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**Internet**<http://www.education.gov.uk/rsgateway/DB/SFR/s001059/index.shtml>**LEVEL 2 AND 3 ATTAINMENT BY YOUNG PEOPLE IN ENGLAND MEASURED USING MATCHED ADMINISTRATIVE DATA: ATTAINMENT BY AGE 19 IN 2011****INTRODUCTION**

This Statistical First Release (SFR) provides information on the proportion of young people in England who attain Level 2 and Level 3 qualifications by the age of 19. It updates and replaces figures published in SFR 04/2011 (released in March 2011).

Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A\*-C or equivalent qualifications, and Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications<sup>1</sup>.

The SFR leads with national figures, which are then analysed by institution type and qualification type. The focus of the SFR switches to young people who were in state schools at academic age 15, presenting analysis on attainment by age 19 by characteristics such as gender, ethnicity, eligibility for Free School Meals (FSM), and Special Educational Needs (SEN). It also includes tables on attainment by local authority.

In response to user demand and the Department for Education's stated aim of improving attainment of English and maths between ages 16 and 19 in its response the Wolf Review of Vocational Education<sup>2</sup>, this publication includes new statistics showing attainment of Level 2 including English and maths at GCSE A\*-C or equivalent qualifications, for young people who were in the state sector at academic age 15, and attainment between ages 16 and 19 in English and maths separately.

The SFR reports on progress against the following indicators in the Department for Education (DfE) Business Plan<sup>3</sup>:

- *Indicator 1(3): Achievement of a Level 3 qualification by age 19*
- *Indicator 1(4): Attainment of Level 2 in English and Maths at age 19 for those who had not achieved this level by 16*
- *Indicator 3 (9): Attainment gap at age 19 between FSM pupils and the rest in achieving Level 3 qualifications*

It also reports on progress against Indicator 5 in the Government Social Mobility Strategy<sup>4</sup>, broken down as follows:

- *(a) Proportion achieving a Level 3 qualification by age 19 (by FSM)*
- *(b) Proportion achieving 2+ A-levels by age 19 (by FSM)*

<sup>1</sup> Note that the methodology for calculating whether the Level 2 and Level 3 thresholds have been met differs from the measures of 5+ GCSEs at A\*-C, and 2+ A-levels, reported in the school and college performance tables. See Technical Notes for more information.

<sup>2</sup> <http://www.education.gov.uk/a0074953/review-of-vocational-education-the-wolf-report>

<sup>3</sup> <http://www.education.gov.uk/aboutdfe/departamentalinformation/Business%20Plan>

<sup>4</sup> <http://www.dpm.cabinetoffice.gov.uk/news/social-mobility-strategy-launched>

- (c) *Proportion achieving non A-level level 3 qualifications (by FSM)*

## HEADLINES

Attainment of Level 2 or higher and Level 3 by age 19 continued to rise between 2010 and 2011 at a rate similar to the most recent trend. In 2011, 83.8 per cent of 19 year olds were qualified to Level 2 or higher, and 56.7 per cent were qualified to Level 3.

The gap in attainment at 19 between those formerly eligible for Free School Meals (FSM) at academic age 15 and those not eligible continued to close at Level 2, and Level 2 with English and maths, but at Level 3 it widened by 0.5 percentage points between 2010 and 2011, to 24.7 percentage points. This reverses the recent trend which has seen the gap narrowing, albeit slowly, each year between 2005 and 2010.

The increase in the gap in attainment of Level 3 at age 19 between the FSM group and their peers was driven by a large increase in the gap between those attaining A-levels by age 19. Between 2010 and 2011, the proportion of the group not eligible for FSM who attained 2 or more A-levels by age 19 rose by 1.2 percentage points, to 36.5 per cent. The proportion of the FSM group attaining A-levels only rose by 0.4 percentage points, to 15.0 per cent.

Attainment at Level 2 (GCSE A\*-C or equivalent) in English and maths by age 19 continued its rising trend. In 2011, 71.5 per cent of young people had attained Level 2 English, and 65.8 per cent had attained Level 2 maths, up by 2.3 percentage points and 3.2 percentage points respectively since 2010. The proportion of those who failed to reach Level 2 at age 16 but went on to attain Level 2 by age 19 also rose for both English and maths.

## KEY POINTS

### National attainment at Level 2 and Level 3 attainment

In 2011, 83.8 per cent of young people aged 19 were qualified to at least Level 2, an increase of 2.4 percentage points since 2010. The proportion of young people aged 19 qualified to Level 2 or higher has been on a steadily rising trend in recent years, and by 2011 was 17.0 percentage points higher than in 2004. (See table (i) below)

Although attainment between 16 and 19 has been rising historically, most of the increase in attainment at 19 is driven by increased attainment at 16. Of the overall increase of 2.4 percentage points, 2.2 percentage points came at age 16, and just 0.2 percentage points from an increase in post-16 attainment, the smallest increase since 2006. However, when looking at the proportion of those without Level 2 at 16 who attained by age 19, there was an increase between 2010 and 2011, from 55 per cent to 58 per cent, continuing a rising long term trend.

In 2011, 56.7 per cent of young people aged 19 were qualified to Level 3, an increase of 2.6 percentage points since 2010, and 14.5 percentage points since 2004. The increase in 2011 was similar to the increase between 2009 and 2010 (+2.6 percentage points), and higher than the preceding four years, which saw Level 3 at 19 rates rising by less than 2 percentage points per year.

The proportion of 17 year olds qualified to Level 3 rose sharply, from 18.2 per cent in 2010 to 23.1 per cent in 2011 (i.e. between the 19 in 2012 and 19 in 2013 cohorts). This rise of 4.9 percentage points was by far the largest annual increase since the series began. This increase has been driven by a rise in the number of young people 'cashing in' AS levels in year 12, brought about by a change in funding and success rates policy for schools and colleges<sup>5</sup>.

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<sup>5</sup> More information on the issue of AS levels being 'cashed in' is provided in the Technical Notes of SFR 01/2012, which reports on A/AS Results in 2010/11 and is available here: <http://www.education.gov.uk/rsgateway/DB/SFR/s001055/sfr01-2012.pdf>

**Table (i): Percentage of young people qualified to level 2 or higher, and Level 3, by age and cohort**

Coverage: England

	Cohort	Number in cohort	Percentage attaining by age			
			16*	17	18	19
Level 2 or higher	19 in 2004	614,564	49.6	56.6	62.5	66.8
	19 in 2005	618,397	50.5	58.5	64.9	69.2
	19 in 2006	633,117	52.2	60.0	66.9	71.2
	19 in 2007	653,657	53.0	61.6	69.3	73.6
	19 in 2008	647,457	55.3	64.2	72.1	76.5
	19 in 2009	658,408	57.5	66.5	74.7	79.0
	19 in 2010	665,139	58.9	68.4	77.1	81.4
	19 in 2011	661,689	61.0	70.8	79.9	83.8
	19 in 2012	640,619	64.1	73.8	82.1	-
	19 in 2013	640,930	67.2	76.0	-	-
	19 in 2014	626,238	69.3	-	-	-
Level 3	19 in 2004	614,564	0.1	11.8	36.4	42.2
	19 in 2005	618,397	0.1	15.1	39.1	45.6
	19 in 2006	633,117	0.1	15.2	40.2	46.9
	19 in 2007	653,657	0.1	15.8	41.3	48.2
	19 in 2008	647,457	0.1	16.0	42.0	49.8
	19 in 2009	658,408	0.1	17.1	43.3	51.5
	19 in 2010	665,139	0.1	17.0	44.9	54.1
	19 in 2011	661,689	0.1	17.4	47.6	56.7
	19 in 2012	640,619	0.1	18.2	49.0	-
	19 in 2013	640,930	0.1	23.1	-	-
	19 in 2014	626,238	0.1	-	-	-

