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Academic year 2024/25 Provisional

A level and other 16 to 18 results

This is the latest release



Published 13 November 2025

Last updated 20 November 2025
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This statistical release focuses on the A level and other results of students at the end of 16-18 study in 2024/25 in schools and colleges in England. This provisional release includes student characteristic breakdowns such as disadvantage status, Special Educational Needs status and ethnicity.

Comparisons are made to revised data for 2023/24.

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Methodologies

[A level and other 16 to 18 results](#)

Headline facts and figures - 2024/25

Average A level result

B-

No change in average grade from 2023/24
(35.55 points to 35.94 points)

Average applied general result

Merit+

No change in average grade from 2023/24
(29.17 points to 29.95 points)

Average tech level result

Merit+

No change in average grade from 2023/24
(28.14 points to 28.84 points)

Average technical certificate result

L2Merit-

No change in average grade from 2022/23
(5.63 to 5.60 points)

- A level average point score per entry (APS) is slightly higher than 2023/24, however the average grade has remained the same. Across the applied general and tech level cohorts the APS has risen slightly when compared to last year, by 0.8pts and 0.7pts respectively.
- Gaps between disadvantaged and non-disadvantaged students remained broadly unchanged in comparison to last year for the level 3 cohorts.
- Within the A level and applied general cohort, female students continue to achieve higher average point scores (APS) compared to male students, as has been the trend for the past five years.

- The rank order of attainment by ethnicity has remained broadly unchanged at A level for the last five years; the White ethnic group has had the highest APS and the Black or Black British ethnic group has had the lowest APS.
- The A level APS broken down by institution type this year is slightly higher when compared to last year across major institution types apart from 'All independent schools'.
- For students who did not achieve a grade 4 or above at key stage 4, 81.1% of students entered an approved English qualification, and 82.3% of students entered an approved maths qualification during 16-18 study. Of these students, 38.7% and 33.2% of English and maths students respectively improved their point score.

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All supporting files from this release are listed for individual download below:

[**KS5 transition matrices \(2025 provisional\) \(csv, 1 Mb\)**](#)

Transition matrices data used for visualising the progress of pupils aged 16 to 18 from key stage 4 (KS4) to key stage 5 (KS5).

[**KS5 transition matrices notes \(docx, 34 Kb\)**](#)

Instructions to accompany the transition matrices data.

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View related dashboard(s)

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 [**Access the 16 to 18 time series attainment and single year entry dashboard \(opens in new tab\)**](#)

This dashboard allows users to explore time series data for 16 to 18 qualifications in England. It brings together figures compiled from the current and previous versions of the 'A level and other 16 to 18 results', with focus on headline attainment measures and subject entries data.

 [**Access the 16-18 Transition Matrices dashboard \(opens in new tab\)**](#)

Transition matrices (TM) are a useful tool to help visualise the progression from different groups of attainment at key stage 4 (KS4) to outcomes achieved during 16 to 18 for a range of different subjects.

Access the [16-18 Ready Reckoner \(opens in new tab\)](#)

The 16-18 ready reckoner is a tool that can be used to both understand the value added model better, and to manipulate student data and inform target setting.

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About the data

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A/AS levels and vocational and technical qualifications (VTQs) awarded in summer 2025 and published in August

Statistics in this release for 2024/25 include grades received by students as announced on 14th August 2025. The exam grades have been matched to students to enable student level analyses.

Breakdowns of the A/AS level grades achieved in summer 2025 were previously published on results day by the [Joint Council for Qualifications \(JCQ\) \(opens in new tab\)](#). These statistics were at exam entry level for students of all ages in England and the UK. However, data in this statistical release covers exam entries by 16 to 18 year olds in schools and colleges in England.

T Level outcomes are not included in this statistical release, but [provisional results for 2024/25](#) were published by DfE in August for students who had started a T Level in England in 2023/24.

In addition, [Ofqual \(opens in new tab\)](#) also routinely publish statistics on results day for students in England.

Performance measures methodology

Performance measures are based on grades awarded throughout a student's 16-18 study. In 2025, all performance data is based on externally assessed exams.

Where time series data is presented, comparisons are made to revised data for previous years (with the exception of 2019/20 and 2020/21 where no checking exercise took place; those data are labelled 'final' reflecting the opportunity students unhappy with grades awarded through the CAG and TAG awarding processes had to sit an exam in autumn [2020 \(opens in new tab\)](#) and [2021 \(opens in new tab\)](#)).

Deciding when a student is at the end of 16-18 study

Students are eligible to be included in 16 to 18 performance measures if they are of academic age 16, 17 or 18 at the start of the 2024/25 academic year (31 August 2024) and at the end of their 16-18 studies. They are identified as being at the end of 16-18 study when they first meet at least one of the following criteria:

- a) they have entered at least 2 qualifications, each of which is at least the size of an A level, or they have entered at least 1 qualification the size of at least 2 A levels, in the reporting year; OR
- b) they have entered for both a T Level core and T Level occupational specialism during 16-18 study OR
- c) they are 18 at the start of the reporting year and have not been reported in 16 to 18 performance measures at their current allocated school or college.

Schools or colleges are still able to defer students who meet criteria a) or b) but who are continuing their 16-18 study, as part of the checking exercise, as long as the student has not reached age 18 before the start of the reporting year. Requests for deferred reporting are reflected in 'revised' data.

Note, a student eligible for reporting in 16 to 18 performance measures will still also need to meet criteria for each performance measure to be included in that measure. For example, to be included in the average point score per A level entry, the student must have been entered for at least an AS qualification.

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Introduction: students and results reported in these statistics

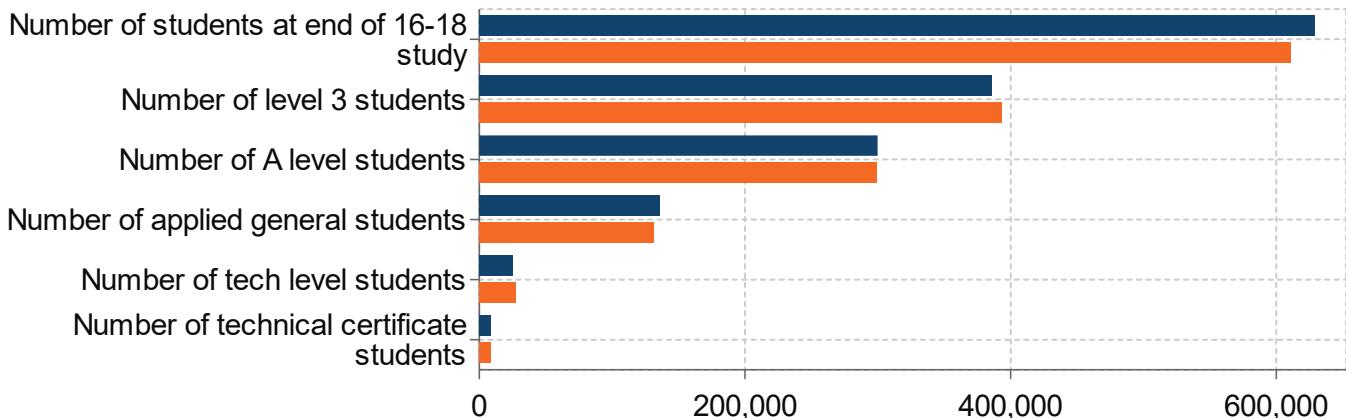
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Chart

Table

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Most cohorts show an increase in numbers compared to last year.



- All students, England, 2024/25
- All students, England, 2023/24

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

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Unless stated otherwise, statistics reported here refer to 16 to 18 year olds in England:

- who reached the end of their 16-18 study in 2024/25. Students typically spend either two or three years in the 16 to 18 phase. Usually, attainment includes results from qualifications entered during all those years. However, for data labelled 2022/23 and 2021/22, attainment excludes results from qualifications that were awarded between January 2020 and August 2021.
- who entered qualifications approved for reporting in 2025 school and college performance tables, set out in the [16 to 18 qualifications, discount codes and point scores \(opens in new tab\)](#) guidance.
- at state-funded schools and colleges or independent schools in England; more details set out in Annex A of the [Methodology](#).

