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Department for Education

Academic year 2024/25

Key stage 4 destination measures

Pupils sustaining an education, apprenticeship or employment destination after GCSEs in England. Includes disadvantage, ethnicity and other breakdowns.

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Published
15 October 2026

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Headline facts and figures

Sustained education, employment & apprenticeships

91.3%

0.4 percentage point decrease since last year

What is a sustained destination?

Sustained education destination

86.2%

0.3 percentage point increase since last year

What is a sustained education destination?

Sustained apprenticeships

3.0%

0.3 percentage point decrease since last year

What is a sustained apprenticeship destination?

Sustained employment destination

2.1%

0.5 percentage point decrease since last year

What is a sustained employment destination?

▶ What is a sustained employment destination?

This publication is about the destinations for pupils from state funded

mainstream schools who left key stage 4 in 2023/24 and follows their destinations in 2024/25.

- 91.3% of pupils were in a sustained education, apprenticeship or employment destination, a 0.4 percentage point decrease compared to last year.
- 86.2% of pupils were in sustained education, this shows a 0.3 percentage point increase since last year.
- 5.4% of pupils did not have a recorded sustained destination in the year after key stage 4, a 0.2 percentage point decrease since last year, and 3.3% of pupils had an unknown destination

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School level data

Compare school and college performance (CSCP) (opens in new tab) will close soon. From autumn 2026, you will be able to use a new service. Data on CSCP will not be updated past the 2024/25 academic year.

However, you can also view the latest data in this release via the table tool by following these steps:

1. At the top of the release, select Explore and download data
2. Scroll down to "Data sets: download or create tables" and click "Create table" under "Key stage 4 institution level destination measures".
3. Use the search box to find a school by name or unique reference number (URN). Select the required schools using the tick boxes. You can select multiple schools. Click "Next step".
4. Select the required time period and click "Next step".
5. Under "Choose your filters", select the measures you wish to view. the headline destination measure is

"Sustained education, employment & apprenticeships". You can also select pupil characteristics at this stage.

5. Click "Create table" to view the data.

You can also download the complete datasets via the same link above.

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What are destination measures?

What are destination measures?

Destination measures provide information on the success of schools and colleges in helping young people continue in education, apprenticeships or employment.

Key stage 4 destination measures follow pupils who were at the end of key stage 4 study (GCSE and equivalent qualifications) in 2023/24, and reports their destinations in the following academic year (2024/25).

These official statistics show the percentage of pupils going to an education, apprenticeship or employment destination. To be counted in a destination, young people must have sustained participation for a 6 month period in the destination year. Full details are provided in the methodology document that accompanies this release.

The headline statistics refer to pupils leaving state-funded mainstream schools in England.

Some pupils do not sustain their destination for at least two terms, these students are recorded as "Not recorded as a sustained destination".

Coronavirus (COVID-19) pandemic disruption

Destination outcomes in 2020/21 and 2021/22 academic years were affected by the disruption to the economy and educational settings caused by the coronavirus (COVID-19) pandemic. 2020, 2021 and 2022 leavers (with destination outcomes 2020/21, 2021/22 and 2022/23) were also impacted by changes to grading approaches during these years as well as the ongoing uneven impacts of the pandemic on different schools, colleges and pupils.

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Change over time

In the 2023/24 academic year, 91.3% of pupils had a sustained education, apprenticeship or employment destination in the year after completing key stage 4. This continues a downward trend compared to previous years.

Education destinations have increased by 0.3 percentage points this year, following a steady decrease since 2019/20. The proportion of pupils having sustained employment destinations has decreased this year by 0.5 percentage points, the same as last year. The proportion sustaining an apprenticeship fell by 0.3 percentage points following an increase of 0.1 percentage points last year.

Many of the pupils who did not have a sustained destination (5.4% in 2023/24) will have had some participation in the year after finishing key stage 4 but did not sustain the destination throughout the required 6 month period.