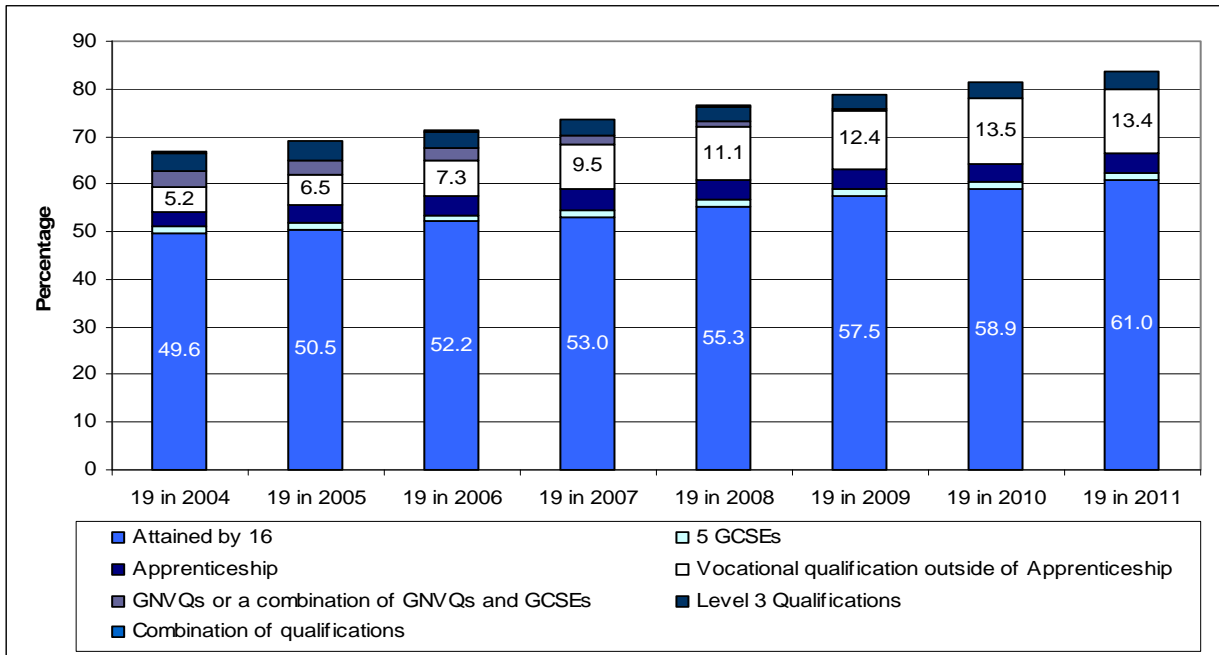
### Qualification Type

The proportion of young people attaining Level 2 between 16 and 19 through vocational qualifications (other than Apprenticeships) fell slightly between 2010 and 2011, from 13.5 per cent to 13.4 per cent (Figure 1). This is against the long term trend of rising attainment through post-16 Level 2 vocational qualifications – from 5.2 per cent in 2004 to 13.4 per cent in 2011.

The proportion of young people attaining Level 2 between 16 and 19 through Apprenticeships also fell slightly between 2010 and 2011, from 4.1 per cent to 3.9 per cent.

It should be noted that the small falls observed in the proportion of young people gaining Level 2 through these qualification types may not necessarily reflect fewer achievements, but can also be driven by higher attainment at age 16 – i.e. young people already having achieved Level 2. In addition, qualifications in the Qualifications and Curriculum Framework (QCF) are only treated as full if they meet the minimum threshold criteria for all Vocationally Related Qualifications (VRQs), see Technical Notes (section 4) for more information.

**Figure 1: Percentage attaining Level 2 at 19 by qualification type and cohort**

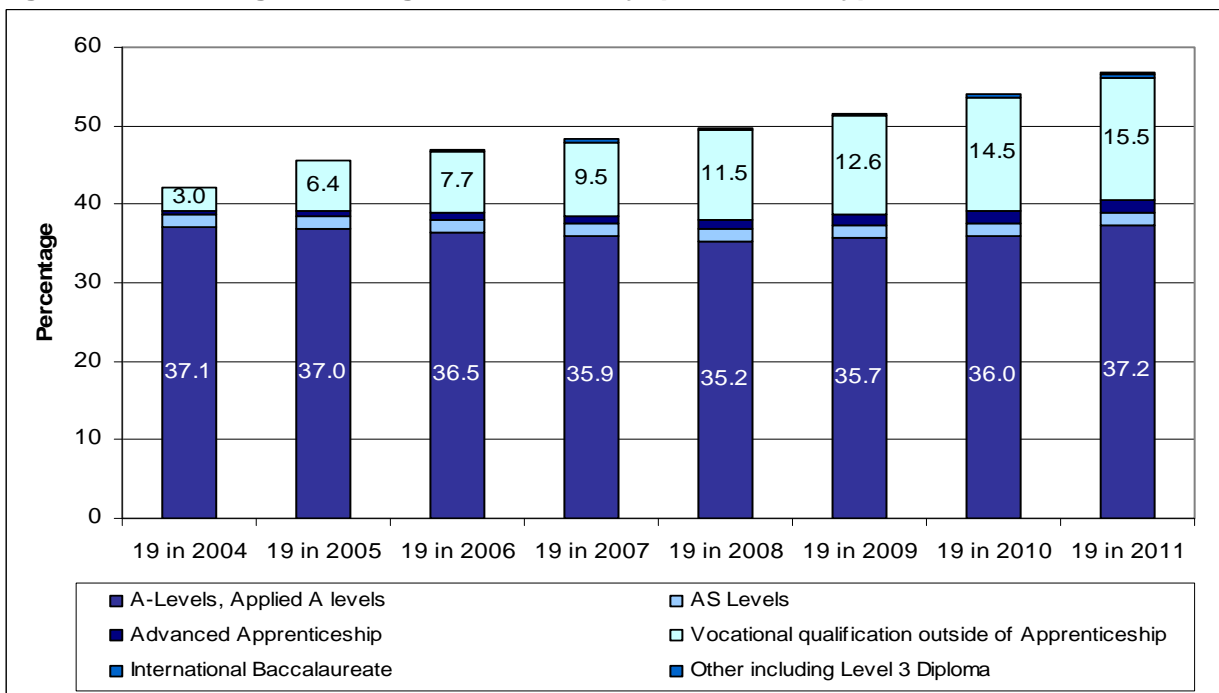


The proportion of young people attaining Level 3 at 19 through A-levels rose for the third successive year, having previously been falling between 2004 and 2008 (see Figure 2). The proportion achieving through A-levels rose by 1.2 percentage points, from 36.0 per cent in 2010 to 37.2 per cent in 2011.

Apart from A-levels, the main other driver of increased Level 3 attainment at 19 was attainment through vocational qualifications (other than Level 3 Apprenticeships), which rose by 1.1 percentage points between 2010 and 2011. This is a continuation of a long running trend – the proportion of young people attaining Level 3 at 19 through vocational qualifications has risen from 3.0 per cent in 2004 to 15.5 per cent in 2011.

The proportion of young people achieving Level 3 at 19 through an International Baccalaureate has been rising steadily each year since 2004, and increased by 0.1 percentage points between 2010 and 2011, to 0.5 per cent.

**Figure 2: Percentage attaining Level 3 at 19 by qualification type and cohort**



## **Institution Type**

The changes in the proportion of young people attaining Level 2 post-16 by institution type were relatively small between 2010 and 2011, reflecting the small overall increase in attainment of Level 2 post-16. There was a small rise (0.3 percentage points) in the proportion of young people attaining Level 2 through Further Education (FE) colleges, and a small fall in the proportion attaining Level 2 via Apprenticeships, mirroring the fall seen above in the Level 2 by qualification type figures.

At Level 3, there was a 1.6 percentage point increase in attainment through schools (all types). This is the biggest annual increase observed in the historical series since 2004, and reflects the large increase in attainment of Level 3 through A levels.

Attainment of Level 3 through FE colleges has also been rising over time, up from 8.6 per cent in 2004 to 16.1 per cent in 2011. However, the increase between 2010 and 2011, at 0.6 percentage points, was the smallest observed since 2006.

## **Attainment of those in the state sector at academic age 15**

The remaining sections of the SFR report on attainment for young people who were in the state sector (maintained schools and academies) at academic age 15. As well as overall attainment for this group, we report on attainment by characteristics, as recorded in the school census at academic age 15.

Note that there are some differences in the methodology between the measures of attainment for young people who were in the state sector at academic age 15 and those relating to all young people nationally, so they should not be directly compared – see Technical Notes (section 3) for further details.

