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Department for Education  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**Telephone:**

**Press Office**

020 7925 6789

**Public Enquiries**

0370 000 2288

**Statistician**

**Tim Thair**

**0114 274 2490**

**Email**

info@education.gsi.gov.uk

**Internet**

<http://tinyurl.com/attainment-at-19-2012>

## LEVEL 2 AND 3 ATTAINMENT BY YOUNG PEOPLE IN ENGLAND MEASURED USING MATCHED ADMINISTRATIVE DATA: ATTAINMENT BY AGE 19 IN 2012

### 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 05/2012 (released in April 2012).

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.

The SFR reports on progress against the following indicators in the Department for Education (DfE) Business Plan<sup>2</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>3</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)*
- *(c) Proportion achieving non A-level level 3 qualifications (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/aboutdfe/departmentalinformation/Business%20Plan>

<sup>3</sup> <http://www.dpm.cabinetoffice.gov.uk/news/social-mobility-strategy-launched>

## HEADLINES

Attainment of Level 2 or higher and Level 3 by age 19 continued to rise between 2011 and 2012, albeit at a slower rate than in the previous few years. In 2012, 85.1 per cent of 19 year olds were qualified to Level 2 or higher, and 57.9 per cent were qualified to Level 3.

At Level 2, the increase in attainment at 19 was driven by rising attainment at age 16. Attainment between ages 16 and 19 actually fell between the 19 in 2011 and 19 in 2012 cohorts - although the progression rate, that is the proportion attaining Level 2 by age 19 of those not reaching that level by age 16, continued to rise slightly.

The increase in attainment at Level 3 was driven both by an increase in the proportion of young people attaining 2 or more A-levels – up 0.5 percentage points to 37.7 per cent, and a continued rise in attainment of Level 3 vocational qualifications – up 0.7 percentage points to 16.1 per cent.

The gap in attainment at 19 between those formerly eligible for Free School Meals (FSM) at academic age 15 and those not eligible closed at each of Level 2, Level 2 with English and maths, and Level 3. The gap at Level 3 closed by 0.6 percentage points between 2011 and 2012, to 24.2 percentage points, reversing an increase that was observed between 2010 and 2011.

The gap in attainment at age 19 between young people with a Statement of Special Educational Needs (SEN) and those with no SEN continued to widen at each of Level 2, Level 2 with English and maths, and Level 3.

Attainment of Level 2 (GCSE A\*-C or equivalent) in English and maths by age 19 rose from 61.4 per cent in 2011 to 63.3 per cent in 2012. However, the progression rate between 16 and 19 – the proportion of young people who failed to achieve GCSE A\*-C or equivalent in English and maths at age 16 who had achieved both by age 19 - fell from 18.9 per cent to 18.4 per cent between 2011 and 2012, having previously been on a rising trend. When looking at GCSE A\*-C alone, the progression rate in English and maths continued to increase, from 9.1 per cent in 2011 to 10.1 per cent in 2012.

## KEY POINTS

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

In 2012, 85.1 per cent of young people aged 19 were qualified to at least Level 2, an increase of 1.6 percentage points since 2011. 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 2012 was 18.4 percentage points higher than in 2004. (See table (i) below)

The proportion of young people attaining Level 2 between ages 16 and 19 fell between 2011 and 2012, from 22.6 per cent to 21.1 per cent – the first fall in a series that had otherwise increased each year since 2004. However, when looking at the proportion of those without Level 2 at 16 who attained by age 19, there was a slight increase between 2011 and 2012, from 58 per cent to 59 per cent, continuing a rising long term trend.

In 2012, 57.9 per cent of young people aged 19 were qualified to Level 3, an increase of 1.3 percentage points since 2011, and 15.7 percentage points since 2004. The increase in 2012 was smaller than in recent years – in 2009 and 2010 Level 3 at 19 rose by 2.5 percentage points or more.

**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	20	21
Level 2 or higher	19 in 2004	614,564	49.6	56.6	62.5	66.8	69.5	71.3
	19 in 2005	618,397	50.4	58.5	64.9	69.2	71.7	73.4
	19 in 2006	633,117	52.2	60.0	66.9	71.2	73.6	75.6
	19 in 2007	653,657	53.0	61.6	69.3	73.6	76.2	78.2
	19 in 2008	647,457	55.3	64.2	72.1	76.4	78.9	80.8
	19 in 2009	658,408	57.5	66.5	74.6	78.8	81.2	82.6
	19 in 2010	665,139	58.9	68.3	77.0	81.2	83.2	84.1
	19 in 2011	661,689	61.0	70.7	79.7	83.6	85.0	-
	19 in 2012	640,619	64.0	73.7	82.0	85.1	-	-
	19 in 2013	640,930	67.2	76.1	83.5	-	-	-
	19 in 2014	626,238	69.3	77.3	-	-	-	-
	19 in 2015	619,372	69.5	-	-	-	-	-
Level 3	19 in 2004	614,564	0.1	11.8	36.4	42.2	45.0	46.7
	19 in 2005	618,397	0.1	15.0	39.1	45.6	48.5	50.1
	19 in 2006	633,117	0.1	15.2	40.2	46.9	49.7	51.6
	19 in 2007	653,657	0.1	15.8	41.3	48.2	51.6	53.5
	19 in 2008	647,457	0.1	15.9	42.0	49.8	53.0	55.2
	19 in 2009	658,408	0.1	17.1	43.3	51.5	55.2	57.2
	19 in 2010	665,139	0.1	16.9	44.8	54.0	57.7	59.4
	19 in 2011	661,689	0.1	17.4	47.5	56.7	60.1	0.0
	19 in 2012	640,619	0.1	18.2	49.0	57.9	-	-
	19 in 2013	640,930	0.1	23.1	50.4	-	-	-
	19 in 2014	626,238	0.1	23.4	-	-	-	-
	19 in 2015	619,372	0.1	-	-	-	-	-

