



23 January 2020

## Attainment is lower for disadvantaged students compared to non-disadvantaged students across all level 3 qualification types

Cohort	Attainment measures	Dis. Students	Non-Dis Students	
A-Level	APS	28.70	33.58	The average grade for A levels was C for disadvantaged students (increased from C- in 2018), and C+ for all other students (the same as in 2018).
	Grade	C	C+	
Applied General	APS	27.72	29.26	The average grade for Tech Levels and Applied General qualifications was Merit+ for all students, regardless of their disadvantage status. This is an increase from Merit to Merit+ for Tech Level disadvantaged students compared to 2018.
	Grade	Merit+	Merit+	
Tech Levels	APS	26.80	29.20	
	Grade	Merit+	Merit+	

## English and maths progress increased for students who did not achieve at least GCSE grade 4 or equivalent at the end of key stage 4.

In 2019, average progress was 0.13 and 0.08 for English and maths respectively. This means that on average, for students included in this measure, their point score was marginally higher at the end of 16 to 18 studies than it was at the end of key stage 4.

Average progress has steadily increased each year since the measure was introduced in 2016.

Average progress in:	English	Maths
2016	-0.10	-0.13
2017	-0.02	0.00
2018	0.06	0.05
2019	0.13	0.08

## Level 3 Value Added for A-level disadvantaged students continues to decrease

Level 3 value added scores	A-level		
	2017	2018	2019
Dis. Students	-0.06	-0.09	-0.12
Non-dis. Students	0.00	0.00	0.00
All state-funded students	-0.01	-0.01	-0.02

Over the last three years, the Level 3 value added scores for A-level disadvantaged students have decreased, from -0.06 to -0.12, at a rate of -0.03 per year. This contrasts with a stable score of 0.00 for non-disadvantaged students.

Source: 16-18 attainment data

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## Note on revised results

The revised statistics in this release provide an update to the provisional figures published in October 2019. The revised figures incorporate the small number of amendments that awarding organisations, schools or colleges and local authorities submitted to the department after August 2019. A number of figures have changed between the two releases; this is expected and occurs every year.

Between provisional and revised publications, it is usual for student numbers to drop, mainly due to the removal of students who should not be included. In 2019 the number of level 3 students decreased by about 2% between the provisional and revised figures. In contrast, performance measures tend to improve but generally changes are not substantial and where relevant these will be highlighted in the revised publication. This is due to the combined effect of removals of students who should not be included and the outcomes of enquiries about results and the submission of late results by awarding organisations. This publication compares revised results for 2019 to revised results from previous years to take account of the normal change in results between provisional and revised data.

## Additional data available

A range of datasets are published alongside this document. These are detailed in the ['Accompanying tables'](#) section.

# 1. Introduction

The 16-18 school and college performance headline measures changed in 2016 as a result of government reforms to how schools and colleges are held to account for their performance. The headline measures since 2016 are: attainment; progress; English and maths, retention; and destinations, with the latter published separately. They are reported across four level 3 cohorts, determined by the qualifications taken by students: A levels, academic, Applied General and Tech Levels. From 2017, these headline measures were extended to include level 2 vocational qualifications, which from 2019 has been limited to students taking approved technical certifications (see [‘Changes since last year’](#)).

This release reports revised information on 16 to 18 attainment measures, including English and Maths progress measures, and includes the level 3 progress measure. Further 2019 data will be published in March 2020, covering the completion and attainment, and retention measures.

This is part of a wider group of publications on 16 to 18 accountability measures, which includes the 16 to 18 [school and college performance tables](#) (updated with 2019 data in January 2020) and the student [destinations](#) statistical publications. You can find links to relevant publications under [Further Information](#).

## 2. Changes since last year

From the 2019 performance tables onwards, only approved technical certificate qualifications are reported in level 2 attainment, completion and attainment, and retention measures. More details can be found in the department’s [16-19 technical guide](#) and the quality and methodology document published alongside this document. Further, we no longer report on minimum standards.

## 3. 16 to 18 attainment using revised data (January 2020)

This section covers attainment for A level, academic, Applied General, Tech Level, and technical certificate students who finished 16 to 18 study in 2018/19. Attainment measures show the results that students achieved by the end of 16 to 18 study, in all qualifications recognised in the 2019 performance tables and during all years of 16 to 18 study. The accompanying tables and underlying data (CSV files) are available for download from the 16 to 19 attainment statistics [website](#) (Accompanying tables).

