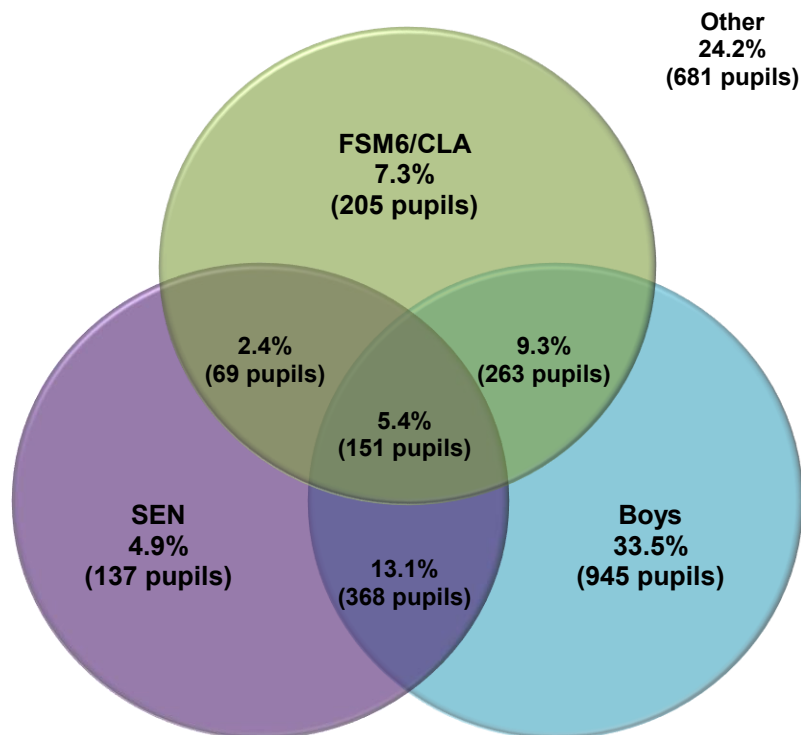
## Vulnerable Pupil Groups

(Characteristics of those not gaining GLD)

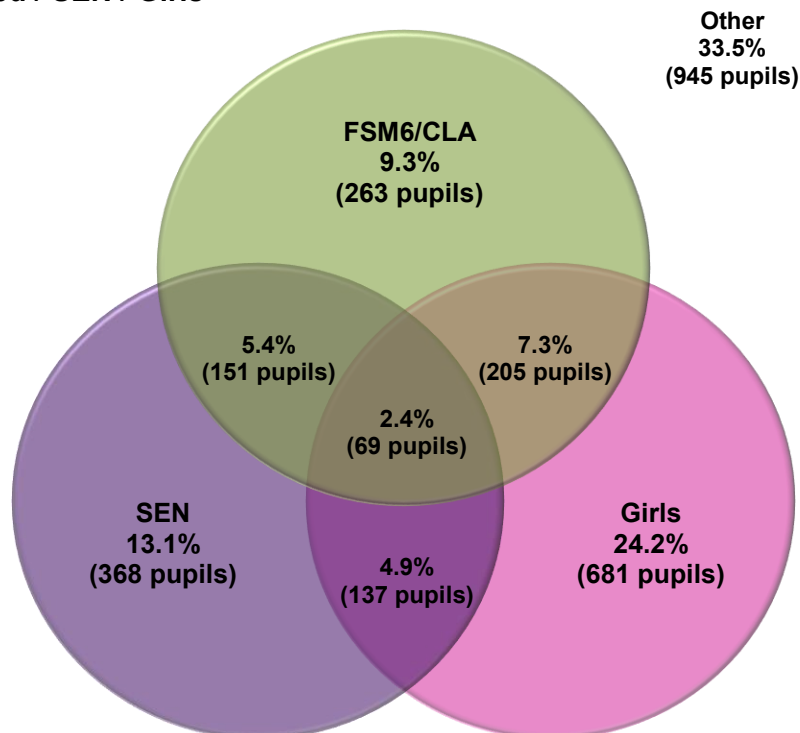
Where the circles overlap, this shows pupils with two or more of the selected characteristics.

The following diagram shows the characteristics of those pupils who failed to gain a good level of development in 2025.