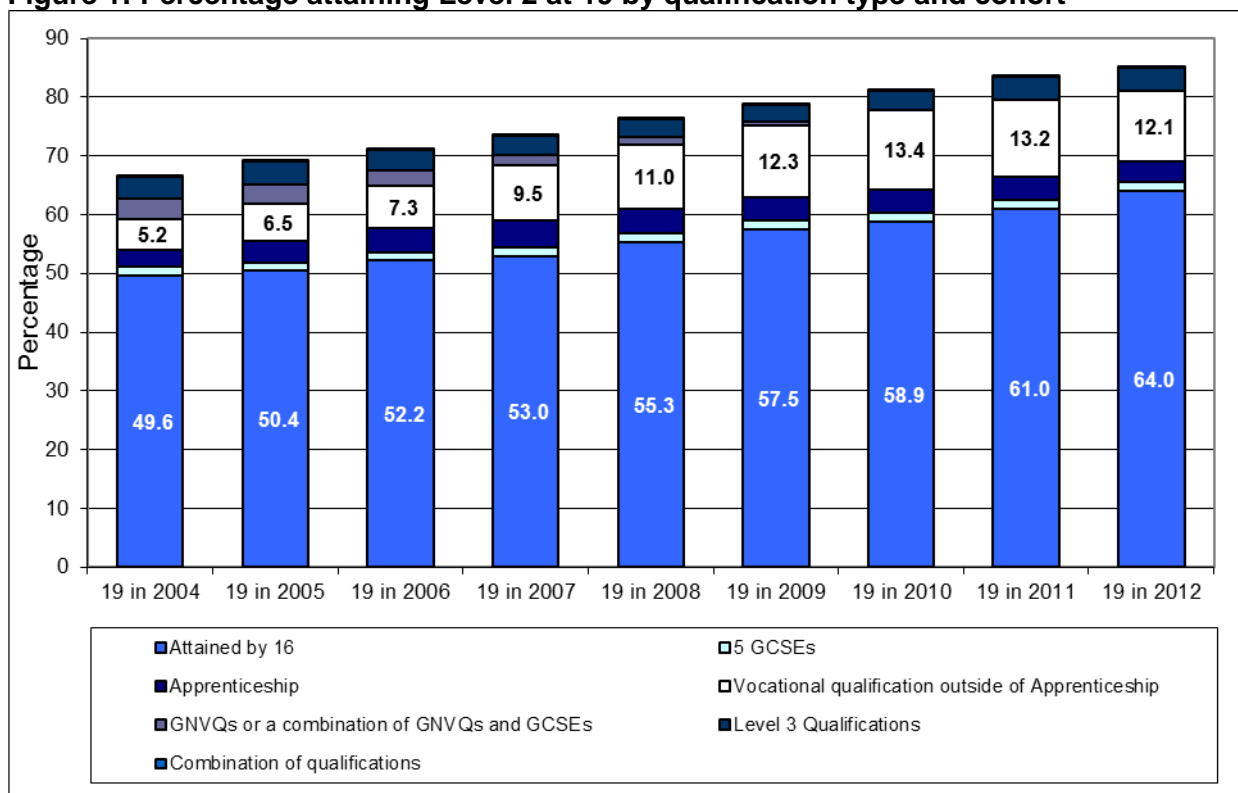
### Qualification Type

The proportion of young people attaining Level 2 between 16 and 19 through vocational qualifications (other than Apprenticeships) fell by 1.1 percentage points between 2011 and 2012, from 13.2 per cent to 12.1 per cent (Figure 1), the second successive fall. Prior to 2011, the long term trend had been for rising attainment through post-16 Level 2 vocational qualifications – from 5.2 per cent in 2004 to 13.4 per cent in 2010.

The proportion of young people attaining Level 2 between 16 and 19 through Apprenticeships also fell between 2011 and 2012, from 4.0 per cent to 3.6 per cent.

It should be noted that the 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**

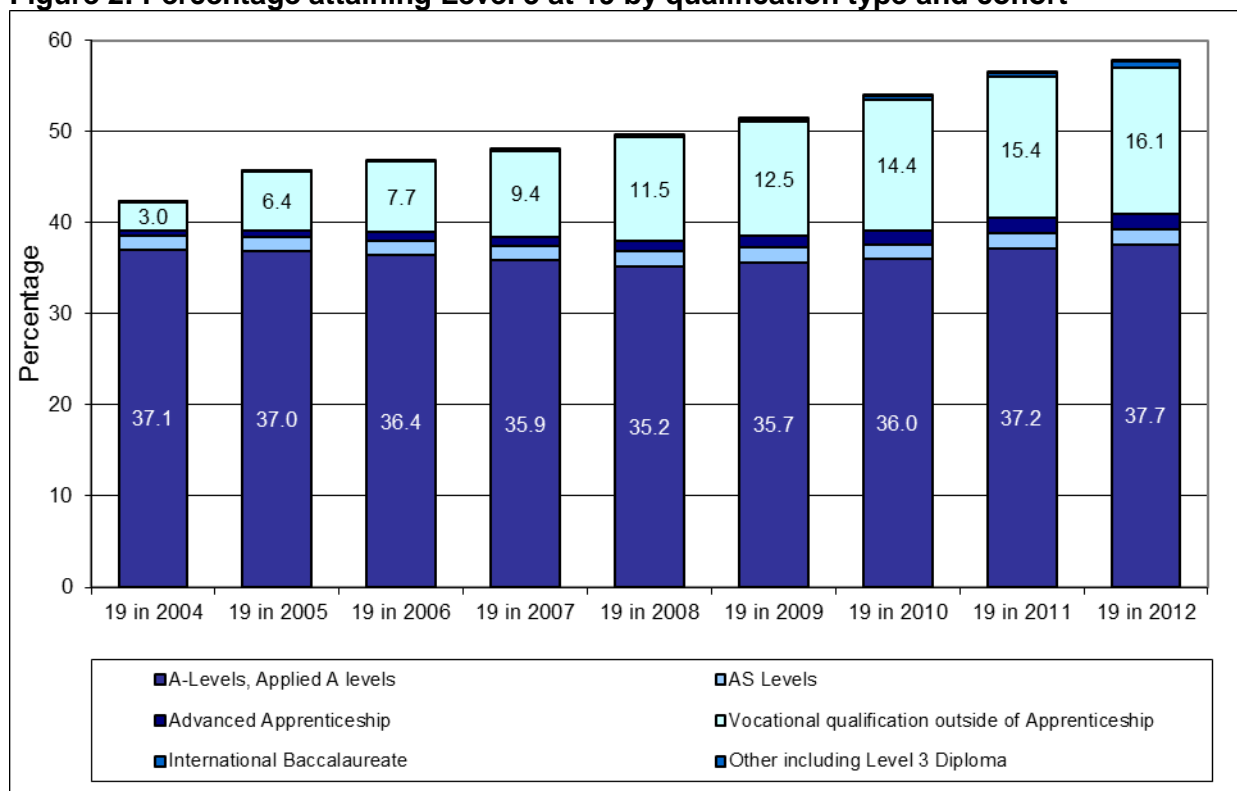


The proportion of young people attaining Level 3 at 19 through A-levels rose for the fourth successive year, having previously been falling between 2004 and 2008 (see Figure 2). The proportion achieving through A-levels rose by 0.5 percentage points, from 37.2 per cent in 2011 to 37.7 per cent in 2012.