Students are included in attainment measures if they:

- completed their studies at the end of the reporting academic year **or** are 18 at the start of the reporting year and have not been reported in the performance tables at their current allocated provider
- and**
- entered for at least one qualification in one or more of the qualification types listed below during their 16 to 18 studies

Since 2017 eligible level 2 vocational qualifications have been published in performance tables, from 2019, only technical certificates at level 2 are recognised in the 16 to 18 performance tables. Details on the eligible qualifications of each type are available in the ‘Qualifications and Performance points’ section of the [technical guide](#).

The headline attainment measures are:

- APS per entry: the average point score (APS) is calculated by dividing the total point score by the number of entries;
- Percentage achieving 3 A\*-A; Percentage achieving AAB or better: these ‘best 3’ measures primarily include students taking A level qualifications;
- Percentage achieving AAB or better (of which at least two are in facilitating subjects).

In 2019 (the 2018/19 academic year) 329,815 students completed their 16 to 18 studies and entered at least one level 3 qualification eligible for inclusion in the performance tables. This was a slight increase of 0.9% compared to 2018. The number of potential 16 to 18 students (those who completed key stage 4 two years previously) decreased by 2.1% (Figure 1).

The large decrease in the number of technical certificate students (86.1%) is likely to have been due to reforms to the list of approved technical certificate qualifications, as described in the [provisional release](#).

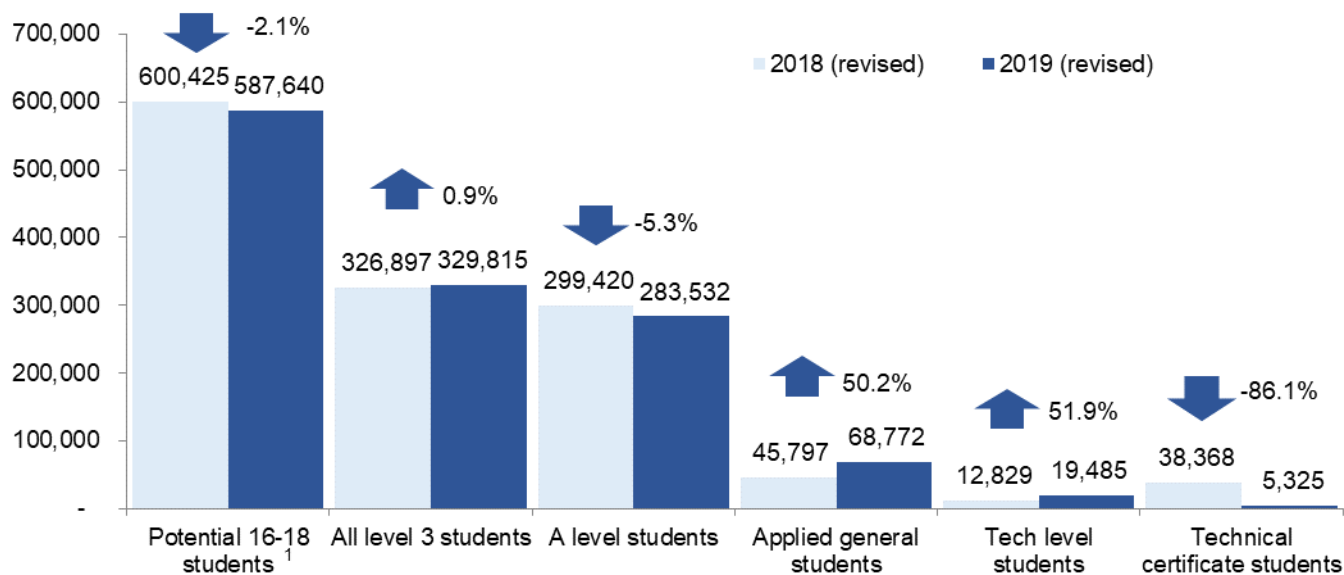


Figure 1: 16 to 18 students by cohort (table 1a,b). England, 2018 to 2019 (revised).

### A level attainment increased for students at the end of 16 to 18 study in comparison to 2018.

The average point score (APS) per entry for A level has increased each year since 2016. The APS per entry expressed as a grade remained stable year-on-year (C+) (Figure 2).

Attainment for Applied General and Tech Level qualifications were broadly consistent with 2018 figures. This follows a decrease in attainment in 2017, due to vocational qualification reform.

Performance measures should not be directly compared across qualification types due to differences in entry patterns and grading structures.