### GLD Disadvantaged / SEN / Boys



### GLD Disadvantaged / SEN / Girls



**Table 5: Average Number of ELGs 2025**

Nottinghamshire

	LA	National
Number of pupils in cohort	8,666	584,310
<b>Gender</b>		
Boys	13.4	13.3
Girls	14.9	14.9
<b>SEN</b>		
SEN	5.7	7.0
Non SEN	15.1	15.3
<b>Free School Meal Eligibility</b>		
FSM6	11.8	12.2
Non FSM6	14.5	14.5
<b>Ethnicity</b>		
BME	13.7	13.7
Non BME	14.4	14.5
<b>First Language</b>		
EAL	13.5	13.4
Non EAL	14.3	14.4
<b>Looked After Children</b>		
CLA	7.1	11.6
Non CLA	14.1	14.1
<b>Term of Birth</b>		
Autumn	14.9	14.7
Spring	14.1	14.2
Summer	13.3	13.4
<b>All Pupils</b>	14.1	14.1

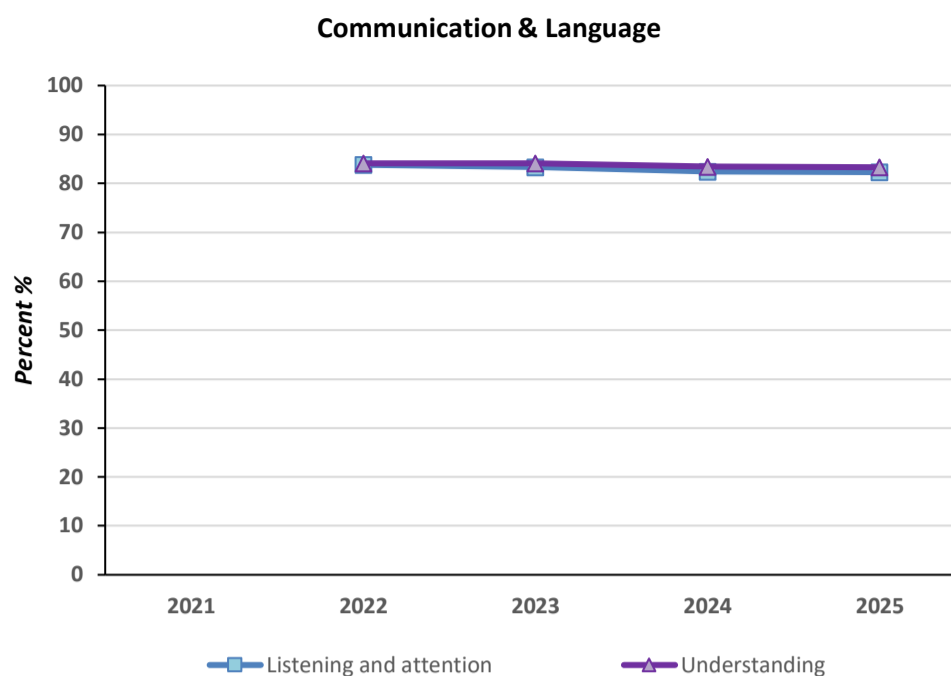
Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report  
National totals are rounded to the nearest 100

Table 6: Trend charts showing percentage of pupils with expected in each of the Early Learning Goals 2021-2025