Some of this year's 2024/25 cohort's prior attainment was impacted by changes to grading approaches during the pandemic

The majority of the students included in this release finished within two years of study. This means the majority reached the end of key stage 4 when grading approach had returned to normal. However, some students who remained into their third year of study would have ended their key stage 4 study in 2021/22 when the approach to grading broadly reflected a midpoint between results in 2018/19 and 2020/21. Larger proportions of students remain into their third year of study in the applied general (18%), tech level (34%) and below Level 3 English and maths cohorts (89% and 83% respectively) than A level students (5%). This should be taken into account when comparing to 2018/19 and earlier when students were not impacted by changes to grading approaches in either their prior attainment or 16 to 18 attainment.

Qualifications are grouped into A level (subset of Academic), applied general, and tech level exam cohorts at level 3, and technical certificates at level 2. Applied general, tech level and technical certificates are 'vocational and technical qualifications' (VTQs). Students can be reported in more than one exam cohort. Further detail on the cohorts is available in [16 to 18 accountability headline measures: technical guide \(opens in new](#)

[tab\).](#)

The number of students in the level 3 cohort has fallen

Compared to 2023/24, the number of students at the end of 16-18 study has increased by 3.0%, however the number of students in the level 3 cohort has fallen by 1.9%. This decrease is largely driven by the tech level cohort, which like last year, has continued to reduce, falling by 9.1%.

The A level cohort, which includes some students who just enter AS levels, has remained relatively level, unlike in previous years which has seen a steady rise. This was following an initial decline when A and AS levels were decoupled during [A level reform \(opens in new tab\)](#).

The increase in the A level cohort size in 2021/22 and 2022/23 coincided with more students getting higher GCSE grades at KS4 two years earlier when students received centre-assessment and teacher assessed grades (CAGs and TAGs).

In 2024/25 the technical certificate cohort (who generally enter the qualification in their first year of their 16 to 18 study) has increased compared to last year (4.9%). Lower student numbers in 2021/22 and 2022/23 were due to removing grades awarded through CAG/TAG, where the pattern of early entries meant this cohort was more strongly impacted (see section 'Changes introduced in the 2021/22 release' of the [Methodology](#)).

Disadvantaged students are unevenly represented in 16 to 18 cohorts

Disadvantaged status at 16 to 18 is as recorded at the end of Key Stage 4. Pupils are defined as disadvantaged at Key Stage 4 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.

Disadvantage measures do not include students who were not reported at the end of KS4 – for example, because they came from overseas. Students who were known to be at independent schools in their last year of KS4 are treated as non-disadvantaged.

Disadvantage measures cover students in state-funded schools or colleges

during 16-18 study.

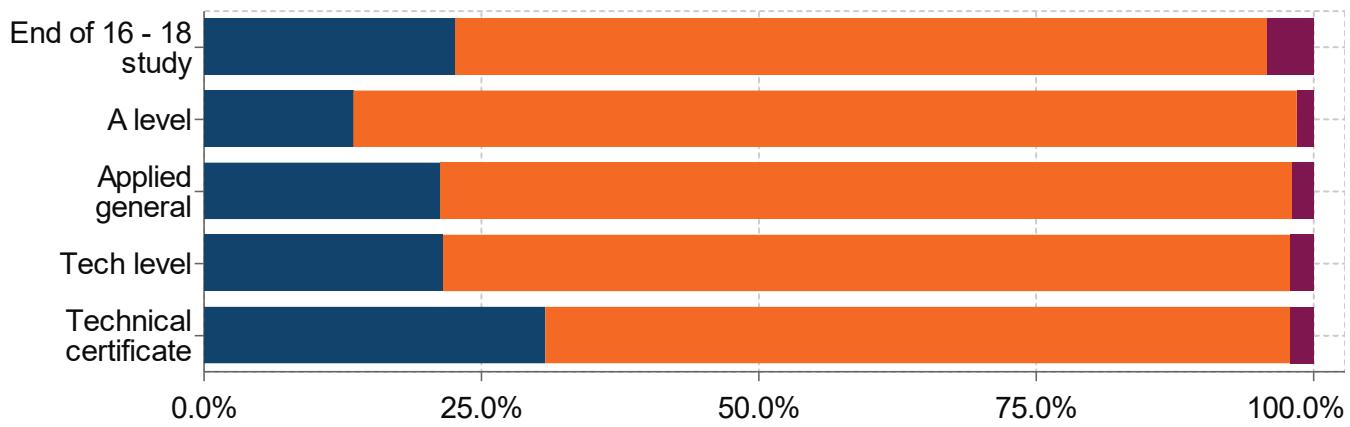
At the end of 16-18 study, 22.7% of state-funded students were recorded as being disadvantaged in 2024/25. Disadvantaged students continue to be overrepresented in the technical certificate cohort and underrepresented in the A level cohort, with 30.8% and 13.4% respectively being disadvantaged.

Chart

Table

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Students with disadvantaged status are overrepresented in the technical certificate cohort and underrepresented in the A level cohort.



- Proportion of students (Disadvantaged, England, 2024/25)
- Proportion of students (Non-Disadvantaged, England, 2024/25)
- Proportion of students (Unknown disadvantaged status, England, 2024/25)

Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. A change to the trigger rules was introduced in 2020/21 such that students

were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

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The proportion of students with high prior attainment has decreased across all exam cohorts compared to last year.

Prior attainment is a measure of the average points attained per qualification at Key Stage 4. Simple discounting rules apply, with the best result in any subject used when calculating the average point score at KS4. Any GCSE resits or additional qualifications gained during 16 to 18 study are ignored. For the vast majority of students, prior attainment is between 0-9, reflecting the range of possible grades at GCSE (where 9 is the highest grade).

Note, whilst results from January 2020 to August 2021 are removed from calculation of performance measures, for the purposes of this statistical release they will be retained when calculating a student's prior attainment to explain outcomes in performance measures, in the same way that outcomes nationally are broken down by sex, disadvantage, etc.

In 2024/25, 15.1% of students at the end of their 16-18 study had the highest prior attainment (grade 7+). This year is the second consecutive year the proportion of students with the highest prior attainment has decreased since 2019/20 (when this prior attainment data was introduced). The drop observed in the last two years, however, is expected in response to the changes to awarding processes at KS4. The majority of the 2024/25 16-18 cohort completed KS4 in 2022/23, which was the first year of the return to pre-pandemic grading. Similarly, the majority of the 2023/24 16-18 cohort

completed KS4 in 2021/22, when the approach to grading broadly reflected a midpoint between results in 2018/19 and 2020/21. As a result, the expected prior attainment at KS4 will generally be lower than seen in previous years and this is reflected in the prior attainment proportions.

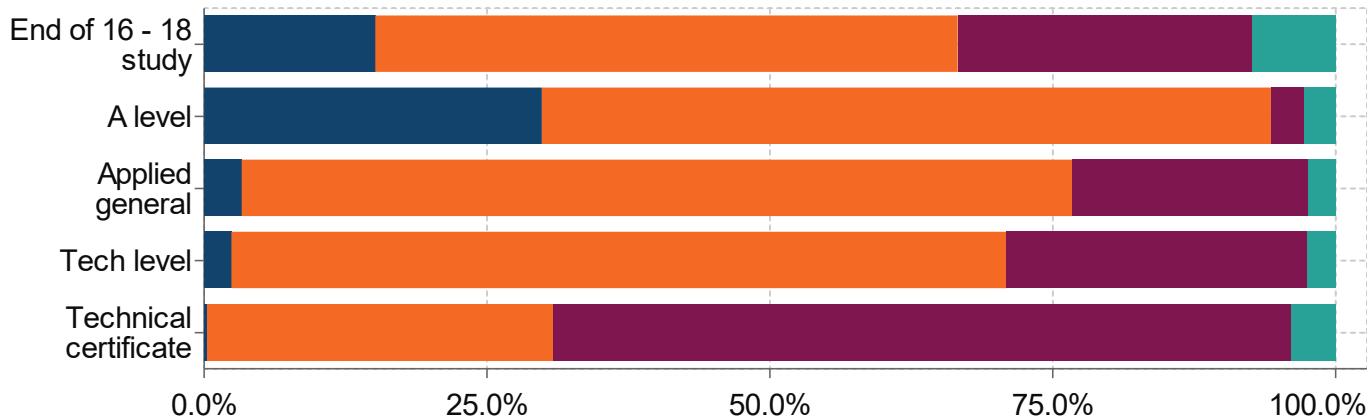
The proportion of students with high prior attainment within each cohort has fallen this year when compared to last year. The A level cohort has the highest proportion of students with high prior attainment, at 29.8%, and the technical certificate cohort has the highest proportion of students with low prior attainment (65.2% of the cohort). This is the first increase in the proportion of technical certificate students with low prior attainment seen since this prior attainment data was introduced.