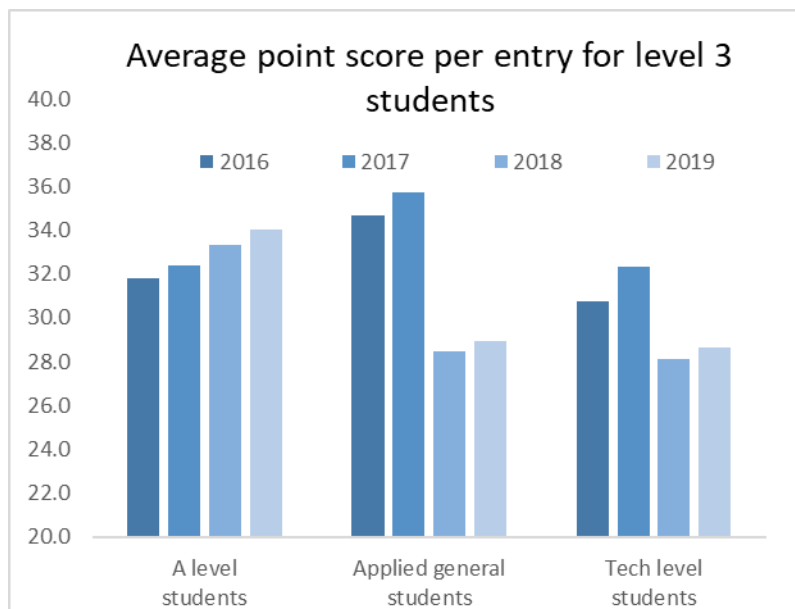


Figure 2: Average point score per entry for level 3 students. England, 2016-19 (revised).

## Participation and attainment in level 2 technical certificates

The number of students entering level 2 technical certificates saw a notable decrease of around 86% compared to 2018 (Table 1). This was due to reforms to the list of approved technical certificate qualifications.

These changes were made to improve the standard of the qualifications included and follow on from previous reforms to the approved list of Applied General and Tech Level qualifications in 2017/18.

Despite this major change in the size of cohort, the APS per entry for technical certificate students remained stable at L2Merit-.

**Table 1: Participation and attainment in level 2 Technical certificates. England, 2017-19 (revised).**

Technical certificate students	Number of students	APS per entry
2017	35,603	5.75 (L2Merit-)
2018	38,368	5.77 (L2Merit-)
2019	5,325	5.75 (L2Merit-)

## Vocational qualifications approved by section 96

The revised and provisional results for vocational qualifications approved by [Section 96](#) are similar. Please refer to the associated underlying data (Tables 1a & b, CSV file 'Vocational student participation by subject') for more details

### English and maths

Since August 2014 all students aged 16 to 18 on study programmes of 150 hours or more that do not hold a GCSE grade 9 to 4 or A\* to C (or equivalent qualification) in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year. The English and maths progress measure reports on these students. Students who are included in either the level 2 or level 3 headline attainment cohorts are in scope for the measure.

The additional level 3 maths measure, which shows the percentage of students who achieved GCSE maths grade 4 or above (or equivalent) by the end of key stage 4 that subsequently go on to achieve an approved level 3 maths qualification, is also reported in this section.

#### How points are assigned to English and maths qualifications

The English and maths progress measures are based on a capped point score, ranging from 0 to 8 points, depending on the type of qualification taken and the grade achieved. Students that do not enter any approved exams during 16 to 18 study automatically score -1 for the progress measure.

A list of the qualifications eligible for inclusion in these measures, and their capped points is available [here](#).

#### *National average progress*

The proportion of students entering approved qualifications continued to increase in 2019. While average progress in both English and maths increased from 2018 to 2019, the proportion of students making positive progress in maths decreased by over 1 percentage point. Similarly, the percentage of students achieving grade 4 or above is slightly lower than last year. A change in the distribution of progress has occurred, with a smaller group of students making greater progress in attainment than in 2018, driving the overall increase in average progress (Table 2).

**Table 2: English and maths progress (tables 11a and 11b). England, 2017 to 2019 (revised).**

<b>English</b>	Number of students in scope	Average progress	Percentage entering an approved English qualification	Percentage making positive progress	Percentage achieving grade 4 (or equivalent) or above
2017	117,830	-0.02	79.2	33.7	21.5
2018	115,115	0.06	81.1	36.6	23.5
2019	108,007	0.13	81.7	37.3	23.0

<b>Maths</b>	Number of students in scope	Average progress	Percentage entering an approved maths qualification	Percentage making positive progress	Percentage achieving grade 4 (or equivalent) or above
2017	145,930	0.00	80.8	36.5	17.5
2018	145,448	0.05	83.4	37.9	18.7
2019	142,488	0.08	84.8	36.2	18.2

Source: 16 to 18 attainment data

"Positive progress": Improved point score in the subject between by the end of key stage 4/16 to 18 studies, compared to prior attainment in key stage 4

## 4. Level 3 progress

This section covers results for the level 3 value added measure, which reports how well students have progressed who took academic and Applied General qualifications. The progress of students is the focus of the 16 to 18 accountability system.