Nottinghamshire

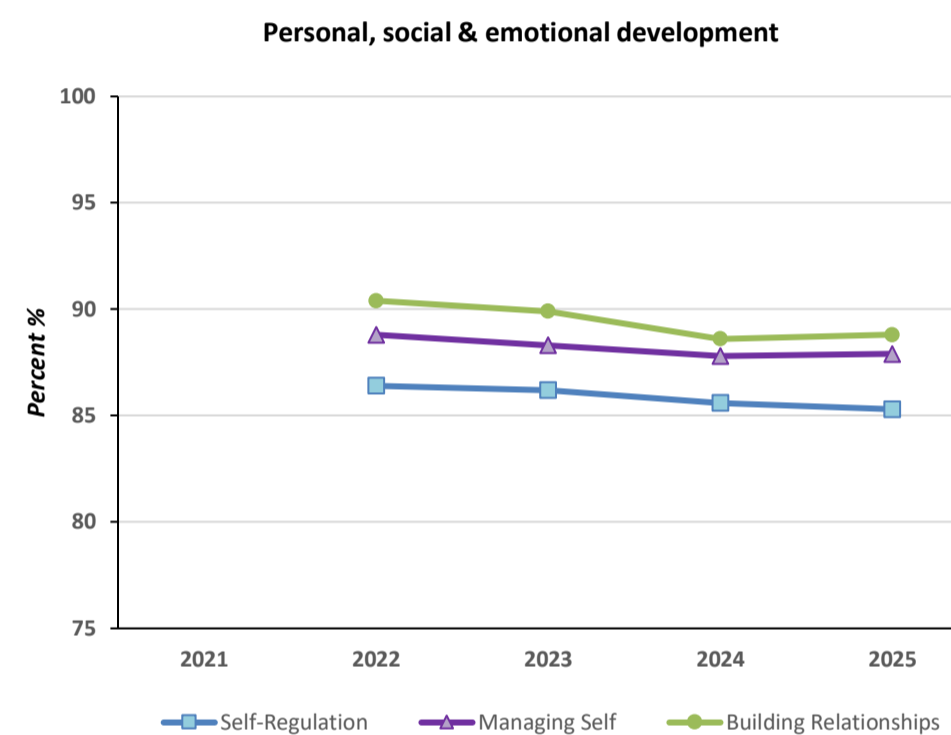
**Communication and language**

	% Expected				
	2021	2022	2023	2024	2025
Listening and attention		83.8	83.3	82.4	82.3
Understanding		84.1	84.1	83.4	83.3



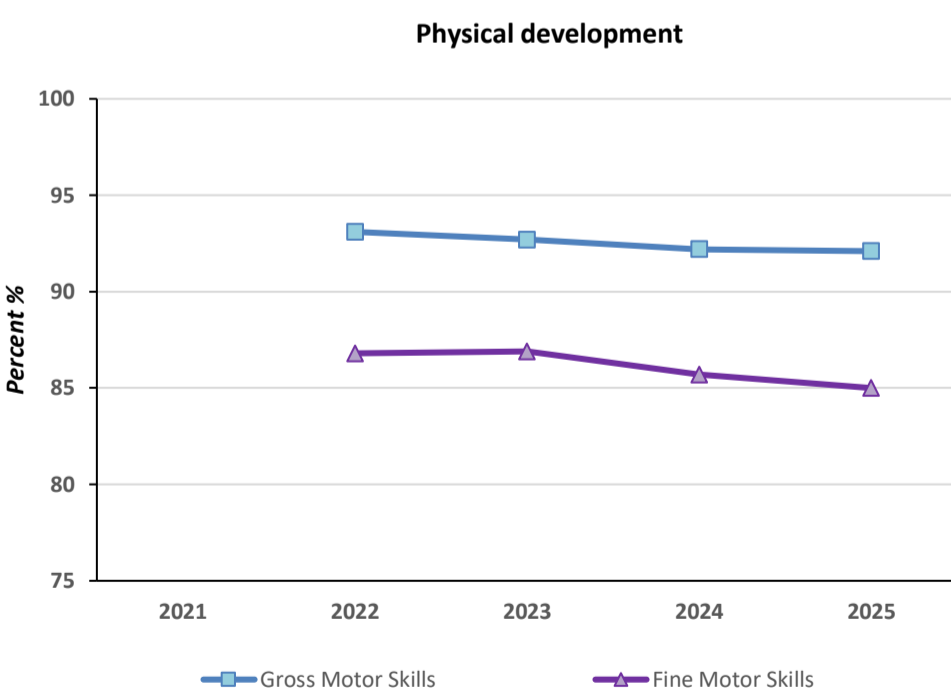
**Personal, social & emotional development**

	% Expected				
	2021	2022	2023	2024	2025
Self-Regulation		86.4	86.2	85.6	85.3
Managing Self		88.8	88.3	87.8	87.9
Building Relationships		90.4	89.9	88.6	88.8