Chart

Table

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The A level cohort has the highest proportion of students with high prior attainment.



- Proportion of students (Priors 7+, England, 2024/25)
- Proportion of students (Priors 4 to < 7, England, 2024/25)
- Proportion of students (Priors 0 to < 4, England, 2024/25)
- Proportion of students (Unknown prior attainment, England, 2024/25)

Footnotes

1. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

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Attainment by exam cohort

 Hide

These figures give the average points and average result that students achieved throughout their 16 to 18 study. Points are given to all qualifications so we can compare qualifications of different size and grading structures. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates.

The concept of qualifications approved for reporting has been applied since 2015/16 following Professor Alison Wolf's [Review of Vocational Education \(opens in new tab\)](#). From 2017/18 at level 3 and from 2018/19 for technical certificates, the quality threshold for vocational and technical qualifications to be included in performance measures further increased. The later reforms include criteria relating to the size, content, and assessment, including a

requirement that a proportion of a qualification's content is subject to external assessment.

More information on points, average point score bands and grade boundaries can be found in the [16 to 18 accountability headline measures: technical guide \(opens in new tab\)](#).

A level average point score per entry (APS) is slightly higher than last year

The A level average point score per entry (APS) has risen from 35.55 to 35.94 when compared to last year. (NB, for all level 3 qualifications a change in 1pt corresponds to a change of 1/10th of a grade; meaning this slight annual increase in A level attainment of 0.4 pts translates into an increase of just 4/100ths of a grade).

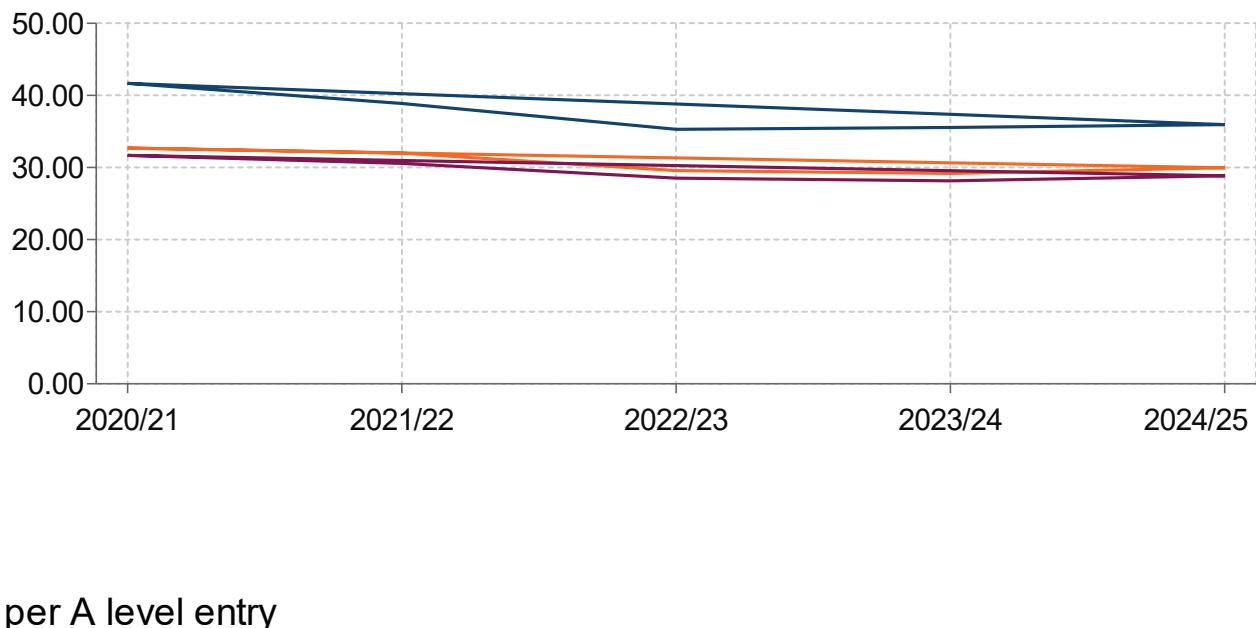
Across the applied general and tech level cohorts the APS has risen slightly when compared to last year, by 0.8pts and 0.7pts respectively.

Chart

Table

► Export options

Average point scores (APS) for the level 3 cohorts have risen slightly in comparison to last year



- APS per applied general entry
- APS per tech level entry

Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

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Attainment by institution type

 Hide

The A level average point score is has increased across most major institution types

The A level average point score (APS) has increased slightly when compared to last year for most major institution types, except for 'All independent schools' which fell by 0.2pts. The greatest rise was for 'Sixth form colleges', with a small increase of 0.6pts

compared to last year. Further detail is provided in the table for different types of state-funded schools showing some variation in the size of the increases in A level APS seen this year. Note that data for some institution types is based on small numbers of students.

‘Sixth form colleges’ also saw the largest increase in APS across the four major institution types for the applied general and tech level cohorts, with increases of 1.0pts and 1.6pts respectively.

[Chart](#)

[Table](#)

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Average point score (APS) by institution type for the A level cohort between 2020/21 and 2024/25.

		Number of A level students	APS per A level entry	Average A level result
FE sector colleges	Other FE sector colleges	2024/25	24,744	29.37
		2023/24	25,660	29.15
		2022/23	23,441	29.30
		2021/22	21,374	33.37
		2020/21	20,390	B-
Sixth form colleges	Sixth form colleges	2024/25	32,679	B-
		2023/24	35,133	C+
		2022/23	34,028	C+
		2021/22	33,091	B-
		2020/21	33,771	R

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Independent schools	All independent schools	2024/25	37,579	42.81	B+	
		2023/24	36,968	43.04	B+	
		2022/23	36,220	42.53	B+	
		2021/22	34,618	45.61	A-	
		2020/21	34,623	49.40	A	
State-funded schools	All state-funded schools	2024/25	205,335	35.36	B-	
		2023/24	201,934	34.89	C+	
		2022/23	198,613	34.63	C+	
		2021/22	195,258	38.28	B-	
		2020/21	183,343	40.97	B	
Converter academies - mainstream	Converter academies - mainstream	2024/25	143,874	35.90	B-	
		2023/24	139,442	35.55	B-	
		2022/23	135,998	35.33	B-	
		2021/22	134,454	39.06	B	
		2020/21	125,536	41.34	B	
Free schools	Free schools	2024/25	5,371	34.31	C+	
		2023/24	4,386	33.02	C+	
		2022/23	3,785	32.45	C+	
		2021/22	3,021	35.42	B-	
		2020/21	2,628	40.77	B	
	Free schools	2024/25	6,939	38.05	B-	

16-19				
	2023/24	6,515	37.51	B-
	2022/23	5,527	36.83	B-
	2021/22	5,139	40.01	B
	2020/21	4,149	42.61	B+
LA maintained mainstream schools	2024/25	27,507	34.94	C+
	2023/24	29,709	34.28	C+
	2022/23	31,494	34.19	C+
	2021/22	31,346	37.62	B-
	2020/21	31,327	40.65	B
Sponsored academies - mainstream	2024/25	19,314	31.34	C
	2023/24	19,652	30.86	C
	2022/23	19,655	30.26	C
	2021/22	19,127	34.05	C+
	2020/21	17,761	38.56	B
Studio schools	2024/25	237	31.22	C
	2023/24	223	29.03	C
	2022/23	292	28.06	C-
	2021/22	286	30.13	C
	2020/21	255	37.91	B-
University Technical Colleges	2024/25	1,609	26.99	C-
	2023/24	1,556	26.15	C-

(UTCs)	2022/23	1,392	25.47	C-
	2021/22	1,467	27.80	C-
	2020/21	1,261	36.04	B-

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Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).
2. Totals may be less than the sum of separate institution types as students who attend multiple institutions during 16 to 18 study are only included once in aggregations of those institutions.