For Tech Levels, a combined completion and attainment measure is used to measure progress; data on completion and attainment will be published in March 2020.

### Level 3 value added measure

The level 3 value added measure shows the progress each student makes between key stage 4 and the end of 16 to 18 study (for students who entered graded level 3 qualifications (excluding Tech Levels)) compared with the progress made by students nationally who had the same level of attainment at the end of secondary education (key stage 4)<sup>1</sup>.

#### *National average progress*

Level 3 value added is a relative measure, which means that the national average score is zero and remains the same between years. The following sections look at patterns broken down by gender and institution type, because the measure is more meaningful when compared between groups.

#### *Level 3 value added by institution type (A-levels and Applied General qualifications)*

Free schools (16-19) had the highest value-added score (0.24), and University Technical Colleges (UTCs) the lowest (-0.28, which is an increase from -0.47 in the previous year). UTCs have seen the most positive change, whilst sponsored academies (mainstream) have seen the most negative change, with -0.04, from last year (Table 3).

Care should be taken when comparing across institution types due to significant differences in cohort sizes; only 1.1% and 0.3% of all A level entries counting towards the level 3 value added measure were taken in free schools (16-19) and UTCs respectively.

<sup>1</sup> We also publish measures on English and maths progress (see English and maths), which look at the progress of students in a different way. The English and maths progress measure compares students' attainment in English and maths against their own starting points, with positive progress being an improvement in point score compared to their starting point, rather than comparing to the attainment of other students nationally.

**Table 3: Level 3 value added scores for A level qualifications by institution type (Table 1d). England, 2019 (revised).**

A level Institution type	Number of entries			Value added score		
	2018	2019	% Change	2018	2019	Change
FE sector colleges excluding sixth form colleges	76,321	63,429	-17	-0.10	-0.12	-0.03
Sixth form colleges	138,101	105,807	-23	0.03	0.02	-0.01
Independent schools	98,617	91,022	-8	0.09	0.14	0.05
Studio schools	682	637	-7	-0.24	-0.08	0.15
University Technical Colleges - UTCs	2,783	2,398	-14	-0.47	-0.28	0.19
Free Schools 16-19	4,975	8,321	67	0.20	0.24	0.05
Free Schools	3,107	4,176	34	-0.17	-0.17	0.01
Converter academies - mainstream	387,962	350,965	-10	0.01	0.00	-0.01
Sponsored academies - mainstream	52,126	48,749	-6	-0.09	-0.13	-0.04
Local authority maintained mainstream schools	130,659	100,972	-23	-0.02	-0.03	-0.01

Source: 16-18 attainment data

For Applied General qualifications, FE colleges had the lowest value-added score in 2019 (-0.21), a slight improvement from -0.21 in 2018. Free schools (16-19) had the highest score (0.18) in 2019, a noticeable drop from 0.40 in 2018 (Table 4). As before, care should be taken when comparing across institution types due to differences in cohort sizes.

**Table 4: Level 3 value added scores for Applied General qualifications by institution type (Table 1d). England, 2019 (revised).**

Applied General Institution type	Number of entries			Value added score		
	2018	2019	% Change	2018	2019	Change
FE sector colleges excluding sixth form colleges	6,063	14,886	146	-0.26	-0.21	0.05
Sixth form colleges	4,725	7,339	55	0.04	0.11	0.07
Independent schools	588	1,134	93	-0.03	0.04	0.07
Studio schools	298	364	22	0.12	0.03	-0.09
University Technical Colleges - UTCs	547	746	36	0.10	0.14	0.04
Free Schools 16-19	90	299	232	0.40	0.18	-0.22
Free Schools	74	78	5	0.14	0.09	-0.05
Converter academies - mainstream	21,308	32,072	51	0.05	0.08	0.04
Sponsored academies - mainstream	9,767	12,936	32	0.03	0.06	0.03
Local authority maintained mainstream schools	11,015	13,653	24	0.08	0.08	0.00

Source: 16-18 attainment data

## 5. 16 to 18 measures by student characteristics

This release also includes the 16 to 18 headline measures broken down by the following characteristics: disadvantaged status, ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), and special educational needs status (SEN) for state-funded students.

### A level attainment by gender

Overall female students achieved a higher APS per entry in A-Levels, but a higher proportion of male students achieved top grades. This is the same pattern as previous years (Table 5).

Across both genders, maths was the most popular subject with 27% of students entered for an A-Level. When broken down by gender, 37% of male students (19% of female students) entered maths, whilst 24% of female students (17% of male students) entered biological sciences (further detail available from Table 9b of the [Accompanying tables](#)).

Across both genders, 44% of students entered any maths or science A-Levels – up from 41% last year (see table 10 of the [Accompanying tables](#)). While this trend was similar for both genders, 51% of male students entered at least one maths or science A-Level, compared to 37% of female students.

