

# Cookies on Explore Education Statistics

We use some essential cookies to make this service work.

We'd also like to use analytics cookies so we can understand how you use the service and make improvements.

Accept analytics cookies

Reject analytics cookies

[View cookies](#)



## Explore education statistics

Shape the future of Explore education statistics

[Close](#)

[Share your feedback to help us improve this service](#)

Beta

This is a new service – your [feedback \(opens in new tab\)](#) will help us to improve it.

[Home](#) ▾ [Find statistics and data](#) ▾ Key stage 4 performance

Academic year 2024/25

# Key stage 4 performance

This is the latest release



**Published** 16 October 2025

**Next update** February 2026

## Quick links

[Download all data \(zip\)](#)

[Release contents](#)

[Explore data](#)

[Help and support](#)

## Related information

**Last updated** 16 October 2025  
► See all updates (1)

**Release type** [Accredited official statistics](#) ?

**Receive updates** [Sign up for email alerts](#)

**Produced by** [Department for Education](#)

[Data guidance](#)

[Pre-release access list](#)

[Contact us](#)

## Releases in this series

► View releases (25)

## Methodologies

[Key stage 4 performance](#)

This statistical release focuses on the GCSE and vocational and technical qualification (VTQ) results of pupils at the end of Key Stage 4 (KS4) attending state-funded schools in England.

Figures are available at national, regional and local authority level with some lower-level breakdowns such as local authority district and parliamentary constituency. This release includes pupil characteristic breakdowns such as disadvantage status, free school meal status, special educational needs (SEN) status and ethnicity. This includes new crosstabulations by ethnicity, disadvantage, sex and SEN. There are also new breakdowns by young carer status.

The data in this release is provisional. It is based on the results data that awarding organisations supply to the department. This includes the vast majority of pupils' results; but it does not yet take account of any amendment requests made by schools during the Autumn checking exercise. These amendments will be incorporated into the revised release, alongside the revised secondary school performance tables.

For more information on how we calculate performance measures, and the factors affecting measures for 2024/25, please visit our [secondary accountability measures guide \(opens in new tab\)](#).

Throughout this release, comparisons are made with 2024 and with 2019. We compare to 2024 due to it being last year's data and to 2019 because it was the last year that summer exams were taken before the COVID-19 pandemic.

Progress measures will not be published for the 2024/25 and 2025/26 academic years as KS4 pupils in these years did not have KS2 assessments due to the COVID-19 pandemic.

**All of the underlying data files associated with this publication are now available in our new Application Programming Interface (API), which allows users to connect to data directly from data manipulation and visualisation tools such as PowerBI, Python and R. View the available data products in [the data catalogue](#) or read our [API documentation](#) (opens in new tab).**

---

# Headline facts and figures - 2024/25

Summary

Table

Average Attainment 8 score

45.9

This has remained the same as 2023/24

Percentage of pupils achieving  
grades 5 or above in English and  
maths GCSEs

45.2%

a decrease of 0.7 percentage points since  
2023/24

Percentage of pupils entering the  
EBacc

40.5%

an increase of 0.1 percentage points since  
2023/24

Average EBacc APS score

4.08

an increase of 0.01 points since 2023/24

In the 2024/25 academic year there were 4,104 state-funded schools with 625,673 pupils at the end of KS4. This release is based on provisional data.

Latest headline data for pupils at the end of Key Stage 4 in

## 2024/25

- The average Attainment 8 score is 45.9 in 2025, which has remained the same since 2023/24 and decreased by 0.8 points from 46.7 in 2018/19.
- 45.2% of pupils achieved a grade 5 or higher in both English and Maths. This is a decrease of 0.7 percentage points from 45.9% compared to 2023/24, and an increase of 2.0 percentage points from 43.2% compared to 2018/19.
- 40.5% of pupils were entered into the full EBacc. This is the highest EBacc entry rate since the measure was introduced. This is also an increase of 0.1 percentage points in comparison with 2023/24. In 2018/19 40.0% of pupils were entered into the full EBacc.
- Average EBacc APS in 2025 has increased by 0.01 to 4.08 compared to both 2018/19 and 2024/25.
- The KS4 disadvantage gap index has narrowed slightly compared to 2023/24, from 3.93 to 3.91. Before the pandemic, the gap index had widened, going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used.

## Explore data and files used in this release

### [View or create your own tables](#)



View tables that we have built for you, or create your own tables from open data using our table tool

### [Data catalogue](#)



Browse and download open data files from this release in our data catalogue

### [Data guidance](#)



Learn more about the data files used in this release using our online guidance

### [Download all data \(ZIP\)](#)

Download all data available in this release as a compressed ZIP file

[Hide all sections](#)

---

## About this release

[Hide](#)

The statistics in this release are based on the grades received by pupils as announced on 21 August 2025. The exam grades have been matched to pupils to enable pupil level analyses.

Breakdowns of the grades achieved in summer 2025 were also published on results day by the [Joint Council for Qualifications \(JCQ \) \(opens in new tab\)](#) and [Ofqual \(opens in new tab\)](#). Those statistics were at exam entry level for those age 16, whereas the statistics in this release are at pupil level for those at the end of Key Stage 4.

## About this statistical release

This release summarises GCSE entries and grades awarded to pupils at the end of KS4 in summer 2025. Figures are published at national, regional, and local authority level with some lower-level breakdowns such as local authority district and parliamentary constituency. Information relating to school-level data, covering a similar summary of attainment measures and pupil breakdowns, can be found on the [performance tables \(opens in new tab\)](#) website.

The KS4 statistics reported in this release have been affected by the following factors:

- Any results achieved between January 2020 and August 2021 are not included in the calculations.
- The ongoing uneven impacts of the pandemic on different schools/colleges and pupils.

The 2024/25 KS4 school and college checking exercises ran in June 2025 and Autumn 2025. This release is based on provisional data, meaning that any approved result amendments that schools may request during the Autumn checking exercise will not have been applied.

Where time series data is presented it, final data is used for all historic years except 2019/20 and 2020/21 when only one release of data was published. Final data includes small amounts of pupils' exam results from the winter series of exams as well as any late changes from schools.

## Feedback

We welcome feedback on any aspect of this document at [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk). We are particularly interested in user views on the data tables that accompany this release, as well as the new Application Programming Interface (API).

[Go to top](#)

---

## Which KS4 headline measures are being reported on?

[Hide](#)

## Description of the Key Stage 4 headline measures

This release provides additional context to the school level data published on the [performance tables \(opens in new tab\)](#) website by reporting on the following Key Stage 4 headline measures at a national and regional level:

- Percentage of pupils entering the full EBacc combination of qualifications.
- The percentage of pupils attaining grades 5 or above in both English and maths.
- The average Attainment 8 score per pupil.
- The EBacc Average Point Score (APS) per pupil.

The KS4 measures are designed by the Department to encourage schools to offer a broad and balanced curriculum with a focus on an academic core.

## Progress 8

It is not possible to calculate Progress 8 for academic years 2024/25 and 2025/26. This is because there is no KS2 prior attainment data available to use to calculate

Progress 8 when the relevant cohorts reach the end of KS4 as primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption.

In April 2024 the previous government announced that there will be no replacement for Progress 8 for 2024/25 and 2025/26.

## **English Baccalaureate (EBacc) entry**

The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications \(opens in new tab\)](#).

## **Attainment in English and maths at grade 5 or above**

This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To count for this measure a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.

## **Attainment 8**

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English language; English literature (double weighted providing both English language and English literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list \(opens in new tab\)](#).

From 2018, Attainment 8 has had a maximum point score of 90, compared to a maximum of 87 in 2017 and 80 in 2016. This is a consequence of the phased introduction of reformed GCSEs graded on the 9-1 scale. These differences should be considered when comparing Attainment 8 scores between 2016-2019.