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Attainment by region and local authority

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Average point score varies widely at the level of local authorities

At regional level, London and the South East have consistently achieved the highest average point scores (APS) within the A level cohort over the last 5 years, and that continues to be the case this year. All regions have seen a rise in A level APS this year compared to last year, except the North East, which has fallen by 0.3pts from last year.

The North West and the South West have the highest average attainment for the applied general and tech level cohorts this year respectively. For the applied general cohort, the APS has increased across all regions compared to last year. The largest increase is seen in London, with a rise of 1.1pts compared to 2023/24. The APS for the tech level cohort has also increased across all regions. The North East saw the largest increase in APS at 1.3pts.

These regional aggregations, however, mask much more varied APS at the level of local authorities. For this reason, users should exercise caution when making geographical generalisations.

► Export options

Average point score (APS) for all exam cohorts, by region, between 2020/21 and 2024/25.

		2024/25	2023/24	2022/23	2021/22	2020/21
Number of A level students	North East	9,627	9,875	9,638	9,548	8,965
	North West	32,465	32,853	32,315	31,461	29,630
	Yorkshire and The Humber	22,384	23,136	22,590	21,807	20,667
	East Midlands	19,952	20,099	19,798	19,118	18,055

West Midlands	26,599	26,906	26,050	25,477	24,337
East of England	30,898	30,773	29,654	29,579	27,648
London	47,771	47,533	46,175	44,609	41,987
South East	49,435	48,375	47,333	46,068	43,956
South West	23,269	22,892	22,453	22,056	21,599
APS per A level entry					
North East	33.39	33.68	33.30	37.05	39.98
North West	35.28	34.62	34.17	38.16	40.18
Yorkshire and The Humber	34.52	34.03	33.59	37.31	40.00
East Midlands	33.33	32.61	32.86	36.71	39.79
West Midlands	33.35	33.31	32.93	36.88	39.47
East of England	34.73	34.19	34.14	37.84	40.69
London	36.02	35.31	34.97	38.35	41.20
South East	35.52	35.07	35.06	38.63	40.88
South West	34.33	34.17	33.97	37.84	40.42

Number of applied general students	North East	6,074	6,111	5,398	5,354	4,048
	North West	18,154	17,755	16,947	16,750	10,385
	Yorkshire and The Humber	13,613	13,335	12,684	12,272	8,298
	East Midlands	9,645	9,261	8,534	7,310	6,825
	West Midlands	17,550	17,084	15,389	14,779	11,143
	East of England	15,726	15,577	14,296	14,081	10,869
	London	20,335	19,513	19,207	18,960	13,545
	South East	21,512	20,196	19,496	19,055	15,198
APS per applied general entry	South West	10,488	9,915	9,062	9,106	7,652
	North East	29.90	28.86	29.75	32.32	33.47
	North West	31.43	30.40	30.79	33.69	33.26
	Yorkshire and The Humber	31.08	30.61	30.96	33.14	33.73
	East Midlands	29.33	28.69	29.18	31.83	31.87
	West	30.17	29.49	30.16	31.86	33.32

Midlands						
East of England	28.63	27.75	28.16	30.51	31.55	
London	29.46	28.40	28.61	30.74	32.27	
South East	29.07	28.45	28.88	31.46	32.32	
South West	29.71	29.22	29.67	32.72	32.71	
Number of tech level students	North East	1,058	1,454	1,516	1,616	1,308
	North West	3,612	3,922	4,132	4,182	2,678
	Yorkshire and The Humber	3,363	3,757	3,791	3,961	2,697
	East Midlands	2,008	2,148	2,151	2,155	1,977
	West Midlands	2,590	3,298	3,243	3,510	2,348
	East of England	2,755	2,833	2,948	2,820	2,442
	London	2,902	3,071	3,243	3,265	2,304
	South East	4,026	4,219	4,300	4,252	3,238
	South West	2,383	2,493	2,559	2,589	1,865
APS per	North	27.77	26.49	27.18	30.13	31.68

tech level	East					
entry						
	North	28.51	28.02	28.60	31.40	32.08
	West					
	Yorkshire	28.89	28.16	29.13	30.65	31.40
	and The					
	Humber					
	East	28.13	27.65	28.45	30.17	31.52
	Midlands					
	West	28.23	27.98	27.90	29.92	31.64
	Midlands					
	East of	28.64	27.63	27.23	30.04	30.96
	England					
	London	29.42	28.43	29.00	29.88	32.20
	South					
	East	29.07	28.38	28.60	30.80	31.90
	South					
	West	29.80	29.36	29.67	31.27	31.40
Number						
of						
technical						
certificate						
students	North	449	429	144	59	143
	East					
	North	1,739	1,527	768	239	372
	West					
	Yorkshire	842	894	364	147	294
	and The					
	Humber					
	East	732	648	280	118	273
	Midlands					
	West	931	805	380	182	314
	Midlands					

East of England	1,167	1,080	511	136	448
London	593	614	253	96	314
South East	1,322	1,377	644	237	648
South West	1,138	1,125	500	187	551
APS per technical certificate entry					
North East	5.68	5.81	5.72	6.14	5.59
North West	5.60	5.66	5.71	5.75	5.77
Yorkshire and The Humber	5.52	5.44	5.56	5.73	5.80
East Midlands	5.52	5.43	5.49	5.89	5.69
West Midlands	5.67	5.68	5.78	6.07	5.58
East of England	5.61	5.77	5.85	6.07	5.70
London	5.09	5.18	5.35	5.33	5.14
South East	5.64	5.64	5.52	5.75	5.57
South West	5.82	5.80	5.90	6.15	5.73

[Show full screen table](#)

Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

Explore and edit this data online

Use our table tool to explore this data.

Explore data

Chart

Table

► Export options

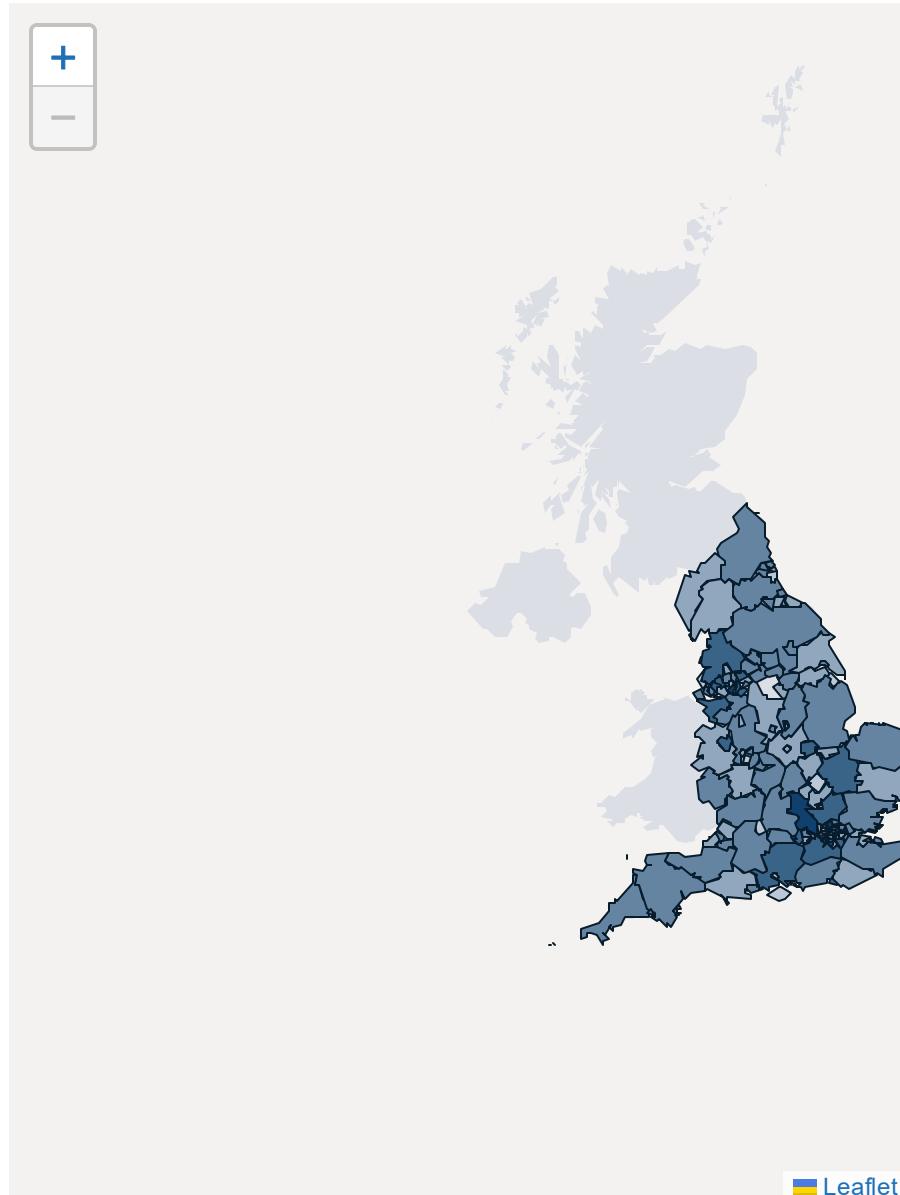
Average point score (APS) varies by local authority, for all exam cohorts.

