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Department for Education

Academic year 2024/25

Progression to higher education or training

Rates and value-added scores of level 3 (e.g., A level) students that sustain a higher education or apprenticeship destination. Includes various breakdowns.

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Official statistics
Department for Education
Published
15 October 2026

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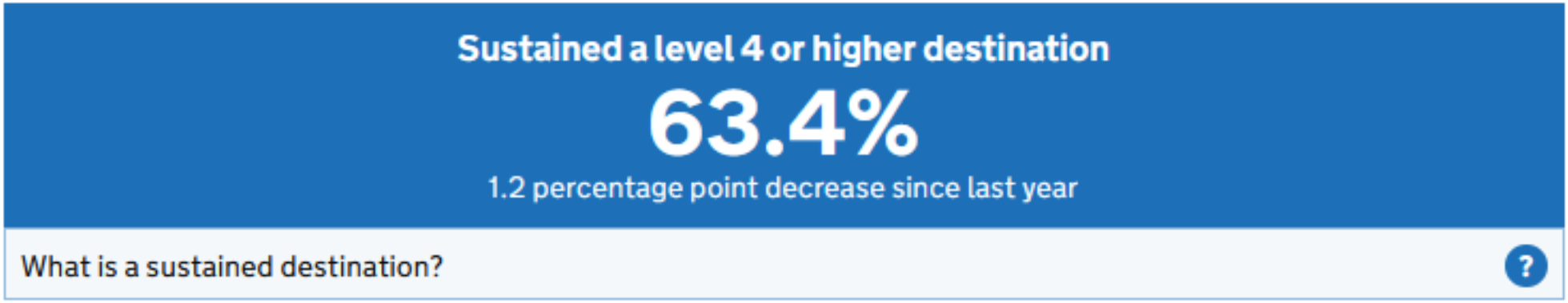
Headline facts and figures



> The way we have derived sustained destinations this year has been updated, so figures for previous years have been revised. See the 'Changes to the data' section for more detail.

The latest data in this release covers students who left 16 to 19 study in 2022/23. These statistics show the percentage of level 3 pupils (e.g. those that studied A levels, tech levels and applied general qualifications) continuing to a sustained education or training destination at level 4 or higher (such as degrees, higher apprenticeships and higher national diplomas) in the two years after completing 16 to 19 study.

The proportion of students that progressed to a sustained level 4 or higher destination was 63.4%.

Of the 63.4%, their destinations were as follows:

- 58.4% were studying for a degree (a level 6 qualification)
- 2.5% were participating in an apprenticeship at level 4 or higher
- 2.4% were studying other qualifications at level 4 or 5

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School and college 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 "Progression to higher education and training institution level destinations".
3. Use the search box to find a school or college by name or unique reference number (URN). Select the required schools and colleges using the tick boxes. You can select multiple schools or colleges. 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 a level 4 or higher destination". You can also select pupil characteristics and qualification level at this stage.
6. Click "Create table" to view the data.

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

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Changes to the data

The rules that determine if a student is at the end of 16-19 study changed for the 2021 and 2022 cohort of leavers compared to earlier years. In previous releases this caused a discontinuity in the time series. For this statistical release we have recalculated the data from 2016/17 cohort onwards on a consistent basis so all students are deemed to be at the end of 16-19 study using the new rules. This ensures a consistent timeseries in the statistical release. Full details of the change are covered in the methodology document.

Removal of value-added progression scores

Value-added progression scores and other related indicators are not included in this year's publication. Value-added progression scores take into account the key stage 4 prior attainment of students. The latest cohort (2022/23 leavers) were subject to a different grading approach at key stage 4 due to changes made during the COVID-19 pandemic. The Department made a commitment not to use grades awarded in 2020/21 and 2021/22 for accountability measures and therefore the progression score has not been included for this cohort in this release.

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What is progression to higher education or training?

Progression to higher education or training shows the percentage of students that sustain an education course or apprenticeship at level 4 or higher in the two years following their 16 to 19 study. The most recent data reports on students who completed 16 to 19 study in the 2022/23 academic year and identifies their education and/or apprenticeship destinations in the two years following their last attendance at a 16 to 19 institution.