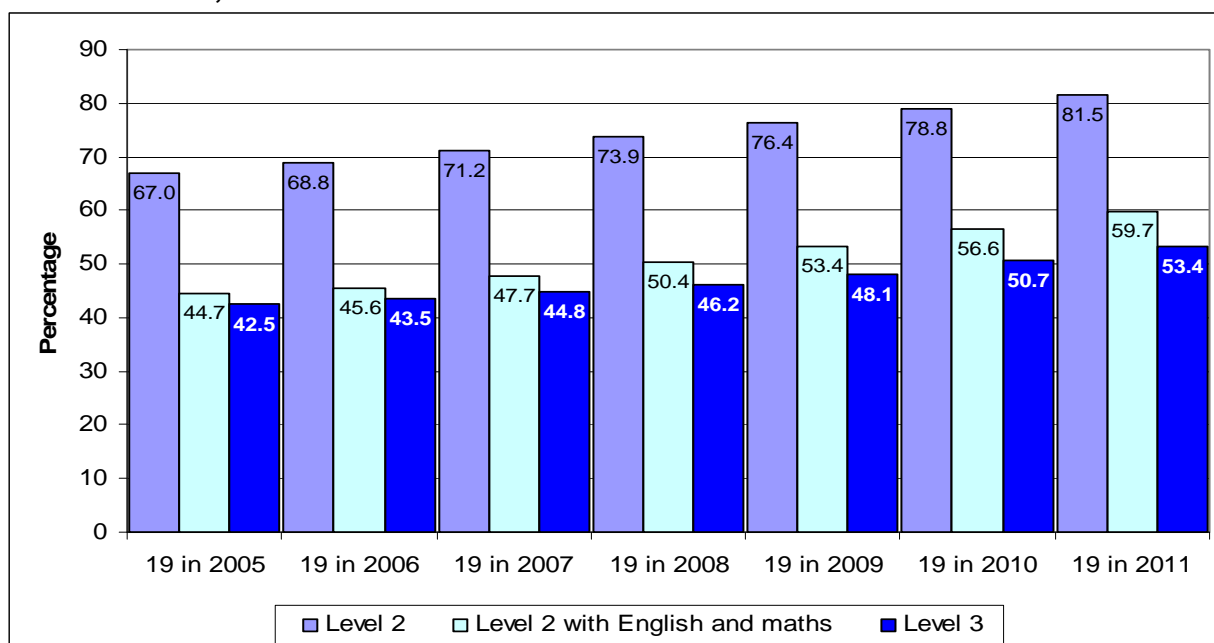
Figure 3 shows attainment for young people aged 19 in 2005 to 2011, based on those who were in the state sector at academic age 15. It shows attainment by age 19 at Level 2 or higher, Level 3, and also includes the new measure, attainment of Level 2 including English and maths (at GCSE A\*-C or equivalent).

The proportion of young people in the state sector at academic age 15 who attain Level 2 or higher by age 19 has risen from 67.0 per cent in 2005 to 81.5 per cent in 2011, a rise of 14.5 percentage points. Since 2007 the annual change has been relatively consistent at between 2.4 and 2.7 percentage points per year. The most recent increase was by 2.6 percentage points.

The proportion of young people aged 19 in 2011 that attained Level 2 with English and maths was 59.7 per cent. The increase in attainment of Level 2 with English and maths since 2005 is similar to the increase in overall Level 2 attainment (15.1 percentage points vs. 14.5 percentage points respectively). However, in the last three years the increases in Level 2 with English and maths have been notably higher compared to overall Level 2 (9.3 percentage points vs. 7.6 percentage points).

At Level 3, attainment by age 19 for those formerly in the state sector stood at 53.4 per cent in 2011. It has been increasing over time, and the rate of increase has been accelerating. Between 2005 and 2006, the proportion gaining Level 3 by 19 rose by 1.0 percentage points, whereas it rose by 2.7 percentage points between 2010 and 2011.

**Figure 3: Percentage attaining Level 2, Level 2 with English and maths, and Level 3 by age 19, 19 in 2005-2011, state sector**



## Gender

Attainment by age 19 continues to be higher amongst females than males. In 2011, 84.7 per cent of females attained Level 2 by age 19, compared to 78.4 per cent of males. However, the attainment gap between males and females at Level 2 has been reducing in recent years, from 10.2 percentage points in 2005 to 6.3 percentage points in 2011.

In 2011 62.2 per cent of females attained Level 2 with English and maths by age 19, compared to 57.4 per cent of males. The gap in attainment of Level 2 with English and maths has been narrowing in recent years, but at a slower rate to overall Level 2 attainment. The gap in attainment of Level 2 with English and maths only narrowed slightly, by 0.1 percentage points, between 2010 and 2011, to 4.8 percentage points.

At Level 3, the attainment gap at age 19 is larger. 58.4 per cent of females attained Level 3 by age 19 in 2011, compared to 48.6 per cent of males, a gap of 9.8 percentage points. Up until 2009, the gap was growing, but in between 2009 and 2010 it reduced by 0.5 percentage points, and by a further 1.0 percentage points between 2010 and 2011.

## Free School Meals (FSM)

Young people known to be eligible for FSM at academic age 15 have lower attainment at 19 than their peers who were not known to be eligible, for each of the measures. Figure 4 shows attainment by FSM, and the attainment gap between the FSM group and their peers, for each of the main measures since 2007.

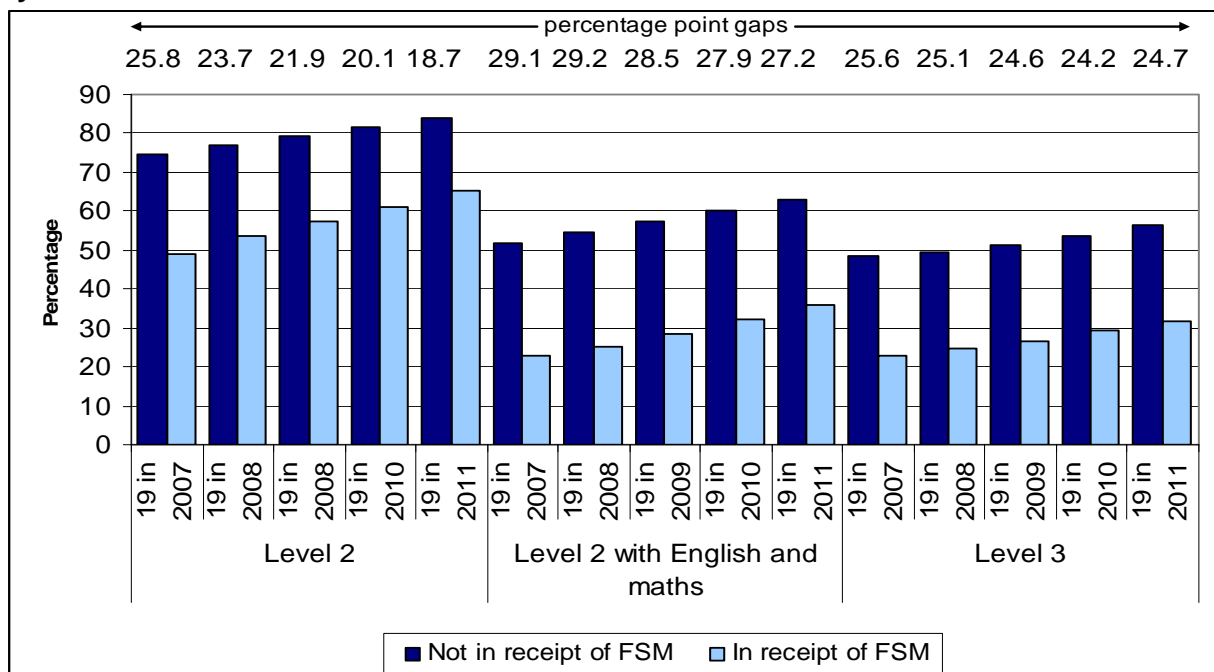
In 2011, 65.2 per cent of young people who were eligible for FSM at academic age 15 had achieved Level 2 by age 19, compared to 83.8 per cent of those who were not – an attainment gap of 18.7 percentage points. The attainment gap has been narrowing relatively quickly over time – since 2007 it has closed by 7.1 percentage points. However, the reduction in the gap between 2010 and 2011 (by 1.5 percentage points) was slower than each of the previous 3 years (the gap narrowed by between 1.8 and 2.1 percentage points each year between 2008 and 2010).