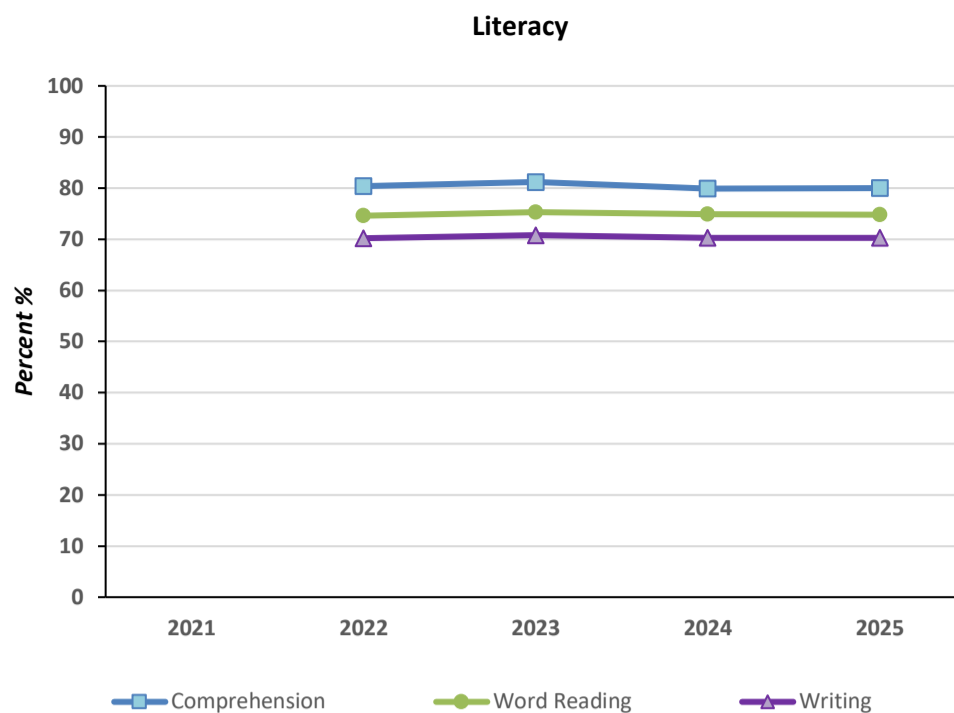


**Physical Development**

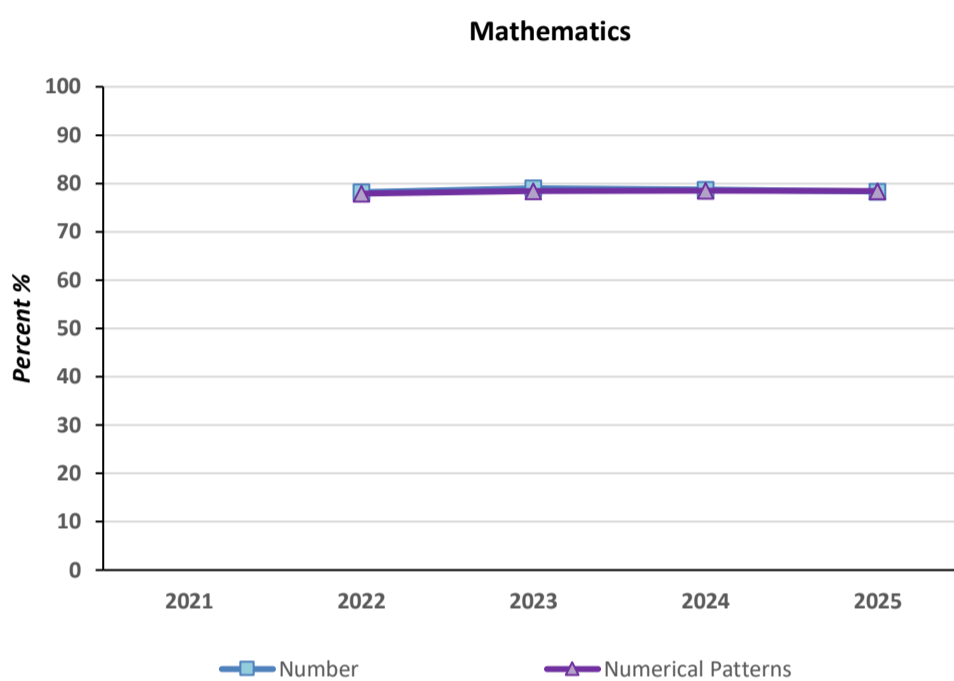
	% Expected				
	2021	2022	2023	2024	2025
Gross Motor Skills		93.1	92.7	92.2	92.1
Fine Motor Skills		86.8	86.9	85.7	85.0