1. Select data to view

APS per A level entry (All state-funded students, 2 

2. Select a Local Authority

None selected 



Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

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Attainment by disadvantage status

 Hide

Disadvantage status at 16-18 is as recorded at the end of Key Stage 4. Pupils are defined as disadvantaged at Key Stage 4 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.

Disadvantage measures do not include students who were not reported at the end of KS4 – for example, because they came from overseas. Students who were known to be at independent schools in their last year of KS4 are treated as non-disadvantaged.

Disadvantage measures, and all breakdowns including disadvantage status, cover students in state-funded schools or colleges only.

In 2024/25, the average point scores (APS) for both disadvantaged and non-disadvantaged students have increased slightly compared to last year for each of the A level, applied general, and tech level cohorts.

Gaps between disadvantaged and non-disadvantaged students have narrowed

slightly in comparison to last year for the A level and applied general cohorts.

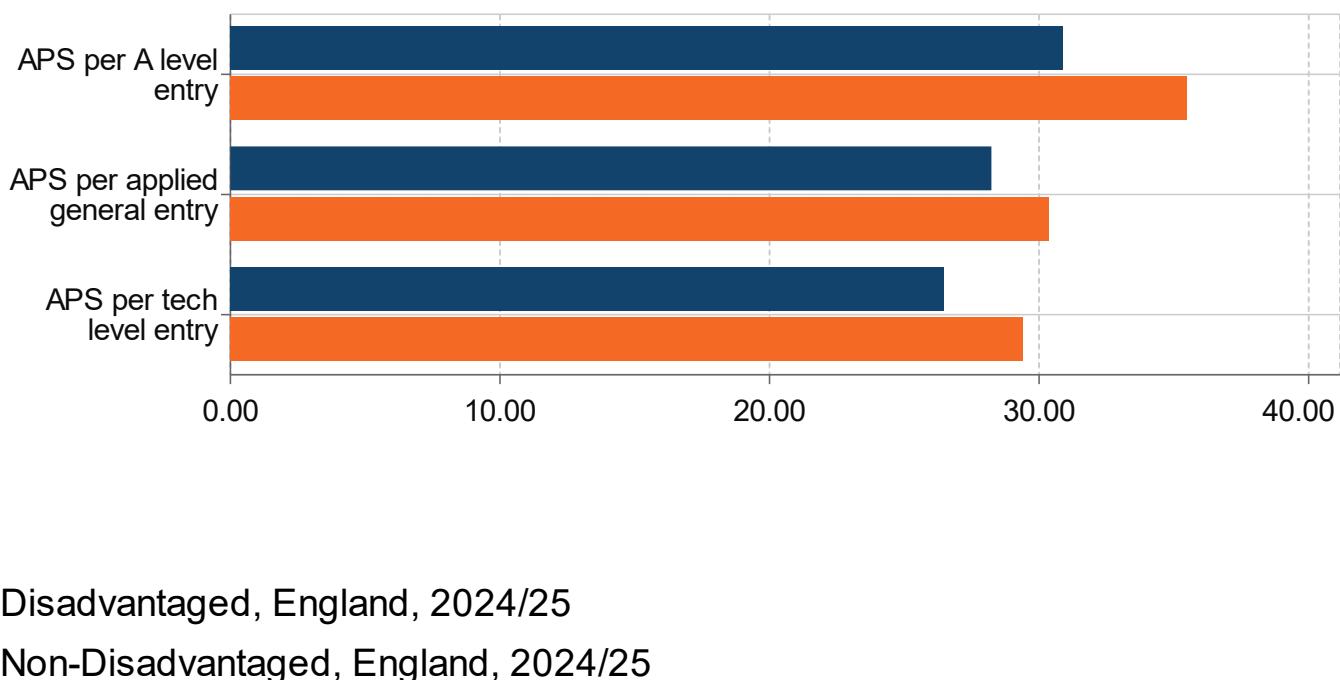
The A level cohort disadvantage gap has narrowed to 4.6pts, 0.3pts lower than last year. The applied general cohort disadvantage gap has also slightly decreased by 0.2pts from last year, now at 2.1pts, however the tech level disadvantage gap has remained almost level at 3.0 pts this year.

Chart

Table

► Export options

The average point score (APS) gap between disadvantaged and non-disadvantaged students is highest for the A level cohort.



Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18](#)

[18 accountability measures \(opens in new tab\).](#)

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Disadvantaged students also have lower retention rates

To get a fuller picture on the impact of disadvantaged status, this data should be looked at in conjunction with data on retention rates (the percentage of students who have completed their main study programme at a provider). In 2023/24, 92.7% of non-disadvantaged A level students were retained and assessed compared to 84.7% of disadvantaged students. Students can only be included in the APS measure if they are entered for examination i.e. if they are retained and assessed. More information on 2023/24 retention can be found in the 2023/24 version of this statistical release. An update to this statistical release with 2024/25 retention figures is expected to be released in March/April 2026.

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Attainment by sex

 Hide

Female students perform better than male students within the A level and applied general cohort.

Within the A level and applied general cohort, female students continue to achieve higher average point scores (APS) compared to male students, as has been the trend for the past five years. For A level students, the gap has decreased in comparison to

last year, with a difference of 0.9pts in favour of females from 1.2pts. For applied general students the gap is slightly narrower, falling from 2.6pts last year to 2.4pts this year.