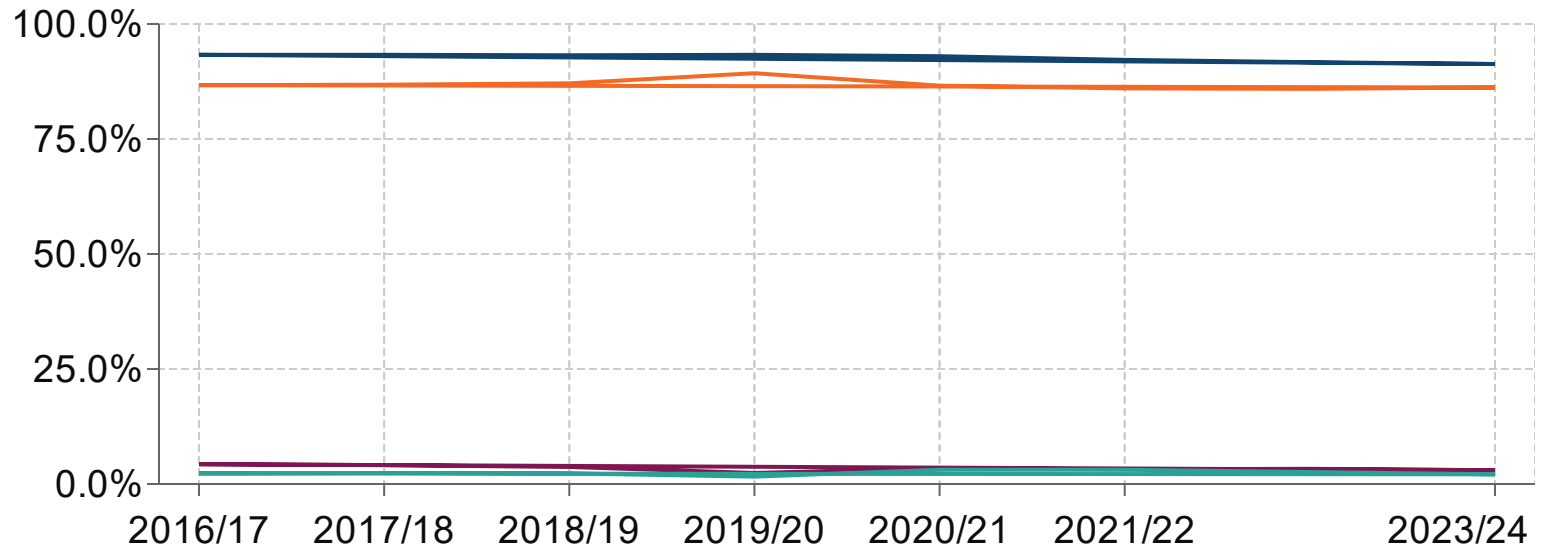
5.4% of 2023/24 pupils had some participation in the year after finishing key stage 4 but did not sustain the destination throughout the required 6 month period.

Chart | Table

▶ Export options

A greater proportion of pupils (2024 leavers) had a sustained education destination and a lower proportion apprenticeship or employment destinations in comparison to the previous year (percentage sustained)

Destinations of KS4 state-funded mainstream schools leavers, England,2017-2024



- Sustained education, employment or apprenticeships
- Sustained education destination
- Sustained apprenticeships
- Sustained employment destination

Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.

2. State-funded mainstream schools include community schools, voluntary aided schools, voluntary controlled schools, foundation schools, academies, free schools, city technology colleges and further education colleges with provision for 14- to 16-year-olds.

Show 1 more footnote

Source: NPD

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Explore data

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Pupil characteristics

Disadvantage status and pupil premium

Pupils were considered disadvantaged in year 11 and were eligible for pupil premium funding if they had been eligible for free school meals at any point in the last six years, had been looked after by the local authority, or had been adopted from care. Pupils eligible for free school meals are a subset of the wider disadvantaged group. See methodology for details.

Disadvantage status

Disadvantaged pupils are less likely to have a sustained destination

Disadvantaged pupils (those eligible for pupil premium (opens in new tab) funding) were less likely to have a sustained destination (83.2%) than all other pupils (94.1%). This is a gap of 10.9 percentage points.

The most common education destination for disadvantaged pupils was further education (47.3% of total destinations), compared to a school sixth form destination (39.0% of total destinations) for non-disadvantaged pupils.

Disadvantaged pupils were more likely to enter an employment destination and less likely to go into a sustained apprenticeship than all other pupils. Disadvantaged pupils were also more likely not to sustain a destination (10.7%) compared to all other pupils (3.5%).