## **EBacc Average Point Score (EBacc APS)**

The EBacc APS measures pupils' point scores across the five pillars of the EBacc -

English, maths, science, a language, and history or geography – with a zero for any missing pillars. The average point score takes into account the attainment of all pupils, not just those at particular grade boundaries, which is why it is used to encourage schools to enter pupils of all abilities.

For more information on these measures and their calculation methodology, see the [secondary accountability guidance \(opens in new tab\)](#).

[Go to top](#)

---

## Comparing KS4 headline measures over time

[Hide](#)

The time series data for the main KS4 headline measures are shown in **Table 1** at the start of this release. The attainment measures have been affected by changes in methodology following the cancellation of GCSE exams for the 2019/20 and 2020/21 academic years and by their replacement with centre assessed grades (CAGs) and teacher assessed grades (TAGs). They have also been impacted by the changes to the 2022 methodology relating to the approach to grading for 2022 exams broadly reflecting a midpoint between results in 2019 and 2021, then a return to pre-pandemic conditions from 2023 onwards.

Therefore, any changes seen in the headline attainment statistics for these years likely reflect the changes in grading approach and the methodology for calculating the measures rather than demonstrating changes in standards.

Whilst it is not possible to compare pupil attainment across years to detect changes in pupil performance, the data can show whether attainment gaps for pupils with particular characteristics have changed between years.

[Go to top](#)

---

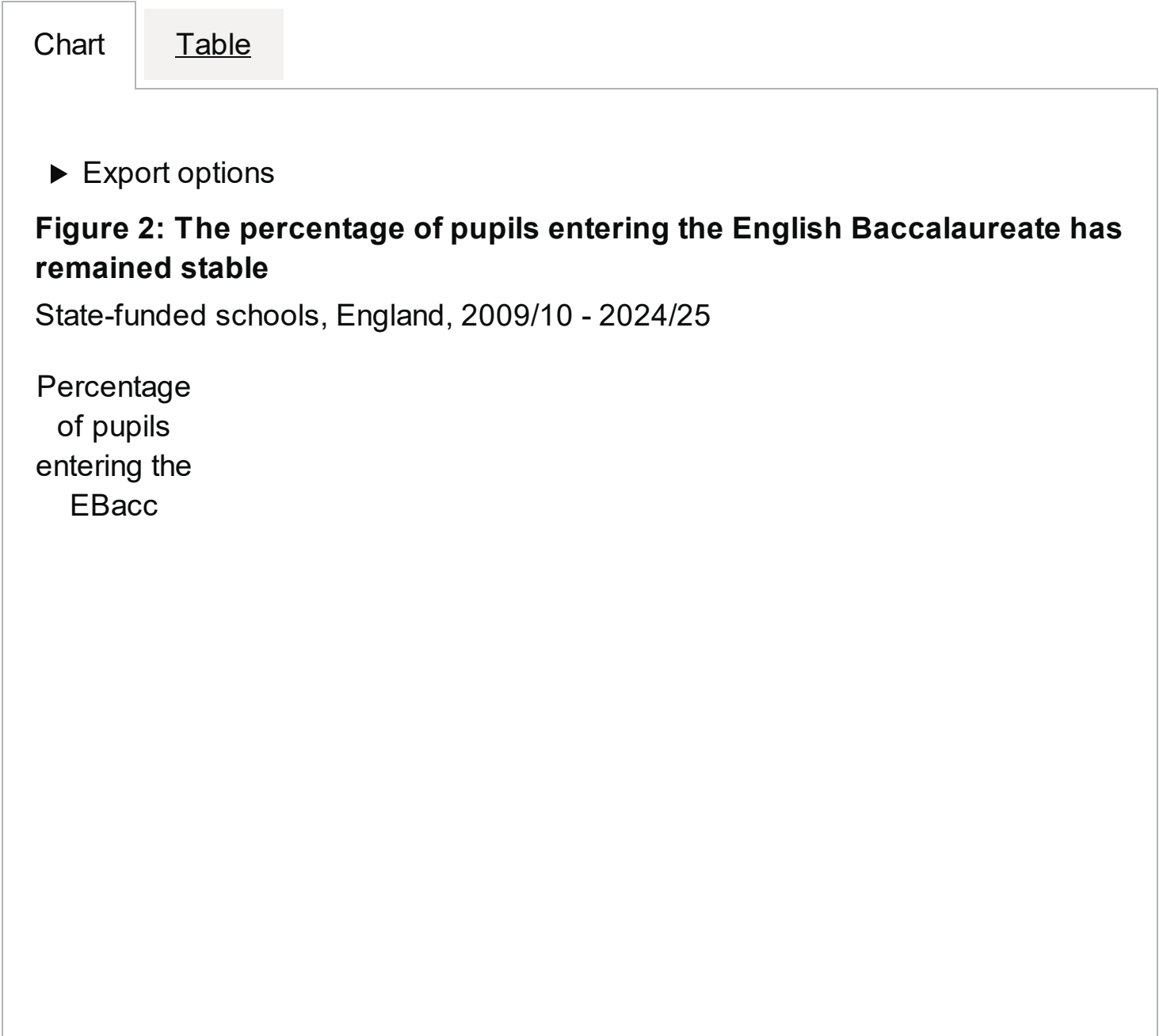
## EBacc entry and subjects entered

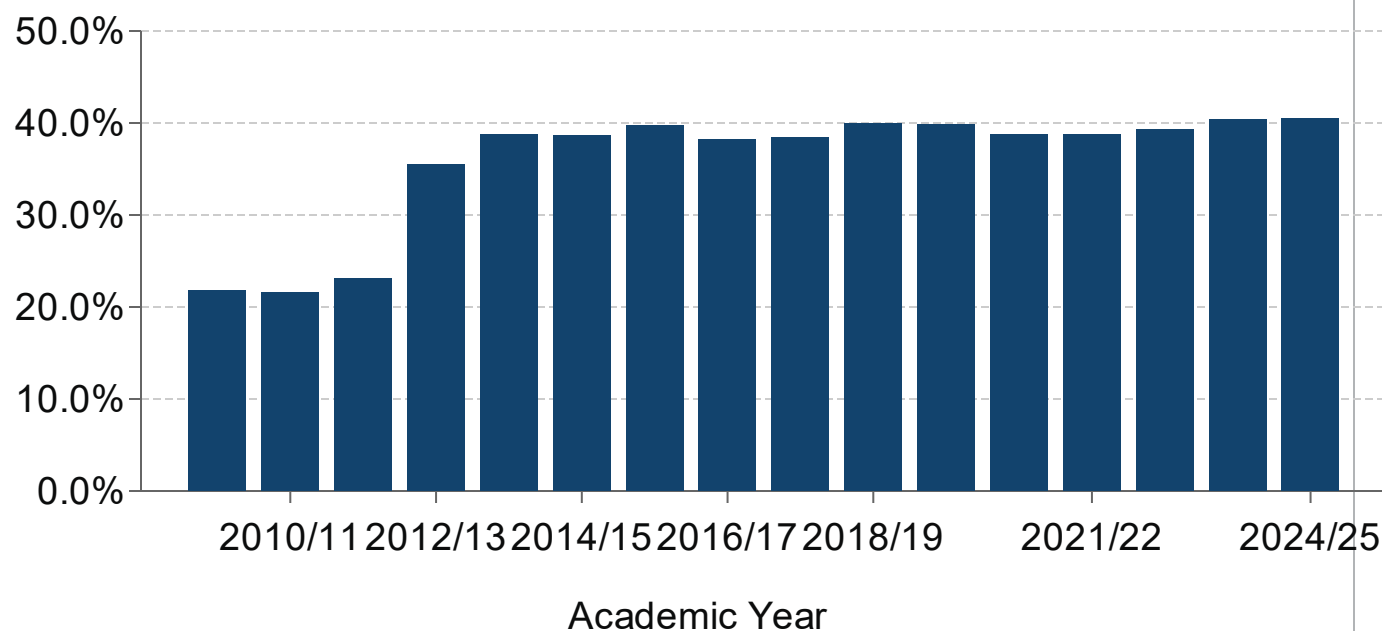
[Hide](#)

**The percentage of pupils entering the full EBacc has increased slightly compared to last year and has been broadly stable since 2013/14.**

The percentage of pupils entered for all five EBacc components (English, maths, a science, a language, and either history or geography) has risen from 40.0% in 2018/19 and 40.4% in 2023/24 to 40.5% in 2024/25.