**Table 5: A level attainment by gender, 2019 (table 1a) England, 2019 (revised)**

<b>All A level students</b>		<b>Female</b>	<b>Male</b>
	<b>Number of students</b>	154,797	128,734
	<b>APS per entry</b>	34.58 (C+)	33.31 (C+)
<b>Students<sup>1</sup> entered for one or more A levels or applied A levels</b>		<b>Female</b>	<b>Male</b>
	<b>Number of students</b>	121,283	97,115
	<b>% A level cohort</b>	78.3	75.4
	<b>APS per entry in best 3 A levels (grade)</b>	34.40 (C+)	33.40 (C+)
	<b>% achieving 3 A*-A grades or better</b>	12.1	14
	<b>% achieving grades AAB or better</b>	21	21.7
<b>Students<sup>1</sup> entered for one or more A levels</b>		<b>Female</b>	<b>Male</b>
	<b>Number of students</b>	121,272	97,112
	<b>% A level cohort</b>	78.3	75.4
	<b>% achieving grades AAB or better, of which at least two are in facilitating subjects</b>	15.2	18.1

Source: 16 to 18 attainment data

1. Excluding students taking A levels as part of a mixed programme

## Applied General, Tech Level and technical certificate entry and attainment by gender

As in 2018, female students achieved an APS per entry 3 points higher than for males in Applied General qualifications. For Tech Levels, male students achieved a slightly higher APS per entry (28.94) than female students (28.42), although this gender gap decreased from 2018 (Table 6).

For technical certificates, female students achieved higher APS per entry than male students. This was the same pattern as 2018.

**Table 6: Applied General, Tech Level students and technical certificate attainment by gender (table 1a and 1b). England, 2019 (revised).**

<b>Level 3 qualifications</b>		<b>Female</b>	<b>Male</b>
<b>Applied General students</b>	<b>Number of students</b>	36,366	32,406
	<b>APS per entry</b>	30.31	27.34
	<b>APS per entry as a grade</b>	Dist-	Merit+
		<b>Female</b>	<b>Male</b>
<b>Tech Level students</b>	<b>Number of students</b>	10,717	8,768
	<b>APS per entry</b>	28.42	28.94
	<b>APS per entry as a grade</b>	Merit+	Merit+
<b>Level 2 qualifications</b>		<b>Female</b>	<b>Male</b>
<b>Technical certificate students</b>	<b>Number of students</b>	2,763	2,562
	<b>APS per entry</b>	5.81	5.67
	<b>APS per entry as a grade</b>	L2Merit-	L2Merit-

Source: 16 to 18 attainment data



## English and maths progress by gender

Average progress increased in both English and maths, for both male and female students. Female students continued to make more progress in English during 16 to 18 than male students, but this gender gap has reduced from 2018. The proportion of males eligible for the English progress measure continues to be almost twice that of females. In Maths, both males and females exhibited similar increases in average progress, and decreases in the proportion of students making positive progress (Table 7).

**Table 7: English and maths progress by gender (tables 12a and 12b). England, 2019 (revised).**

	English						
	Number of students			Average progress		% positive progress	
	All	% female	%male	Female	Male	Female	Male
2018 (revised)	115,115	35.6	64.4	0.10	0.04	37.7	35.9
2019 (revised)	108,007	34.7	65.3	0.15	0.12	37.4	37.3

	Maths						
	Number of students			Average progress		% positive progress	
	All	% female	%male	Female	Male	Female	Male
2018 (revised)	145,448	48.3	51.7	0.06	0.04	38.0	37.8
2019 (revised)	142,488	48.9	51.1	0.09	0.08	36.0	36.4

Source: 16 to 18 attainment data

"Positive progress": Improved point score in the subject between by the end of key stage 4/16 to 18 studies, compared to prior attainment in key stage 4

## Level 3 value added by gender

Based on value added scores, male students outperformed females in A-levels, whilst the converse is true for Applied General qualifications. In A-levels, males had an average value added score of 0.06, compared to -0.08 for females. For 2019 Applied General, males had a value added score of -0.05 whilst for females it was 0.05 (Table 8).

**Table 8: Level 3 value added scores by gender. England, state-funded providers, 2017 to 2019 (revised).**

Level 3 value added scores	A-level			Applied General		
	2017	2018	2019	2017	2018	2019
<b>Males</b>	0.07	0.08	0.06	-0.09	-0.04	-0.05
<b>Females</b>	-0.05	-0.06	-0.08	0.09	0.04	0.05

Source: 16 to 18 attainment data

## 16 to 18 measures by disadvantage status

A lower proportion of disadvantaged students participated in 16 to 18 study after key stage 4 than other students. For students who were at the end of key stage 4 in state-funded schools in 2016/17, 88% of disadvantaged pupils were recorded in a sustained destination<sup>2</sup>, compared with 96% of all other pupils. Disadvantaged pupils were slightly more likely to enter an employment destination (4%) after key stage 4 compared to all other pupils (3%), and less likely to go into a sustained apprenticeship.