Chart | Table

▶ Export options

Pupils who were disadvantaged were less likely to have a sustained destination than pupils who were not disadvantaged in 2023/24 (percentage sustained)

		2023/24	
		Disadvantaged	Not known to be disadvantaged
Overall destination	**Sustained education, employment & apprenticeships**	83.2%	94.1%
Headline destinations	**Sustained education destination**	78.8%	88.8%
	Sustained apprenticeships	2.1%	3.4%
	Sustained employment destination	2.3%	2.0%
	Not recorded as a sustained destination	10.7%	3.5%
	Activity not captured	6.1%	2.3%

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Data symbols

Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.
2. 'Not recorded as a sustained destination' includes pupils who were captured in the source data and had some participation in the academic year but did not complete the required six months sustained participation.

Show 3 more footnotes

Source: NPD

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The gap between sustained destinations for disadvantage and non-disadvantage students has increased in recent years

The gap between disadvantage and non-disadvantage pupils is 10.9 percentage points for the latest cohort of KS4 leavers. This gap has decreased slightly from 11.3 percentage points last year, driven by a fall for non-disadvantage students, but remains higher than the 8.2 percentage points gap in 2019/20.

Chart | Table

▶ Export options

The sustained destination gap between disadvantaged and non disadvantage students has widened between 2016/17 and 2023/24

	Overall destination	
	Sustained education, employment & apprenticeships	
	Disadvantaged	Not known to be disadvantaged
2016/17	87.1%	95.6%
2017/18	87.1%	95.6%
2018/19	86.8%	95.4%
2019/20	87.2%	95.4%
2020/21	86.4%	95.3%
2021/22	84.5%	94.9%
2022/23	83.3%	94.6%
2023/24	83.2%	94.1%

Show full screen table

Data symbols

Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.
2. State-funded mainstream schools include community schools, voluntary aided schools, voluntary

controlled schools, foundation schools, academies, free schools, city technology colleges and further education colleges with provision for 14- to 16-year-olds.

Show 1 more footnote

Source: NPD

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Sex

Female pupils were more likely to have a sustained destination than male pupils

Female pupils 3.9 percentage points more likely to have a sustained education destination. Male pupils were more likely to have a sustained apprenticeship or employment destination. The overall gap in sustained destinations has remained broadly similar over the years.

Chart | Table

▶ Export options

Female pupils were more likely to have a sustained education destination than male students for 2024 key stage 4 leavers

		Female	Male
		2023/24	2023/24
Overall destination	**Sustained education, employment & apprenticeships**	92.3%	90.4%
Headline destinations	**Sustained education destination**	88.2%	84.3%
	Sustained apprenticeships	2.1%	3.9%
	Sustained employment destination	1.9%	2.2%
	Not recorded as a sustained destination	5.1%	5.6%
	Activity not captured	2.6%	4.0%

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Data symbols

Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.
2. 'Not recorded as a sustained destination' includes pupils who were captured in the source data and had some participation in the academic year but did not complete the required six months sustained participation.

Show 3 more footnotes

Source: NPD

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Ethnicity

Pupils from Chinese and Indian backgrounds were most likely to have a sustained destination

This was driven by these students being most likely to have a sustained education destination. Pupils from Gypsy Roma backgrounds were least likely to have a sustained education destination.

English / Welsh / Scottish / Northern Irish / British students were the most likely to sustain an apprenticeship destination (4.3%).

Pupils from Gypsy Roma and English / Welsh / Scottish / Northern Irish / British backgrounds were most likely to have a sustained employment destination. Pupils from African, Bangladeshi, Indian, Any Other Asian and Chinese backgrounds were least likely to have a sustained employment destination.

▶ Export options

Pupils from Indian and Chinese backgrounds were most likely to have a sustained destination in 2023/24 (percentage sustained)

	2023/24

		Overall destination	Headline destinations			
		Sustained education, employment & apprenticeships	Sustained education destination	Sustained apprenticeships	Sustained employment destination	N rec a sust dest
Asian / Asian British	**Total**	94.1%	93.1%	0.5%	0.5%	
	Any other Asian background	94.4%	93.7%	0.3%	0.4%	
	Bangladeshi	94.6%	93.9%	0.4%	0.4%	
	Chinese	96.7%	96.2%	0.1%	0.3%	
	Indian	96.1%	95.3%	0.4%	0.4%	
	Pakistani	91.7%	90.3%	0.8%	0.6%	
Black / African / Caribbean / Black British	**Total**	94.0%	92.9%	0.7%	0.4%	
	African	94.9%	94.1%	0.5%	0.3%	
	Any other Black / African / Caribbean background	92.6%	91.1%	0.8%	0.6%	