The measure is designed to complement the existing destination measures (Destinations after KS4 and 16-19 study) which provide more information on the destinations that are not featured here such as employment and further study at level 3 or below. These measures are produced for a number of purposes, including to assist with provider choice and encourage provider improvement via the school performance data, and to inform the public and stakeholders for policy development.

This progression measure differs from the original measures in that it uses a two-year destination window (rather than one) in order to better report students that take gap years and similar breaks. For previous cohorts it also calculated value-added scores which took both prior attainment at GCSE and main qualification type into account.

Timeliness of data

There is a time lag between students completing their 16 to 19 study and this measure being published. Two years have to elapse during which young people are participating in their chosen destination, and datasets have to be combined before measuring sustained participation in education or apprenticeships. This publication reports on students that completed their 16 to 19 study in summer 2023, and considers their destination activity up to summer 2025.

What is a 'sustained' destination?

To be counted in a level 4 or higher destination, students have to be recorded as having sustained participation for a 6 month period in the two-year destination window. This participation can include activity in a single destination or a combination, as long as there are six consecutive months at level 4 or higher.

Who is included in the cohort?

This measure is restricted to students that studied level 3 qualifications as there is less expectation for students studying qualifications at lower levels to progress to level 4 or higher destinations. It thus includes students that studied academic qualifications such as A levels, applied general qualifications, technical levels, or other qualifications that have not been included in performance data but are notionally level 3. The cohort includes

students who completed their 16 to 19 study in state-funded mainstream schools and colleges in 2022/23, and focuses on activity during the two years after they last attended a 16 to 19 provider.

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.

> ### Removal of value-added progression scores
>
> Value-added progression scores and other related indicators are not included in this year's publication. Value-added progression scores take into account the key stage 4 prior attainment of students. The latest cohort (2022/23 leavers) were subject to a different grading approach at key stage 4 due to changes made during the COVID-19 pandemic. The Department made a commitment not to use grades awarded in 2021/22 for accountability measures and therefore the progression score has not been included for this cohort in this release.

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Comparison to previous years

Making comparisons over time

This release covers the 2022/23 cohort of leavers and as such has been impacted by measures taken to prevent the spread of coronavirus (COVID-19) and associated disruption to education settings and the economy.

This cohort would have finished level 3 study outside of the examination period that was affected by the pandemic, though the majority of the cohort would have finished key stage 4 study in the 2020/21 academic year, where students were examined using Teacher Assessed Grades (TAGs). Cohorts as far back as 2018/19 would have also been affected by the pandemic, either through one of or a combination of centre assessed grades (CAGs), teacher assessed grades (TAGs), or economic disruption caused by the pandemic in their destination year.

Progression to higher education or training continues to follow decline from peak levels seen during the pandemic

63.4% of this year's cohort progressed to higher education or training, a 1.2 percentage point decrease compared to the previous cohort. This follows a steady decline seen since peak sustained progression to level 4 or higher destinations was seen for the 2019/20 cohort (67.0%). The 2019/20 cohort was directly impacted by the coronavirus pandemic during level 3 study, and were examined using Centre Assessed Grades (CAGs). This led to students being more likely to achieve higher grades than in other years and in turn being more likely to be accepted into higher education institutions.

The trend seen for progression to level 4 or higher destinations over time was driven by degree destinations, where the same general trend is observed.

Higher sustained apprenticeship destinations increased slightly by 0.1 percentage points compared to the previous cohort, following a steady upwards trend since the earliest cohort on record (2016/17). Higher apprenticeship destinations for the 2022/23 cohort (2.5%) are now almost double levels seen in the 2016/17 cohort (1.3%).

In contrast, sustained level 4 or 5 destinations for the current cohort (2.4%) continue a slow general decline seen since the 2016/17 cohort (3.2%).