Figure 2 shows the EBacc entry rate over the last 15 academic years. After initial increases between 2009/10 and 2013/14, the EBacc entry rate has been broadly stable, at between 38% to 40%, since 2013/14. However, this year’s figure of 40.5% is the highest EBacc entry rate since the measure was introduced in 2010.





■ Percentage of pupils entering the EBacc (England)

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.
2. c = a cell that has been suppressed due to low number of pupils. Suppression was applied where deemed necessary for all data up to 2018/19. For 2019/20, DfE suppression policy changed. For 2020 and 2021 results where a geographical area contains only one school (for example Isles of Scilly) the data for that area has been suppressed. This is in line with the announcement that school level data would not be published using either summer 2020 or summer 2021 exam grades awarded. Data has not being supressed at local authority or national level from 2022 onwards.

## Explore and edit this data online

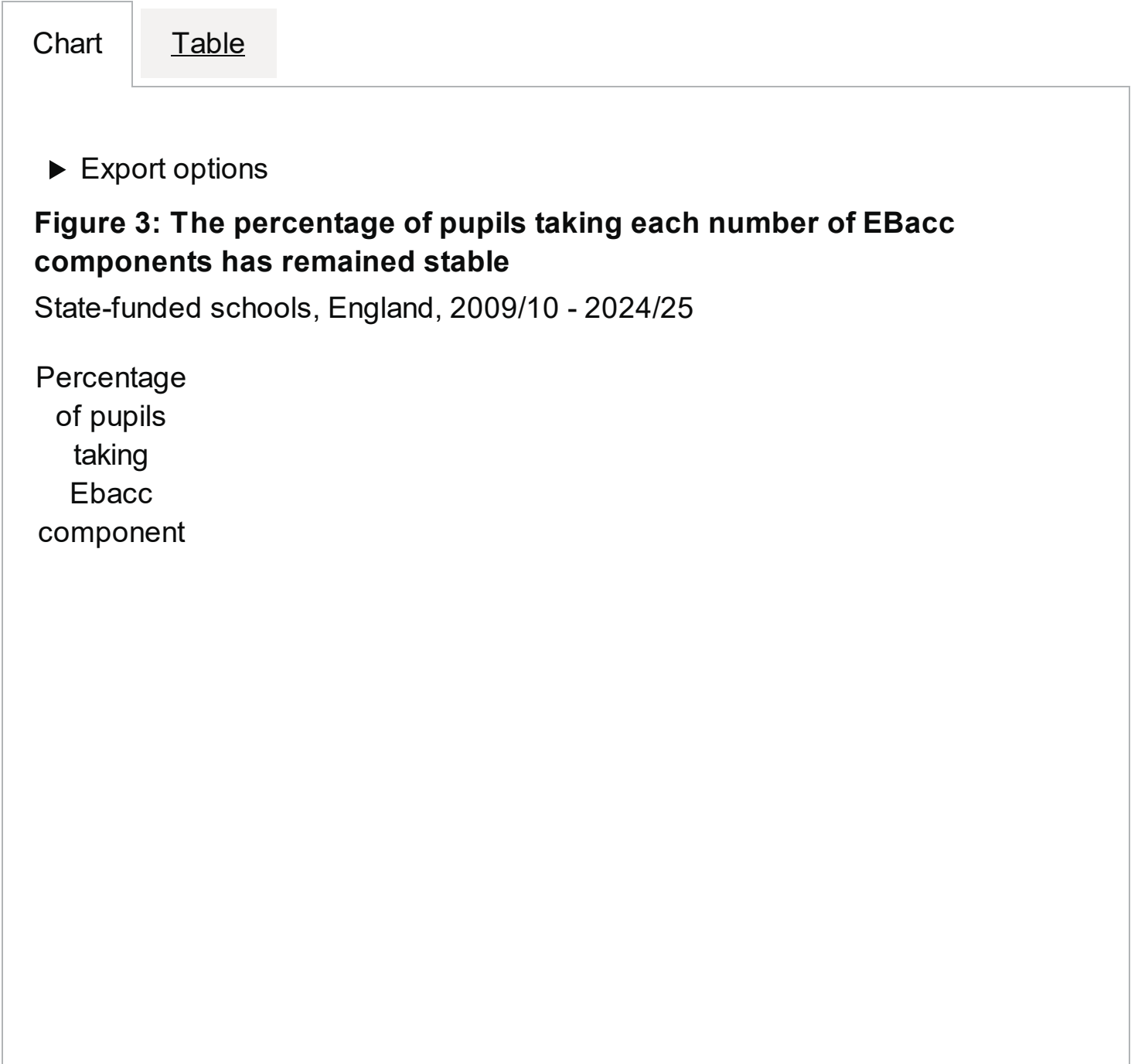
Use our table tool to explore this data.

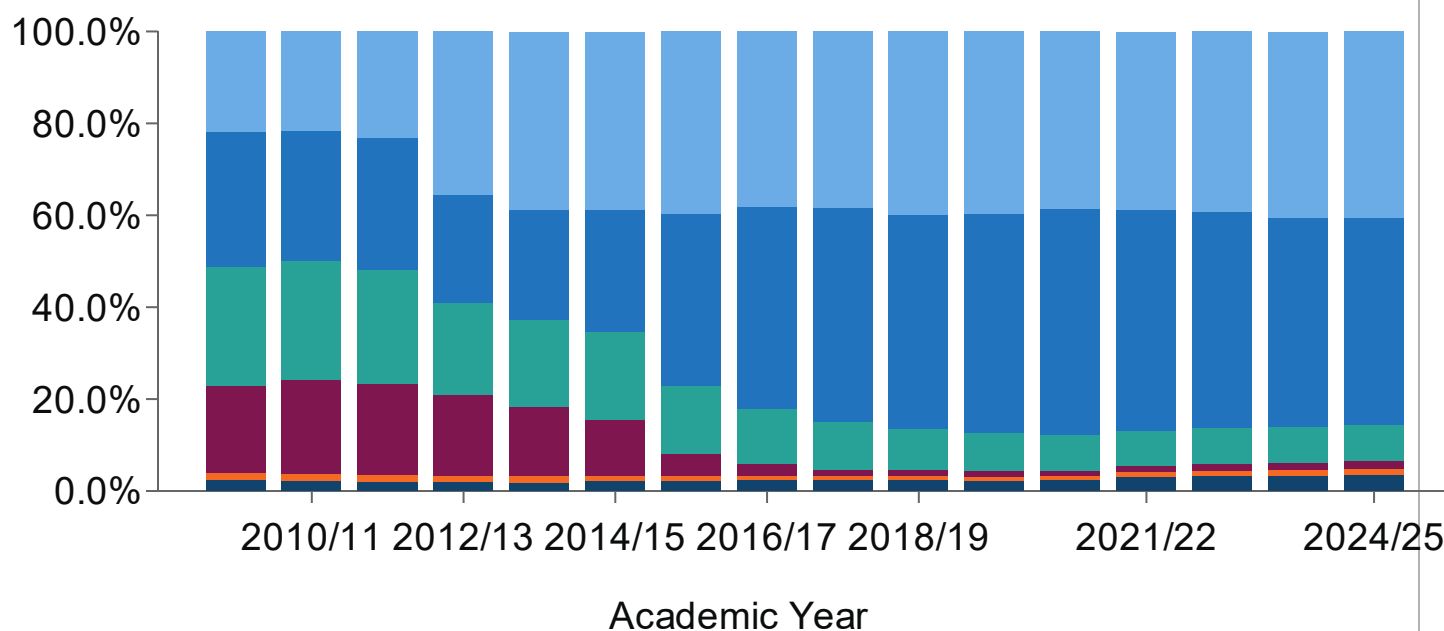
[Explore data](#)

## 85.6% of pupils entered four or more EBacc components

The proportion of pupils who were entered for four or more components has decreased slightly in 2024/25; 85.6% compared with 86.0% in 2023/24 (and 86.5% in 2018/19). Of those pupils who entered four out of the five EBacc components in state-funded schools:

- 88.4% were missing the languages component in 2024/25, down from 89.0% in 2023/24 but up from 86.0% in 2018/19.
- 11.3% were missing the humanities component in 2024/25, up from 10.7% in 2023/24 but down from 13.6% in 2018/19.