<sup>2</sup> To be included as having a sustained destination, young people must be recorded as having participation throughout the 6 months from October to March 2014/15. This means attending for all the first two terms of the academic year at one or more education provider; spending 5 of the 6 months in employment or a combination of the two. For more information, please refer to [statistical releases](#) on the destinations of key stage 4 and key stage 5 pupils.

### Level 3 attainment by disadvantage status

Attainment is lower for disadvantaged students compared to non-disadvantaged students across all level 3 qualification types, but the gap is greater in A-levels than it is in Applied General and Tech Levels. The average grade for A levels was C for disadvantaged students, and C+ for non-disadvantaged students. The average grade for Tech Level students was a Merit+ for disadvantaged and for non-disadvantaged students. For Applied General qualifications, the average grade was the same for disadvantaged and non-disadvantaged students (Merit+). However, the average point scores per entry for Tech Levels and Applied General are slightly lower for disadvantaged students than non-disadvantaged students (Table 9).

**Table 9: Attainment by disadvantaged status for level 3 students (measures by characteristics CSV). England, 2019 (revised).**

Attainment measures	A-Level			Applied General			Tech Level		
	Student count	APS	Grade	Student count	APS	Grade	Student count	APS	Grade
<b>Dis. Students</b>	38,800	28.70	C	15,405	27.72	Merit+	4,615	26.80	Merit+
<b>Non-Dis. Students</b>	205,725	33.58	C+	51,573	29.26	Merit+	14,612	29.20	Merit+
<b>Unknown Status</b>	3,469	33.58	C+	731	28.86	Merit+	204	29.20	Merit+
<b>All state-funded students</b>	247,994	32.87	C+	67,709	28.89	Merit+	19,431	28.64	Merit+

Source: 16-18 attainment data

Include students who were reported as disadvantaged, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

### Level 3 value added by disadvantage status

The level 3 value added scores for disadvantaged students are lower than for non-disadvantaged students for both the A level and Applied General measures (Table 10). In 2019, disadvantaged students had a level 3 value added score of -0.12 for A level, compared to 0.00 for non-disadvantaged students. The gap (-0.12) widened compared to 2018 (-0.09).

For Applied General qualifications the scores for disadvantaged and non-disadvantaged were -0.04 and 0.02 respectively, compared to -0.03 and 0.02 in 2018 respectively. The gap has narrowed for Applied General qualifications compared to 2017.

**Table 10: Level 3 value added scores by disadvantaged status (measures by characteristics CSV). England, state-funded providers, 2019 (revised).**

Level 3 value added scores	A-level			Applied General		
	2017	2018	2019	2017	2018	2019
<b>Dis. Students</b>	-0.06	-0.09	-0.12	-0.07	-0.03	-0.04
<b>Non-dis. Students</b>	0.00	0.00	0.00	0.03	0.02	0.02
<b>All state-funded students</b>	-0.01	-0.01	-0.02	0.00	0.01	0.01

Source: 16 to 18 attainment data

### English and maths national average progress breakdown by disadvantage status

Disadvantaged and non-disadvantaged students represent 41% and 59% respectively of the total number in scope for the maths progress measure, and 42% and 58% respectively of the total number in scope for the English progress measure. The proportion of disadvantaged students in scope for the English and maths measures is considerably higher than in the potential state-funded students (27%); this is because disadvantaged students achieve lower outcomes in key stage 4 study<sup>3</sup>.

<sup>3</sup> In 2016, 43.1% of disadvantaged pupils achieved A\*-C in both English and maths GCSEs, compared to 70.6% of all other students in state-funded schools. See [Revised GCSE and equivalent results in England: 2015 to 2016](#)

Non-disadvantaged students in scope for these measures outperformed disadvantaged students in 2019, with a higher average progress score in both English and maths. Both groups have increasing progress scores over time since 2017 (Table 11).

Table 11: National average progress by disadvantaged status. England, 2019 (revised)

Average progress in English or maths	English			Maths		
	2017	2018	2019	2017	2018	2019
Dis. Students	-0.15	-0.09	-0.03	-0.12	-0.08	-0.04
Non-Dis. Students	0.07	0.17	0.25	0.07	0.13	0.17
Unknown	0.22	0.23	0.52	0.15	0.3	0.42
All state-funded students	-0.02	0.06	0.14	-0.01	0.05	0.09

Source: 16 to 18 attainment data

1. Includes students who were reported as disadvantaged, non-disadvantaged students, and for whom disadvantaged status cannot be determined at the end of key stage 4.