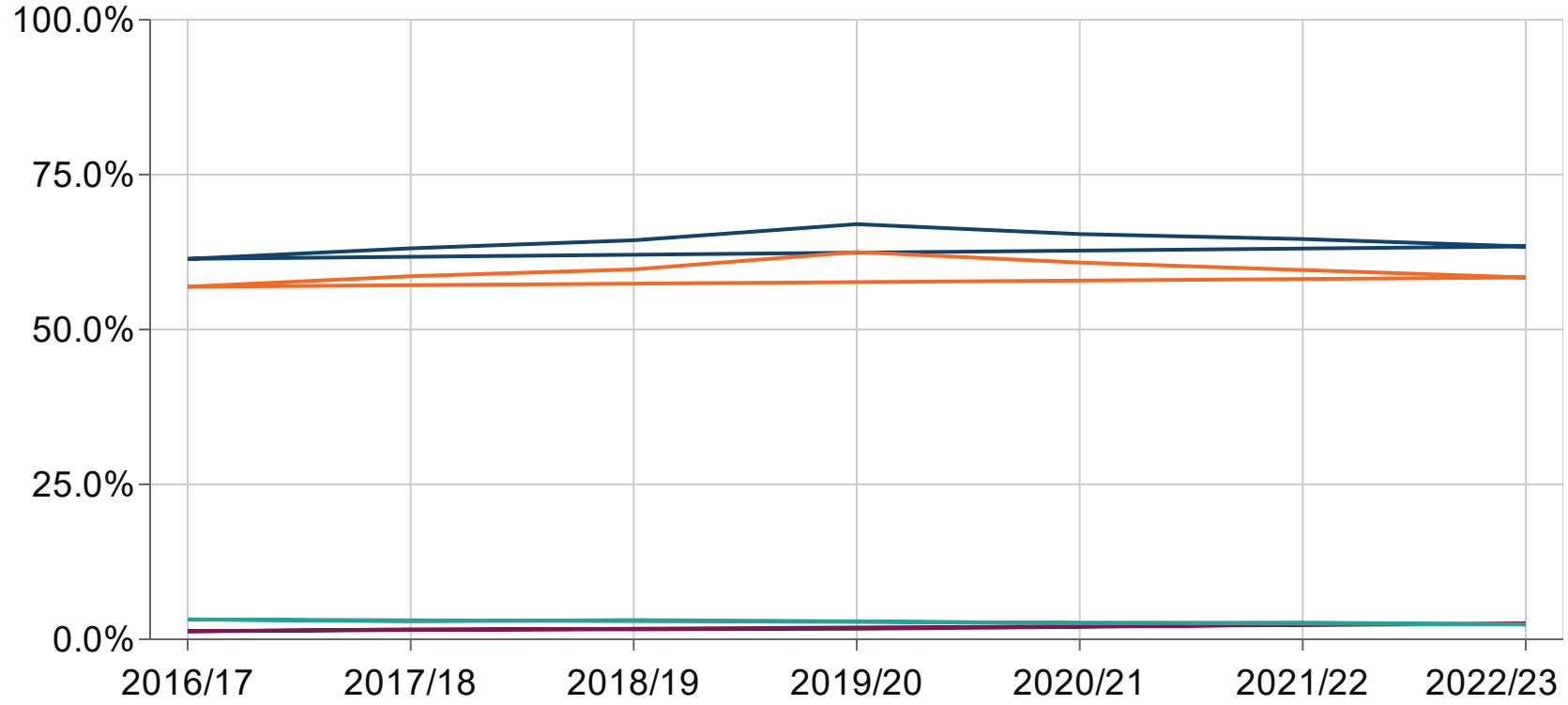
Chart | Table

▶ Export options

Students were less likely to progress to higher education and training compared to the previous cohort

Progression to higher education or training, England, 2016/17 to 2022/23 cohort of level 3 students

Sustained level 4 or higher destination



Footnotes

1. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.
2. Disadvantage status is given as in year 11. Disadvantaged students are defined as those who were eligible for free school meals at any point in the previous six years or having been looked after by their

local authority. These are the students who would have been in receipt of the pupil premium when in year 11. Students with no key stage 4 record were not known to be disadvantaged in year 11 and are included in all other students.

Show 2 more footnotes

Source: National Pupil Database

Explore and edit this data online

Use our table tool to explore this data.

Explore data

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Student characteristics

Disadvantage status

The gap between disadvantage students (those eligible for pupil premium in year 11) and non-disadvantaged students narrowed by 0.7 percentage points for sustained level 4 or higher destinations, despite remaining wider than pre-pandemic levels.