	Caribbean	91.0%	89.0%	1.1%	0.9%
Mixed / Multiple ethnic groups	**Total**	90.5%	87.5%	1.6%	1.5%
	Any other Mixed / Multiple ethnic background	91.4%	89.0%	1.2%	1.2%
	White and Asian	92.4%	89.7%	1.4%	1.3%
	White and Black African	91.3%	88.8%	1.4%	1.2%
	White and Black Caribbean	87.0%	82.3%	2.5%	2.2%
Other ethnic group	**Total**	91.2%	90.3%	0.5%	0.5%
	Any other ethnic group	91.2%	90.3%	0.5%	0.5%
White	**Total**	90.8%	84.2%	3.9%	2.6%
	Any other White background	91.6%	89.7%	0.9%	0.9%

	English / Welsh / Scottish / Northern Irish / British	90.8%	83.7%	4.3%	2.8%
	Gypsy / Roma	57.8%	54.0%	1.0%	2.8%
	Irish	92.0%	88.8%	1.4%	1.8%
	Irish traveller	78.5%	74.6%	2.8%	1.1%
Unknown		87.9%	83.6%	2.1%	2.3%

Show full screen table

Data symbols

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Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.
2. 'Not recorded as a sustained destination' includes pupils who were captured in the source data and had some participation in the academic year but did not complete the required six months sustained participation.

Show 4 more footnotes

Source: NPD

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SEN support and Education, health and care plans

SEN support is given in school. It can include, for example, a special learning programme, extra help from a teacher or assistant, to work in a small group, observation in class or at break, help taking part in class activities etc.

Education, health and care plans (EHC) are for young people, aged up to 25, who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Special Educational Needs

Pupils with no identified special educational need (SEN) were most likely to have sustained any destination; those pupils with an educational healthcare plan (EHCP) were least likely to have sustained any destination.

87.5% of pupils with no identified SEN sustained an education destination, compared to 78.6% for SEN support students and 81.4% for students with an EHCP plan.

For students with an identified special educational need, SEN support and students with an education and health care plan had similar overall sustained destination rates. Those students with an EHCP were more likely to continue in education whereas SEN support students were more likely to continue in an apprenticeship or employment after KS4.

Chart | Table

▶ Export options

Pupils who had no identified special educational needs (SEN) were most likely to have a sustained education destinations in 2023/24 (percentage sustained)

		2023/24		
		SEN provision		
		No identified SEN	SEN support	SEN with EHC plan or statement
Overall destination	**Sustained education, employment & apprenticeships**	92.6%	84.5%	84.2%
Headline destinations	**Sustained education destination**	87.5%	78.6%	81.4%
	Sustained apprenticeships	3.1%	3.1%	1.5%
	Sustained employment destination	2.0%	2.7%	1.3%
	Not recorded as a sustained destination	4.7%	9.5%	8.2%
	Activity not captured	2.7%	6.0%	7.6%

Show full screen table

Data symbols

Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.

2. Following special educational needs and disability (SEND) reforms in 2014/15, SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. SEN support replaces school action and school action plus (grouped as SEN without a statement up to and including 2013/14). It was expected that all transfers to this category take place during the 2014/15 academic year but some legacy categories remain in subsequent cohorts. More detailed information on the reforms can be found here: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.

Show 4 more footnotes

Source: NPD

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Geographical location

Pupils from London were most likely to have an overall sustained destination, with pupils from North East being least likely.

The gap in overall sustained destinations between London and the North East is 3.6 percentage points, narrowing the gap slightly between the two regions and reversing the widening trend seen in recent years.

91.7% of pupils from Outer London sustained an education destination, closely followed by Inner London with 91.2% of pupils. These values are 5.5 and 5.0 percentage points greater than the national average.

Pupils from the South West were most likely to have a sustained apprenticeship destination, whereas Inner London had the lowest proportion of pupils sustaining an apprenticeship destination.

The highest employment destination rate is for the South West where 2.9% of pupils sustained an employment destination, while pupils from Inner London were least likely to sustain an employment destination.