## 16 to 18 measures by ethnicity

Figure 3 shows the pattern in average point score (APS) per entry for A level, Applied General and Tech Level qualifications by ethnic group. These show similar patterns as seen at other key stages.

Across different ethnic groups (where known), Chinese students had the highest APS per entry for all three qualification types shown. Black students had the lowest APS per entry for A level and Applied General, and mixed students had the lowest APS per entry for Tech Level. Students whose ethnic group is unknown had the highest APS per entry for A level; this is likely to reflect the fact that many of these students are likely to have attended an independent school at key stage 4, which have the highest attainment across different institution types.

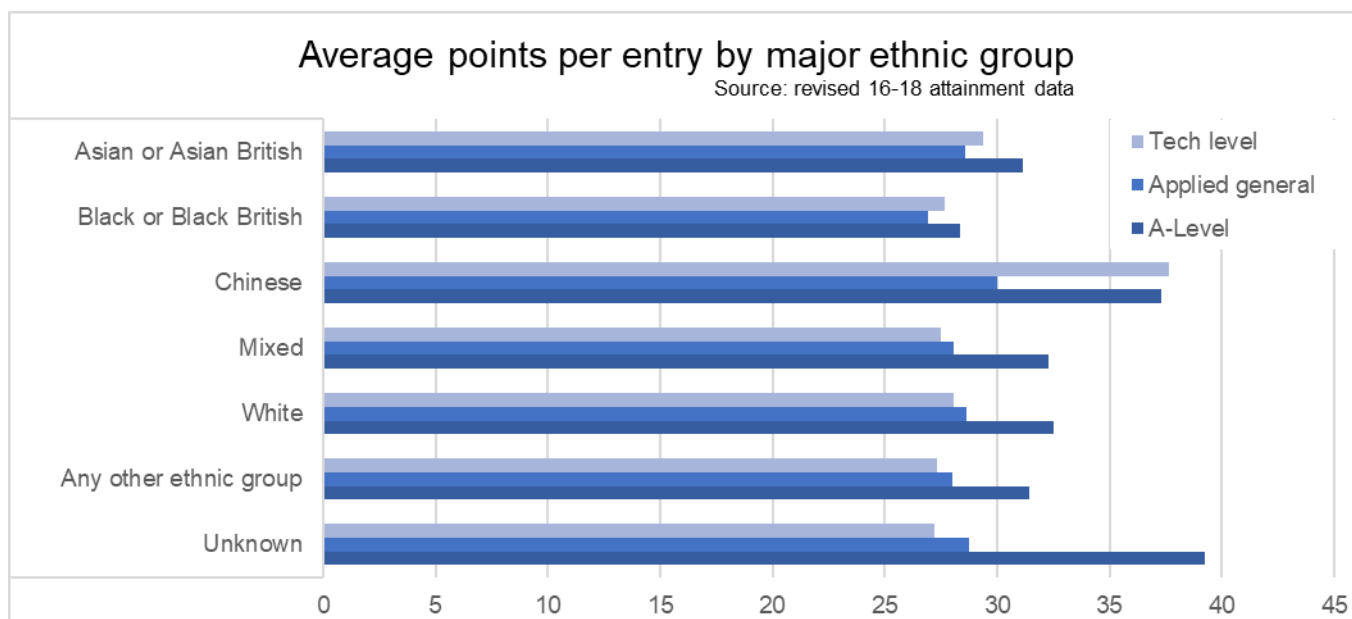


Figure 3: Average points per entry by major ethnic group (measures by characteristics CSV). England, 2019 (revised)

## 16 to 18 measures by other characteristics

As seen at other key stages, students eligible for FSM, with first language other than English, or with special education needs, all have lower attainment than other students across the three qualification types (Table 12).

**Table 12: Average point scores per entry for three different cohorts and by FSM, EAL, and SEN statuses (measures by characteristics CSV). England, 2019 (revised)**

APS per entry for various cohort	FSM eligibility			First language			SEN status		
	Eligible for FSM	Not eligible for FSM	Unknown FSM eligibility	Other than English	English	Unknown first language	SEN	No identified SEN	Unknown SEN status
<b>A level</b>	28.8	34.2	37.4	31.3	33.3	39.7	30.7	33.0	39.7
<b>Applied General</b>	27.8	29.1	28.8	28.6	28.9	29.8	26.8	29.1	29.9
<b>Tech Level</b>	26.8	28.9	29.1	28.4	28.6	30.0	26.3	28.9	30.0

Source: 16-18 attainment data

Further information on other measures broken down by these characteristics is available in the 'performance measures by characteristics' CSV published alongside this release on gov.uk. The patterns described here are broadly the same across the other 16 to 18 measures.