- Percentage of pupils entering the EBacc (England)
- Percentage of pupils entering 4 EBacc pillars (England)
- Percentage of pupils entering 3 EBacc pillars (England)
- Percentage of pupils entering 2 EBacc pillars (England)
- Percentage of pupils entering 1 EBacc pillar (England)
- Percentage of pupils entering 0 EBacc pillars (England)

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.
2. c = a cell that has been suppressed due to low number of pupils. Suppression was applied where deemed necessary for all data up to 2018/19. For 2019/20, DfE suppression policy changed. For 2020 and 2021 results where a geographical area contains only one school (for example Isles of Scilly) the data for that area has been suppressed. This is in line with the announcement that school level data would not be published using either summer 2020 or summer 2021 exam grades awarded. Data has not being supressed at local authority or national level from 2022 onwards.

**Explore and edit this data online**

Use our table tool to explore this data.

Explore data

**Figure 4** shows the time series for pupils entering the science, humanities and language pillars.

From 2011/12 onwards, the percentage of pupils entering sciences and humanities increased considerably but have stabilised since 2018/19, with small decreases in recent years. The percentage of pupils entering languages had steadily decreased from 50.5% in 2013/14 to 44.7% in 2022/23, but has risen for a second consecutive year and is 45.9% in 2024/25.

Further information on the number of entries to GCSEs by subject is available in the download files. For example, the subject time series data can be used to show time series of entries to language GCSEs from 2009/10 to 2024/25. This table is available here: [Subject Timeseries Data](#)

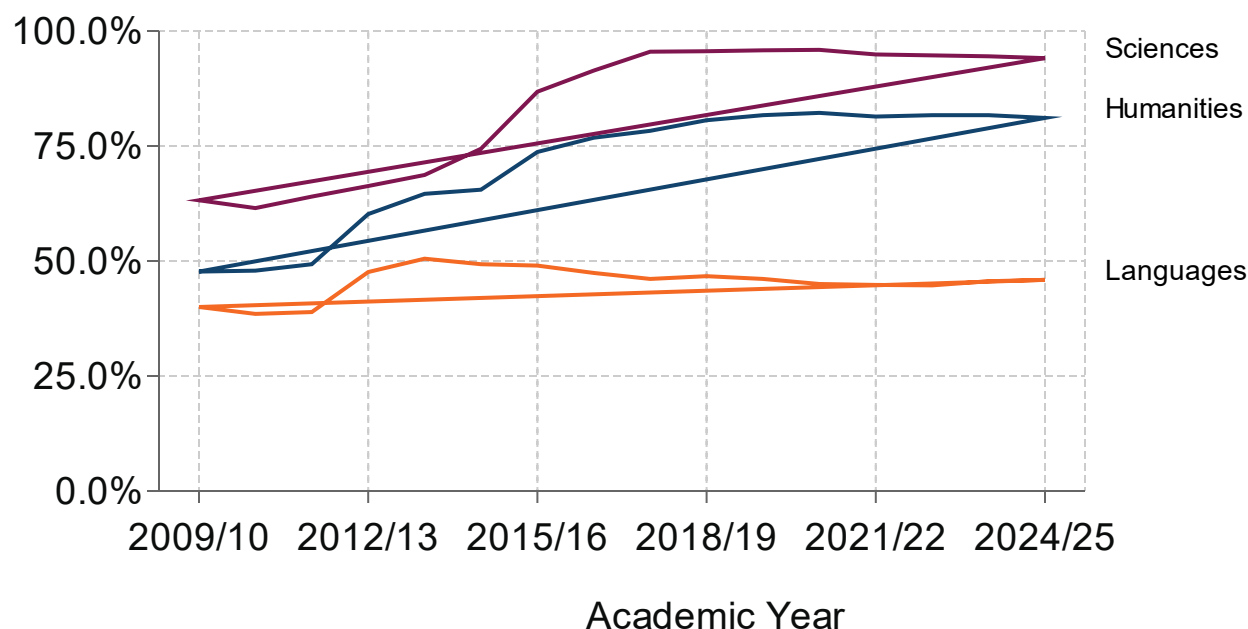
Chart

Table

► Export options

**Figure 4: The percentage of pupils entering science and humanities pillars has dropped slightly. There has been a slight increase in the percentage of pupils taking the language pillar.**

Percentage  
of pupils  
taking each  
pillar



## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.
2. EBacc science includes double award GCSE for pupils on the combined science pathway or the average of a pupil's best two science grades for pupils on the single science pathway (i.e., where pupils enter three of biology, chemistry, computer science, and physics).

[Show 1 more footnote](#)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

## Attainment in the individual EBacc pillars is highest in English

The national EBacc APS score has increased by 0.01 points from 4.07 in 2023/24 to 4.08 in 2024/25.

For the individual EBacc pillars, over recent years, attainment has been highest in English, then maths, followed by sciences, humanities and the lowest attainment is in languages. Pupils who do not enter a subject contribute a score of zero for that pillar. For English results to be included in the EBacc APS calculation, pupils must sit both English language and English literature. The better grade counts towards EBacc APS.

In 2024/25, the gap between the EBacc English APS (the **highest** attainment) and the EBacc Languages APS (the **lowest** attainment) is 2.5 points (a difference of two and a half grades). This difference has decreased from 2.58 points in 2023/24 and is mainly driven by an increase of 0.07 points in the EBacc Languages APS (there is a drop of 0.01 in the EBacc English APS).

For wider context, in 2024/25, the proportion of pupils who achieved all five components of the EBacc at grades 5 or above was 18.6%. This has risen compared to both 2023/24 (18.0%) and 2018/19 (17.1%). The proportion of pupils who achieved all five components of the EBacc at grades 4 or above was 25.7%. Again, this is up compared to 2023/24 (25.2%) and is also up compared to 2018/19 (24.9%).

Further information is available in the downloadable files that shows the distribution of individual grades and the average attainment (e.g. the percentage of pupils achieving grades 9-4 and equivalents) in specific GCSE subjects over time.

► Export options

**Table 5: All state-funded pupil characteristics and geography data' in England between 2018/19 and 2024/25**

|                                                      | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
|------------------------------------------------------|---------|---------|---------|---------|---------|---------|
| <b>Average EBacc APS score for English pillar</b>    | 4.96    | 5.14    | 5.26    | 5.17    | 4.90    | 4.89    |
| <b>Average EBacc APS score for maths pillar</b>      | 4.53    | 4.85    | 4.90    | 4.72    | 4.55    | 4.56    |
| <b>Average EBacc APS score for science pillar</b>    | 4.50    | 4.84    | 4.88    | 4.69    | 4.47    | 4.47    |
| <b>Average EBacc APS score for humanities pillar</b> | 3.68    | 4.13    | 4.28    | 4.02    | 3.72    | 3.75    |
| <b>Average EBacc APS score</b>                       | 2.28    | 2.50    | 2.48    | 2.34    | 2.21    | 2.31    |

[Data symbols](#) ?

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.

2. EBacc science includes double award GCSE for pupils on the combined science pathway or the average of a pupil's best two science grades for pupils on the single science pathway (i.e., where pupils enter three of biology, chemistry, computer science, and physics).