Chart | Table

▶ Export options

Pupils from the East of England and London were more likely to have a sustained destination than pupils from other regions in England in 2023/24 (percentage sustained)

	2023/24					
	Overall destination	Headline destinations				
	Sustained education, employment & apprenticeships	Sustained education destination	Sustained apprenticeships	Sustained employment destination	Not recorded as a sustained destination	Activi not captur
North	89.5%	82.8%	4.3%	2.4%	7.2%	3.3

East						
North West	90.1%	83.8%	3.8%	2.5%	6.6%	3.3
Yorkshire and The Humber	90.2%	83.8%	4.1%	2.3%	6.4%	3.3
East Midlands	91.1%	85.5%	3.5%	2.1%	5.6%	3.2
West Midlands	90.3%	85.4%	3.0%	1.8%	6.1%	3.7
East of England	92.6%	87.7%	2.6%	2.2%	4.6%	2.8
London	93.1%	91.5%	0.9%	0.7%	3.6%	3.3
South East	92.1%	87.4%	2.5%	2.2%	4.7%	3.2
South West	92.0%	84.3%	4.7%	2.9%	5.2%	2.8
Inner London	92.3%	91.2%	0.6%	0.6%	4.0%	3.7
Outer London	93.5%	91.7%	1.1%	0.7%	3.4%	3.1

Show full screen table

Data symbols

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Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.
2. 'Not recorded as a sustained destination' includes pupils who were captured in the source data and had some participation in the academic year but did not complete the required six months sustained participation.

Show 3 more footnotes

Source: NPD

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Prior attainment

Prior attainment

Attainment for this cohort of students is available for two sets of assessments - the end of key stage 2 (KS2), when children take national tests in English reading, maths, and grammar, punctuation and spelling (age 11); and at the end of key stage 4 (KS4), when most pupils take GCSEs or other equivalent qualifications (age 16).

Key stage 4 attainment shows whether pupils achieved a grade of either 4 or above in English and maths GCSEs.

Prior Attainment at key stage 2 (age 11)

Pupils who had high prior attainment at key stage 2 (KS2) were more likely to have a sustained destination than pupils who had middle or low attainment.

Pupils who had high prior attainment at KS2 were more likely to have an overall sustained destination than those pupils who had middle or low prior attainment. Pupils who had high prior attainment at KS2 were more likely to have a sustained education destination, but least likely to sustain an apprenticeship or employment destination.

Pupils who had low prior attainment at KS2 were most likely to have a sustained employment destination out of all prior attainment at KS2 groups, however they were least likely to have a sustained education destination (77.4%).

Chart | Table

▶ Export options

Pupils who achieved a high prior attainment assessment at key stage 2 (KS2) were more likely to have a sustained education destination than those who achieved mid or low assessments

		2023/24		
		Prior attainment		
		High prior attainment at Key Stage 2	Mid prior attainment at Key Stage 2	Low prior attainment at Key Stage 2
Overall destination	**Sustained education, employment & apprenticeships**	96.4%	92.3%	84.0%
Headline destinations	**Sustained education destination**	93.6%	86.3%	77.4%
	Sustained apprenticeships	1.7%	3.7%	3.6%
	Sustained employment destination	1.1%	2.3%	3.0%
	Not recorded as a sustained destination	2.1%	5.2%	9.7%
	Activity not captured	1.4%	2.5%	6.3%

Show full screen table

Data symbols

Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.
2. 'Not recorded as a sustained destination' includes pupils who were captured in the source data and had some participation in the academic year but did not complete the required six months sustained participation.

Show 4 more footnotes

Source: NPD

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Use our table tool to explore this data.

Explore data

Prior Attainment at key stage 4 (age 16)

Pupils who achieved grades 9 to 4 in English and maths at key stage 4 (KS4) were more likely to have an overall sustained destination (education, apprenticeship or employment) than those who didn't.

There was a considerable gap (19.6 percentage points) in the proportion of pupils who had a sustained education destination between those who achieved at least grade 4 English and maths and those who didn't. Pupils not achieving at least grade 4 in English and maths were much more likely to attend FE destinations

(60.0%), whereas those that did were more likely to attend school sixth forms (48.2%).

The students who did not achieve at least grade 4 in English and maths at KS4 were more likely to have a sustained apprenticeship (3.7%) or employment destination (3.7%) than students who did achieve at least grade 4.