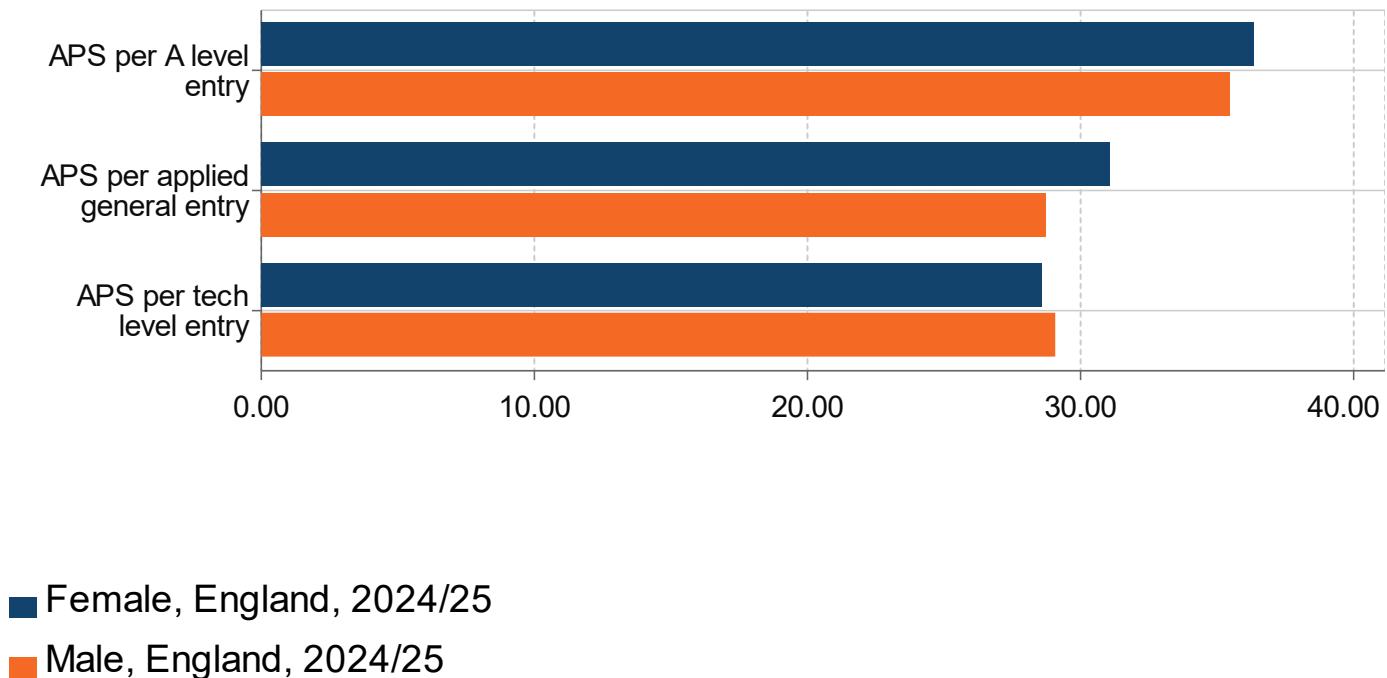
For the second consecutive year, the attainment gap between female and male tech level students is in favour of male students. The gap has widened slightly to 0.5pts in favour of males from 0.3pts last year.

Chart

Table

► Export options

Average point score (APS) is higher for females than for males within the A level and applied general cohorts, but higher for males within the tech level cohort.



Footnotes

1. Figures for the total number of students may not match the sum of females and males, as not all institutions recorded the sex for every student.
2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points,

APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).

[Show 1 more footnote](#)

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The disadvantage gap is similar for A level female and male students

The proportion of male students who are disadvantaged (12.5%) and female students who are disadvantaged (14.2%) is broadly similar at A level.

The disadvantage gap is similar for female and male A level students (4.6pts and 4.7pts respectively). The female and male disadvantage gaps have been gradually closing for the past 4 years, and they are narrower than last year where the disadvantage gaps were 5.0pts and 4.9pts for female and male students respectively.

For applied general and tech level students, the disadvantage gaps for female and male students are lower than for A level students, however for both cohorts the disadvantage gaps are wider for female students than for male students. Within the applied general cohort, the disadvantage gaps are 2.4pts and 2.0pts for female and male students respectively, and for tech level students the disadvantage gaps are 3.7pts and 2.2pts for female and male students respectively.

► Export options

Average point score (APS) by sex and disadvantage status, for state-funded students in 2024/25.

			Number of A level students	APS per A level entry
Sex	Female	Disadvantaged	20,517	31.37
		Non-Disadvantaged	121,551	36.02
		Unknown disadvantaged status	2,287	32.22
Male	Male	Disadvantaged	14,764	30.19
		Non-Disadvantaged	101,567	34.87
		Unknown disadvantaged status	1,677	31.34

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[Data symbols](#) 

Footnotes

1. Figures for the total number of students may not match the sum of females and males, as not all institutions recorded the sex for every student.
2. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.

[Show 2 more footnotes](#)

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Attainment by ethnicity

 Hide

Ethnicity is as reported at the end of Key Stage 4. Not all student characteristics are reported for students at independent schools; in this case ethnicity is recorded as unknown. In 2023/24 ethnicity groupings were harmonised to align with [Government Statistical Service \(GSS\) standards \(opens in new tab\) \(opens in new tab\)](#) such that the Chinese ethnicity fell within the Asian or Asian British group.

White students attained the highest average points score (APS) within the A level cohorts in 2024/25

At A level, most ethnicities had broadly similar attainment except for Black or Black British students, which had an average points score (APS) at least 2.2pts lower than that of any other major ethnic group. White students achieved the highest APS, 3.4pts higher than that of Black or Black British students.

The rank order of attainment by ethnicity has remained almost unchanged at A level for the past five years, including through the COVID-19 pandemic and the changes to the grading processes.

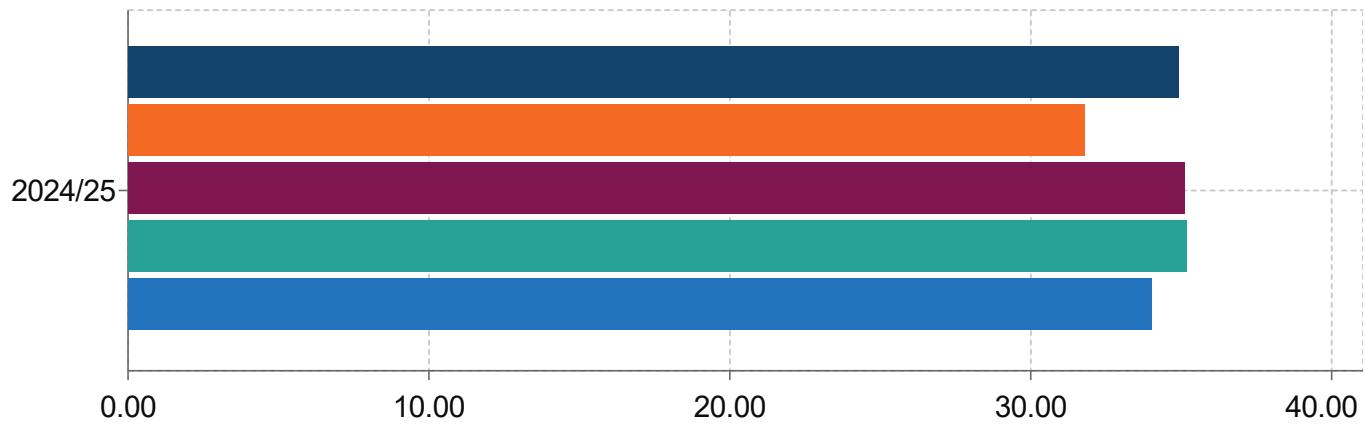
Asian or Asian British students achieved the highest APS within the applied general and tech level cohorts (30.6pts and 29.7pts respectively).

Chart

[Table](#)

► Export options

Average point score (APS) for the A level cohort is highest for the White ethnic group and lowest for the Black or Black British ethnic group.



- APS per A level entry (Asian or Asian British, England)
- APS per A level entry (Black or Black British, England)
- APS per A level entry (Mixed Dual background, England)
- APS per A level entry (White, England)
- APS per A level entry (Any other ethnic group, England)

Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

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The proportion of disadvantaged students varies greatly across the major ethnicity groups

At A level, 9.5% of White students, 18.2% of Asian or Asian British students, 20.6% of Mixed Dual background students, 33.6% of Black or Black British students, and 34.9% of 'any other ethnic group' students had disadvantage status. This ordering has changed slightly from previous years, where Black or Black British students had the highest proportion of disadvantaged students. The proportion of disadvantaged students will impact on each ethnic group's overall APS.

The disadvantage gap is largest for students from the White ethnic group

Across all level 3 cohorts, non-disadvantaged students attained a higher APS than disadvantaged students across all ethnicity groups.

At A level, the disadvantaged gap is largest for students from the White ethnic group (5.2pts) and smallest for students from the Black or Black British ethnic group (1.7pts). For the 'any other ethnic group' students, the disadvantage gap has widened slightly this year compared to last year by 0.3pts. The disadvantage gap for students within the remaining ethnic major groups have narrowed by 0.1pts for Asian or Asian British students, 0.2pts for White students, and 0.4pts for Black or Black British, and Mixed Dual background students.

