



Department  
for Education



## Statistical First Release

# Level 2 and 3 attainment by young people in England measured using matched administrative data: Attainment by age 19 in 2014

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Attainment of Level 2 or higher and Level 3 by age 19 continues to rise	In 2014, 87.0 per cent of 19 year olds were qualified to Level 2 or higher (up 0.8 percentage points (ppts) compared to 2013), and 59.9 per cent were qualified to Level 3 (also up 0.8 ppts compared to 2013).
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Attainment in Level 2 English and Maths by 19 rose...	Attainment of Level 2 (GCSE A*-C or other Level 2 qualifications) in English and maths by age 19 rose from 65.8 per cent in 2013 to 67.7 per cent in 2014. For GCSE A*-C only it rose from 59.5 per cent to 62.1 per cent.
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...but progression in English and maths between 16 and 19 shows a mixed picture.	The progression rate between 16 and 19 – the proportion of young people who failed to achieve GCSE A*-C or another Level 2 qualification in English and maths at age 16 who had achieved both by age 19 - rose from 16.4 per cent to 16.9 per cent between 2013 and 2014. For GCSE A*-C only, it fell from 9.5 per cent to 9.1 per cent.
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### A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

## 1. Background and context

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

The SFR and associated tables lead with national figures, which are then analysed by institution type and qualification type. The focus then 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). Tables on attainment by local authority are also included. Ages given in this SFR are at the end of the academic year (see [Technical Notes](#) for more details).

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)*

### Note to users

The attainment statistics published in this SFR are used to monitor trends in attainment over time, both nationally and at local authority level, and changes in attainment within different groups. However, the measures of “full” Level 2 and Level 3 qualifications are now somewhat dated, and do not reflect recent changes to policies governing the vocational qualifications that count in the School and College Performance Tables. The performance tables underwent a number of methodological changes this year (see the [GCSE and equivalent results in England methodology paper](#) for more information). Also, new lists of Level 3 and Level 2 qualifications that will [count in the post-16 performance tables from 2016 and 2017 respectively](#) have now been published. These changes have not been reflected in this SFR, as it is used to show cumulative levels of attainment at 19, and these changes have yet to impact fully on attainment by age 19. However, new tables relating to attainment of approved tech level qualifications by age are now provided (see [Technical Notes](#) for more details).

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<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>[Department for Education Business Plan](#)

<sup>3</sup>[Government Social Mobility Strategy](#)

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## 2. Commentary

### A. Overall attainment between 16 and 19

In 2014, 59.9 per cent of young people aged 19 were qualified to Level 3 (**Table 1**)

This is an increase of 0.8 ppts since 2013, and 17.7 ppts since 2004 when the time series began. The rate of increase has been slowing down in recent years and this continued in 2014 – the increase was 1.2 ppts in 2013.

The proportion gaining Level 3 via a vocational qualifications has risen the fastest (**Figure 1**)

17.7 per cent of 19 year olds attained Level 3 via a vocational qualification outside of an apprenticeship which is 0.9 ppts higher than last year. The proportion gaining Level 3 through A Levels rose by 0.5 ppts to 38.5 per cent. Attainment of Advanced Apprenticeships and AS Levels fell slightly in the latest data (-0.3 ppts and -0.1 ppts respectively).

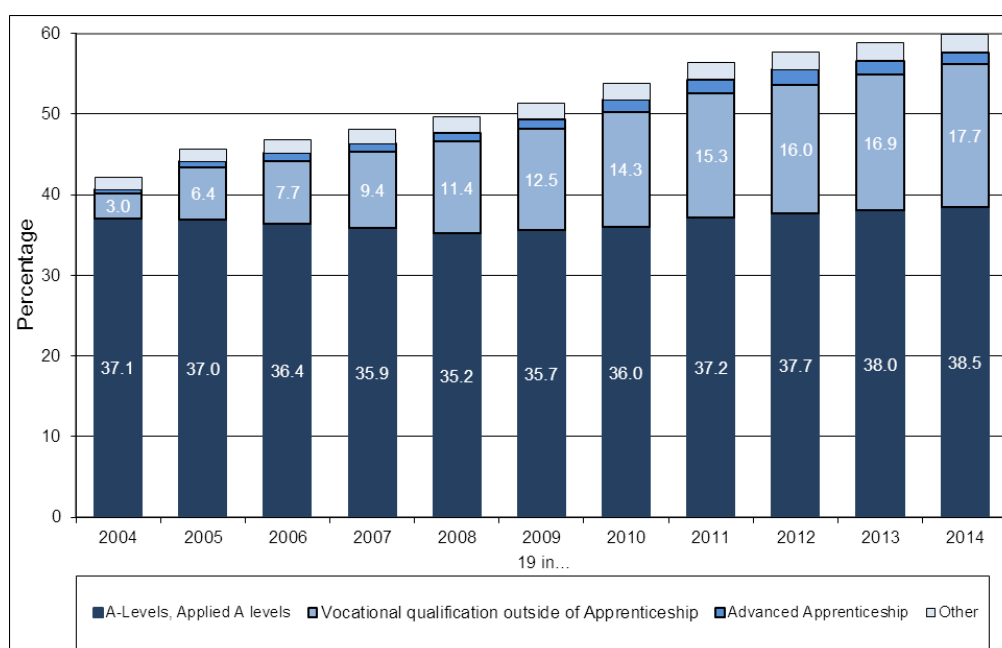
In 2014, 87.0 per cent of young people aged 19 were qualified to at least Level 2 (**Table 1**)...