Disadvantaged students were 7.9 percentage points less likely to sustain a level 4 or higher destination than non-

disadvantaged students, narrowing from an 8.6 percentage point gap for the previous cohort, the largest disadvantage gap in recorded data. The gap still remains wider than pre-pandemic levels (5.3 to 6.5 percentage point gap between 2016/17 and 2018/19 cohorts).

56.9% of disadvantaged students sustained a level 4 or higher destination, a 0.7 percentage point decrease compared to the previous cohort. 64.8% of non-disadvantaged students sustained a level 4 or higher destination, a 1.4 percentage point decrease compared to the previous cohort.

The gap is primarily driven by degree destinations, with disadvantaged students 7.3 percentage points less likely to sustain a degree destination (52.5%) than non-disadvantaged students (59.8%). This gap widens for sustained destinations in a top-third higher education destination, with disadvantaged students 9.3 percentage points less likely to sustain a destination (8.8%) than non-disadvantaged students (18.1%).

Non-disadvantaged students were twice as likely to sustain a higher apprenticeship destination (2.8%) than disadvantaged students (1.4%). In contrast, disadvantaged students were more likely to sustain a level 4 or 5 destination (3.1%) than non-disadvantaged students (2.3%).

Chart | Table

▶ Export options

Progression to higher education and training by disadvantage status in England for the 2022/23 cohort.

				Disadvantaged	Not known to be disadvantaged
State-funded mainstream schools and	**Total**	**All students**	**Sustained a level 4 or higher destination**	56.9%	64.8%

colleges		**Sustained a degree destination**	52.5%	59.8%
		Sustained a destination at top third HEI	8.8%	18.1%
		Sustained an apprenticeship (level 4 or higher) destination	1.4%	2.8%
		Sustained a level 4 or 5 education destination	3.1%	2.3%
	Academic/AGQ students	**Academic/AGQ students who sustained L4+ destination**	66.0%	71.1%
	Tech level students	**Tech level students who sustained L4+ destination**	35.2%	36.8%
	Other level 3 students	**Other level 3 students who sustained L4+ destination**	33.4%	38.0%

Show full screen table

Data symbols

Footnotes

1. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.
2. Disadvantage status is given as in year 11. Disadvantaged students are defined as those who were eligible for free school meals at any point in the previous six years or having been looked after by their local authority. These are the students who would have been in receipt of the pupil premium when in year 11. Students with no key stage 4 record were not known to be disadvantaged in year 11 and are included in all other students.

Show 2 more footnotes

Source: National Pupil Database

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Use our table tool to explore this data.

Explore data

Sex

Female students continue to progress at a higher rate than male students

Female students were 6.8 percentage points more likely to sustain a level 4 or higher destination compared to male students. 66.5% of female students sustained a level 4 or higher destination, a 1.1 percentage point decrease compared to the previous cohort. 59.7% of male students sustained a level 4 or higher destination, a 1.3 percentage point decrease compared to the previous cohort.

This gap was driven by degree destinations, with female students 8.2 percentage points more likely to sustain a destination (62.2%) than male students (54.0%). However, this gap drops significantly to 1.1 percentage points for students sustaining a top third higher education destination.

In contrast, female students were almost half as likely to sustain a higher apprenticeship destination (1.8%) than male students (3.4%). Female students were similarly likely to sustain a level 4 or 5 destination (2.5%) compared to male students (2.3%).

Chart | Table

▶ Export options

Progression to higher education and training by sex in England for the 2022/23 cohort.

				Female	Male
State-funded mainstream schools and colleges	**Total**	**All students**	**Sustained a level 4 or higher destination**	66.5%	59.7%
			Sustained a degree destination	62.2%	54.0%
			Sustained a destination at top third HEI	16.9%	15.8%
			Sustained an apprenticeship (level 4 or higher) destination	1.8%	3.4%
			Sustained a level 4 or 5 education destination	2.5%	2.3%
		Academic/AGQ students	**Academic/AGQ students who sustained L4+ destination**	73.2%	66.8%
		Tech level students	**Tech level students who sustained L4+ destination**	34.9%	38.0%
		Other level 3 students	**Other level 3 students who sustained L4+ destination**	39.7%	34.0%

Show full screen table

Data symbols

Footnotes

1. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.
2. Disadvantage status is given as in year 11. Disadvantaged students are defined as those who were eligible for free school meals at any point in the previous six years or having been looked after by their local authority. These are the students who would have been in receipt of the pupil premium when in year 11. Students with no key stage 4 record were not known to be disadvantaged in year 11 and are included in all other students.

