

Early Years Foundation Stage Profile Summer 2025 data collection

Guidance notes for Schools

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1. Reporting EYFSP levels to the LA

School or Setting data

The following School or Setting data is required:

- local authority number: For Slough this is 871.
- establishment number of the school: for local authority maintained schools, academies and nursery schools. This is a 4-digit number.
- early years unique reference number (URN) of the setting: for all other funded settings, including independent schools and private and voluntary settings. It is a 6-digit number (starting with a 5, 6 or 7) as used for early years census 2025 return.
- academic year: This year will be 2024 to 2025

Pupil data

The following pupil level data should be provided for each child:

- Surname (i.e. legal surname)
- First forename (full forename, not shortened or familiar versions)
- Unique Pupil Number (schools only)
- Gender
- Date of Birth
- Home Postcode

EYFSP data

Each child is awarded an assessment rating of 1 ('emerging' level at the end of EYFS) or an assessment rating of 2 ('expected' level at the end of EYFS) in each of 17 early learning goals (ELG).

Code 'A' should be used to indicate a child who has an exemption. This code should only be used in the following circumstances:

- The secretary of state has granted an exemption from the profile
- The child is continuing in early years foundation stage provision beyond the year in which they turn 5

If the secretary of state grants an exemption for the profile, use code 'A' from every learning goal.

Where a child has a special educational need or disability (SEND), you should:

- Make sure the child is able to demonstrate their development and attainment
- Not assign an exemption to the child unless one has previously been obtained

The goals are grouped into areas of learning, such as communication and language and physical development. These areas of learning are themselves grouped into prime and specific areas..

A child is considered to have made a good level of development if they have been awarded an expected (2) in all of the prime areas of learning, as well as the literacy and mathematics goals, 12 goals in total.

Tables 1 and 2 below show the EYFSP data items and data values collected for each child.

Table 1. Data items collected for each child

	Areas of Learning	GLD	Early Learning Goals	Valid Data Values
Prime Areas	Communication and Language	✓	E01 - Listening, Attention and Understanding	2, 1, A (see table 2)
	Personal, Social and Emotional Development	✓	E02 - Speaking	
		✓	E03 - Self-regulation	
		✓	E04 - Managing Self	
	Physical Development	✓	E05 - Building Relationships	
		✓	E06 - Gross Motor Skills	
		✓	E07 - Fine Motor Skills	
Specific Areas	Literacy	✓	E08 - Comprehension	
		✓	E09 - Word Reading	
		✓	E10 - Writing	
	Mathematics	✓	E11 - Number	
		✓	E12 - Numerical patterns	
	Understanding the world		E13 - Past and Present	
			E14 - People, Culture and Communities	
			E15 - The Natural World	
	Expressive Arts and Design		E16 - Creating with Materials	
			E17 - Being Imaginative and Expressive	

Table 2. Note - If any item: E01 to E17 is indicated 'A' then all items must be indicated 'A'

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 an exemption

2. Key dates

The deadline for data submission to LAs is **Friday 20th June 2025**.

To ensure all data cleansing and checking can be completed we would request that you submit your data to us from the beginning of June if at all possible. This will also allow us to monitor data quality and assist you with any queries.

3. Children who move to a new school during the year

If a child moves to a new school or provider during the academic year, the original school must send their assessment of the child's development against the ELGs to the new school or provider.

If a child starts a new school or provider on the first day of the second half of the summer term (or any time after that), then the previous school should submit the data. If a child moves school or provider any time before the half term, then the new school should submit the data. Where half term dates differ between LA areas, it is the school or provider where a child attends (or will attend) for the longest period of time that submits the data.

4. Creating your return

Schools should record their EYFSP data for each child on their assessment software e.g. Target Tracker, SIMS Assessment Manager, etc. Your software will allow you to create an export file to send to the LA.

Any queries regarding the creation of the export file should be referred to your software provider, but please contact us if you require assistance in using the s2s website to send us your data.

5. Data checking reports

Once we have received and processed your EYFSP data, we will send you details of the results we hold prior to submitting them to the DfE. This will give schools a final opportunity to check their data and to notify us of any amendments.

6. Reporting results to parents

Once the EYFSP data has been stored in your assessment software and has been verified you will be able to produce the child and school level reports for parents.

7. Returning data to the LA using [egress](#).

Schools should use [egress](#) to send their FSP data securely to the LA.

Use the Browse function to find the FSP XML file stored on your computer in your chosen location. The file name will be in one of the following formats:

881SSSS_FSP_881LLLL_NUM.XML or

881SSSS_CTF_881LLLL_NUM.XML

where:

SSSS is the school DfE number.

NUM is a file extension number (such as 001, 002 or 100, 101), which increases each time a phonics file is created.

To check that you have located the most recent version, hover over the file name with your cursor to see 'date modified'.

Once the file has been located, attach the file to the email and send to charlie.watson@slough.gov.uk.

We will process and validate your data return to ensure that there are no data discrepancies. We will upload a series of useful reports via [Perspective Lite](#) for you to verify that the data to be submitted to the DfE is aligned with your schools/settings own records.

8. Useful links

Refer to the [DfE Early Years Foundation Stage Profile handbook](#)

9. Contact us

Please submit enquiries by email to: charlie.watson@slough.gov.uk