...which is an increase of 0.8 ppts since 2013. 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 2014 was 20.3 ppts higher than in 2004.

The rise in the proportion of young people attaining Level 2 or higher by age 19 was driven by the rise in attainment by age 16, up 2.1 ppts between the cohorts aged 19 in 2013 and 2014

The proportion of young people attaining Level 2 between ages 16 and 19 fell between 2013 and 2014, from 19.0 per cent to 17.7 per cent – this is the third successive fall in a series that had otherwise increased each year since 2004. However, the progression rate to Level 2 between 16 and 19, that is the proportion of those without Level 2 at 16 who attained by age 19, was unchanged at 58%.

**Figure 1: Percentage attaining Level 3 at 19 by qualification type and cohort**



**Table 1: Percentage of young people qualified to Level 2 or higher, and Level 3, by age and cohort**

	Cohort 19 in...	Number	Attaining by age 16	Attaining by age 17	Attaining by age 18	Attaining by age 19
<b>Level 2 or higher</b>	2004	614,564	49.6	56.5	62.4	66.7
	2005	618,397	50.4	58.5	64.9	69.2
	2006	633,117	52.2	60.0	66.9	71.1
	2007	653,657	53.0	61.6	69.3	73.5
	2008	647,457	55.3	64.2	72.0	76.2
	2009	658,408	57.5	66.5	74.5	78.6
	2010	665,139	58.9	68.3	76.8	80.9
	2011	661,689	61.0	70.6	79.5	83.3
	2012	640,619	64.0	73.7	82.0	85.1
	2013	640,930	67.2	76.0	83.5	86.2
	2014	626,238	69.3	77.3	84.3	87.0
	2015	619,372	69.5	77.5	84.7	
	2016*	631,710	67.5	76.0		
	2017*	616,941	64.8			
<b>Level 3</b>	2004	614,564	0.1	11.8	36.4	42.2
	2005	618,397	0.1	15.1	39.1	45.7
	2006	633,117	0.1	15.3	40.2	46.9
	2007	653,657	0.1	15.8	41.3	48.2
	2008	647,457	0.1	16.0	41.9	49.7
	2009	658,408	0.1	17.1	43.3	51.4
	2010	665,139	0.1	17.0	44.8	53.9
	2011	661,689	0.1	17.4	47.5	56.6
	2012	640,619	0.1	18.2	48.9	58.0
	2013	640,930	0.1	23.1	50.5	59.1
	2014	626,238	0.1	23.4	51.3	59.9
	2015	619,372	0.1	23.2	51.6	
	2016*	631,710	0.1	22.7		
	2017*	616,941	0.1			

\*Note that whilst the measures of Level 2 and Level 3 reported in this SFR differ from those reported in the School and College Performance Tables, they are impacted by behavioural change (choice of study aims) brought about by changes in accountability measures. The 19 in 2016 cohort is the first cohort whose results at age 16 are likely to have been affected in this way following announcements in 2011 about changes to qualifications that would count in performance tables from 2013/14. The full impact of the changes is seen in the 19 in 2017 cohort - the first whose Key Stage 4 results were reported under the new rules. See the [Technical Notes](#) for more details.

## B. 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 [Coverage and Comparability in the Technical Notes](#) for further details.

## C. English and maths at Level 2 (GCSE A\*-C and other Level 2 qualifications)

Figure 2 shows the recent trends in attainment of GCSE A\*-C and other Level 2 qualifications in English and maths at age 16 and 19. This shows that in 2014, 71.3 per cent of young people had achieved a GCSE A\*-C in English by age 19 and a further 5.4 per cent had achieved another Level 2 English qualification, so that 76.7 per cent had achieved Level 2 English in total. In maths, 72.4 per cent of young people achieved Level 2 by age 19 with 67.7 per cent doing so through a GCSE A\*-C and 4.7 per cent through another Level 2 qualification.