The gap between those eligible for FSM at academic age 15 and those not eligible in attainment of Level 2 with English and maths by age 19 was 27.2 percentage points in 2011 - 35.9 per cent of the FSM group achieved this compared to 63.1 per cent of their peers. As with the gender gap, the gap in attainment by FSM is narrowing more slowly at Level 2 with English and maths compared to overall Level 2 by 19 – it narrowed by 0.6 percentage points between 2010 and 2011, and a total of 1.9 percentage points since

2007.

At Level 3, the gap in attainment at age 19 between those eligible for FSM at academic age 15 and their peers increased by 0.5 percentage points between 2010 and 2011, reversing the recent trend which has seen the gap narrowing, albeit slowly, each year since 2005. In 2011, 31.8 per cent of young people eligible for FSM at academic age 15 attained Level 3 by age 19, compared to 56.5 per cent of their peers - a gap of 24.7 percentage points.

**Figure 4: Percentage attaining Level 2, Level 2 with English and maths, and Level 3 by age 19, by FSM and cohort**



## Ethnicity

The proportion of young people achieving the three main measures of attainment by age 19 varies considerably across different ethnic groups.

Young people in the White summary group have the lowest attainment of all the summary groups in Level 2 at 19, at 81.0 per cent, compared to 84.3 per cent of the Black summary group, and 87.2 per cent of the Asian summary group. In 2007, the Black group had lower attainment at this level than the White group, but their attainment at age 19 has increased by 15.9 percentage points between 2007 and 2011, compared to an increase of 10.0 percentage points in the White group.

Despite having the largest increase in attainment of Level 2 with English and maths in recent years – an 18.0 percentage point increase since 2007, and a 4.1 percentage point increase between 2010 and 2011 – the Black summary group still has the lowest attainment of all the summary groups at age 19, at 54.7 per cent. This compares to 59.6 per cent for the White group, and 66.0 per cent for the Asian group.

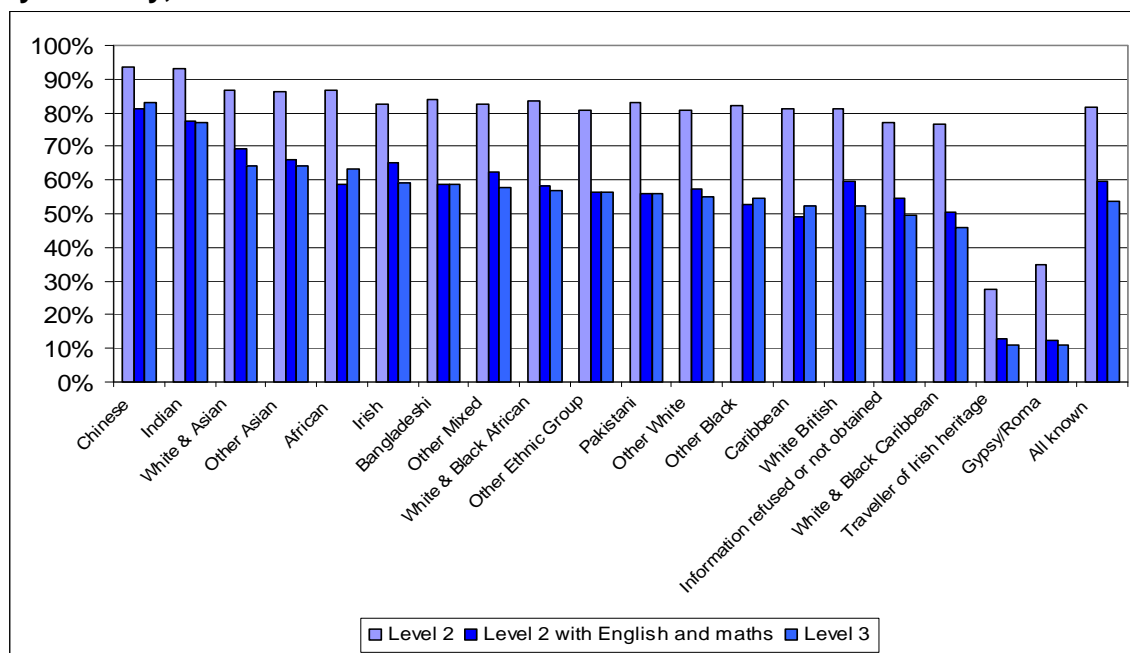
The change in the relative performance of the Black summary ethnic group between 16 and 19 at Level 2 is notable. In the 19 in 2011 cohort, attainment of Level 2 in the Black summary group is 7.1 percentage points lower than the average for all known ethnic groups at age 16, but by age 19 it is 2.8 percentage points above the average.

At Level 3, the White summary group has the lowest attainment by age 19, at 52.2 per cent, compared to 58.5 per cent for the Black summary group, and 65.7 per cent for the Asian group. As with Level 2, the Black group has seen the biggest increases over time. Since 2007, attainment of Level 3 at 19 has increased by 15.7 per cent amongst the Black group, compared to an average increase across all known ethnic groups of 8.5 per cent.

Within each of the summary ethnic groups, there can be significant variation in attainment by individual ethnic group. Figure 5 shows attainment at age 19 in 2011 by individual ethnic group for the main three measures.

Chinese and Indian young people stand apart as having notably higher attainment at age 19 based on each of the three measures, whilst young people in the Travellers of Irish Heritage and Gypsy / Roma ethnic groups have notably lower attainment (but based on very small cohort sizes).

**Figure 5: Percentage attaining Level 2, Level 2 with English and maths, and Level 3 by age 19, by ethnicity, 19 in 2011 cohort**



### Special Educational Needs (SEN)

Attainment by age 19 by young people who were identified as having some form of special educational need (SEN) at academic age 15 is considerably lower across the three measures compared to young people without any identified SEN. Figure 6 shows attainment at age 19 in 2007 and 2011 for each of the SEN categories.

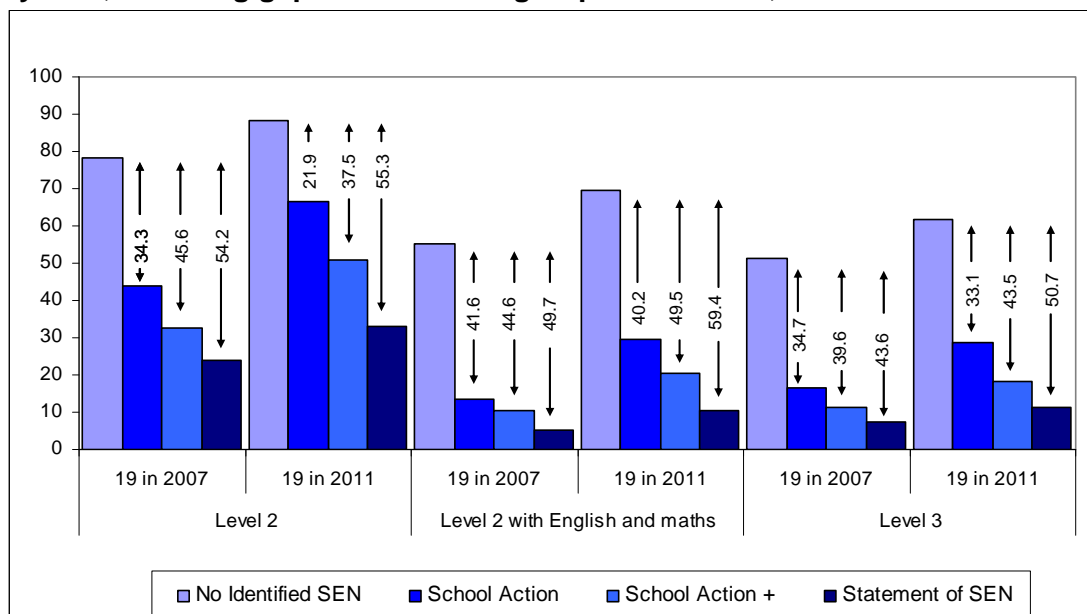
The SEN categories reflect the level of support required by the young person to assist them with their learning, with the School Action group requiring the least additional support, the School Action Plus group a higher level of support, and the Statement group requiring the most support (see Technical Notes section 7 for more detail).

At Level 2, the attainment gaps at 19 between the School Action and School Action Plus groups and the no SEN groups were 21.9 percentage points and 37.5 percentage points respectively in 2011. These gaps have narrowed considerably since 2007, when they stood at 34.3 percentage points and 45.6 percentage points respectively. However, over the same period the gap between the Statement of SEN group and the no SEN group has widened slightly (54.2 percentage points in 2007 to 55.3 percentage points in 2011).