## 6. Accompanying tables

A wide range of datasets are published alongside this document. These are grouped into five main sets: National tables, Local authority and regional tables, Maths and science subject time series, English and maths tables, and School and college location tables. Further information is also available in Maps and CSV files. These are available at the '[Statistics: 16 to 19 attainment](#)' data collection page. When reviewing the tables, please note that:

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The criteria we use to include students (tables 1a-b, 9)	Students will be included if they were aged 16, 17 or 18 on 31 August 2017 and had completed 16 to 18 study. A student is considered to have completed 16 to 18 study in 2018 if they meet one of the following criteria: <ol style="list-style-type: none"><li>1. has entered for level 3 qualifications at least the size of 2 A levels</li><li>2. has attended the same institution for 2 years in a row</li><li>3. has reached academic age 18 and has not previously been included in performance tables results</li></ol>
Approved qualifications only	The range of qualifications reported in this statistical publication covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). Approved qualifications at level 3 and their point scores can be found at <a href="#">Ofqual Register website</a>
How we avoid double counting subjects	To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.
We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. The Department has a set of statistical policies in line with the Code of Practice for Official Statistics: <a href="#">Standards for official statistics published by the Department for Education</a>
adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable x publication of that figure would be disclosive
and round percentages	Percentages in this statistical publication are given to one decimal place. Totals may not add to 100% due to rounding.

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## 7. Further information is available

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Performance tables	Data for institutions can be found in the <a href="#">school and college performance tables</a> . The 16 to 18 performance tables will be updated with data for the 2018/19 academic year in January 2020.
Key stage 4	GCSE and equivalent results for key stage 4 can be found at <a href="#">GOV.UK - Statistics: GCSEs (key stage 4)</a> .
Key stage 2	Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2, can be found at <a href="#">GOV.UK - Statistics: key stage 2</a> .
Key stage 1	Statistics on national curriculum assessments at key stage 1 and phonics screening check results can be found at <a href="#">GOV.UK - Statistics: key stage 1</a>
Destination measures	Statistics on educational or employment destinations of key stage 4 and key stage 5 students can be found at <a href="#">GOV.UK - Statistics: destinations of key stage 4 and key stage 5 pupils</a> .
Level 2 and 3 attainment at 16 to 18	Statistics on the attainment of young people aged 19, based on matched administrative data can be found at <a href="#">GOV.UK – Attainment at 19 years</a> .
Level 1 and 2 attainment in English and maths at 16 to 18	Experimental statistics on level 1 and 2 English and maths by students aged 16 to 18 who failed to achieve A* to C by the end of key stage 4 can be found at <a href="#">GOV.UK - Attainment at 19 years</a> . Note that this release has been discontinued.
Results for the rest of the UK	<p>The Welsh Assembly publishes the results of external examinations taken by pupils aged 15 or 17, available at: <a href="#">Welsh assembly statistics and research</a></p> <p>The Department for Education Northern Ireland (DENI) published AS and A level statistics, available at: <a href="#">Department for Education Northern Ireland (DENI)</a></p> <p>The publication 'Summary statistics for attainment, leaver destinations and healthy living' is published by the Scottish Government and is available at: <a href="#">The Scottish Government website</a></p>
Information published by Ofqual	<p>Exam boards use a combination of expert judgement and statistics to set grade boundaries. Ofqual monitors the maintenance of standards of each qualification over time so that they are fair for all students – between exam boards in a subject, as well as from year to year. Statistics involve predictions based on the cohort's prior attainment. For AS and A level, exam boards use predictions based on the cohort's prior attainment at GCSE. Further information on how grades are set for AS and A levels can be found here: <a href="https://www.gov.uk/guidance/regulating-gcses-as-and-a-levels-guide-for-schools-and-colleges/grading">https://www.gov.uk/guidance/regulating-gcses-as-and-a-levels-guide-for-schools-and-colleges/grading</a>.</p> <p>Ofqual has also published information on variability in A levels for schools and colleges, which is available here: <a href="https://www.gov.uk/government/publications/variability-in-a-level-results-for-schools-2017-to-2019">https://www.gov.uk/government/publications/variability-in-a-level-results-for-schools-2017-to-2019</a>.</p>

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## 8. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Statistics.

## 9. Technical Information

A quality and methodology information document accompanies this document. This provides further information on the data sources, their coverage and quality, and explains the methodology used in producing the data, including how it is validated and processed. More details can be found in the department's [technical guide](#).

## 10. Get in touch

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