**Figure 2: Attainment at GCSE A\*-C and other Level 2 qualifications in English and maths at age 16 and 16-19, 2010 to 2014**

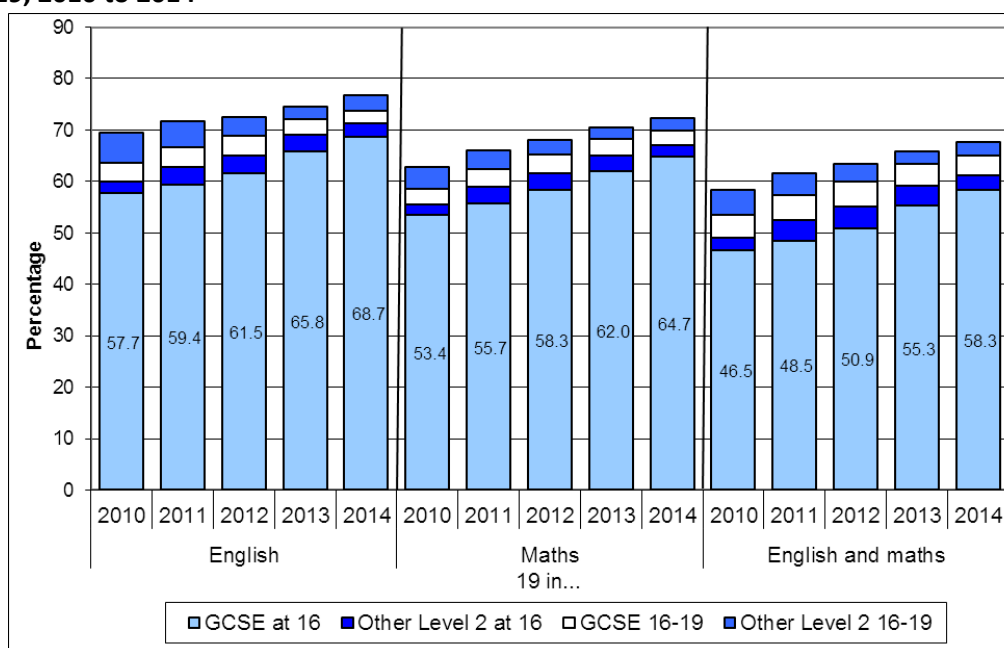


Table 2 (next page) looks at the progression rates in English and maths between 16 and 19, that is, the proportion of those below Level 2 at 16 who gain Level 2 between 16 and 19.

**Table 2: Percentage of young people gaining English and maths at GCSE A\*-C and other Level 2 qualifications between ages 16 and 19, of those below that level at age 16**

<b>Cohort 19 in...</b>	<b>English GCSE A*-C</b>	<b>English Level 2</b>	<b>Maths GCSE A*-C</b>	<b>Maths Level 2</b>	<b>Both GCSE A*-C</b>	<b>Both Level 2</b>
2005	6.1	14.1	5.3	9.2	5.9	10.2
2006	6.3	15.5	5.7	10.9	6.3	11.5
2007	7.2	18.1	6.3	12.6	7.1	13.8
2008	7.6	19.6	6.2	13.5	7.3	14.9
2009	8.1	21.3	6.6	14.9	7.8	16.4
2010	8.5	23.5	6.8	16.5	8.1	18.1
2011	9.4	23.6	7.9	17.4	9.2	18.9
2012	10.2	21.7	8.6	16.7	10.1	18.4
2013	9.3	18.0	8.3	15.6	9.5	16.4
2014	8.2	19.1	8.4	16.3	9.1	16.9

This shows that:

There was a fall in English GCSE progression but a rise in overall Level 2 English progression.

8.2 per cent of young people in the 19 in 2014 cohort who had not achieved GCSE A\*-C at age 16 achieved that level by age 19, down from 9.3 per cent in 2013, which was the second fall in the time series and is 1.9 ppts lower than the peak in 2012. In the wider measure, the proportion of those who had not achieved Level 2 English at 16 but had attained that level by age 19 rose from 18.0 per cent to 19.1 per cent. This rise follows two years of declining progression rates.

In maths there was an increase in both the GCSE and wider Level 2 progression rates.

8.4 per cent of those that had not achieved GCSE A\*-C at 16 achieved that level by age 19 in 2014, slightly up from 8.3 per cent in 2013. For Level 2 maths, the progression rate rose from 15.6 per cent to 16.3 per cent between 2013 and 2014. As with English, this halts a decline seen in the last two years.

For the overall English and maths measure there was a decline in GCSE progression but a rise in overall Level 2 progression.

In 2014 9.1 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 9.5 per cent in 2013. Overall progression in Level 2 English and maths rose by 0.5 ppts from 16.4 per cent to 16.9 per cent.

## C2. English and maths at Level 2 – by pupil characteristics

The gender gap is more pronounced in English than maths but is the smallest it has been.

In English, 78.1 per cent of females attained GCSE A\*-C at age 19, compared to 64.7 per cent of males, and overall 82.2 per cent of females attained Level 2 English by age 19 compared to 71.4 per cent of males.

In maths, 68.4 per cent of females and 67.0 per cent of males attained GCSE A\*-C at age 19, whilst 72.7 per cent of females attained any Level 2, compared to 72.1 per cent of males.

Even though the gap is wider in English, the gap of 13.4 ppts for A\*-C GCSE attainment is the smallest it has been in the time series.