[Show 2 more footnotes](#)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

[Go to top](#)

---

## Attainment by disadvantage status

[Hide](#)

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals at any point in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

The proportion of pupils at the end of Key Stage 4 in state-funded schools recorded as disadvantaged has been stable in recent years but has increased slightly from 26.5% in 2023/24 to 28.1% in 2024/25, likely to be the result of the transitional protections that have been in place during the roll out of Universal Credit. For more information on changes to the disadvantaged cohort please visit our [methodology document](#).

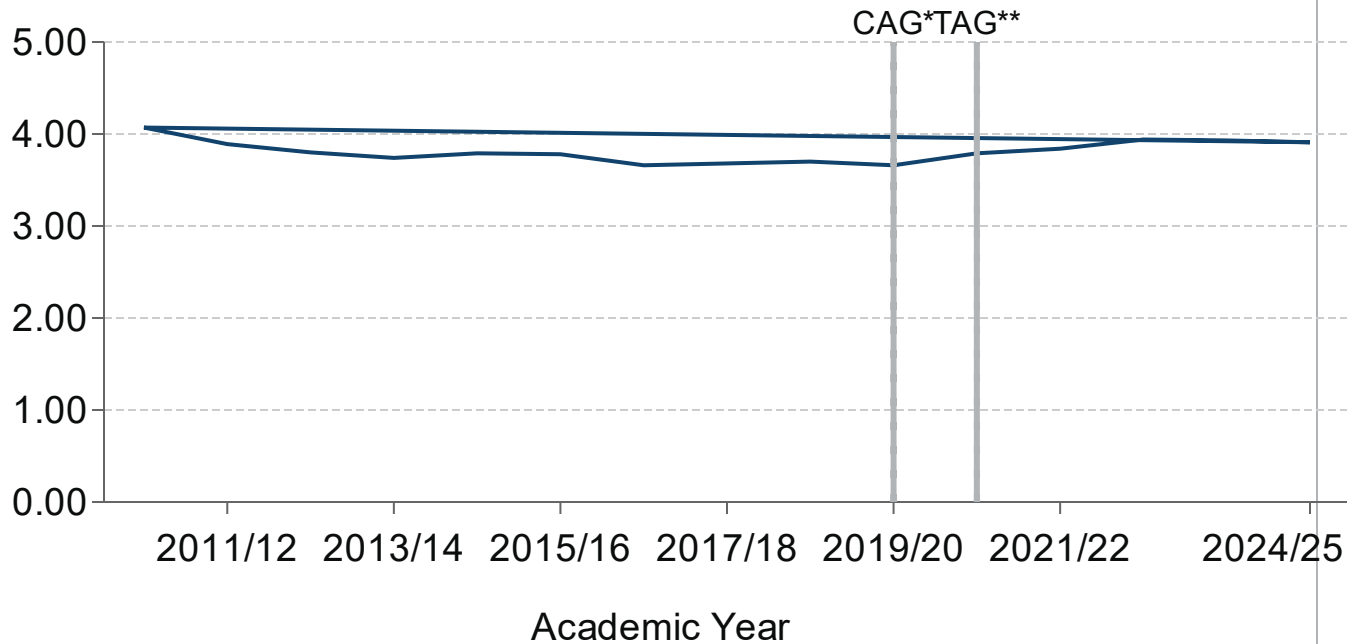
The disadvantage gap index reduced between 2011 and 2014 from 4.07 to 3.74 (indicating that the attainment gap between disadvantaged pupils and other pupils was becoming smaller). It then widened slightly in 2015 and 2016 to around 3.8, before narrowing to its joint lowest level at 3.66 in 2017. Before the pandemic, the gap index widened again going from 3.66 to 3.70 between 2017 and 2019. It narrowed slightly in 2020 to 3.66 when CAGs were used to award grades, before widening again in 2021, 2022 and 2023 to 3.94. It decreased slightly in 2024 to 3.93 and has now decreased again in 2025 to 3.91.

## Chart

► Export options

**Figure 6: The disadvantage gap index has narrowed slightly compared to 2023/24**

Disadvantaged  
Gap Index



Disadvantaged gap index (England) [\*CAG = Centre assessment grades  
\*\*TAG = Teacher assessment grades]

**Explore and edit this data online**

Use our table tool to explore this data.

Explore data

**Attainment by disadvantage status**

Entry to EBacc and attainment across each headline measure was lower for

disadvantaged pupils compared to all other pupils in 2025.

**Table 7** shows:

- For the percentage of pupils achieving grades 5 and above in English and maths, the gap decreased slightly from 2023/24 (27.3 percentage points to 27.2 percentage points) and increased compared to 2018/19 (25.2 percentage points up to 27.2 percentage points).
- The average Attainment 8 gap has widened from 13.6 points in 2018/19 to 15.4 points in 2023/24 and remains the same at 15.4 in 2024/25. The widening was caused by the disadvantaged group having a larger decrease than the non-disadvantaged group.
- The gap widened for the EBacc APS from 1.35 points in 2018/19 to 1.47 points in 2023/24, and remains the same at 1.47 in 2024/25.
- The gap narrowed for the rate of entry into the full EBacc from 17.0 percentage points in 2018/19 to 16.1 percentage points in 2023/24, and has narrowed further to 16.0 percentage points in 2024/25.

► Export options

**Table 7: All state-funded pupil characteristics and geography data' for Disadvantaged and Not known to be disadvantaged in England between 2018/19 and 2024/25**

|                        |                                                                                    | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2  |
|------------------------|------------------------------------------------------------------------------------|---------|---------|---------|---------|----|
| <b>Disadvantaged</b>   | <b>Number of pupils at the end of KS4</b>                                          | 143,816 | 146,214 | 151,973 | 154,849 | 1  |
|                        | <b>Average Attainment 8 score</b>                                                  | 36.7    | 40.2    | 40.3    | 37.6    |    |
|                        | <b>Percentage of pupils achieving grades 5 or above in English and maths GCSEs</b> | 24.7%   | 30.4%   | 31.7%   | 29.6%   |    |
|                        | <b>Average EBacc APS score</b>                                                     | 3.08    | 3.39    | 3.40    | 3.19    |    |
|                        | <b>Percentage of pupils entering the EBacc</b>                                     | 27.5%   | 27.8%   | 27.0%   | 26.9%   |    |
| <b>Not known to be</b> | <b>Number of pupils at</b>                                                         | 398,805 | 415,780 | 423,890 | 432,811 | 4. |

[Data symbols](#) ?

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.

2. Changes were made to the methodology for calculating performance data due to the commitment not to use qualification results awarded between January 2020 and August 2021 in future measures. GCSE exams returned in 2022 and grades were awarded at a midpoint between 2021 and pre-pandemic grading. In 2023, there was a return to pre-pandemic grading, with some protections. Comparisons to 2020, 2021, and 2022 should be made with caution.

[Show 1 more footnote](#)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

[Go to top](#)

---

## Attainment by first language status

[Hide](#)

"First language" is the language to which a child was initially exposed to during early development and continues to be exposed to in the home or in the community. Being a pupil whose first language is other than English does not mean that the pupil is necessarily fluent in a language other than English or cannot speak English.

In 2024/25, 19.5% of pupils at the end of KS4 in state-funded schools had a first language other than English (excluding those pupils whose first language is unclassified). In 2023/24, it was 19.0% and in 2018/19 it was 16.7%.

In 2018/19, 2023/24 and 2024/25, pupils with English as an additional language (EAL) have had better attainment than pupils with English as their first language (non-EAL) across the headline measures.