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 0.7 percentage points between 2011 and 2012. 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 16.1 per cent in 2012.

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 2011 and 2012, to 0.6 per cent.

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



## Institution Type

The proportion of young people attaining Level 2 post-16 fell between 2011 and 2012 across most institution types, reflecting the overall fall in the proportion of young people attaining Level 2 between 16 and 19. The largest falls were in attainment of Level 2 through Further Education (FE) colleges (-0.7 percentage points), and through Apprenticeships (-0.4 percentage points). There was a small rise of 0.1 percentage points in the proportion of young people attaining a Level 2 post-16 via an Academy.

At Level 3, 24.9 per cent of young people attaining by age 19 did so through a state-funded schools, up 0.9 percentage points since 2011. Within this, the proportion attaining through academies rose by 0.7 percentage points, and there was a 0.3 percentage point increase in attainment through local authority maintained schools. There was also a modest rise in attainment of Level 3 through Sixth Form Colleges, up from 8.9 per cent in 2011 to 9.2 per cent in 2012.

## 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.

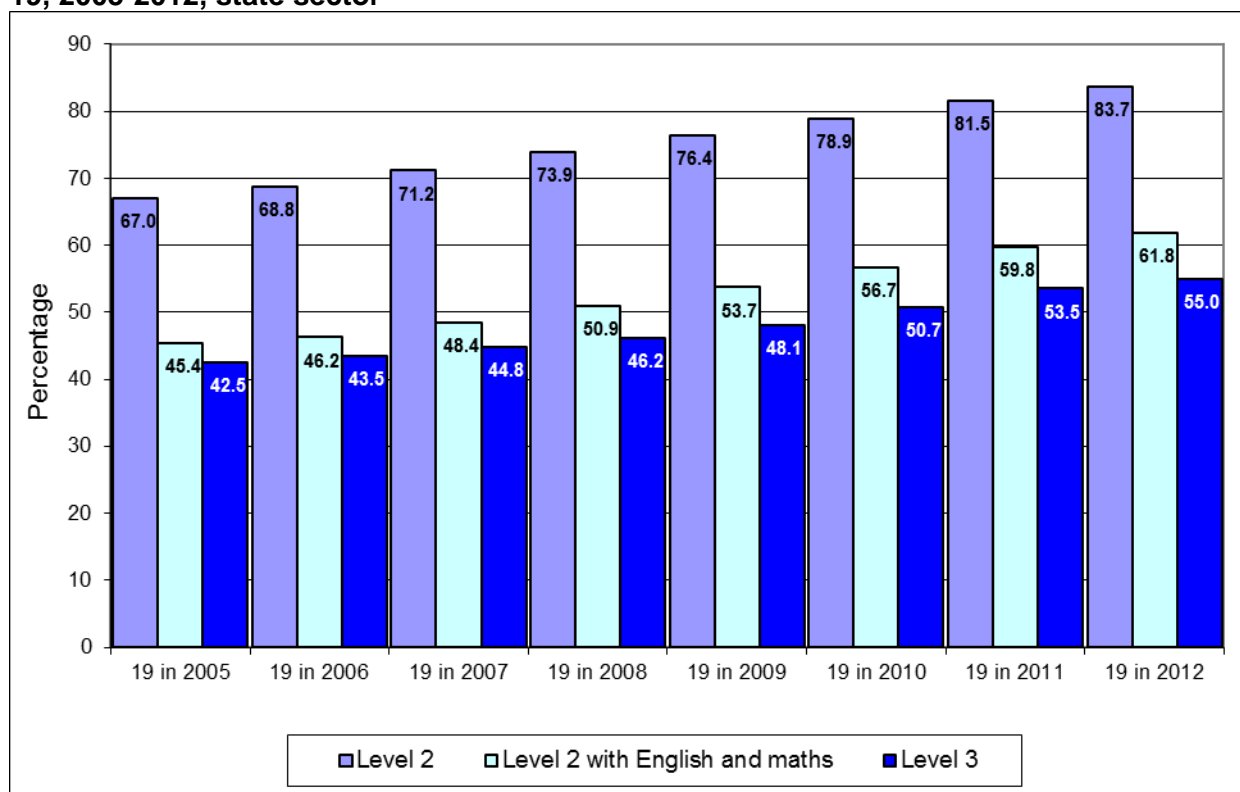
Figure 3 shows attainment for young people aged 19 in 2005 to 2012, based on those who were in the state sector at academic age 15. It shows attainment by age 19 at Level 2 or higher, Level 2 including English and maths (at GCSE A\*-C or equivalent), and Level 3.

The proportion of young people in the state sector at academic age 15 who attain Level 2 or higher by age 19 rose by 2.2 percentage points between 2011 and 2012, to 83.7 per cent. This was driven by an increase at age 16 – between the 19 in 2011 and 19 in 2012 cohorts, attainment of Level 2 post-16 actually fell by 1.1 percentage points. However, attainment of Level 2 between 16 and 19 as a proportion of those below Level 2 at 16 continued to rise – from 53% in 2011 to 55% in 2012

The proportion of young people aged 19 in 2012 that attained Level 2 with English and maths was 61.8 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 (16.7 percentage points vs. 16.4 percentage points respectively).

At Level 3, attainment by age 19 for those formerly in the state sector stood at 55.0 per cent in 2012, up from 53.5 per cent in 2011. This increase of 1.5 percentage points is slightly lower than the recent trend – which saw increases of over 2.5 percentage points to 2010 and 2011.

**Figure 3: Percentage attaining Level 2, Level 2 with English and maths, and Level 3 by age 19, 2005-2012, state sector**



## Gender

Attainment by age 19 continues to be higher amongst females than males. In 2012, 86.6 per cent of females attained Level 2 by age 19, compared to 80.9 per cent of males. The 'attainment gap' between males and females reduced by 0.6 percentage points between 2011 and 2012, continuing the long term trend which has seen the gap reducing each year since 2005.

In 2012 64.3 per cent of females attained Level 2 with English and maths by age 19, compared to 59.4 per cent of males. The gap in attainment of Level 2 with English and maths had been narrowing in recent years, albeit at a slower rate to overall Level 2 attainment, but increased slightly between 2011 and 2012, by 0.2 percentage points, to 5.0 percentage points.

At Level 3, the attainment gap at age 19 is larger - 59.2 per cent of females attained Level 3 by

age 19 in 2012, compared to 51.0 per cent of males, a gap of 8.3 percentage points. Up until 2009, the gap was growing, but since 2009 it has reduced by 3.0 percentage points, including a reduction by 1.5 percentage points between 2011 and 2012.