The FSM attainment gap is narrowing in English and maths at 19

45.5 per cent of young people who were in receipt of FSM at age 15 attained Level 2 English and maths by age 19, compared to 71.4 per cent of the non-FSM group (see Table 3). The FSM attainment gap of 25.9 ppts is 0.2 ppts smaller than it was in 2013 and is at the lowest level since comparable data began in 2005.

English and maths attainment of all SEN groups has improved in the last year

14.2 per cent of young people who had a Statement of SEN at age 15 attained Level 2 in English and maths by age 19, compared to 30.4 per cent of the School Action Plus group, 40.5 per cent of the School Action group, and 78.7 per cent of those with no identified SEN at 15. These are all higher than the equivalent rates last year although with the exception of the School Action Plus group, the gap between young people with no identified SEN at 15 and the SEN groups widened slightly compared to last year.

**Table 3: Percentage of young people gaining Level 2 English and maths by age 19, by eligibility for Free School Meals at age 15**

Cohort 19 in...	English	English	Maths	Maths	Both	Both
	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM
2005	64.1	33.7	55.8	25.8	50.8	21.0
2006	65.3	35.3	55.7	26.1	51.4	21.8
2007	66.5	37.6	58.0	29.2	53.5	24.5
2008	68.3	40.3	60.6	32.3	56.0	27.3
2009	70.2	43.4	63.1	35.6	58.7	30.6
2010	72.6	47.4	66.2	39.8	61.8	34.5
2011	74.7	50.1	69.2	43.9	64.8	38.4
2012	75.7	51.4	71.3	46.4	66.7	40.5
2013	77.8	54.1	73.8	49.3	69.3	43.1
2014	79.9	57.3	75.8	51.6	71.4	45.5



## D. Level 3 Attainment by Age 19

<p>The proportion of young people in the state sector at academic age 15 who attained Level 3 by age 19 rose...</p>	<p>...by 0.6 ppts between 2013 and 2014, to 57.0 per cent. However, the rate at which Level 3 by age 19 has been increasing has slowed in recent years. In 2014, it increased by 0.6 ppts, compared to 1.2 ppts in 2013, 1.6 ppts in 2012 and 2.8 ppts in 2011.</p>
<p>The FSM and SEN gaps widened between 2013 and 2014 but the gap between young people in the 25% most deprived and 25% least deprived areas narrowed.</p>	<p>60.4 per cent of those not eligible for FSM at 15 had achieved Level 3 by age 19 compared to 35.6 per cent of those that were eligible. Both of these were higher than in 2013 (+0.9 ppts and +0.4 ppts respectively) but the gap rose by 0.5 ppts to 24.8 ppts. The gap at Level 3 has stayed between 24 and 25 ppts since 2009, with some year on year fluctuation within this. Nearly two thirds (63.7 per cent) of non-FSM pupils that achieved Level 3 by 19 did so through A Levels/International Baccalaureate compared to 44.6 per cent of the FSM group.</p> <p>66.1 per cent of those without SEN at 15 had attained Level 3 by 19 compared to 28.1 per cent of those with SEN at 15. 30.9 per cent of SEN pupils without a Statement of SEN achieved this level by 19 compared to 13.5 per cent of those with a Statement of SEN. The gap of 38.0 ppts between non-SEN and SEN pupils is 0.2 ppts larger than it was in 2013.</p> <p>71.2 per cent of those living in the 25% least deprived areas at age 15 had achieved Level 3 by age 19 compared to 44.9 per cent of those in the 25% most deprived areas. The gap of 26.3 ppts is 0.6 ppts lower than last year's 26.9 per cent.</p>
<p>Asian students have the highest Level 3 attainment...</p>	<p>...and those in the White summary ethnic group have the lowest attainment by age 19. 69.5 per cent of Asian students have achieved Level 3 by the age of 19 compared to 64.8 per cent of the Black summary group, 59.5 per cent of the Mixed summary group and 55.1 per cent of the White summary group. The Black group's attainment increased the most in the last year (+2.0 ppts). Chinese (85.1 per cent) and Indian (79.5 per cent) young people have the highest attainment by age 19. This pattern is the same for Level 2 attainment.</p>
<p>There has been an increase in the proportion of pupils achieving tech level qualifications</p>	<p>11.0 per cent of 19 year olds in 2014 had achieved a tech level qualification (see the <a href="#">Technical Notes</a>) which is 1.6 ppts more than in 2013 (<b>Table 4</b>). The pattern looks set to continue with 8.7 per cent of the 19 in 2015 cohort having achieved a tech level by age 18 compared to 7.3 per cent of the 19 in 2014 cohort at the same age. 2.6 per cent of the 19 in 2016 cohort had achieved this level by age 17 which is 0.5 ppts more than the previous cohort at the same age.</p>

**Table 4: Percentage attaining a tech level qualification by age and cohort**

Cohort (19 in...)	Number in cohort	17	18	19
2011	600,204	0.0	0.0	0.8
2012	580,149	0.0	1.0	4.1
2013	580,013	0.9	6.0	9.4
2014	568,579	1.2	7.3	11.0
2015	562,610	2.1	8.7	
2016	573,234	2.6		

**E. Level 2 Attainment by Age 19**

The proportion of young people in the state sector at academic age 15 who attained Level 2 by age 19 rose...