The attainment gaps between EAL and non-EAL pupils have narrowed in 2024/25 - driven by decreases in EAL pupils' attainment - but are still wider than in 2018/19:

- The gap in the percentage achieving grades 5 and above in English and maths has narrowed to 3.3 percentage points, down from 4.8 percentage points in 2023/24 but wider than 0.6 percentage points in 2018/19. Both EAL and non-EAL pupils had an increase since 2018/19 but a decrease between 2023/24 and 2024/25.
- The average Attainment 8 gap has narrowed to 2.9 points in 2024/25, down from 3.2 points in 2023/24 but wider than 1.0 points in 2018/19. EAL pupils saw a drop of 0.2 points compared to 2023/24 but non-EAL pupils saw a small increase of 0.1 points.
- The same pattern is also seen for EBacc APS, where the gap widened from 0.23 points in 2018/19 to 0.47 points in 2023/24 and then narrowed to 0.44 points in 2024/25. This was caused by EAL pupils having a small decrease between 2023/24 and 2024/25 whilst non-EAL pupils saw a small increase.

The gap in full EBacc entry rate is the only of the four headline measure to have widened between 2023/24 and 2024/25 (from 14.4 percentage points to 14.7 percentage points) having been 11.2 percentage points in 2018/19. EAL pupils saw increased EBacc entry from 2023/24 to 2024/25 whilst non-EAL pupils saw a decrease.

► Export options

**Table 8: All state-funded pupil characteristics and geography data' for Known or believed to be English and Known or believed to be other than English in England between 2018/19 and 2024/25**

|                                        |                                                                                    | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|----------------------------------------|------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| <b>Known or believed to be English</b> | <b>Number of pupils at the end of KS4</b>                                          | 450,090 | 464,649 | 475,601 | 484,125 | 494,564 |
|                                        | <b>Average Attainment 8 score</b>                                                  | 46.6    | 50.2    | 50.8    | 48.5    | 45.9    |
|                                        | <b>Percentage of pupils achieving grades 5 or above in English and maths GCSEs</b> | 43.2%   | 50.1%   | 51.9%   | 49.2%   | 44.6%   |
|                                        | <b>Average EBacc APS score</b>                                                     | 4.04    | 4.36    | 4.41    | 4.22    | 3.99    |
|                                        | <b>Percentage of pupils entering the EBacc</b>                                     | 38.2%   | 37.9%   | 36.7%   | 36.4%   | 36.7%   |
| <b>Known or</b>                        | <b>Number of pupils at</b>                                                         | 90,069  | 94,286  | 97,406  | 100,174 | 108,301 |

[Data symbols](#) 

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.

2. Sub totals for EAL and SEN breakdowns may not sum to the grand total due to a small number of pupils with missing information.

[Show 2 more footnotes](#)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

[Go to top](#)

---

## Attainment by Special Educational Needs (SEN) provision

[Hide](#)

The SEN category indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support or an Education, Health and Care Plan (EHCP). More information on these is given in the [methodology document](#).

In 2024/25, 18.7% of pupils at the end of Key Stage 4 in state-funded schools had a special educational need compared with 17.3% in 2023/24 and 14.2% in 2018/19.

Pupils with an Education, Health, and Care Plan (EHCP) have substantially lower attainment than pupils with SEN Support across all the headline measures.

When comparing 2024/25 data with both 2018/19 and 2023/24, the gaps in attainment

between pupils with an EHCP and pupils with SEN Support have shown the following changes:

- The gap for the percentage achieving grades 5 and above in English and maths is now 14.8 percentage points in 2024/25, up from 14.6 percentage points in 2023/24 and 11.3 percentage points in 2018/19.
- The gap for Attainment 8 is 18.9 points in 2024/25, the same as in 2018/19 and in 2023/24.
- The EBacc APS gap is 1.66 points, an increase of 0.1 points from 2023/24 and a widening from 1.59 points in 2018/19.
- The gap for EBacc entry has widened by 3 percentage points since 2018/19, up from 12.9 to 15.9 percentage points. It has widened by 0.6 percentage points since 2023/24.

► Export options

**Table 9: All state-funded pupil characteristics and geography data' for Education, health and care plan and SEN support / SEN without an EHC plan in England between 2018/19 and 2024/25**

|                                     |                                        |                                                                                    | 2018/19 | 2019/20 | 2020/21 | 20 |
|-------------------------------------|----------------------------------------|------------------------------------------------------------------------------------|---------|---------|---------|----|
| <b>Any special educational need</b> | <b>Education, health and care plan</b> | <b>Number of pupils at the end of KS4</b>                                          | 20,373  | 21,842  | 23,284  | 2  |
|                                     |                                        | <b>Average Attainment 8 score</b>                                                  | 13.7    | 15.2    | 15.7    |    |
|                                     |                                        | <b>Percentage of pupils achieving grades 5 or above in English and maths GCSEs</b> | 5.5%    | 6.5%    | 7.8%    |    |
|                                     |                                        | <b>Average EBacc APS score</b>                                                     | 1.07    | 1.18    | 1.23    |    |
|                                     |                                        | <b>Percentage of pupils entering the EBacc</b>                                     | 4.0%    | 4.0%    | 3.9%    |    |
|                                     |                                        |                                                                                    |         |         |         |    |
|                                     | <b>SEN support /</b>                   | <b>Number of pupils at</b>                                                         | 56,588  | 60,251  | 63,926  | 6  |

[Data symbols](#) ?

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.

2. Sub totals for EAL and SEN breakdowns may not sum to the grand total due to a small number of pupils with missing information.

[Show 2 more footnotes](#)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

[Go to top](#)

---

## Attainment by ethnicity

[Hide](#)

In 2024/25, pupils from the White major ethnic group made up 70.6% of pupils at the end of Key Stage 4 in state-funded schools (of those where ethnicity data was provided). 13.2% of pupils were from the Asian / Asian British ethnic group, 7.1% were from the Black / African / Caribbean / Black British ethnic group, 6.6% were from the Mixed / multiple ethnic groups and 2.5% were from Other ethnic groups.

For the percentage of pupils achieving grades 5 and above in English and math, all major ethnic groups have decreased by 3.2 (Black / African / Caribbean / Black British), 3.1 (Other ethnic group), 2.1 (Asian / Asian British), 0.5 (Mixed / multiple ethnic group) and 0.3 (White) points when comparing 2023/24 and 2024/25.

EBacc entry rates decreased among several ethnic groups between 2023/24 and 2024/25. Pupils in the Black/ African / Caribbean / Black British ethnic group saw a

decrease from 45.8% to 44.3%, a decrease of 1.5 percentage points. The Other ethnic group also decreased from 52.5% to 51.4% (a decrease of 1.1 percentage points), while the Asian / Asian British group dropped slightly from 53.6% to 53.3% (a decrease of 0.3 percentage points).

In contrast, the Mixed / multiple and White ethnic groups increased their EBacc entry rate by 0.6 percentage points and 0.2 percentage points respectively.

For the average Attainment 8 measure, pupils from the White and Mixed / multiple ethnic groups have seen increases of 0.1 and 0.3 points between 2023/24 and 2024/25. In contrast, the Other ethnic group decreased by 1.0 point, the Asian / Asian British group by 0.2, and the Black / African / Caribbean / Black British group by 0.5. However, the Asian / Asian British and Black/ African / Caribbean / Black British ethnic groups have seen increases of 1.0 and 1.1 points compared to 2018/19. Pupils from the Mixed, White and Other categories have all seen decreases compared to 2018/19.