The recent trends in attainment of Level 2 with English and maths at 19 by SEN group are slightly different. Since 2007, the gap between the no SEN group and the School Action group has narrowed slightly, but the gap between the no SEN and School Action plus group has widened somewhat, and there has been an even bigger increase in the gap between the no SEN and Statement of SEN group. Table (ii) shows how the gap between the no SEN group and the Statement of SEN group has changed in recent years, for each of the three main measures.



**Figure 6: Percentage attaining Level 2, Level 2 with English and maths, and Level 3 by age 19, by SEN, including gap between SEN group and no SEN, 19 in 2007 and 2011 cohorts**



**Table (ii): Gap in attainment at 19 between No SEN and SEN with Statement group, 2007 to 2011 (percentage points)**

	19 in 2007	19 in 2008	19 in 2009	19 in 2010	19 in 2011
Level 2	54.2	55.7	54.7	55.1	55.3
Level 2 with English and maths	49.7	52.0	53.9	56.9	59.4
Level 3	43.6	44.8	46.2	47.8	50.7

### English and maths at Level 2 (GCSE A\*-C and equivalent)

Figure 7 shows the recent trends in attainment of GCSE A\*-C and equivalent qualifications in English and maths at age 16 and 19.

In 2011, 63.1 per cent of young people had achieved a GCSE A\*-C in English by age 19, and a further 8.4 had achieved a GCSE equivalent English qualification, so that 71.5 per cent had achieved Level 2 English in total. In maths, 65.8 per cent of young people achieved Level 2 by age 19, with 59.1 per cent doing so through a GCSE A\*-C and 6.8 per cent through a GCSE equivalent.

**Figure 7: Attainment at GCSE A\*-C or equivalent in English and maths at age 16 and 16-19, 2008 to 2011**

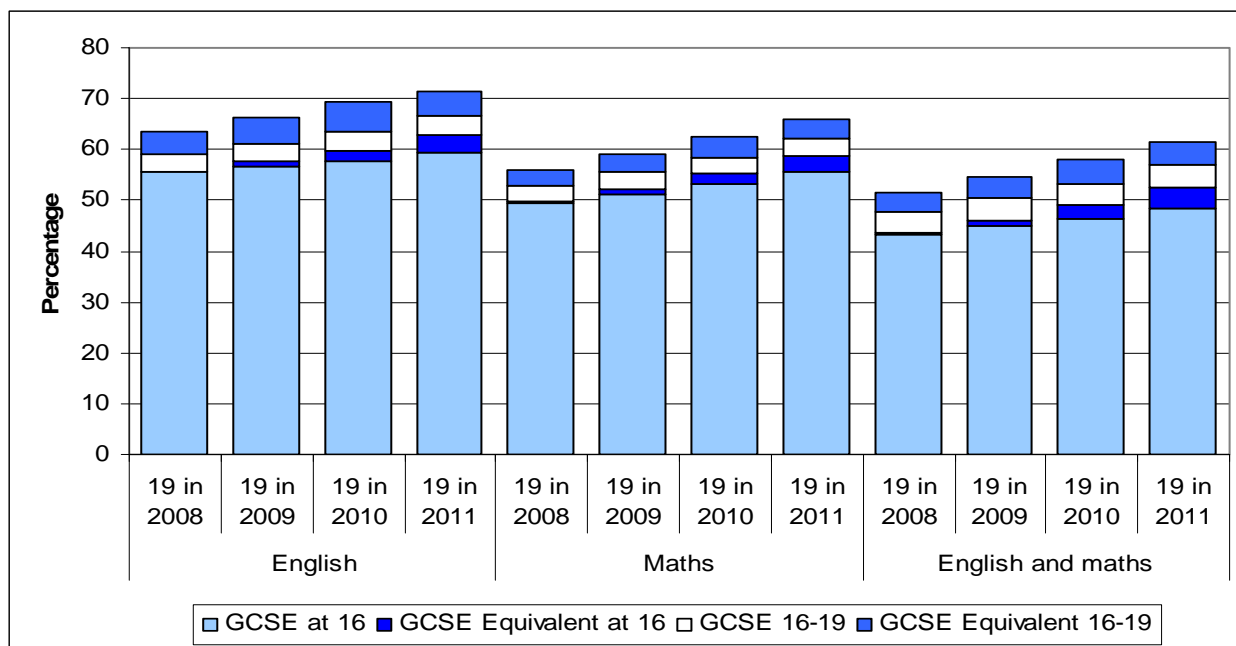


Table (iii) looks at the progression rates in English and maths between 16 and 19, that is, the proportion of those below Level 2 at 16 who gain Level 2 between 16 and 19.

In English 23.5 per cent of young people in the 19 in 2011 cohort who were below Level 2 at 16 had attained Level 2 by age 19, a slight rise of 0.1 percentage points since 2010. In maths, the progression rate rose from 16.4 per cent to 17.2 per cent between 2010 and 2011.

The progression rate in both English and maths together, ie the proportion those lacking either Level 2 English or maths at age 16 who had attained both by age 19, rose from 18.0 per cent in 2010 to 18.7 per cent in 2011.

**Table (iii): Attainment of Level 2 in English and maths at age 19 for those below Level 2 at 16**

Cohort	English		Maths		English and maths*	
	Below L2 at 16	Of whom achieved L2 by 19	Below L2 at 16	Of whom achieved L2 by 19	Below L2 at 16	Of whom achieved L2 by 19
19 in 2005	262,143	10.8%	298,694	7.8%	332,475	8.5%
19 in 2006	265,243	12.8%	313,344	9.6%	343,278	10.1%
19 in 2007	273,204	16.0%	313,605	11.3%	348,419	12.4%
19 in 2008	259,601	17.9%	293,906	12.5%	330,209	13.8%
19 in 2009	252,832	20.3%	284,371	14.2%	321,703	15.7%
19 in 2010	242,212	23.4%	269,505	16.4%	307,754	18.0%
19 in 2011	223,812	23.5%	247,882	17.2%	285,837	18.7%

\*The proportion of young people who lack either/both L2 English or maths at 16 who have both by 19

## Impact indicators

In May 2011 the Department published its Business Plan<sup>6</sup>, which included a commitment to publish information on attainment at 19 and between 16 and 19 as part of a set of impact indicators. The most recent figures and historical trends for these indicators are set out below.

### *Indicator 1(3): Achievement of a Level 3 qualification by age 19*

Cohort, 19 in...	2004	2005	2006	2007	2008	2009	2010	2011
Percentage	42.2	45.6	46.9	48.2	49.8	51.5	54.2	56.7

### *Indicator 1(4): Attainment of Level 2 in English and Maths at age 19 for those who had not achieved this level by 16*

Cohort, 19 in...	2005	2006	2007	2008	2009	2010	2011
Percentage	8.5	10.1	12.4	13.8	15.7	18.0	18.7

### *Indicator 3(9): Attainment gap at age 19 between FSM pupils and the rest in achieving Level 3 qualifications*

	Cohort, 19 in...						
	2005	2006	2007	2008	2009	2010	2011
Not eligible for FSM	46.3	47.2	48.4	49.7	51.3	53.8	56.5
Eligible for FSM	19.9	21.0	22.7	24.5	26.7	29.6	31.8
FSM gap	26.4	26.3	25.6	25.1	24.6	24.2	24.7

## Social Mobility Indicators

The Government's Social Mobility Strategy "Opening Doors, Breaking Barriers" was published in April 2011, and included a set of indicators against which success in improving social mobility could be assessed, including indicators for attainment of Level 3 at 19 by FSM. The most recent figures and historical trends for these indicators are set out below.

### *(a) Proportion achieving a Level 3 qualification by age 19 (by FSM)*

See impact indicator 3(9) table above

### *(b) Proportion achieving 2+ A-levels by age 19 (by FSM)*

	Cohort, 19 in...						
	2005	2006	2007	2008	2009	2010	2011
Not eligible for FSM	37.0	36.3	35.6	34.8	35.1	35.2	36.5
Eligible for FSM	14.3	14.4	14.0	13.7	14.3	14.6	15.0
FSM gap	22.7	21.8	21.7	21.1	20.8	20.6	21.5

### *(c) Proportion achieving non A-level Level 3 qualifications by age 19 (by FSM)*

	Cohort, 19 in...						
	2005	2006	2007	2008	2009	2010	2011
Not eligible for FSM	9.3	10.9	12.7	14.9	16.2	18.5	20.0
Eligible for FSM	5.5	6.5	8.8	10.9	12.5	15.0	16.8
FSM gap	3.8	4.4	4.0	4.0	3.8	3.6	3.3

<sup>6</sup> <http://www.education.gov.uk/aboutdfe/departmentalinformation/Business%20Plan>

## NATIONAL STATISTICS PUBLICATION

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 Official 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 Official Statistics*, these are published at: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

## CONFIDENTIALITY

The Code of Practice for Official Statistics requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DfE protect confidentiality.