...by 0.6 ppts between 2013 and 2014, to 85.6 per cent. As with Level 3, this rate of increase is slower than in previous years. This year's rise of 0.6 ppts is half the increase seen between 2012 and 2013.

The proportion gaining Level 2 with English and maths by age 19 rose faster than both Level 3 and the overall Level 2 rate

65.8 per cent of 19 year olds in 2014 had achieved Level 2 with English and maths which is an increase of 1.8 ppts in the last year. This is slightly lower than the 2.2 ppts rise between 2012 and 2013.

The Level 2 FSM attainment gap widened last year but the SEN gap and the gap between the 25% most deprived and 25% least deprived narrowed

71.3 per cent of pupils eligible for Free School Meals at 15 had achieved Level 2 by age 19 in 2014 compared to 87.9 per cent of those that were not. The FSM figure rose by 0.5 ppts in the last year and the non-FSM figure increased by 0.8 ppts which led to the attainment gap increasing by 0.3 ppts to 16.6 ppts.

Nearly two thirds (65.2 per cent) of those with a SEN at 15 achieved Level 2 by the age of 19 which is 0.9 ppts higher than in 2013. 92.1 per cent of those without a SEN at 15 achieved this level leading to an attainment gap of 26.9 ppts which is 0.7 ppts smaller than last year.

The proportion of those from the 25% most deprived areas that had achieved Level 2 by age 19 increased by 1.0 ppts in 2014, to 78.7 per cent. This is 13.7 ppts lower than those from the 25% least deprived areas of the country (92.4 per cent). The attainment gap between these groups shrunk by 0.8 ppts in the last year.

As with Level 3, the Asian summary group has the highest proportion of 19 year olds qualified to Level 2 or higher

89.8 percent were at this level by age 19 in 2014 compared to 88.7 per cent of the Black summary group, 85.9 per cent of the Mixed summary group and 85.0 per cent of the White summary group. The Black summary group increased the most in the last year (+1.2 ppts).

### 3. 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	2013	2014
Percentage	42.2	45.7	46.9	48.2	49.7	51.4	53.9	56.6	58.0	59.1	59.9

*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	2013	2014
Percentage	10.2	11.5	13.8	14.9	16.4	18.1	18.9	18.4	16.4	16.9

*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	2013	2014
% Level 3 at 19, not eligible for FSM	46.3	47.2	48.4	49.7	51.4	53.9	56.7	58.3	59.6	60.4
% Level 3 at 19, eligible for FSM	19.9	21.0	22.8	24.6	26.9	29.7	31.9	34.1	35.3	35.6
FSM gap (percentage points)	26.5	26.3	25.6	25.1	24.5	24.2	24.7	24.2	24.3	24.8

<sup>4</sup> [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/221754/departments\\_20for\\_20education\\_20business\\_20plan\\_202012\\_202015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/221754/departments_20for_20education_20business_20plan_202012_202015.pdf)

## 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 on the previous page

*(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	2013	2014
Not eligible for FSM	37.0	36.3	35.8	35.0	35.3	35.5	36.9	37.5	37.9	38.5
Eligible for FSM	14.3	14.4	14.0	13.7	14.4	14.7	15.2	15.6	15.9	15.9
FSM gap (ppts)	22.7	21.9	21.8	21.2	20.9	20.8	21.7	21.9	21.9	22.6

*(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	2013	2014
Not eligible for FSM	9.3	10.9	12.6	14.7	16.1	18.3	19.8	20.8	21.7	22.0
Eligible for FSM	5.6	6.6	8.7	10.8	12.5	14.9	16.7	18.5	19.3	19.7
FSM gap (ppts)	3.8	4.3	3.9	3.9	3.6	3.4	3.1	2.3	2.4	2.2

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<sup>5</sup> International Baccalaureates are reported with A-levels

## 4. List of tables

The following tables are available on the department's website alongside this SFR: [Level 2 and 3 Attainment by Age 19 in 2014](#)

### National tables

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| 2 | Percentage of 19 year olds qualified to Level 2 or higher, by qualification type and cohort. | 13  | Attainment at age 16 and 19 in English and maths at GCSE A*-C and other Level 2 qualifications.   |
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| 5 | Percentage of 19 year olds qualified to Level 3, by institution type and cohort.             |     |   |