### Free School Meals (FSM)

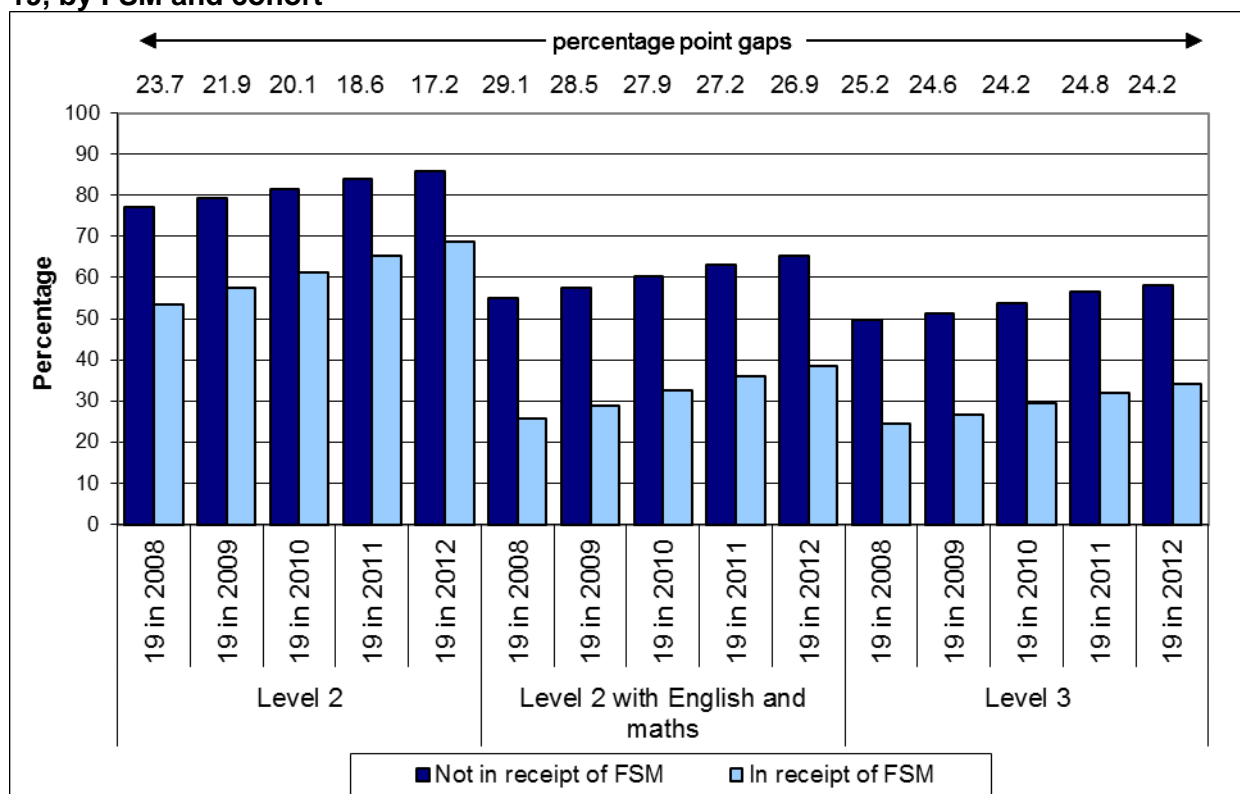
Young people known to be eligible for FSM at academic age 15 have lower attainment at 19 than their peers who were not known to be eligible, for each of the measures. Figure 4 shows attainment by FSM, and the attainment gap between the FSM group and their peers, for each of the main measures since 2008.

In 2012, 68.8 per cent of young people who were eligible for FSM at academic age 15 had achieved Level 2 by age 19, compared to 85.9 per cent of those who were not – an attainment gap of 17.2 percentage points. The attainment gap has been narrowing relatively quickly over time – since 2008 it has closed by 6.5 percentage points. Between 2011 and 2012 it reduced by 1.5 percentage points.

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 26.9 percentage points in 2012 – 38.3 per cent of the FSM group achieved this compared to 65.3 per cent of their peers. 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 0.3 percentage points between 2011 and 2012, and a total of 2.2 percentage points since 2008.

At Level 3, the gap in attainment at age 19 between those eligible for FSM at academic age 15 and their peers narrowed by 0.6 percentage points between 2011 and 2012, to 24.2 percentage points, reversing an increase that was observed between 2010 and 2011. In 2012, 34.0 per cent of young people eligible for FSM at academic age 15 attained Level 3 by age 19, compared to 58.1 per cent of their peers.

**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 83.1 per cent, compared to 84.1 per cent of the Mixed group, 86.8 per cent of the Black group and 88.5 per cent of the Asian group. Between 2011 and 2012, the gap between the White group and the Mixed and Black groups widened by 0.7 percentage points and 0.2 percentage points respectively. The Asian group have the highest attainment of Level 2 at 19, but saw the smallest increase between 2011 and 2012, leading to the gap between it and the White group closing by 0.9 percentage points.

Despite having the largest increase in attainment of Level 2 with English and maths in recent years – a 16.7 percentage point increase since 2008, and a 3.5 percentage point increase between 2011 and 2012 - the Black group still has the lowest attainment of all the summary groups at age 19, at 58.4 per cent. This compares to 61.5 per cent for the White group, and 62.3 for the Mixed group, and 67.7 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 2012 cohort, attainment of Level 2 in the Black group was 4.6 percentage points lower than the average for all known ethnic groups at age 16, but by age 19 it was 3.1 percentage points above the average.