► Export options

**Table 10: All state-funded data' for All Asian/Asian British, All Black/African/Caribbean/Black British, All White, All mixed / multiple ethnic groups and All other ethnic groups in England between 2018/19 and 2024/25**

|                                      |                                          |                                                                                                                | 2018/19 | 2019/20 | 2020/21 | 202 |
|--------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------|---------|---------|-----|
| <b>Asian /<br/>Asian<br/>British</b> | <b>All Asian /<br/>Asian<br/>British</b> | <b>Average<br/>Attainment<br/>8 score</b>                                                                      | 51.7    | 54.9    | 56.2    |     |
|                                      |                                          | <b>Average<br/>EBacc APS<br/>score</b>                                                                         | 4.62    | 4.94    | 5.06    |     |
|                                      |                                          | <b>Number of<br/>pupils at<br/>the end of<br/>KS4</b>                                                          | 60,117  | 62,982  | 65,805  | 69  |
|                                      |                                          | <b>Percentage<br/>of pupils<br/>achieving<br/>grades 5 or<br/>above in<br/>English<br/>and maths<br/>GCSEs</b> | 52.7%   | 58.9%   | 61.4%   | 62  |
|                                      |                                          | <b>Percentage<br/>of pupils<br/>entering<br/>the EBacc</b>                                                     | 51.0%   | 52.3%   | 51.2%   | 51  |
| <b>Black /<br/>African /</b>         | <b>All Black /<br/>African /</b>         | <b>Average<br/>Attainment</b>                                                                                  | 44.9    | 48.9    | 50.0    |     |

[Data symbols](#) ?

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.

2. Changes were made to the methodology for calculating performance data due to the commitment not to use qualification results awarded between January 2020 and August 2021 in future measures. GCSE exams returned in 2022 and grades were awarded at a midpoint between 2021 and pre-pandemic grading. In 2023, there was a return to pre-pandemic grading, with some protections. Comparisons to 2020, 2021, and 2022 should be made with caution.

[Show 1 more footnote](#)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

[Go to top](#)

---

## Attainment by sex

[Hide](#)

In 2024/25, 48.7% of pupils at the end of Key Stage 4 in state-funded schools were girls and 51.3% were boys. These percentages have remained stable since last year.

As in previous years, more girls enter the full EBacc than boys, and girls continue to do better than boys across all headline attainment measures.

- The gap for the percentage achieving grades 5 and above in English and maths had narrowed from 6.6 percentage points in 2018/19 to 4.7 percentage points in

2023/24 and has narrowed substantially more in 2024/25 to 3 percentage points. This narrowing between 2024 and 2025 was driven by girls seeing a decrease of 1.6 percentage points whereas boys saw a small increase of 0.1 percentage points.

- The average Attainment 8 gap saw narrowing from 5.5 points in 2018/19 to 4.5 points in 2023/24 and to 4 in 2024/25; and a similar narrowing is seen for the EBacc APS gap between 2018/19 and 2023/24 (0.48 to 0.36), and continued to narrow to 0.32 in 2024/25.
- The gap has also narrowed for the rate of entry into the full EBacc; from 11.6 percentage points in 2018/19 to 8 percentage points in 2023/24 and to 7.8 percentage points in 2024/25. The latest narrowing is caused by boys having an increase in EBacc entry whereas girls remained the same between 2024 and 2025.

► Export options

**Table 11: All state-funded pupil characteristics and geography data' for Boys and Girls in England between 2018/19 and 2024/25**

|              |                                                                                    | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2 |
|--------------|------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---|
| <b>Boys</b>  | <b>Number of pupils at the end of KS4</b>                                          | 276,670 | 286,588 | 293,649 | 300,517 | 310,611 | 3 |
|              | <b>Average Attainment 8 score</b>                                                  | 44.0    | 47.4    | 48.1    | 46.3    | 44.0    |   |
|              | <b>Percentage of pupils achieving grades 5 or above in English and maths GCSEs</b> | 40.0%   | 45.9%   | 48.2%   | 47.0%   | 43.2%   |   |
|              | <b>Average EBacc APS score</b>                                                     | 3.84    | 4.13    | 4.19    | 4.06    | 3.87    |   |
|              | <b>Percentage of pupils entering the EBacc</b>                                     | 34.3%   | 34.1%   | 33.5%   | 33.9%   | 34.9%   |   |
| <b>Girls</b> | <b>Number of pupils at</b>                                                         | 265,951 | 275,406 | 282,214 | 287,143 | 296,304 | 3 |

[Data symbols](#) 

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.

2. Changes were made to the methodology for calculating performance data due to the commitment not to use qualification results awarded between January 2020 and August 2021 in future measures. GCSE exams returned in 2022 and grades were awarded at a midpoint between 2021 and pre-pandemic grading. In 2023, there was a return to pre-pandemic grading, with some protections. Comparisons to 2020, 2021, and 2022 should be made with caution.

[Show 1 more footnote](#)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

[Go to top](#)

## Attainment by Region and local authority

[Hide](#)

### Pupil attainment levels by region and local authority vary considerably

Pupil attainment varies considerably across the country. The variation in EBacc entry and the headline attainment statistics by region is shown in the following table:

| Attainment Measure | Minimum | Maximum | Range                  |
|--------------------|---------|---------|------------------------|
| % entering EBacc   | 33%     | 57.1%   | 24.1 percentage points |
|                    | (South  | (Inner  |                        |

|                                             | West)                    | London)                 |                        |
|---------------------------------------------|--------------------------|-------------------------|------------------------|
| % achieving 5 or above in English and Maths | 41.4%<br>(West Midlands) | 53.5%<br>(Outer London) | 12.1 percentage points |
| Average Attainment 8 score per pupil        | 44<br>(North East)       | 50.7<br>(Outer London)  | 6.7 points             |
| EBacc Average Point Score                   | 3.84<br>(North East)     | 4.63<br>(Outer London)  | 0.79 points            |

Chart

Table

► Export options

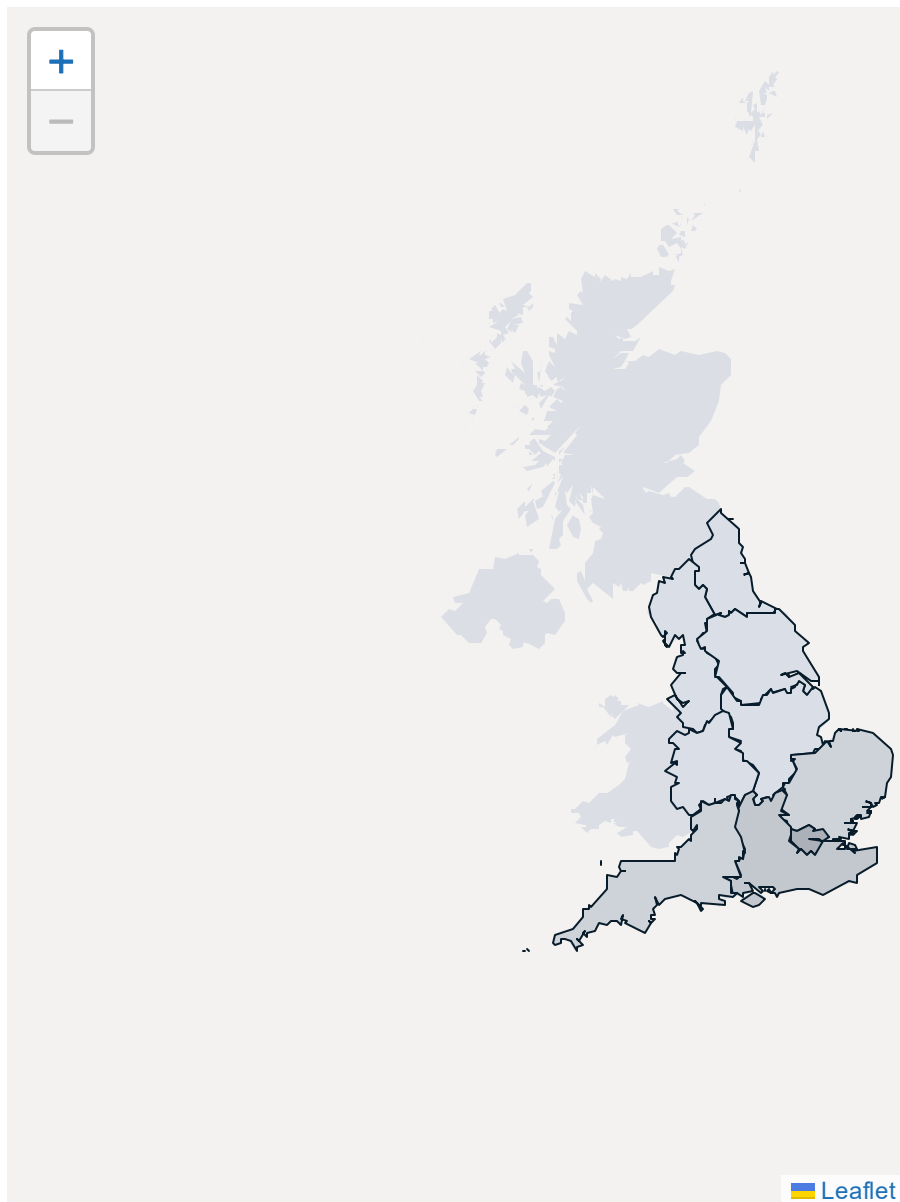
**Figure 12: The regions with the highest pupil attainment averages are in London and the South. State-funded schools, England, 2024/25**