### State sector tables

- |     |   |     |   |
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| 6   | Attainment of Level 2, Level 2 with English and maths, and Level 3, by age and cohort.  | 13c | Attainment at age 16 and 19 in English and maths at GCSE A*-C and other Level 2 qualifications, by Special Educational Needs (SEN) status at 15.        |
| 7   | Percentage of young people qualified to Level 2 or higher by age 19, by characteristics and cohort.   | 13d | Attainment at age 16 and 19 in English and maths at GCSE A*-C and other Level 2 qualifications, by IDACI (Income Deprivation Affecting Children Index). |
| 8   | Percentage of young people qualified to Level 2 or higher with English and maths by age 19, by characteristics and cohort.                                      | 13e | Attainment at age 16 and 19 in English at GCSE A*-C and other Level 2 qualifications, by ethnicity.   |
| 9   | Percentage of young people qualified to Level 3 by age 19, by characteristics and cohort.   | 13f | Attainment at age 16 and 19 in maths at GCSE A*-C and other Level 2 qualifications, by ethnicity.   |
| 10  | Percentage of young people qualified to Level 2 or higher, and Level 2 or higher with English and maths, by characteristics and age, for the 19 in 2014 cohort. | 13g | Attainment at age 16 and 19 in English and maths at GCSE A*-C and other Level 2 qualifications, by ethnicity.   |
| 11  | Percentage of young people qualified to Level 3, by characteristics and age, for the 19 in 2014 cohort.   | 14a | Progression in English and maths between 16 and 19 (GCSE A*-C and other Level 2 qualifications), 19 in 2014 cohort.                                     |
| 12a | Percentage of young people qualified to Level 2 or higher by age 19, by ethnicity and FSM eligibility at age 15, for the 19 in 2014 cohort.                     | 14b | Progression in English and maths between 16 and 19 (GCSE A*-C and below), 19 in 2014 cohort.  |
| 12b | Percentage of young people qualified to Level 2 or higher with English and maths  | 14c | Attainment at age 16 and 19 in English and maths at GCSE A*-C and other Level 2 qualifications by main Level 2  |

- qualification type attained, 19 in 2014 cohort.
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- 15a Percentage attaining Level 3 at 19 by qualification type and whether eligible for Free School Meals.
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- Local Authority tables, state sector at 15**
- 16a Percentage of 19 year olds qualified to Level 2 or higher, by FSM eligibility and local authority.
- 16b Number of 19 year olds qualified to Level 2 or higher, by FSM eligibility and local authority.
- 17a Percentage of 19 year olds qualified to Level 2 or higher with English and maths, by FSM eligibility and local authority.
- 17b Number of 19 year olds qualified to Level 2 or higher with English and maths, by FSM eligibility and local authority.
- 18a Percentage of 19 year olds qualified to Level 3, by FSM eligibility and local authority.
- 18b Number of 19 year olds qualified to Level 3, by FSM eligibility and local authority.
- 19 Population by FSM eligibility and local authority.
- 20a Percentage of 19 year olds qualified to Level 2 or higher, by SEN status in Year 11 and local authority.
- 20b Number of 19 year olds qualified to Level 2 or higher, by SEN status in Year 11 and local authority.
- 21a Percentage of 19 year olds qualified to Level 2 or higher with English and maths, by SEN status in Year 11 and local authority.
- 21b Number of 19 year olds qualified to Level 2 or higher with English and maths, by SEN status in Year 11 and local authority.
- 22a Percentage of 19 year olds qualified to Level 3, by SEN status in Year 11 and local authority.
- 22b Number of 19 year olds qualified to Level 3, by SEN status in Year 11 and local authority.
- 23 Population by local authority and SEN status in Year 11.
- 24a Percentage attaining GCSE A\*-C or other Level 2 qualifications in English and maths at age 19, for those who had not achieved this level by age 16, by local authority.
- 24b Number attaining GCSE A\*-C or other Level 2 qualifications in English and maths at age 19, for those who had not achieved this level by age 16, by local authority.
- 24c Number not attaining GCSE A\*-C or other Level 2 qualifications in English and maths at age 16, by local authority.
- Local Authority tables, all learners**
- 25a Percentage of young people studying in each local authority at age 16 who attain Level 2 or higher, by age and cohort.
- 25b Number of young people studying in each local authority at age 16 who attain Level 2 or higher, by age and cohort.
- 26a Percentage of young people studying in each local authority at age 16 who attain Level 3, by age and cohort.
- 26b Number of young people studying in each local authority at age 16 who attain Level 3, by age and cohort.
- 27 Local authority census figures for measuring post-16 attainment.

When reviewing the tables listed on the previous page, please note the following:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
so we suppress some figures,	Values of 1 or 2, or a percentage based on 1 or 2 pupils are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed.  This suppression is consistent with our <a href="#">Statistical policy statement on confidentiality</a> .
adopt symbols to help identify this	Symbols are used in the tables as follows:  0 zero  . not available  x publication of that figure would be disclosive
and round numbers	Percentages in this SFR are given to one decimal place.