[Chart](#)

[Table](#)

► Export options

Average point score (APS) by ethnicity and disadvantaged status, for 2024/25.

Number of A APS per A

Ethnicity	Any other ethnic group	level	level entry
		students	
Ethnicity	Any other ethnic group	Disadvantaged	2,153
		Non-Disadvantaged	4,014
		Unknown disadvantaged status	0
Asian or Asian British	Asian or Asian British	Disadvantaged	7,662
		Non-Disadvantaged	34,439
		Unknown disadvantaged status	0
Black or Black British	Black or Black British	Disadvantaged	5,880
		Non-Disadvantaged	11,609
		Unknown disadvantaged status	0
Mixed Dual background	Mixed Dual background	Disadvantaged	3,253
		Non-Disadvantaged	12,535
		Unknown disadvantaged status	0
White		Disadvantaged	15,514
		Total	447,550
		25.00	

NON- Disadvantaged	147,552	0.60
Unknown disadvantaged status	0	z
Unknown ethnicity	Disadvantaged	819
	Non- Disadvantaged	12,970
	Unknown disadvantaged status	3,966
		31.13
		36.39
		31.84

[Show full screen table](#)

[Data symbols](#) 

Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).

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Attainment by Key Stage 4 prior attainment

 Hide

The higher the average Key Stage 4 (KS4) prior attainment, the higher the average outcome at the end of 16 to 18 study.

The A level attainment gap has decreased this year by 0.6pts to 26.4pts, from 27.0pts in 2023/24. However, this still remains higher than in previous years.

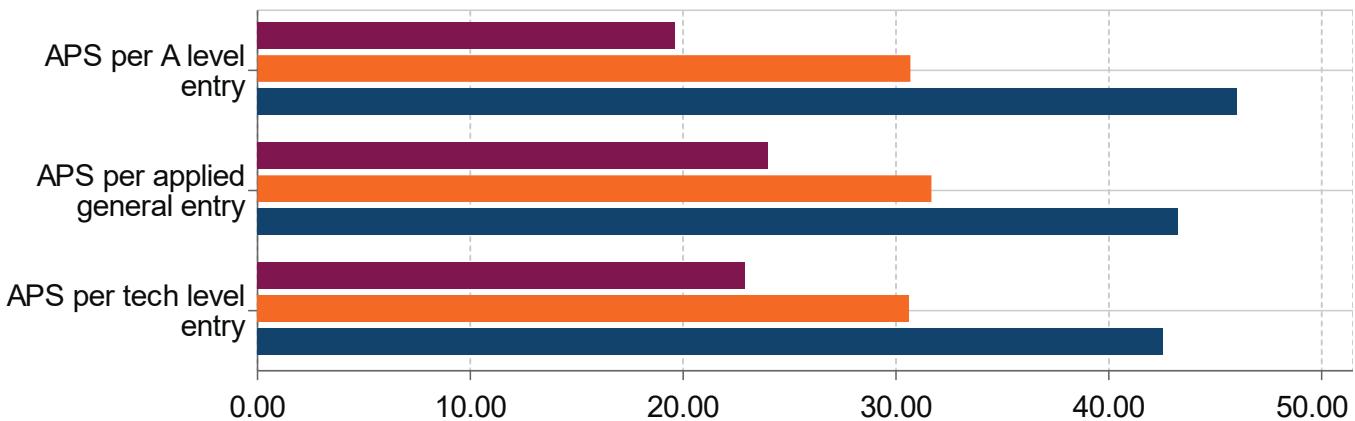
Note that the number of students in each cohort from each prior attainment band varies between cohorts. At A level, 29.8%, 64.4% and 2.9% of students had a prior attainment of 7+, 4 to 7 and 0 to 4, respectively.

Chart

Table

► Export options

Average point score (APS) remains higher for students with a prior attainment of 7+, and lower for students with a prior attainment of 0 to 4, for all level 3 cohorts.



- Priors 0 to < 4, England, 2024/25
- Priors 4 to < 7, England, 2024/25
- Priors 7+, England, 2024/25

Footnotes

1. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).
2. A change to the trigger rules was introduced in 2020/21 such that students were no longer automatically reported after two years in 16-18 study. The introduction caused a fall in cohort size, particularly within the vocational and technical cohorts. A full impact analysis can be found in the [methodology document](#).

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Attainment by SEN provision

 [Hide](#)

This year, the percentage of the A level cohort with an EHC plan is 0.6%, and the percentage with SEN support is 4.6%. The number of A level students with an EHC plan has increased by 9.2% compared to last year, and the number of students with SEN support has increased by 6.3%. The number of students with no identified SEN has fallen by 0.7%.

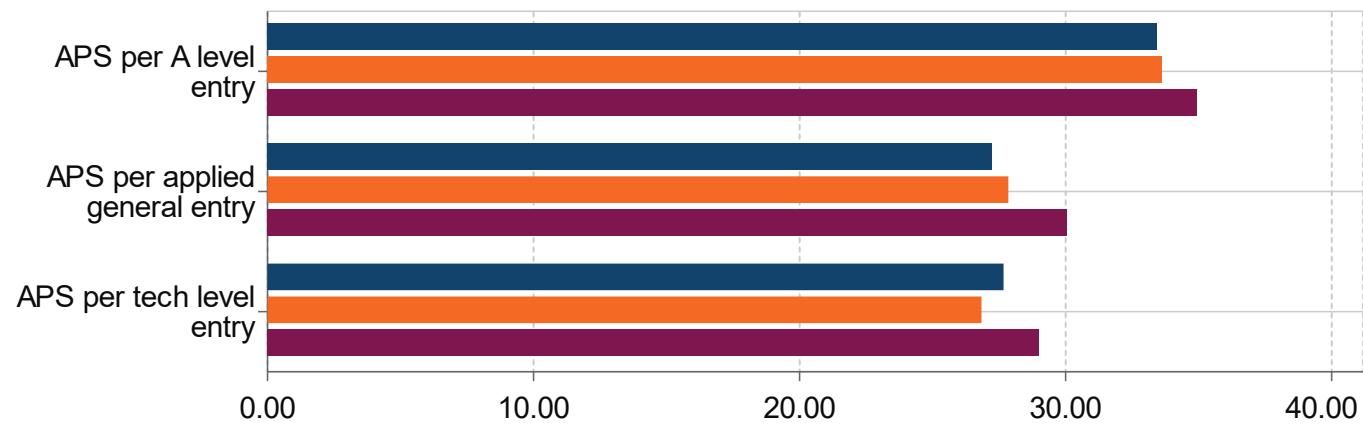
In 2024/25, the A level average points score (APS) has risen by 1.3pts for students with an EHC plan compared with 2023/24, while the APS has risen by 0.9pts for students with SEN support. Students with no identified SEN have also seen an increase in APS by 0.5pts.

Chart

Table

► Export options

Average point score (APS) for students with an EHC plan or SEN support.



- Total EHC plans and statements of SEN, England, 2024/25
- Total SEN support, England, 2024/25
- Total No identified SEN, England, 2024/25

Footnotes

1. EHC plans and statements of SEN are legal documents which detail the needs of the individual student, and the assistance they are to receive.
2. A maximum of 60 points are available for A level, 50 points for applied general and tech level and 8 points for technical certificates. More information on points, APS bands and grade boundaries can be found in the [technical guide for 16 to 18 accountability measures \(opens in new tab\)](#).

[Show 1 more footnote](#)

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Attainment by other student characteristics

 Hide

Breakdowns of other student characteristics such as first language, free school meals status, and detailed ethnicity and SEN breakdowns, including these broken down further by disadvantage status, are available in the create your own tables sections of this statistical release: [Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

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English and maths progress measure

 Hide

The English and maths progress measure has returned this year following a period of absence since 2021/22 due to the impact of excluding CAG/TAG grades on this performance measure. Since August 2014, students on 16-19 study programmes of 150 hours or more who do not hold a GCSE grade 9-4

(or equivalent qualification) in English and/or maths, are required to study these subjects under Condition of Funding rules.

The 2024/25 English and maths cohort is still impacted by changes to grading approaches during the pandemic

In 2019/20, grades were awarded via centre assessed grades (CAGs), in 2020/21 via teacher assessed grades (TAGs), and in 2021/22, whilst exams returned, the approach to grading broadly reflected a midpoint between results in 2018/19 and 2020/21.