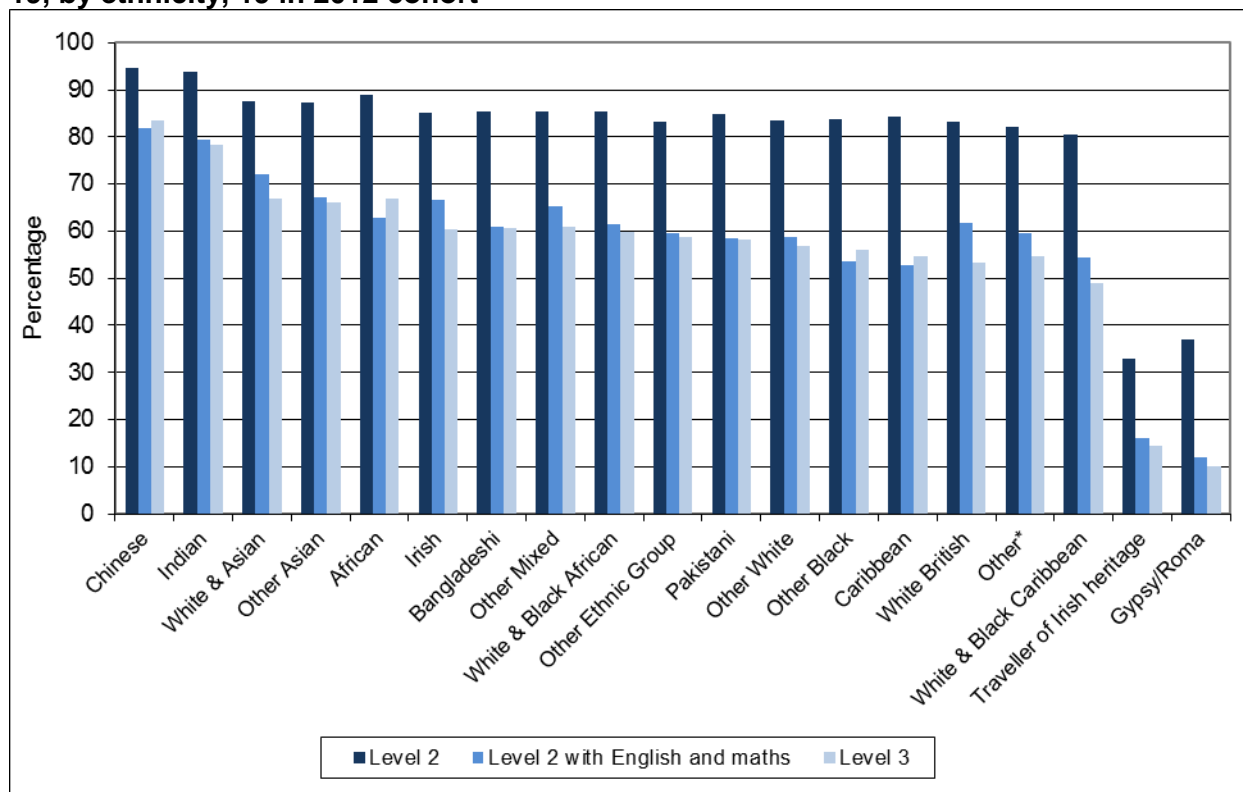
At Level 3, the White summary group has the lowest attainment by age 19, at 53.5 per cent, compared to 57.5 per cent for the Mixed group, 61.4 for the Black group, and 67.2 per cent for the Asian group. As with Level 2, the Black group has seen the biggest increases over time. Since 2008, attainment of Level 3 at 19 has increased by 14.6 per cent amongst the Black group, compared to an average increase across all known ethnic groups of 8.7 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 2012 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 2012 cohort**



\*Other – information refused or not obtained

### Special Educational Needs (SEN)

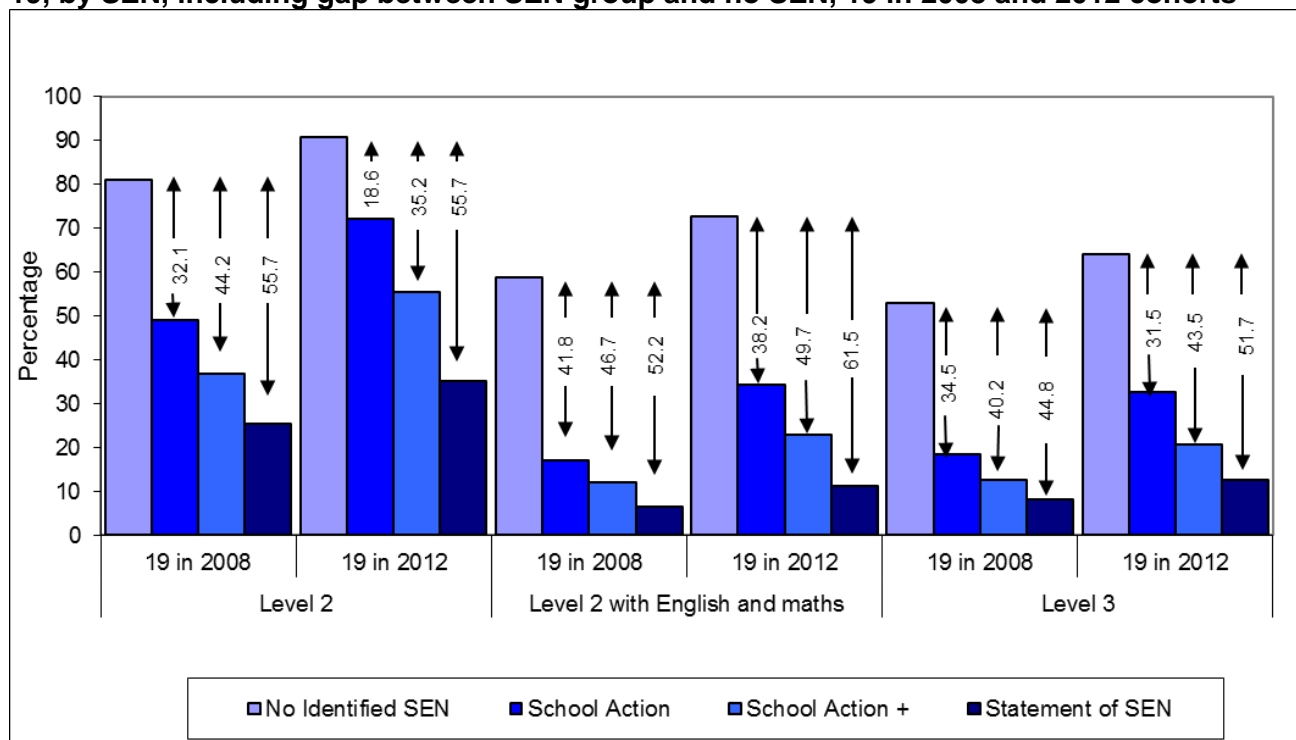
Attainment by age 19 by young people who were identified as having some form of special educational need (SEN) at academic age 15 is considerably lower across the three measures compared to young people without any identified SEN. Figure 6 shows attainment at age 19 in 2008 and 2012 for each of the SEN 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 18.6 percentage points and 35.2 percentage points respectively in 2012. These gaps have narrowed considerably since 2008, when they stood at 32.1 percentage points and 44.2 percentage points respectively. However, over the same period the gap between the Statement of SEN group and the no SEN group has remained the same (55.7 percentage points), and widened slightly, by 0.3 percentage points, between 2011 and 2012.