## 5. 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

## 6. Further information is available

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Previous Level 2 and 3 Attainment by Age 19 SFR	<a href="#">Level 2 and 3 attainment by young people aged 19 in 2013</a>
Key Stage 4 results	<a href="#">Revised GCSE and equivalents results in England, 2013 to 2014</a>
Characteristics breakdowns of Key Stage 4 results	<a href="#">GCSE and equivalent attainment by pupil characteristics, 2013 to 2014 (Revised)</a>
A level and other level 3 results	<a href="#">A level and other level 3 results (revised): 2013/14</a>
<a href="#">Schools in Wales: Examination Performance, 2013</a>	This publication is produced by the Welsh Assembly Government and includes an analysis of GCSE and A level results.
<a href="#">Summary statistics for attainment, leaver destinations and healthy living</a>	This publication was produced by the Scottish Executive and presents information on attainment of school leavers in Scotland in 2012/13.
<a href="#">Qualifications and Destinations of Northern Ireland school leavers</a>	This contains information on the qualifications and destinations of Northern Ireland school leavers. The tables relate to the destination (e.g. higher education/further education/employment) and highest level of qualification obtained for grammar and non-grammar school leavers, by sex of pupil and management type.

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## 7. Got a query? Like to give feedback?

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If from the media	Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7783 8300
If non-media	Rob Hartley, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT <a href="mailto:post16.statistics@education.gsi.gov.uk">post16.statistics@education.gsi.gov.uk</a>

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## 8. Technical note

### 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. This is a link to the report: [National Statistics Quality Review Series, Report No.38, Review of the Measurement of Attainment of Young People](#)

### 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 Organisation data including that collected as part of the School and Colleges Performance Tables exercise, and separately from awarding organisations as part of the Vocational Qualifications Database up until 2010/11.
- 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 this link: [Standards for official statistics published by DfE](#).

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, the Vocational Qualifications Database 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 2014 cohort is the group of pupils aged 19 by the end of the 2013/14 academic year (ie aged 19 on 31/08/2014) as outlined in the table below.

### Relationship between academic year, academic age and year group, for the 19 in 2014 cohort.

Academic year	Academic age (years)	Year group	Age by end of academic year
2009/10	14	10	15
2010/11	15	11	16
2011/12	16	12	17
2012/13	17	13	18
2013/14	18	14	19

### 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 Table 6 onwards.

Tables 6 to 15b, 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 School Census.

The coverage of the local authority (LA) analyses by Free School Meals status and Special Educational Need status at 15 (Tables 16a to 24) 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 15b), but are not comparable with either the main national tables (Tables 1 to 5) or the LA tables covering all school types (Tables 25 to 27).

Tables 25 to 27 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 24).

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. A 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<sup>6</sup> 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%

Achievements in the following qualifications are counted as Level 2 English up to 2012/13:

- For GCSE A\*-C: Full GCSE or approved IGCSE<sup>6</sup> in English at grades A\*-C or AS/A level passes
- For other Level 2: passes in Level 2 or 3 Key Skills in Communication; Level 2 Basic Skills in Adult Literacy; Level 2 Functional Skills in English.

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<sup>6</sup> See IGCSEs section – Page 21

Achievements in the following qualifications are counted as Level 2 maths up to 2012/13:

- For GCSE A\*-C: Full GCSE or approved IGCSE<sup>6</sup> in Maths at grades A\*-C or AS/A level and IB passes.
- For other Level 2: 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 up to 2012/13:

- GCSE D-G: Full GCSE or approved IGCSE<sup>6</sup> 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 up to 2012/13:

- GCSE D-G: Full GCSE approved IGCSE<sup>6</sup> 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.

The qualifications counted for English and maths in 2013/14 closely align with those highlighted in the [maths and English condition of funding](#) for 2014/15 and 2015/16.

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 the four most recent cohorts. There has also been a fall in attainment through VRQs for the last two cohorts following annual increases in the series. 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**

Cohort (19 in...)	Level 2 of which:			Level 3 of which:		
	All	NVQ Level 2	VRQ Level 2	All	NVQ Level 3	VRQ Level 3
2004	5.2%	4.2%	1.0%	3.0%	0.9%	2.2%
2005	6.5%	3.5%	3.0%	6.4%	0.9%	5.6%
2006	7.3%	3.0%	4.3%	7.7%	1.0%	6.8%
2007	9.4%	3.2%	6.2%	9.4%	1.1%	8.3%
2008	11.0%	3.3%	7.7%	11.4%	1.3%	10.2%
2009	12.2%	3.4%	8.8%	12.5%	1.4%	11.1%
2010	13.2%	3.5%	9.7%	14.3%	1.5%	12.8%
2011	13.0%	2.8%	10.2%	15.3%	0.9%	14.4%
2012	11.9%	1.3%	10.6%	16.0%	0.2%	15.8%
2013	10.5%	0.3%	10.2%	16.9%	0.0%	16.8%
2014	9.7%	0.0%	9.7%	17.7%	0.0%	17.7%

**IGCSEs**

‘Approved’ IGCSEs are included in this SFR up until 2012/13. For 2013/14, IGCSEs that are no longer ‘approved’ in the 2013/14 performance tables have still been included in this SFR for two main reasons. Firstly, the aim of this SFR is to measure overall attainment at 19 and secondly, the previously approved IGCSEs count for the prior attainment criteria in the [maths and English condition of funding](#) for 2014/15 and 2015/16. Therefore, if they were removed from the maths and English qualifications it would give an inaccurate picture of how many pupils need to continue studying these subjects, and of the impact of the funding policy changes.