Chart | Table

▶ Export options

Pupils who achieved grades 9 to 4 in English and maths at key stage 4 (KS4) were more likely to sustain a destination in 2023/24 (percentage sustained)

		2023/24	
		Prior attainment	
		English and Maths 9 to 4 achieved at Key stage 4	English and Maths 9 to 4 not achieved at Key stage 4
Overall destination	**Sustained education, employment & apprenticeships**	96.8%	80.6%
Headline destinations	**Sustained education destination**	92.8%	73.2%
	Sustained apprenticeships	2.7%	3.7%
	Sustained employment destination	1.3%	3.7%
	Not recorded as a sustained destination	2.1%	11.9%
	Activity not captured	1.2%	7.5%

Show full screen table

Data symbols

Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are looked after children for at least one day, or are adopted from care.
2. At the end of key stage 4 pupils are expected to achieve 'good passes' at grade 5 or above in both English and maths GCSEs or selected equivalents. The figures for student achievement of grade 4 or above in both English and maths are shown alongside this measure for transparency and comparability. This measure is chosen because passes in English and maths will continue to be assessed in future years and because passes in these subjects tie closely to conditions for post-16 funding and accountability. Prior to the introduction of the reformed 9 to 1 GCSEs in English and maths in 2016/17, a 'good pass' was classed as an A*-C grade.

Show 4 more footnotes

Source: NPD

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Use our table tool to explore this data.

Explore data

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Mainstream institution type

Pupils from converter academies were more likely to have a sustained destination than pupils from any other establishment type

Pupils from converter academies were most likely to have a sustained education, apprenticeship or employment destination, whereas pupils from FE colleges with 14 to 16 provision were least likely to have sustained any destination. This was driven by education destinations: 87.6% of all pupils from converter academies and 69.4% from FE colleges with 14 to 16 provision sustained an education destination.

Pupils from University Technical Colleges were most likely to have a sustained apprenticeship destination, followed by studio schools. Free schools had the lowest proportion of pupils sustaining an apprenticeship destination.

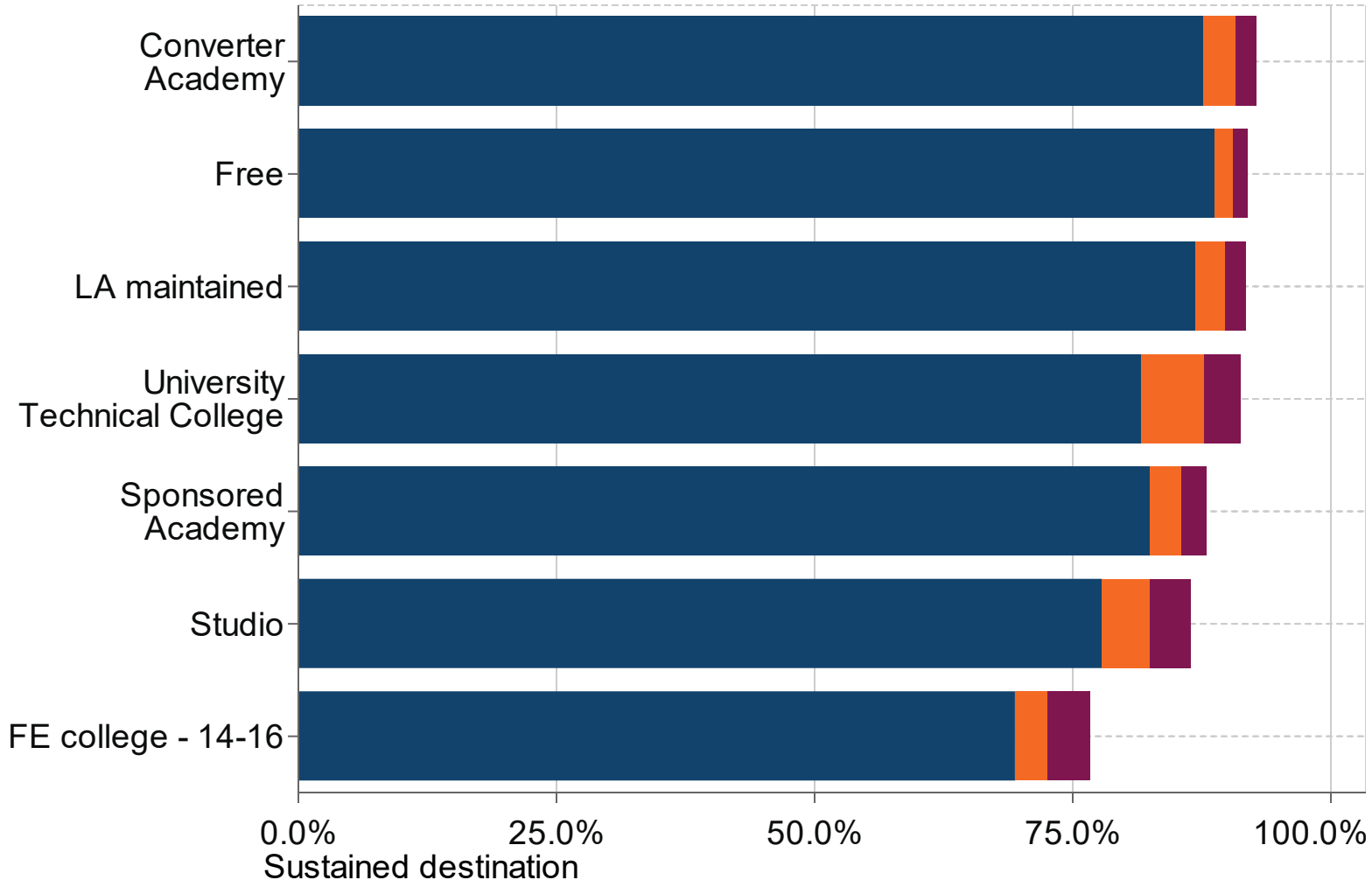
FE colleges with 14 to 16 provision had the highest proportion of pupils sustaining an employment destination, 2.0 percentage points higher than the national average. Pupils from free schools had the lowest proportion of pupils sustaining an employment destination.