1. Select data to view

Average Attainment 8 score (2024/25)

2. Select a Region

None selected



## Key to Average Attainment 8 score (2024/25)

44.0 to 45.2  
45.3 to 46.5  
46.6 to 47.8  
47.9 to 49.1  
49.2 to 50.4

## Footnotes

1. Local authority, region, parliamentary constituency figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the national tables.
2. Changes were made to the methodology for calculating performance data due to the commitment not to use qualification results awarded between January 2020 and August 2021 in future measures. GCSE exams returned in 2022 and grades were awarded at a midpoint between 2021 and pre-pandemic grading. In 2023, there was a return to pre-pandemic grading, with some protections. Comparisons to 2020, 2021, and 2022 should be made with caution.

[Show 2 more footnotes](#)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

The variation in EBacc entry and the headline attainment statistics by local authority is shown in the following table:

| Attainment Measure                          | Minimum                    | Maximum                         | Range                        |
|---------------------------------------------|----------------------------|---------------------------------|------------------------------|
| % entering EBacc                            | 13.6%<br>(Isles of Scilly) | 68.4%<br>(Westminster)          | 54.8<br>percentage<br>points |
| % achieving 5 or above in English and Maths | 26.4%<br>(Knowsley)        | 69.1%<br>(Kingston upon Thames) | 42.7<br>percentage<br>points |
| Average Attainment 8 score per pupil        | 34.3<br>(Knowsley)         | 59.2<br>(Sutton)                | 24.9 points                  |
| EBacc Average Point Score                   | 2.88<br>(Knowsley)         | 5.51<br>(Kingston upon Thames)  | 2.63 points                  |

Understandably, there is less variance at regional level due to these being made up of a wide range of local authorities performing at different levels. The local authorities with the highest pupil attainment averages tend to be concentrated in London and the South

with the majority of the local authorities with the lowest pupil attainment averages located in the Northern and Midland regions (as shown in figures 12 and 13). This is similar to patterns seen in recent years.

[Go to top](#)

---

## Ready Reckoner and Transition Matrices Tools

 Hide

Ready Reckoner tools are published to help users, particularly schools and colleges, understand how Progress 8 measures are calculated for their school and pupils.

Transition matrices are a useful tool to help visualise the progression of pupils from Key Stage 2 (KS2) to Key Stage 4 (KS4) based on KS2 prior attainment scores and KS4 achievements.

As no prior attainment data is available for the majority of pupils at the end of Key Stage 4 in 2024/25 (due to them having not sat key stage 2 tests during the COVID-19 pandemic), these tools have not been updated for 2024/25. Data relating to 2023/24 can be found at the following links:

[Ready Reckoners \(opens in new tab\)](#)

[Transition Matrices \(opens in new tab\)](#)

[Go to top](#)

---

## Further information is available

 Hide

**School level figures**

**The school level data for the 2024/25 academic year is the latest available data and can be found in the [Compare](#)**

## School and College Performance.

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Characteristic breakdowns                          | Characteristic breakdowns are included in this release.                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Previously published figures                       | All previous similar statistical releases can be found via the Gov.UK collections page <a href="https://www.gov.uk/statistics/gcse/key-stage-4">Statistics: GCSEs (key stage 4) - GOV.UK (www.gov.uk)</a>                                                                                                                                                                                                                                                                    |
| Attainment for other Key stages                    | Data on other Key Stages can be found at the following links:<br><br><a href="#">Early years foundation stage profile</a><br><br><a href="#">Phonics screening check and key stage 1</a><br><br><a href="#">Key stage 2</a><br><br><a href="#">16-19 attainment</a>                                                                                                                                                                                                          |
| Destination measures                               | Figures for young people who went into education, employment or training destinations the year after they completed Key Stage 4 or 16 to 18 study can be found at the following link:<br><br><a href="#">Destinations of key stage 4 and 16 to 18 pupils</a>                                                                                                                                                                                                                 |
| Attainment in Wales, Scotland and Northern Ireland | Information on educational attainment for secondary schools in Wales is available from the <a href="#">Welsh Government website</a> .<br><br>Information on educational attainment for secondary schools in Scotland is available from <a href="#">Scottish Government website</a> .<br><br>Information on educational attainment for secondary schools in Northern Ireland is available from the <a href="#">Department for Education Northern Ireland (DENI) website</a> . |
| Information published by JCQ and Ofqual            | Detailed information on the grade awarding process: <a href="#">Ofqual guide for schools and colleges 2025 - GOV.UK (www.gov.uk)</a><br><br>Summer 2025 exam results: <a href="#">Examination results - JCQ Joint Council for Qualifications</a>                                                                                                                                                                                                                             |

# Help and support

## Methodology

Find out how and why we collect, process and publish these statistics.

[Key stage 4 performance](#)

## Accredited official statistics

These accredited official statistics have been independently reviewed by the [Office for Statistics Regulation \(opens in new tab\)](#) (OSR). They comply with the standards of trustworthiness, quality and value in the [Code of Practice for Statistics \(opens in new tab\)](#). Accredited official statistics are called National Statistics in the [Statistics and Registration Service Act 2007 \(opens in new tab\)](#).

Accreditation signifies their compliance with the authority's [Code of Practice for Statistics \(opens in new tab\)](#) which broadly means these statistics are:

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

Our statistical practice is regulated by the Office for Statistics Regulation (OSR).

OSR sets the standards of trustworthiness, quality and value in the [Code of Practice for Statistics \(opens in new tab\)](#) that all producers of official statistics should adhere to.

You are welcome to contact us directly with any comments about how we meet these standards. Alternatively, you can contact OSR by emailing [regulation@statistics.gov.uk](mailto:regulation@statistics.gov.uk)

or via the [OSR website \(opens in new tab\)](#).

## Contact us

If you have a specific enquiry about Key stage 4 performance statistics and data:

### Attainment statistics team

Email: [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk)

Contact name: Liam Hamilton

### Press office

If you have a media enquiry:

Telephone: 020 7783 8300

### Public enquiries

If you have a general enquiry about the Department for Education (DfE) or education:

Telephone: 037 0000 2288

Opening times:

Monday to Friday from 9.30am to 5pm (excluding bank holidays)

[Print this page](#)

#### Is this page useful?

|                           |                          |
|---------------------------|--------------------------|
| <input type="radio"/> Yes | <input type="radio"/> No |
|---------------------------|--------------------------|

[Report a problem with this page](#)



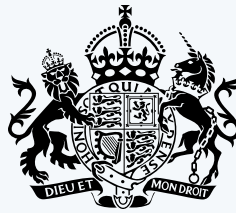
[Cookies](#) [Privacy notice](#) [Contact us](#) [Accessibility statement](#) [Glossary](#) [Help and support](#)

This service is maintained by the [Department for Education](#)

Our statistical practice is regulated by the [Office for Statistics Regulation](#) (OSR)

**OGL** All content is available under the [Open Government Licence v3.0](#) , except where otherwise stated

Build: 20251008.12



[© Crown copyright](#)