The recent trends in attainment of Level 2 with English and maths at 19 by SEN group are slightly different. Since 2008, the gap between the no SEN group and the School Action group has narrowed by 3.6 percentage points, but the gap between the no SEN and School Action plus group has widened by 3.0 percentage points, and there has been an even bigger increase in the gap between the no SEN and Statement of SEN group, which widened by 9.2 percentage points. A similar pattern was observed at Level 3. 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 2008 and 2012 cohorts**



**Table (ii): Gap in attainment at 19 between No SEN and SEN with Statement group, 2008 to 2012 (percentage points)**

	19 in 2008	19 in 2009	19 in 2010	19 in 2011	19 in 2012
Level 2	55.7	54.7	55.1	55.3	55.7
Level 2 with English and maths	52.2	54.1	56.9	59.5	61.5
Level 3	44.8	46.2	47.9	50.8	51.7

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

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

In 2012, 65.4 per cent of young people had achieved a GCSE A\*-C in English by age 19, and a further 7.2 per cent had achieved a GCSE equivalent English qualification, so that 72.6 per cent had achieved Level 2 English in total. In maths, 68.1 per cent of young people achieved Level 2 by age 19, with 61.9 per cent doing so through a GCSE A\*-C and 6.2 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 2012**

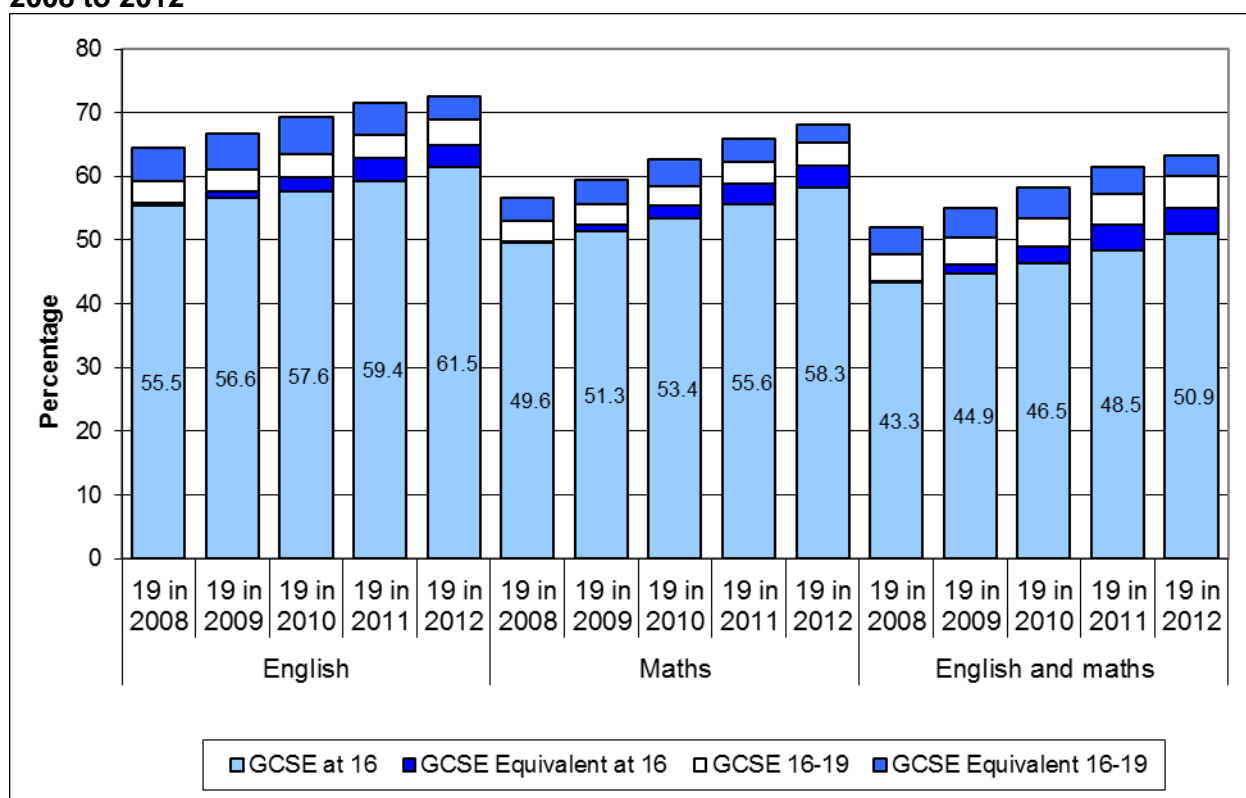


Table (iii) looks at the progression rates in English and maths between 16 and 19, that is, the proportion of those below Level 2 at 16 who gain Level 2 between 16 and 19.

In English 10.1 per cent of young people in the 19 in 2012 cohort who had not achieved GCSE A\*-C at age 16 achieved that level by age 19, up from 9.4 per cent in 2011, and continuing a long running upward trend. The same was true of progression rates for those who failed to achieve GCSE A\*-C maths at 16, 8.6 per cent of whom achieved that level by age 19 in 2012, up from 7.9 per cent in 2011. Overall, in 2012 10.1 per cent of young people who had not achieved GCSE A\*-C in English, maths or both at age 16 had achieved both by age 19, compared to 9.1 per cent in 2011.

Looking at the wider measures, which include other Level 2 English and maths, the trend is different between 2011 and 2012. Across both English and maths there were falls in the progression rates between age 16 and 19. In English the proportion of young people failing to achieve Level 2 at 16 who attained that level by age 19 fell from 23.6 per cent to 21.7 per cent, and in maths it fell from 17.4 per cent to 16.7 per cent.

The SFR additional tables include a new table showing attainment at age 16 and 19 of English and maths qualifications below GCSE A\*-C for the 19 in 2012 cohort – see table 13b.

**Table (iii): Percentage of young people gaining English and maths at GCSE A\*-C or equivalent between ages 16 and 19, of those below that level at age 16**

Cohort	English		Maths		English and maths*	
	GCSE A*-C	GCSE A*-C and equivalent	GCSE A*-C	GCSE A*-C and equivalent	GCSE A*-C	GCSE A*-C and equivalent
19 in 2005	6.1	14.1	5.3	9.2	5.9	10.2
19 in 2006	6.3	15.5	5.7	10.9	6.3	11.5
19 in 2007	7.2	18.1	6.3	12.6	7.1	13.8
19 in 2008	7.6	19.6	6.2	13.5	7.2	14.9
19 in 2009	8.1	21.3	6.6	14.9	7.8	16.4
19 in 2010	8.5	23.5	6.8	16.5	8.1	18.1
19 in 2011	9.4	23.6	7.9	17.4	9.1	18.9
19 in 2012	10.1	21.7	8.6	16.7	10.1	18.4

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

### Attainment of English and maths alongside other post-16 qualifications

This SFR includes new tables to show the extent to which young people attaining different types of qualifications between 16 and 19 also achieve English and maths qualifications at Level 2 (GCSE A\*-C or equivalent). These are shown in additional tables 13c and 13d.