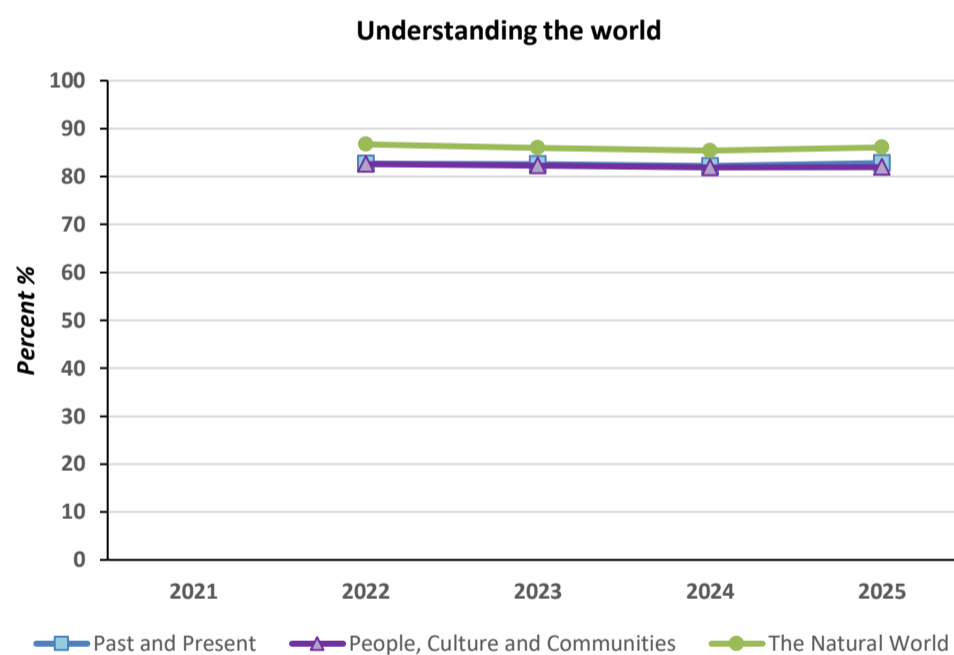
Literacy	% Expected				
	2021	2022	2023	2024	2025
Comprehension		80.4	81.2	79.9	80.0
Word Reading		74.6	75.3	74.9	74.8
Writing		70.2	70.8	70.3	70.3



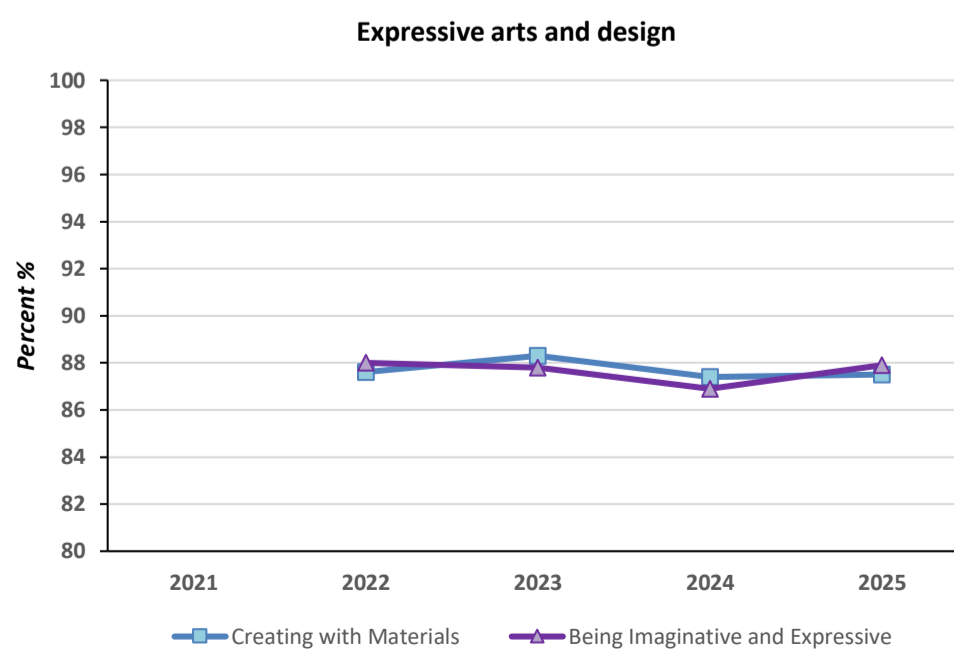
Mathematics	% Expected				
	2021	2022	2023	2024	2025
Number		78.2	79.0	78.7	78.3
Numerical Patterns		77.9	78.4	78.5	78.4



Understanding the world	% Expected				
	2021	2022	2023	2024	2025
Past and Present		82.7	82.6	82.2	82.8
People, Culture and Communities		82.6	82.3	81.9	82.0
The Natural World		86.7	86.0	85.4	86.1



Expressive arts and design	% Expected				
	2021	2022	2023	2024	2025
Creating with Materials		87.6	88.3	87.4	87.5
Being Imaginative and Expressive		88.0	87.8	86.9	87.9