Chart | Table

▶ Export options

Pupils from converter academies were more likely to have a sustained destination than pupils from other mainstream schools in 2023/24 (percentage sustained)

Destinations of 2024 study leavers, England, by mainstream school institution type



Footnotes

1. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM) in any spring, autumn, summer, alternative provision or pupil referral unit census from year 6 to year 11, or that are

looked after children for at least one day, or are adopted from care.

2. Local authority maintained mainstream schools include community schools, voluntary aided schools, voluntary controlled schools and foundation schools.

Show 5 more footnotes

Source: NPD

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Use our table tool to explore this data.

Explore data

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Other institution types

> The commentary in this release focuses on pupil destinations after leaving state funded mainstream schools, in this section we discuss pupil destinations from other types of institution.

Special schools

> A number of pupils go to schools specifically for pupils with special educational needs – 'special schools'. These pupils may either go to state-funded special schools, or non-maintained special schools where state-funding follows the learner. The different types of special school are not shown separately.

Of pupils in special schools, 87.8% had an overall sustained education, apprenticeship or employment destination compared to 91.3% for pupils in state-funded mainstream schools.

Over half of pupils from special schools (52.8%) stayed in the special school sector, 27.4% sustained a further education destination, whilst only 0.3% sustained an employment destination and 0.3% sustained an apprenticeship destination.

Alternative provision (AP)

> State place funded AP includes pupil referral units, academy and free school alternative provision and hospital schools.
>
> Other alternative provision includes education funded by the local authority outside of state place funded schools, including independent schools, non-maintained special schools, and providers who do not meet the criteria for registration as a school.

Less than 2% of pupils who completed key stage 4 were mainly attending state place funded AP or other types of alternative provision. 60.0% of pupils from AP went to a sustained destination, compared with 91.3% from state-funded mainstream schools.

For 2024 leavers, 55.3% of pupils from AP sustained an education destination, a 0.9 percentage point increase compared to the 2023 leavers (54.4%). The majority of these pupils sustained further education destinations (28.9% for 2024 leavers).

Around a fifth (20.8%) of pupils in any AP provision did not sustain a destination for the required 6-month period, this compares to 5.4% of students from state funded mainstream schools. A larger proportion of AP pupils had no activity captured compared to mainstream pupils (19.1% compared to 3.3%).

AP pupils were more likely to go on to employment (3.3% compared to 2.1% in mainstream schools).

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Contact us

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Phone: 0370 000 2288

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Monday to Friday from 9.30am to 5.30pm (closed on bank holidays)

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