The majority of the students included in this release finished within two years of study. This means the majority reached the end of key stage 4 when grading approach had returned to normal.

However, a large proportion of students (89% and 83% respectively) that take below Level 3 English or maths remain into their third year of study and so would have ended their key stage 4 study in 2021/22. CAGs and TAGs resulted in higher prior attainment and as none of the 2024/25 cohort were awarded these at key stage 4, below Level 3 entries have increased as more have needed to resit. However, many of the 2024/25 English and maths cohort would still have had their key stage 4 attainment adjusted by the mid-point approach and so they are not yet a comparable cohort to pre-pandemic.

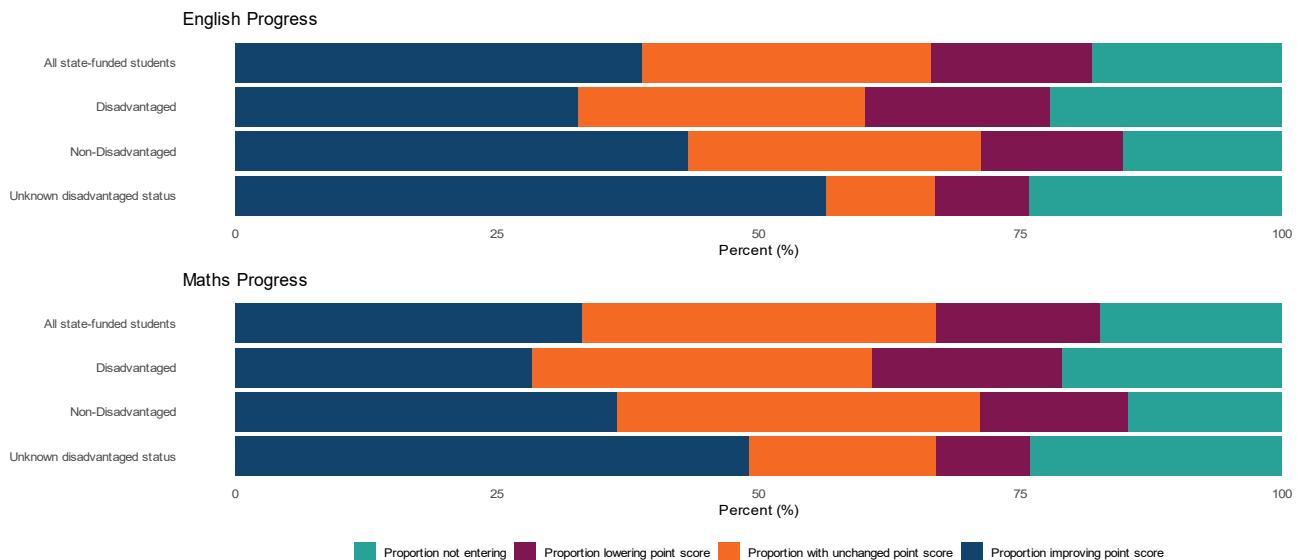
Of the students in scope for the measure, 81.1% of students entered an approved English qualification, and 82.3% of students entered an approved maths qualification. Of these students, a higher proportion of the cohort improved their point score (38.7% and 33.2% for English and maths respectively) whilst 27.3% (English) and 33.5% (maths) remained the same and 15.1% (English) and 15.6% (maths) scored lower.

Disadvantage status

A higher proportion of non-disadvantaged students entered an approved English or maths qualification compared to disadvantaged students. The average progress of disadvantaged students was generally lower than non-disadvantaged students too, with those studying English achieving an average of 0pts progress and those studying maths achieving an average of -0.1pts progress.

- Export options

The proportion of non-disadvantaged students improving their point score was higher than disadvantaged students across both English and maths qualifications



Footnotes

1. Disadvantage status is as reported at the end of key stage 4. Analysis involving disadvantage status includes students at state-funded schools and colleges only.
2. Prior attainment and progress scores consist of students at the end of 16-18 study who are subject to the 16-19 maths and English Condition of Funding requirements. These are students who did not achieve a 9-4 or equivalent in qualifications which count as prior attainment by the end of key stage 4. For further details, see the guidance on the [Condition of Funding \(opens in new tab\)](#).

[Show 1 more footnote](#)

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Institution type

Most students in scope for the measure are studying at either 'All state-funded schools' or 'Other FE sector colleges'. The proportion of students studying an approved English or maths qualification is highest at 'Sixth form colleges' (88.7% and 89.4% for English and Maths respectively) and lowest at 'All independent schools' (36.1% and 46.3% for English and Maths respectively). 'Sixth form colleges' also have the highest average progress points made in each respective subject whilst also having the highest average prior attainment for students in scope for the measure.

[Chart](#)[Table](#)

► Export options

English and maths progress by institution type in 2024/25

English	Number of students in scope for the measure	Independent schools	FE sector colleges		State-funded schools
		All independent schools	Other FE sector colleges	Sixth form colleges	All state-funded schools
		1,518	80,512	2,900	11,261
	Average prior attainment points in		2.5	2.4	2.6

subject					
Average progress (points) made in subject	-0.2	0.0	0.5	0.4	
Proportion of cohort entering an approved qualification	36.1%	78.9%	88.7%	82.0%	
Proportion of cohort improving their point score	25.1%	32.9%	51.1%	52.4%	
Proportion of cohort lowering their point score	4.5%	17.6%	9.2%	7.2%	
Proportion of cohort with unchanged point score	6.5%	28.5%	28.4%	22.5%	
maths	Number of students in scope for the measure	1,477	108,749	5,800	20,611
	Average prior attainment points in subject	2.2	2.1	2.4	2.3
	Average progress	-0.2	-0.1	0.3	0.3

**progress
(points) made
in subject**

Proportion of cohort entering an approved qualification	46.3%	78.7%	89.4%	85.8%
Proportion of cohort improving their point score	28.3%	26.7%	47.7%	45.4%
Proportion of cohort lowering their point score	6.6%	18.3%	9.6%	7.8%
Proportion of cohort with unchanged point score	11.4%	33.7%	32.2%	32.7%

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[Data symbols](#) 

Footnotes

1. Totals may be less than the sum of separate institution types as students who attend multiple institutions during 16 to 18 study are only included once in aggregations of those institutions.
2. 'All state funded schools' includes city technology colleges (CTCs) and state-funded special schools. Figures for these institution types are not shown separately in the table. Excludes pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, independent schools,

independent special schools and independent schools approved to take pupils with special educational needs (SEN). These institution types are included in 'All schools'.

[Show 2 more footnotes](#)

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Time-series: APS per entry and A level subject entries and results

 Hide

These data are available through the 'Explore data and files used in this release' section in the files called 'Time series – APS entry by institution type' and 'Time series – A level subject entries and grade by sex'.

In addition, all the data is accessible through the dashboard linked below. The dashboard combines provisional data for 2024/25 from this statistical release with selected historical data compiled from previous versions of the 'A level and other 16 to 18 results' statistical release:

[16-18 Time-series attainment and single year entries \(opens in new tab\)](#)

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16-18 Transition Matrices and Ready Reckoner

16-18 Transition Matrices

The transition matrices (TM) are available through the dashboard [16-18 Transition Matrices \(opens in new tab\)](#) and in the 'Additional supporting files' section of this release, along with instructions for their use.

Transition matrices are a useful tool to help visualise the progression from different groups of attainment at key stage 4 (KS4) to outcomes achieved during 16 to 18 for a range of different subjects.

16-18 Ready Reckoner

The ready reckoner (RR) is available through the dashboard [16-18 Ready Reckoner \(opens in new tab\)](#).

The 16-18 ready reckoner is a tool that can be used to both understand the value added model better, and to manipulate student data and inform target setting.

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[A level and other 16 to 18 results](#)

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Contact us

If you have a specific enquiry about A level and other 16 to 18 results statistics and data:

Attainment statistics team

Email: Attainment.STATISTICS@education.gov.uk

Contact name: John Shale

Press office

If you have a media enquiry:

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