Table (iv) below is one example of these new tables, showing attainment of GCSE A\*-C or equivalent maths qualifications by young people attaining Level 3 qualifications by age 19, for the 19 in 2012 cohort. It shows that overall, 82.1 per cent of young people who attain a Level 3 qualification by age 19 had achieved GCSE A\*-C maths by age 16. Of those who had not achieved GCSE A\*-C by 16, around a quarter (25.4 per cent) achieved one by age 19. Looking at the wider Level 2 (GCSE A\*-C or equivalent) maths measure, 42.4 per cent of young people who achieved a Level 3 qualification by 19 and had not achieved Level 2 maths at age 16 had achieved Level 2 maths by age 19.

Young people achieving an Advanced Apprenticeship by age 19 are most likely to attain a Level 2 maths qualification by age 19 if they had not done so already by age 16 – 94.7 per cent in the 19 in 2012 cohort. The vast majority of that attainment is through functional Level 2 maths qualifications – only 4.7 per cent of those failing to achieve GCSE A\*-C maths at 16 attained GCSE A\*-C maths by age 19.

**Table (iv): Percentage of young people gaining maths at Level 2 (GCSE A\*-C or equivalent) between ages 16 and 19, by main Level 3 qualification attained, 19 in 2012 cohort**

	Number	% gaining by 19 of those					% gaining by 19 of those below at 16, GCSE A*-C or equivalent
		GCSE A*-C at 16	GCSE A*-C at 16, below at 16, GCSE A*-C	GCSE A*-C or equivalent at 16	GCSE A*-C or equivalent at 19	GCSE A*-C or equivalent	
Number in cohort	580,155	58.3	61.9	8.6	61.7	68.1	16.7
Attaining Level 3 (2+ A-Levels or equivalent) by age 19 of which,	319,308	82.1	86.6	25.4	84.3	90.9	42.4
A Levels	199,361	93.6	97.0	53.9	94.4	97.6	57.7
AS Levels	8,797	88.1	93.9	48.9	89.7	95.2	53.5
Advanced Apprenticeships	10,413	61.7	63.5	4.7	66.7	98.2	94.7
Vocational Qualification outside of Apprenticeships	97,588	59.9	66.9	17.4	64.6	75.8	31.6
International Baccalaureate	1,805	97.3	99.7	89.6	97.4	99.7	89.4
Other	1,344	81.3	87.4	32.7	83.6	98.0	87.8

## Impact indicators

In May 2011 the Department published its Business Plan<sup>4</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	2012
Percentage	42.2	45.6	46.9	48.2	49.8	51.5	54.0	56.7	57.9

### *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	2012
Percentage	10.2	11.5	13.8	14.9	16.4	18.1	18.9	18.4

### *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	2012
% Level 3 at 19, not eligible for FSM	46.3	47.2	48.4	49.7	51.3	53.8	56.6	58.1
% Level 3 at 19, eligible for FSM	19.9	20.9	22.7	24.5	26.8	29.6	31.9	34.0
FSM gap (percentage points)	26.4	26.3	25.7	25.2	24.6	24.2	24.8	24.2

## 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<sup>5</sup> by age 19 (by FSM)*

	Cohort, 19 in...							
	2005	2006	2007	2008	2009	2010	2011	2012
Not eligible for FSM	37.0	36.3	35.8	34.9	35.2	35.5	36.8	37.5
Eligible for FSM	14.3	14.4	14.0	13.7	14.3	14.7	15.2	15.6
FSM gap (percentage points)	22.7	21.9	21.8	21.3	20.9	20.8	21.7	21.9

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

	Cohort, 19 in...							
	2005	2006	2007	2008	2009	2010	2011	2012
Not eligible for FSM	9.3	10.9	12.6	14.7	16.1	18.3	19.8	20.7
Eligible for FSM	5.5	6.6	8.7	10.8	12.4	14.9	16.7	18.4
FSM gap (percentage points)	3.8	4.3	3.9	3.9	3.7	3.4	3.1	2.3

<sup>4</sup> <http://www.education.gov.uk/aboutdfe/departentalinformation/Business%20Plan>

<sup>5</sup> International Baccalaureates are reported with A-levels in indicator 3(9)

## 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 05/2012 (released in April 2012). 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 Julian Austin at [julian.austin@education.gsi.gov.uk](mailto:julian.austin@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 2011*

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00203150/level-2-and-3-attainment-by-young-people>

*Revised GCSE and equivalent results in England: academic year 2011 to 2012*

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219173/gcse-and-equivalent-results>

*GCSE and Equivalent Attainment by Pupil Characteristics in England*

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219200/gcse-and-equivalent-attainment->

*Revised A level and equivalent examination results in England: academic year 2011 to 2012*

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219213/a-level-results-england-2011-12>

*Schools in Wales: Examination Performance, 2011*

This publication is produced by the Welsh Assembly Government and includes an analysis of GCSE and A level results. It was published on 22 May 2012 and is available at:

<http://wales.gov.uk/topics/statistics/headlines/schools2012/120522/?lang=en>

*Summary statistics for attainment, destinations and healthy living*

This publication was produced by the *Scottish Executive* and presents information on attainment of school leavers in Scotland in 2010/11:

<http://www.scotland.gov.uk/Publications/2012/06/4917/0>

*Qualifications and Destinations of Northern Ireland School Leavers 2010/11*

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 2010/11.

<http://www.scotland.gov.uk/Publications/2012/06/4917/0>

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## **Local Authority tables, all learners**

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- Table 20b: Number of young people studying in each local authority at age 16 who attain Level 2, by age and cohort
- Table 21a: Percentage of young people studying in each local authority at age 16 who attain Level 3, by age and cohort
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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/quality-reviews/theme/children--education-and-skills/nsqr-38/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 including that collected as part of the School and Colleges 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.

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 2012 cohort is the group of pupils aged 19 by the end of the 2011/12 academic year (ie aged 19 on 31/08/2012) as outlined in the table below.

#### Relationship between academic year, academic age and year group, for the 19 in 2012 cohort.

Academic year	Academic age (years)	Year group	Age by end of academic year
2007/08	14	10	15
2008/09	15	11	16
2009/10	16	12	17
2010/11	17	13	18
2011/12	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 (PRUs)) for the cohort concerned in the academic year it turned 15 (i.e. generally year 10). These tables are not comparable with Tables 6 onwards.

Tables 6 to 14a, 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 19) 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 20 to 22).