**Table 7a: Breakdown of Early Learning Goals scores for all pupils 2025**

Nottinghamshire

**All Pupils**

Early Learning Goal	% Emerging		% Expected	
	LA	National	LA	National
<b>Communication and language</b>				
Listening, Attention and Understanding	17.7	18	82.3	82
Speaking	16.7	17	83.3	83
<b>Personal, social &amp; emotional development</b>				
Self-Regulation	14.7	15	85.3	85
Managing Self	12.1	13	87.9	87
Building Relationships	11.2	12	88.8	88
<b>Physical Development</b>				
Gross Motor Skills	7.9	8	92.1	92
Fine Motor Skills	15.0	15	85.0	86
<b>Literacy</b>				
Comprehension	20.0	20	80.0	80
Word Reading	25.2	24	74.8	77
Writing	29.7	28	70.3	72
<b>Mathematics</b>				
Number	21.7	21	78.3	79
Numerical Patterns	21.6	21	78.4	79
<b>Understanding the world</b>				
Past and Present	17.2	18	82.8	82
People, Culture and Communities	18.0	18	82.0	82
The Natural World	13.9	15	86.1	85
<b>Expressive arts and design</b>				
Creating with Materials	12.5	13	87.5	87
Being Imaginative and Expressive	12.1	13	87.9	87

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

National totals are rounded to the nearest 100

**Table 7b: Breakdown of Early Learning Goals scores for boys 2025**

Nottinghamshire

**Boys**

Early Learning Goal	% Emerging		% Expected	
	LA	National	LA	National
<b>Communication and language</b>				
Listening, Attention and Understanding	22.3	23	77.7	77
Speaking	21.1	22	78.9	78
<b>Personal, social &amp; emotional development</b>				
Self-Regulation	19.8	21	80.2	80
Managing Self	16.7	18	83.3	82
Building Relationships	15.3	16	84.7	84
<b>Physical Development</b>				
Gross Motor Skills	10.8	11	89.2	89
Fine Motor Skills	21.3	21	78.7	79
<b>Literacy</b>				
Comprehension	24.6	24	75.4	76
Word Reading	29.9	28	70.1	72
Writing	35.8	34	64.2	66
<b>Mathematics</b>				
Number	24.5	24	75.5	77
Numerical Patterns	24.8	24	75.2	76
<b>Understanding the world</b>				
Past and Present	21.4	22	78.6	78
People, Culture and Communities	22.5	23	77.5	77
The Natural World	17.5	19	82.5	82
<b>Expressive arts and design</b>				
Creating with Materials	18.5	18	81.5	82
Being Imaginative and Expressive	17.8	18	82.2	82

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

National totals are rounded to the nearest 100

**Table 7c: Breakdown of Early Learning Goals scores for girls 2025**

Nottinghamshire

**Girls**

Early Learning Goal	% Emerging		% Expected	
	LA	National	LA	National
<b>Communication and language</b>				
Listening, Attention and Understanding	12.9	13	87.1	87
Speaking	12.0	13	88.0	87
<b>Personal, social &amp; emotional development</b>				
Self-Regulation	9.4	10	90.6	90
Managing Self	7.3	8	92.7	92
Building Relationships	6.9	8	93.1	93
<b>Physical Development</b>				
Gross Motor Skills	4.9	6	95.1	95
Fine Motor Skills	8.3	8	91.7	92
<b>Literacy</b>				
Comprehension	15.2	15	84.8	85
Word Reading	20.3	19	79.7	81
Writing	23.2	22	76.8	78
<b>Mathematics</b>				
Number	18.7	18	81.3	82
Numerical Patterns	18.3	18	81.7	82
<b>Understanding the world</b>				
Past and Present	12.7	14	87.3	86
People, Culture and Communities	13.2	14	86.8	86
The Natural World	10.0	11	90.0	89
<b>Expressive arts and design</b>				
Creating with Materials	6.2	7	93.8	93
Being Imaginative and Expressive	6.2	8	93.8	92

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

National totals are rounded to the nearest 100

**Table 7d: Breakdown of Early Learning Goals scores for all FSM pupils 2025**

Nottinghamshire

Early Learning Goal	All FSM Pupils			
	% Emerging		% Expected	
	LA	National	LA	National
<b>Communication and language</b>				
Listening, Attention and Understanding	32.3	30	67.7	70
Speaking	30.1	28	69.9	72
<b>Personal, social &amp; emotional development</b>				
Self-Regulation	26.7	25	73.3	75
Managing Self	22.2	22	77.8	78
Building Relationships	20.2	20	79.8	80
<b>Physical Development</b>				
Gross Motor Skills	16.2	14	83.8	86
Fine Motor Skills	29.6	25	70.4	75
<b>Literacy</b>				
Comprehension	36.5	33	63.5	67
Word Reading	45.4	40	54.6	60
Writing	50.8	45	49.2	55
<b>Mathematics</b>				
Number	38.3	35	61.7	65
Numerical Patterns	38.8	36	61.2	64
<b>Understanding the world</b>				
Past and Present	31.1	30	68.9	70
People, Culture and Communities	33.0	31	67.0	70
The Natural World	25.9	25	74.1	75
<b>Expressive arts and design</b>				
Creating with Materials	23.8	21	76.2	79
Being Imaginative and Expressive	23.0	22	77.0	78