A cross (x) is used in the tables published in this release to signify a suppressed value where publication of that figure would be disclosive. Values of 1 or 2, or a percentage based on 1 or 2 young people who achieved a particular level are suppressed. This suppression is consistent with the Departmental statistical policy which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf>.

## REVISIONS

Figures in this publication revise and update those published in SFR 04/2011 (released in March 2011). Details of revisions to previous figures can be found in the Technical Notes. There are no planned revisions to these statistics prior to next year's publication.

Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at <http://www.education.gov.uk/rsgateway/ns-sp-revisionsv3.pdf>

## YOUR FEEDBACK

Please contact Tim Thair at [tim.thair@education.gsi.gov.uk](mailto:tim.thair@education.gsi.gov.uk) if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

## RELATED PUBLICATIONS

*Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2010 (Provisional)*

<http://www.education.gov.uk/rsgateway/DB/SFR/s000995/index.shtml>

*GCSE and Equivalent Results in England 2010/11 (Revised)*

<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

*GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11*

<http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

*GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 (Revised)*

<http://www.education.gov.uk/rsgateway/DB/SFR/s001055/index.shtml>

*Examination Results in Wales, 2010/11*

This publication is produced by the Welsh Assembly Government and provides the earliest results of external examinations taken by pupils aged 15 or 17 in schools in Wales in 2010/11. It was published on 30 November 2011 and is available at:

<http://wales.gov.uk/topics/statistics/headlines/schools2011/111130/?lang=en>

*Statistics Publication Notice Education Series: SQA Examination Results in Scottish Schools, 2009/10*

This publication was produced by the *Scottish Executive* and presents information on attainment of National Qualifications by all pupils in publicly funded secondary schools. It was published on 29 September 2010 and is available at:

<http://www.scotland.gov.uk/Publications/2010/09/27142058/0>

*Qualifications and Destinations of Northern Ireland School Leavers 2009/10*

This publication was published by the Department for Education Northern Ireland (DENI) and presents an analysis of GCSE and A Level examination performance and destinations for pupils leaving post-primary schools in Northern Ireland in 2009/10.

[http://www.deni.gov.uk/index/32-statisticsandresearch\\_pg/32\\_statistical\\_publications-indexofstatisticalpublications\\_pg/32\\_statistical\\_publications\\_pressreleases\\_pg/32\\_national\\_statistics\\_school\\_leavers\\_pg.htm](http://www.deni.gov.uk/index/32-statisticsandresearch_pg/32_statistical_publications-indexofstatisticalpublications_pg/32_statistical_publications_pressreleases_pg/32_national_statistics_school_leavers_pg.htm)

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## TECHNICAL NOTE

### 1. Background

Estimates reported in this SFR are derived from matched administrative data. The first publication of figures from this methodology was in February 2005. The matched data methodology was introduced on the recommendation of a National Statistics Quality Review. The report “National Statistics Quality Review Series, Report No.38, Review of the Measurement of Attainment of Young People” is available at:

<http://www.ons.gov.uk/ons/guide-method/method-quality/quality/nsqr/theme/children--education-and-skills/index.html>.

### 2. Methodology

Several data sources are matched together at an individual level, using personal identifiers such as name, date of birth, gender and home postcode where available:

- Pupil level Schools Census database containing information on the participation and personal characteristics of pupils in state schools, collected by DfE.
- Awarding Body data collected as part of the Performance Tables exercise.
- National Information System for Vocational Qualifications (NISVQ) database containing information on people’s vocational achievements at all institutions, collected from awarding bodies.
- Individualised Learner Record (ILR) database covering participation and qualifications obtained in Further Education (FE) and Work-based Learning (WBL), collected by the FE Data Service from learning providers.

Further information on these datasets is available in DfE’s Statement of Administrative Sources which can be reached via the link below:

<http://www.education.gov.uk/researchandstatistics/statistics/datasources/a00196932>

The number of eligible qualifications not recorded in the datasets is considered to be minimal. The level of matching between data sources is very high– the National Statistics Quality Review estimated that matching errors may misstate the total number gaining a level 2 or higher qualification by  $\pm 0.1$  percentage points. However, the margin of error in the estimates may be larger for smaller sub-groups.

Achievement records from Awarding Body data, NISVQ and ILR are used to calculate the numerators. Results are only published at an aggregate level to protect the confidentiality of individuals.

The 19 in 2011 cohort is the group of pupils aged 19 by the end of the 2010/11 academic year (ie aged 19 on 31/08/2011) as outlined in the table below.

#### Relationship between academic year, academic age and year group, for the 19 in 2011 cohort.

	Academic age (years)	Year group	Age by end of academic year
2006/07	14	10	15
2007/08	15	11	16
2008/09	16	12	17
2009/10	17	13	18
2010/11	18	14	19



### 3. Coverage and comparability

Tables 1 to 5 - the main national, institution type, and qualification type tables - include students in England of the relevant age who are recorded as achieving Level 2 or Level 3. Some Level 2s achieved through Level 3 qualifications are discounted to mitigate double counting caused by inward migration (for further information see section on **numerator adjustments** below). The denominators for these tables are the total school population (including independent schools and Pupil Referral Units) for the cohort concerned in the academic year it turned 15 (i.e. generally year 10). These denominators have been revised this year (see section on revisions to previously published figures). These tables are not comparable with Tables 6 onwards.

Tables 6 to 14 referring to young people in the state sector are based on young people who were included in the spring pupil level census in the year in which they turned 16 (academic age 15). As well as pupils in maintained mainstream schools, academies and maintained special schools, this will also include the small number of pupils attending non-maintained special schools as these are covered by the pupil level census.

The coverage of the local authority (LA) analyses by Free School Meals status (Table 15a to 18) is also young people formerly in the state sector. Assignment to local authority is based on the school attended in the academic year the young person turned 16. As with the school performance tables the LA of the school is based on the administrative LA rather than its postcode (this only differs in a very small number of cases). The estimates in these tables are directly comparable with national estimates for the state sector (Tables 6 to 14), but are not comparable with either the main national tables (Tables 1 to 5) or the LA tables covering all school types (Tables 19 to 21).

Tables 19 to 21 showing estimates for local authorities including all school types are not directly comparable with the national estimates (Tables 1 to 5). While the source for their denominators is the same (School Census in year turned 15 (generally year 10)) the numerators exclude anyone entering the matched data for the first time post-16. As with the state sector, assignment to local authority for the numerators is based on where the young person was studying in the year then turned 16 (regardless of where they attain Level 2 or 3). These LA tables are also not comparable with those covering the state sector nationally and at LA level (Tables 6 to 18).

### 4. Qualifications counted

The definitions of Level 2 and Level 3 (and denominators) do not equate with those used in the School and College Performance Tables to measure attainment at the end of Key Stages 4 and 5. The main difference being that in the school performance tables “thin” vocational qualifications count and can currently be combined with each other and academic qualifications in order to reach the Level 2 or 3 threshold. For this SFR vocational qualifications are not combined with each other or academic qualifications and are only counted as full if they have Guided Learning Hours (GLH) of at least 325 hours for Level 2 and 595 hours for Level 3.

A comparison between the results for attainment at Key Stage 4, and the measures of Level 2 at 16 used in this SFR, for young people in state schools, are shown in the table below.