## Tech levels

Tech levels are advanced (Level 3) qualifications for students wishing to specialise in a specific occupation or occupational group. All tech levels are backed by at least 5 employers or a relevant industry body. They will be reported separately in 16-19 performance tables from 2016, alongside technical certificates (vocational Level 2), applied general (vocational Level 3) and academic qualifications.

Even though the first tech level (and applied general) courses didn't start until September 2014, some of the qualifications that make up these courses started earlier than this, therefore we can report on tech level attainment by age within this SFR. The newness of the qualification type should be borne in mind when looking at the increase in tech level attainment in Table 4 of the SFR.

The lists of qualifications approved under the tech level and applied general categories, for teaching from September 2014 and reporting in the 2016 performance tables, are available [here](#).

## Comparison with measures published in the School and College Performance Tables

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 Stage 4 and 16-18 study. Up until 2012/13 the main difference being that in the school performance tables all accredited vocational qualifications counted and could be combined with each other and academic qualifications in order to reach the Level 2 or 3 threshold (i.e. the measures of 5+ A\*-C or equivalent, and of 2+ A-levels or equivalent) . 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. In 2013/14 changes were made to the performance tables and more information can be found here: [Revised GCSE and equivalents results in England, 2013 to 2014](#). As well with the changes to the IGCSEs included (mentioned above) the main changes were

- Changes following Professor Alison Wolf's Review of Vocational Education which restricted the qualifications counted; prevented any qualification counting as larger than one GCSE; and capping the number of non-GCSEs included in performance measures at two per pupil
- An early entry policy to only count a pupil's first attempt at a qualification in the English Baccalaureate subjects.

A comparison between the results for attainment at the end of 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. The 2013/14 data is not directly comparable with earlier Key Stage 4 attainment data, more information about the changes in methodology can be found within the details of [Revised GCSE and equivalents results in England, 2013 to 2014](#).

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

	2006	2007	2008	2009	2010	2011	2012	2013	2014*
Key Stage 4, 5+ A*-C or equivalent (GCSE attainment SFR measure)	57.3%	59.9%	64.4%	69.8%	76.1%	80.5%	83.0%	83.0%	65.5%
Level 2 at 16 (Attainment at 19 SFR measure)	56.6%	58.0%	60.5%	63.7%	67.0%	69.0%	69.2%	67.1%	64.0%
Key Stage 4, 5+ A*-C with English and maths GCSE (GCSE attainment SFR measure)	44.0%	45.8%	48.2%	50.7%	55.1%	58.2%	58.8%	60.6%	56.6%
Level 2 at 16 with English and maths (Attainment at 19 SFR measure)	44.2%	46.2%	48.9%	51.2%	54.7%	56.5%	56.3%	56.3%	56.3%

Coverage: England, young people in the state sector

\*2014 GCSE attainment SFR measure is based on 2014 methodology

In July 2011, the Department for Education announced the 'Wolf' changes planned for the 2013/14 performance tables (highlighted above). Institutions were expected to teach the higher quality qualifications from September 2012, which significantly reduced the number of Level 2 qualifications being taught to 14-16 year olds that meet the minimum of 325 guided learning hours to be counted in this SFR. Furthermore, no qualification can now count as equivalent to more than one GCSE in the performance tables, which may have affected take up of larger non-GCSE qualifications. The 19 in 2016 cohort was the first cohort whose Level 2 at 16 results were affected by this change, leading to a fall in attainment of Level 2 at 16 from 69.2 per cent in 2012 to 67.1 per cent in 2013 and down to 64.0 per cent in 2014.

The announcement of changes to the 2014 performance tables and vocational qualifications can be found at [www.gov.uk/government/publications/key-stage-4-performance-tables-eligible-qualifications](http://www.gov.uk/government/publications/key-stage-4-performance-tables-eligible-qualifications) and information on reforming 16-18 further education and vocational qualifications can be found here: [www.gov.uk/government/policies/improving-the-quality-of-further-education-and-skills-training](http://www.gov.uk/government/policies/improving-the-quality-of-further-education-and-skills-training)

### Revisions to previously published figures

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.

The net impact of these revisions on the overall measures for the whole population reported in Table 1 is negligible (a maximum change of +/- 0.1ppts in estimates of attainment of Level 2 and Level 3 by age).

## **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.

## **Special Educational Needs (SEN)**

Pupils with special educational needs have learning difficulties or disabilities that can 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.

## **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.

### **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](#).



Department  
for Education



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