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

National totals are rounded to the nearest 100

**Table 7e: Breakdown of Early Learning Goals scores for all SEN pupils 2025**

Nottinghamshire

Early Learning Goal	All SEN Pupils			
	% Emerging		% Expected	
	LA	National	LA	National
<b>Communication and language</b>				
Listening, Attention and Understanding	70.0	64	30.0	36
Speaking	69.3	63	30.7	37
<b>Personal, social &amp; emotional development</b>				
Self-Regulation	69.0	62	31.0	38
Managing Self	64.6	57	35.4	43
Building Relationships	61.7	54	38.3	46
<b>Physical Development</b>				
Gross Motor Skills	49.9	40	50.1	60
Fine Motor Skills	65.9	55	34.1	45
<b>Literacy</b>				
Comprehension	70.5	63	29.5	37
Word Reading	69.9	63	30.1	37
Writing	78.4	72	21.6	28
<b>Mathematics</b>				
Number	67.5	59	32.5	41
Numerical Patterns	68.5	61	31.5	39
<b>Understanding the world</b>				
Past and Present	69.1	62	30.9	38
People, Culture and Communities	70.1	62	29.9	38
The Natural World	64.0	56	36.0	44
<b>Expressive arts and design</b>				
Creating with Materials	58.8	52	41.2	48
Being Imaginative and Expressive	58.7	52	41.3	48

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

National totals are rounded to the nearest 100

**Table 8: Attainment of expected in all ELG by Area of Learning Comparator 2025**

Compare the combination of attainment of GLD across the prime and specific areas of learning. For example, 5 pupils may have attained GLD in all areas except Literacy.

Nottinghamshire

Personal, Social & Emotional Dev	Physical Development	Communication and Language	Literacy	Mathematics	Numbers of Pupils	% of cohort	Cumulative %
Y	Y	Y	Y	Y	5848	67.5	67.5
Y	Y	Y	Y	N	37	0.4	67.9
Y	Y	Y	N	Y	298	3.4	71.3
Y	Y	N	Y	Y	13	0.2	71.5
Y	N	Y	Y	Y	3	0.0	71.5
N	Y	Y	Y	Y	58	0.7	72.2
Y	Y	Y	N	N	349	4.0	76.2
Y	Y	N	Y	N	2	0.0	76.3
Y	Y	N	N	Y	74	0.9	77.1
Y	N	Y	Y	N	0	0.0	77.1
Y	N	Y	N	Y	83	1.0	78.1
Y	N	N	Y	Y	5	0.1	78.1
N	Y	Y	Y	N	1	0.0	78.1
N	Y	Y	N	Y	50	0.6	78.7
N	Y	N	Y	Y	14	0.2	78.9
N	N	Y	Y	Y	8	0.1	79.0
Y	Y	N	N	N	273	3.2	82.1
Y	N	Y	N	N	78	0.9	83.0
Y	N	N	Y	N	0	0.0	83.0
Y	N	N	N	Y	32	0.4	83.4
N	Y	Y	N	N	52	0.6	84.0
N	Y	N	Y	N	5	0.1	84.0
N	Y	N	N	Y	49	0.6	84.6
N	N	Y	Y	N	2	0.0	84.6
N	N	Y	N	Y	43	0.5	85.1
N	N	N	Y	Y	7	0.1	85.2
Y	N	N	N	N	153	1.8	87.0
N	Y	N	N	N	196	2.3	89.2
N	N	Y	N	N	36	0.4	89.6
N	N	N	Y	N	1	0.0	89.7
N	N	N	N	Y	85	1.0	90.6
N	N	N	N	N	811	9.4	100.0

'Y' denotes attainment of GLD. 'N' denotes not attained GLD.

Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report

# GLOSSARY

## Technical Notes

- 1 The figures in this report are based on provisional Early Years Foundation Stage Profile data collected from schools. Statistics published in this report are produced from data provided to the DfE by Nottinghamshire LA as at 26th July 2025

## Assessment Arrangements

- 2 The revised EYFS Profile requires practitioners to assess children against a new set of 17 early learning goals (ELGs). Practitioners should use their judgement to decide whether children have met each ELG or whether their level of attainment is above or below the level described by the ELGs. This will result in a judgement of expected, emerging or exceeding, for each child.