	2005	2006	2007	2008	2009	2010	2011
Key Stage 4, 5+ A*-C or equivalent (GCSE attainment SFR measure)	54.9%	57.3%	59.9%	64.4%	69.8%	76.1%	80.5%
Level 2 at 16 (Attainment at 19 SFR measure)	54.3%	56.5%	57.9%	60.4%	63.7%	67.0%	68.9%
Key Stage 4: 5+ A*-C with English and maths at Level 2 (GCSE SFR measure)		44.8%	47.4%	51.0%	53.8%	58.1%	60.5%
Level 2 at 16 with English and maths (Attainment at 19 SFR measure)		44.2%	46.1%	48.8%	51.2%	54.6%	56.3%

Achievements in the following qualifications are counted at Level 2+:

- 1 short GCSE at grade A\* to C equals 10%
- 1 full GCSE at grade A\* to C equals 20%
- 1 Double Award GCSE (including VGCSEs) at grade A\* to C equals 40%
- 1 part 1 intermediate GNVQ equals 40%
- 1 full intermediate GNVQ equals 80%
- 1 AS level (including VCE) at grade A to E equals 50%
- 1 A/A2 level (including VCE) at grade A to E equals 100%
- 1 NVQ pass at Level 2 or 3 equals 100% (this does not include qualifications accredited into the Qualifications and Curriculum Framework (QCF) using the term "NVQ" in the title)
- 1 pass with at least 325 guided learning hours in a vocationally related qualification (VRQ) including QCF qualifications <sup>7</sup> pass at Level 2 or 3 equals 100%
- 1 International Baccalaureate pass equals 100%
- 1 Apprenticeship pass equals 100%
- 1 Advanced Extension Award equals 5%
- 1 free standing maths qualification at Level 3 equals 10%
- 1 Key Skills pass at Level 3 equals 20%
- 1 "Approved" iGCSE from 2008/9 onwards counts 20%
- 1 Pre-U Principal Subject counts 80%
- 1 Pre-U Short Course Subject counts 40%

Achievements in the following qualifications are counted at Level 3:

- 1 AS level (including Applied and VCE equivalents) at grade A to E equals 25%
- 1 A/A2 level (including Applied and VCE equivalents) at grade A to E equals 50%
- 1 NVQ pass at Level 3 100% (this does not include for qualifications accredited into the Qualifications and Curriculum Framework (QCF) using the term "NVQ" in the title)
- 1 pass with at least 595 guided learning hours in a vocationally related qualification (VRQ) including QCF qualifications at Level 3 equals 100%
- 1 International Baccalaureate pass equals 100%
- 1 Advanced Apprenticeship pass equals 100%
- 1 Pre-U Principal Subject counts 50% (counted as A levels in L3 qualification type table)
- 1 Pre-U Short Course Subject counts 25% (counted as AS levels in L3 qualification type table)
- 1 Advanced Extension Award equals 5%
- 1 Free Standing Maths Qualification at Level 3 equals 10%
- 1 Key Skills pass at Level 3 equals 15%

Achievements in the following qualifications are counted as attaining Level 2 English:

- For GCES A\*-C: Full GCSE or approved iGCSE in English at grades A\*-C or AS/A level passes
- For Level 2 equivalents: passes in Level 2 or 3 Key Skills in Communication; Level 2 Basic Skills in Adult Literacy; Level 2 Functional Skills in English

Achievements in the following qualifications are counted as attaining Level 2 Maths:

- For GCES A\*-C: Full GCSE or approved iGCSE in Maths at grades A\*-C or AS/A level and IB passes.
- For Level 2 equivalents: passes in Level 2 or 3 Key Skills in Application of number; Level 2 Basic Skills in Adult Numeracy; Level 2 Functional Skills in Maths; Free Standing Maths at level 2 or 3.

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<sup>7</sup> A complete list of VRQ qualification codes used in the measure is available on request.

Combinations of academic qualifications at different levels are allowed where their parts add up to 100 per cent for that level. For example a candidate with 3 full GCSEs at grades A\* to C (20% each) and 1 AS level (50%) would be deemed to have attained a Level 2 (60% + 50% = 110%).

GCSEs and GNVQs are subject to discounting, as are AS and A/A2 levels. For example, say a learner gains an AS level (25% L3) in 2009 and then an A level (50% L3) in 2010. Discounting means the person has 25% of a full Level 3 in 2009 and then 50% in 2010 as the AS level is replaced by the full A level.

In tables 3 and 4 people are assigned to qualification types in the following order:

Level 2: 5 GCSEs; Apprenticeships; NVQs and VRQs; GNVQs or a combination of GNVQs and GCSEs; Level 3 Qualifications; Combination of qualifications.

Level 3: A-Levels; Applied A levels; AVCEs; AS Levels; Advanced Apprenticeship; NVQs and VRQs; International Baccalaureate.

National Vocational Qualifications (NVQs) are counted as full Level 2 or 3 qualifications. However, any qualifications now coming under the Qualifications Curriculum Framework (QCF), including those with NVQ in the title, must meet the minimum GLH criteria set out above (325 for Level 2 and 595 for Level 3). This has led to a reduction in the number of vocational qualifications being counted as full. All QCF qualifications are categorised within the awarding body data as Vocationally Related Qualifications (VRQs) and are not separately identified within the data as NVQs or otherwise. Consequently we have combined the previously published separate columns for NVQs and VRQs in the qualification type tables. However, we are showing them below to illustrate the issue.

We can see that the proportion reaching Level 2 post-16 through an NVQ has fallen for the latest cohort and that although this is largely compensated by the rise in attainment through VRQs the increase is below the increase seen for previous cohorts. We cannot easily determine the extent to which this is due to young people studying NVQs that under their previous accreditation were counted as full but that under the QCF do not meet the minimum GLH criteria, as opposed to a genuine change in behaviour.

#### **Proportion of total cohort achieving Level 2 post-16/ Level 3 through vocational qualifications outside an Apprenticeship framework**

Young people aged:	Level 2 of which:			Level 3 of which:		
	All	NVQ Level 2	VRQ Level 2	All	NVQ Level 3	VRQ Level 3
19 in 2004	5.2%	4.2%	1.0%	3.0%	0.9%	2.2%
19 in 2005	6.5%	3.5%	3.0%	6.4%	0.9%	5.6%
19 in 2006	7.3%	3.0%	4.3%	7.7%	1.0%	6.8%
19 in 2007	9.5%	3.2%	6.3%	9.5%	1.1%	8.3%
19 in 2008	11.1%	3.3%	7.7%	11.5%	1.3%	10.2%
19 in 2009	12.4%	3.5%	8.9%	12.6%	1.4%	11.2%
19 in 2010	13.5%	3.6%	9.9%	14.5%	1.5%	13.0%
19 in 2011	13.4%	3.0%	10.4%	15.5%	1.0%	14.6%

Operating rules for using the term “NVQ” in a QCF qualification title are available via the link below:

<http://www.ofqual.gov.uk/files/2008-08-28-operating-rules-for-using-nvq-in-qcf-qualification-title.pdf>

#### **5. Revisions to previously published figures**

This SFR reports revised figures compared to last year. The main causes of revisions are:

## Revisions to tables using School Census Data at academic age 14 as denominators

National tables 1-5 on overall Level 2/3 attainment, qualification type and institution type and local authority tables 19-21 use denominators from the school census (covering all school types including independent schools, pupil referral units etc) for the academic year during which the cohort turned 15.

Previously school census estimates were calculated excluding dual registered pupils. Now these are calculated and published including dual-registered pupils in their main school. The effect of this has been to increase the denominators at national level by between 0.19 percentage points for the 19 in 2006 cohort and 0.65 percentage points for the 19 in 2013 cohort. The methodology for producing the revised denominators cannot be applied back before the 19 in 2006 cohort and the denominators for the 19 in 2004 and 2005 cohorts have been left unchanged. The table below summarises the changes in the denominators.

