



Early Years

EYFS Profile Briefing

2025-2026



Northumberland
County Council

northumberland.gov.uk/early-years



Information

This resource is for headteachers, who are responsible for complying with the EYFS Profile Handbook and EYFS Statutory Framework.

Within this presentation we will cover:

- EYFS Profile Results 2025
- Overview of the EYFSP
- Key messages from the updated EYFSP Handbook
- EYFSP data requirements
- Important dates
- Additional information and resources



Early Years Foundation Stage Profile Results 2024/25

	Percentage of children with a good level of development	Percentage of children at expected level across all early learning goals	Average number of early learning goals at expected level per child
Northumberland	69.1%	68.2%	14.3
National	68.3%	67%	14.1

[Explore EYFSP statistics 2024-25](#)



Early Years Foundation Stage Profile Results 2024/25

	Percentage of children with a good level of development		Percentage of children at expected level across all early learning goals		Average number of early learning goals at expected level per child	
	Girls	Boys	Girls	Boys	Girls	Boys
Northumberland	77.7%	60.7%	76.8%	60%	15.1	13.5
National	75.4%	61.6%	74.4%	59.9%	14.9	13.3



Early Years Foundation Stage Profile Results 2024/25

	Percentage of children known to be eligible for FSM with a good level of development	Percentage of children known to be eligible for FSM at expected level across all early learning goals	Average number of early learning goals at expected level per child known to be eligible for FSM
Northumberland	46.9%	46.7%	11.6
National	51.4%	49.8%	12.2



Early Years Foundation Stage Profile Results 2024/25

	Percentage of children with SEND with a good level of development	Percentage of children with SEND at expected level across all early learning goals	Average number of early learning goals at expected level per child with SEND
Northumberland	21.2%	20.8%	7.9
National	20.6%	19.7%	7.0



Overview of the EYFS Profile

- The EYFS Statutory Framework requires early years providers, ordinarily schools, in England to complete the EYFSP assessment for all children at the end of the academic year in which they turn 5, usually the reception year.
- The main purpose of the EYFSP is to support successful transitions to year 1 by informing the professional dialogue between EYFS and year 1 teachers.
- It should help year 1 teachers understand each child's stage of development and learning needs to support them to plan the year 1 curriculum, so it meets the needs of all children.
- The EYFSP is also used to inform parents and carers about their child's development.



EYFSP Data

- **Headteachers must ensure the EYFS is completed and accurate for all eligible children, and that data is quality assured before submission.**
- The DfE does not publish school level results for the EYFSP on its platform. EYFSP data submitted from 2026 onwards will be available in [Analyse School Performance](#) (ASP). Schools will be able to view their own school level data within this platform.
- Ofsted will have access to the same school level EYFSP data that is available in ASP. This will also feature in Ofsted's [Inspection Data Summary Report](#) (IDSR).
- From September 2026, using EYFSP data from 2022 onwards, the DfE will also share school level EYFSP data on the [View Your Education Data](#) (VYED) platform.
- Data may be used by DfE to inform future policy and direct support and resource where needed, e.g., through their RISE support offer.
- Local Authorities will be set a statutory numerical target to raise the proportion of children achieving a Good Level of Development in their local area by 2028. The national target is 75%.

Updated EYFSP Handbook

Key messages:

- When assessing children against the ELGs for Communication and Language, and Literacy, assessments must be made in relation to children's competency in English, or in British Sign Language (BSL). The remaining ELGs may be assessed in any language.
- For children with SEND or with English as an Additional Language, parents/carers and other professionals working with the child should be consulted as part of their EYFSP assessment.
- **Children with SEND are not exempt from EYFSP.** The 'A code' should only be used for children who have an individual exemption on the grounds of religious or philosophical beliefs. More detail around exemptions can be found [here](#).
- All children must be assessed based on what they can do when using the reasonable adjustments and adaptations they normally use to carry out daily activities.
- Although Local Authority moderation is non-statutory, schools should provide opportunities for their reception teachers to engage in moderation dialogue with other professionals.



Important Dates for 2026

Date:	Event:
26th February 2026 9.30am-11.30am	Implementing the Revised EYFS Profile – Training session specifically for ECTs/those new to teaching in EYFS. Please book practitioners on via their School Readiness Passport account.
Summer Term 2 2026 prior to data submission	EYFS Profile LA Supported Moderation Early Years Consultants (EYC) will offer EYFSP moderation for each School Alliance. Dates and venues will be organised closer to the time. You can also use your SLA entitlement to request an individual moderation visit in the summer term – please contact your locality EYC to arrange this. Data Drop-Ins Open to all schools, teachers can book a 20 minute appointment with their EYC to moderate any borderline children before submission. Information about these sessions will be shared with Early Years Leaders closer to the time.
30th June 2026	EYFSP Data Submission to LA



Additional Information and Documentation

- [EYFS Framework](#): this sets out all the statutory requirements on the EYFSP.
- [EYFS Profile Handbook](#): this supports teachers to complete the EYFSP in line with statutory EYFS requirements.
- [EYFSP case study exemplification videos](#): these are designed to help teachers understand and use the ELGs and EYFSP assessment under the reformed 2021 EYFS Framework.
- If you have questions on the EYFSP please contact:
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