## How to interpret the results

- 3 From 2021, children will be defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they achieve at least the expected in:
  - a) the early learning goals in all of the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and
  - b) the early learning goals in the specific areas of literacy and mathematics.

The GLD measure will be supported by a measure of the average of the cohort's total point score across all the early learning goals. This will encourage the attainment of all children across all the early learning goals.

## Assessment Codes

- 4 The following table sets out descriptions and codes for outcomes of the EYFSP assessment:

Assessment Rating	EYFS Judgement
1	Indicates a child who is at the emerging level at the end of the EYFS
2	Indicates a child who is at the expected level at the end of the EYFS
A	Indicates a child who has not been assessed due to long periods of absence, for instance a prolonged illness, and arrives too late in the summer term for teacher assessment to be carried out, or for an exemption.

## Lowest performing 20% of pupils

5 This section at the bottom of Table 1 looks just at the lowest performing 20% of pupils in

- 1, the school,
- 2, the District that the school resides in and
- 3, the Local Authority

### Number of pupils

The number of pupils falling into the lowest performing 20% band of the total school cohort, District and LA. In the districts and the LA, where the 20% cut off falls mid-point score, all pupils with that point score have been included in the 20% band. In the school, the 20% cohort has been cut off to include all pupils with the point score above/below the exact 20% cut off – whichever is closest to 20%.

### Number of pupils within the school falling into the lowest 20% band

'Number of pupils **within the school** falling into the lowest 20% band' - this looks just at the number of pupils within the school cohort falling into the lowest 20% band in the school (the same as the first row), District and LA. The District and LA figures will be different because they are showing how many pupils **in the school** are in the District's lowest 20% band and how many are in the LA's lowest 20% band. I.e. how many of the 30 pupils in the school cohort make up part of Ashfield's 274 lowest performing 20% and how many make up part of Nottinghamshire's 1,923 lowest performing 20%.

Schools should aim to achieve numbers in the District and LA 20% bands equal to or lower than the number in the school's lowest performing 20%.

### Percentage of pupils within the school falling into the lowest 20% band

Provides the percentage equivalent to the above numbers - equates to the number of pupils within the school falling into the lowest school/district/LA 20% band as a percentage of the total school cohort.

### Average total point score

This calculates the average total point score of just the pupils in the lowest 20% band in the school, District and LA.

### Percentage gap between median and bottom 20%

This sets out the percentage gap between the median score (the middle score if all scores were to be ordered from lowest to highest) of the whole cohort and the average score of the lowest 20% cohort. This is calculated using the following formula:

$$\frac{(\text{median} - \text{mean})}{\text{median}} \times 100$$

Schools should aim to achieve as small a percentage gap as possible.

## Glossary of Key Terms

<b>GLD</b>	Good Level of Development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)
<b>ELG</b>	Early Learning Goals
<b>BME</b>	Black or Minority Ethnic background. Includes all those with an ethnicity classification other than White British
<b>EAL</b>	English as an Additional Language. Includes all those with a first language classification other than English or believed to be English

## Appendix

<b>COM</b>	Communication and Languages
<b>PSE</b>	Personal, Social and Emotional Development
<b>PHY</b>	Physical Development
<b>LIT</b>	Literacy
<b>MAT</b>	Mathematics
<b>UTW</b>	Understanding the World
<b>EXP</b>	Expressive Arts and Design
<b>LAU</b>	Communication and Languages: Listening, attention and understanding
<b>SP</b>	Communication and Languages: Speaking
<b>SR</b>	Personal, Social and Emotional Development: Self-regulation
<b>MS</b>	Personal, Social and Emotional Development: Managing self
<b>BR</b>	Personal, Social and Emotional Development: Building relationships
<b>GMS</b>	Physical Development: Gross motor skills
<b>FMS</b>	Physical Development: Fine motor skills
<b>C</b>	Literacy: Comprehension
<b>WR</b>	Literacy: Word reading
<b>W</b>	Literacy: Writing
<b>N</b>	Mathematics: Number
<b>NP</b>	Mathematics: Numerical patterns
<b>PP</b>	Understanding the World: Past and present
<b>PCC</b>	Understanding the World: People, culture and communities
<b>NW</b>	Understanding the World: The natural world
<b>CM</b>	Expressive Arts and Design: Creating with materials
<b>BIE</b>	Expressive Arts and Design: Being imaginative and expressive



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