	Denominator:		
	Old	New	Percentage increase
19 in 2006	631,893	633,117	0.2
19 in 2007	652,184	653,657	0.2
19 in 2008	645,403	647,457	0.3
19 in 2009	656,208	658,408	0.3
19 in 2010	662,469	665,139	0.4
19 in 2011	658,522	661,689	0.5
19 in 2012	637,209	640,619	0.5
19 in 2013	636,776	640,930	0.7

The effect of the upward revisions in the denominators obviously leads to a decrease in the attainment rates. If the increase in denominator is X% and the rate was previously Y% the new rate will be  $Y \times 100 / (100 + X)\%$ . So if the rate was previously 50% and the denominator went up 25% the revised rate would be  $50 \times 100 / 125 = 50 \times 0.8 = 40\%$ . We find reductions of up to 0.5 percentage points for Level 2 and 0.3 percentage points for Level 3 rates as shown in the tables below by age and cohort:

Impact of new denominators on Level 2 estimates (percentage point decrease)

	16	17	18	19	20	21
19 in 2006	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
19 in 2007	-0.1	-0.1	-0.2	-0.2	-0.2	-0.2
19 in 2008	-0.2	-0.2	-0.2	-0.2	-0.3	-0.3
19 in 2009	-0.2	-0.2	-0.3	-0.3	-0.3	-0.3
19 in 2010	-0.2	-0.3	-0.3	-0.3	-0.3	
19 in 2011	-0.3	-0.3	-0.4	-0.4		
19 in 2012	-0.3	-0.4	-0.4			
19 in 2013	-0.4	-0.5				

Impact of new denominators on Level 3 estimates (percentage point decrease)

	16	17	18	19	20	21
19 in 2006	0.0	0.0	-0.1	-0.1	-0.1	-0.1
19 in 2007	0.0	0.0	-0.1	-0.1	-0.1	-0.1
19 in 2008	0.0	-0.1	-0.1	-0.2	-0.2	-0.1
19 in 2009	0.0	-0.1	-0.1	-0.2	-0.1	-0.2
19 in 2010	0.0	-0.1	-0.2	-0.2	-0.3	
19 in 2011	0.0	-0.1	-0.2	-0.3		
19 in 2012	0.0	-0.1	-0.3			
19 in 2013	0.0	-0.2				

The impact of these revisions varies across local authorities with the largest revision nearly 4 per cent.

These changes do not impact on any of the tables based on the young people in the state sector, which use the denominator internal to the matched administrative data.

### **Re-matching between data sources**

Each year the data is re-matched and this can alter the attainment figures slightly (either increasing or decreasing them). Previously there may have been a small number of cases where there was double-counting for the same person (i.e. two records for the same person when there should have been one), or where one record should have been identified two people in the matched data.

### **Additional iGCSEs counted**

Last year only a small number of iGCSEs were approved for use in the Key Stage 4 performance tables, and counted here. Since then, the number of approved iGCSEs has increased substantially. This year all iGCSEs approved for use in the 2011 KS4 performance tables have been included back as far as 2008/9 (which is when they first appeared in the awarding body data source used for the attainment measures in this SFR). Nationally the impact of this change is an upward revision of 0.2 percentage points in the estimate for Level 2 at 16 for the 19 in 2012 cohort and between 0.1 and 0.2 percentage points for the 19 in 2013 cohort.

Although iGCSEs can now be studied in state schools they have previously been studied almost exclusively in independent schools in England and therefore this change does not impact on any of the tables concerned with the state sector only (Tables 6 to 18). However, Tables 19 to 21 do include independent schools and there are some significant revisions for certain LAs with a relatively large proportion of young people in independent schools taking iGCSEs. The most extreme example is City of London which has no stated funded schools. Here the Level 2 at 16 rate for the 19 in 2012 cohort has been revised up from 59 percent to 96 per cent. Bracknell Forest has seen upward revisions approaching 10 percentage points in its rates for Level 2 at 16 for the 19 in 2012 and 2013 cohorts. Further details, including a list of accredited iGCSEs, can be found in the technical notes to the SFR 'GCSE and Equivalent Results in England, 2010/11 (Revised)'.

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00201306/dfc-gcse-and-equivalent-results-in-england-201011-revised>.

### **Additional NVQs counted**

Analysis of awarding body data showed that historically some young people were achieving NVQ Level 2 and Level 3 qualifications that were being reported in the main awarding body data but not through the NISVQ collection or the ILR, and consequently their achievement had not been counted in previous years. The specification was changed so that these awards are now counted since the 2007/8 academic year collection when they first appeared in the awarding body data. We estimate that the impact of this change on the 19 in 2009 cohort has been to raise Level 3 attainment by less than 0.1 percentage points and Level 2 attainment by between 0.1 and 0.2 percentage points at age 19.

### **Revisions to qualification type figures**

Apprenticeship figures include those achieving a full level 2/3 qualification while on an apprenticeship framework (not necessarily completing the framework). Some qualifications achieved through apprenticeships do not get reported through the ILR until the following academic year, so the apprenticeship figures tend to be revised upwards slightly for the last cohort previously reported. Most of these qualifications will have already been collected in the awarding body data, and therefore counted previously in the vocational qualification category, but are now known to be completed as part of an Apprenticeship. We estimate that for both Level 2 and 3 Apprenticeships the retrospective increase in this category is between 0.1 and 0.2 percentage points and that 0.1 percentage points of this change is due to qualifications previously appearing in the vocational qualifications column and less than 0.1 percentage

points is due qualifications not counted in the previous year.

Further information on accredited qualifications can be found in the Register of Accredited Qualifications website: <http://register.ofqual.gov.uk/>.

The net impact of these revisions is shown in the table below.

### Net impact of revisions to historical figures.

	Cohort	Percentage attaining by age					
		16*	17	18	19	20	21
<b>Level 2 or higher</b>	19 in 2006	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
	19 in 2007	-0.1	-0.1	-0.2	-0.2	-0.1	0.0
	19 in 2008	-0.2	-0.2	-0.2	-0.2	-0.1	-0.1
	19 in 2009	-0.2	-0.2	-0.2	-0.1	-0.1	
	19 in 2010	-0.2	-0.3	-0.1	-0.1		
	19 in 2011	-0.3	-0.2	-0.1			
	19 in 2012	-0.1	-0.2				
	19 in 2013	-0.3					
<b>Level 3</b>	19 in 2006	0.0	0.0	-0.1	-0.1	-0.1	-0.1
	19 in 2007	0.0	0.0	-0.1	-0.1	-0.1	-0.1
	19 in 2008	0.0	-0.1	-0.2	-0.1	-0.1	0.0
	19 in 2009	0.0	-0.1	-0.1	-0.1	0.0	
	19 in 2010	0.0	-0.1	-0.1	-0.1		
	19 in 2011	0.0	-0.1	-0.2			
	19 in 2012	0.0	-0.1				
	19 in 2013	0.0					

## 6. Numerator adjustments

The National Statistics Quality Review recommended that an adjustment is applied to the Level 2+ numerator to avoid double counting caused by migration (see section 3 of the Quality Review report for more information). Throughout the historical series people that have been recorded as having reached Level 3 but without having any Level 2 achievements were excluded from the Level 2+ numerator as they were assumed to be inward migrants i.e. people who were not in school at age 14. They are included in the Level 3 numerator. This methodology was refined slightly as from the SFR published in March 2010, and the historical series updated as a result. The adjustment is now only applied to those who enter the data post-16 (ie after year 11), and it is now applied to those reaching Level 2 through any Level 3 qualifications (not just a full Level 3) in the first year that they enter the data. So for example someone appearing in the data for the first time after year 11 who reaches Level 2 through the achievement of two AS levels has their Level 2 discounted.

## 7. Special Educational Needs (SEN)

Pupils with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.

- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

## **8. Free School Meals**

Free school meal eligibility is used as a proxy for deprivation, and relates to those who meet the eligibility criteria and make a claim.

Prior to 2001, the numbers eligible for a free school meal were those pupils who had, or whose parents had, satisfied the relevant authority that they were receiving Income Support (IS) or income based Jobseekers Allowance (IBJSA) or support provided under Part 6 of the Immigration and Asylum Act 1999. From 2001 onwards this definition was modified to include only pupils where parents had indicated that they wished their child to have a free meal and had confirmed benefit receipt with the LA or school. Under changes to the tax credit system introduced in April 2003, children in families receiving the Child Tax Credit (CTC) rather than IS or IBJSA would not have been entitled to receive a free school meal. As a result, for 2004 School Census, the entitlement for free school meals was extended to 'non-working' families who have an amount of income that extinguishes their IS or IBJSA benefit, who are receiving support via CTC, but are working fewer than 16 hours per week and thus not in receipt of Working Tax Credit (WTC). The majority of these families would have received IS or IBJSA prior to 6 April (and accordingly their children a free school meal). As a result of this change to entitlement, these children continue to be eligible for free school meals.

## **9. Income Deprivation Affecting Children Index (IDACI)**

IDACI is provided by the Department for Communities and Local Government (CLG). The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA. IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation. Each SOA is given a score showing the percentage of pupils aged under 16 that live in families that are income deprived, i.e. they are in receipt of certain benefits and their equivalised income is below 60 per cent of median before housing costs. Further information about IDACI can be found on the CLG website at

<http://www.communities.gov.uk/publications/corporate/statistics/indices2010?view=Standard>.