Tables 20 to 22 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 19).

### 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.

### Comparison of published measures of attainment, Key Stage 4; Level 2 at 16

	2005	2006	2007	2008	2009	2010	2011	2012
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%	83.0%
Level 2 at 16 (Attainment at 19 SFR measure)	54.4%	56.6%	57.9%	60.4%	63.7%	67.0%	69.0%	69.2%
Key Stage 4, 5+ A*-C with English and maths GCSE (GCSE attainment SFR measure)	42.5%	44.0%	45.8%	48.2%	50.7%	55.1%	58.2%	58.8%
Level 2 at 16 with English and maths (Attainment at 19 SFR measure)	42.2%	44.2%	46.1%	48.9%	51.2%	54.7%	56.5%	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" 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 (GLH) in a vocationally related qualification (VRQ) including QCF qualifications<sup>6</sup> pass at Level 2 or Level 3 (with minimum 595 GLH) equals 100%
- 1 International Baccalaureate pass equals 100%
- 1 Apprenticeship pass equals 100%
- 1 Advanced Extension Award equals 5%
- 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%

<sup>6</sup> A complete list of VRQ qualification codes used in the measure is available on request.

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

- For GCSE 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 Level 2 maths:

- For GCSE 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.

Achievements in the following qualifications are counted as Level 1 English:

- GCSE D-G: Full GCSE or approved iGCSE in English at grades D-G and passes in Level 1 Key Skills in Communication; Level 1 Basic Skills in Adult Literacy; Level 1 Functional Skills in English

Achievements in the following qualifications are counted as Level 1 maths:

- GCSE D-G: Full GCSE or approved iGCSE in Maths at grades D-G and passes in Level 1 Key Skills in Application of number; Level 1 Basic Skills in Adult Numeracy; Level 1 Functional Skills in Maths; Free Standing Maths at level 1.

Although the relevant Key Skills at Level 3 are counted as English/maths and Free Standing Maths at Level 3 is counted as maths, these qualifications are no longer counted towards the overall Level 2/3 measures. Previously a Key Skills Pass at L3 counted 20% towards the Level 2 measure and 15% towards the Level 3 measure. Free Standing Maths at Level 3 previously counted as 10% at both Level 2 and 3. This change has had a negligible affect overall.

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 the same subject 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 (including Applied A levels/AVCEs/Pre-U Principal Subject); International Baccalaureate; AS Levels; Advanced Apprenticeship; NVQs and VRQs; Other (including Level 3 Diploma)

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. Since the 2012 SFR 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 two most recent cohorts and that although this is partly 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. There has also been an impact on the Level 3 series.

**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%	9.4%	1.1%	8.3%
19 in 2008	11.0%	3.3%	7.7%	11.5%	1.3%	10.2%
19 in 2009	12.3%	3.4%	8.9%	12.5%	1.4%	11.2%
19 in 2010	13.4%	3.5%	9.8%	14.4%	1.5%	12.9%
19 in 2011	13.2%	2.8%	10.3%	15.4%	0.9%	14.5%
19 in 2012	12.1%	1.3%	10.7%	16.1%	0.2%	15.9%

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:

**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 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.

**Backfilling of non-academic English/maths qualifications in awarding body data set**

Last year was the first that the measures of English and maths had been published in this SFR. Since then an exercise has been conducted to backfill where non-academic English/maths qualifications were found to be missing from historical awarding body data. The impact of this exercise on the proportion of young people holding English/maths at level 2 (but not through GCSEs) is shown in the table below:

**Percentage point difference in 19 year olds holding Level 2 in English/maths excluding GCSE A\*-C**

	English	Maths
19 in 2005	1.6	0.8
19 in 2006	1.3	0.8
19 in 2007	1.0	0.8
19 in 2008	0.7	0.5
19 in 2009	0.4	0.3
19 in 2010	0.0	0.1
19 in 2011	0.0	0.1

**Additional iGCSEs counted**

Since 2010/11 there has been a small number of additional iGCSEs approved for use in the Key Stage 4 performance tables and counted here. The impact of these changes is negligible.

Further details, including a list of accredited iGCSEs, can be found in the technical notes to the SFR 'Revised GCSE and equivalent results in England: academic year 2011 to 2012

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219173/gcse-and-equivalent-results>.

The net impact of these revisions on the overall measures for the whole population reported in table 1 is shown in the table below.

**Net change in percentage attaining by age, overall measures**

<b>Level 2 or higher</b>	16	17	18	19	20	21
19 in 2004	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2005	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2006	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2007	0.0	0.0	0.0	0.0	0.0	-0.1
19 in 2008	0.0	0.0	-0.1	-0.1	-0.1	-0.1
19 in 2009	0.0	0.0	-0.1	-0.2	-0.2	-0.2
19 in 2010	0.0	-0.1	-0.2	-0.2	-0.2	
19 in 2011	0.0	-0.1	-0.2	-0.2		
19 in 2012	-0.1	-0.1	-0.1			
19 in 2013	0.0	0.0				
19 in 2014	0.0					

<b>Level 3</b>	16	17	18	19	20	21
19 in 2004	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2005	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2006	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2007	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2008	0.0	0.0	0.0	0.0	0.0	-0.1
19 in 2009	0.0	0.0	0.0	-0.1	-0.1	-0.1
19 in 2010	0.0	0.0	-0.1	-0.1	-0.1	
19 in 2011	0.0	0.0	-0.1	-0.1		
19 in 2012	0.0	0.0	0.0			
19 in 2013	0.0	0.0				
19 in 2014	0.0					

When we look at this analysis for those who were in the state sector at 15 the net changes are negligible and actually slightly positive in some cases as shown below:

**Net change in percentage attaining by age, maintained sector at 15**

<b>Level 2 or higher</b>	16	17	18	19	20	21
19 in 2005	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2006	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2007	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2008	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2009	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2010	0.0	0.0	0.0	0.0	0.0	
19 in 2011	0.0	0.0	0.0	0.1		
19 in 2012	0.0	0.0	0.1			
19 in 2013	0.0	0.1				
19 in 2014	0.1					

<b>Level 3</b>	16	17	18	19	20	21
19 in 2005	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2006	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2007	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2008	0.0	0.0	0.0	0.0	0.0	0.0
19 in 2009	0.0	0.0	0.0	0.0	0.0	0.1
19 in 2010	0.0	0.0	0.0	0.0	0.1	
19 in 2011	0.0	0.0	0.1	0.1		
19 in 2012	0.0	0.0	0.0			
19 in 2013	0.0	0.0				
19 in 2014	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

<https://www.gov.uk/government/publications/english-indices-of-deprivation-2010>.