Show 2 more footnotes

Source: National Pupil Database

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Explore data

Ethnicity

Black / African / Caribbean / Black British ethnicity-major group students had the highest level 4 or higher progression rate, despite the lowest progression rate to a top-third higher education destination

Black / African / Caribbean / Black British ethnicity-major group students were most likely to sustain a level 4 or

higher destination (79.4%), followed by Asian / Asian British students (79.3%). This follows a 1.0 percentage point increase in the progression rate for Black / African / Caribbean / Black British students since last year in contrast to the other groups who all saw a decline in progression rate.

White students had the lowest progression rate (57.8%), a 21.6 percentage point gap compared to Black / African / Caribbean / Black British students.

In contrast, Black / African / Caribbean / Black British students had the lowest top-third higher education destination progression rate (13.7%), 6.2 percentage points below Asian / Asian British students who had the highest (19.9%). The top-third higher education gap between the top performing group and White students was also substantially smaller (4.2 percentage points), compared to progression to any level 4 or higher destination (21.6 percentage points).

White students were most likely to sustain a higher apprenticeship (2.7%) and level 4 or 5 destination (2.6%).

▶ Export options

Students from a White background had the lowest level 4 or higher progression rate

				All students			
				Sustained a level 4 or higher destination	Sustained a degree destination	Sustained a destination at top third HEI	Sustain apprenti (level high destin
State-funded mainstream schools	Total	Asian / Asian British	Total	79.3%	74.8%	19.9%	
			Any other Asian	83.9%	80.1%	22.4%	

schools and colleges	Asian background			
	Bangladeshi	77.7%	73.5%	16.8%
	Chinese	89.5%	87.4%	45.9%
	Indian	82.0%	76.9%	27.1%
	Pakistani	74.6%	70.1%	11.8%
Black / African / Caribbean / Black British	Total	79.4%	75.2%	13.7%
	African	83.9%	79.6%	15.4%
	Any other Black / African / Caribbean background	77.9%	73.9%	12.4%
	Caribbean	61.7%	58.0%	7.6%
Mixed / Multiple ethnic groups	Total	67.8%	63.6%	19.4%
	Any other Mixed / Multiple ethnic background	71.2%	67.4%	20.6%
	White and Asian	73.0%	68.5%	25.3%

	White and Black African	70.2%	66.3%	17.7%
	White and Black Caribbean	53.9%	49.2%	11.2%
Other ethnic group	**Total**	78.8%	75.4%	17.4%
Unknown	**Total**	59.8%	56.0%	15.6%
White	**Total**	57.8%	52.5%	15.7%
	Any other White background	68.1%	64.6%	18.9%
	English / Welsh / Scottish / Northern Irish / British	56.8%	51.3%	15.3%
	Gypsy / Roma	53.3%	48.6%	1.9%
	Irish	71.9%	66.1%	27.1%
	Irish	50.8%	42.4%	11.9%

traveller

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Data symbols

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Footnotes

1. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.
2. Unclassified ethnicity includes students for whom ethnicity was not obtained, refused or could not be determined.

Show 3 more footnotes

Source: National Pupil Database

Explore and edit this data online

Use our table tool to explore this data.

Explore data

Disadvantage status and ethnicity

Disadvantaged White students were the least likely to progress to a level 4 or higher destination

44.4% of disadvantaged White students progressed to a level 4 or higher destination, 33.4 percentage points below the highest performing disadvantaged ethnicity-major group (Any other ethnic group) and 19.0 percentage points below the national average.

White students also had the largest disadvantage gap (15.7 percentage points) of all ethnicity-major groups. In contrast, students within the any other ethnic group category had a disadvantage gap of just 1.7 percentage points.

Of non-disadvantaged students, White students again had the lowest progression rate (60.1%), 21.0 percentage points below Asian / Asian British and Black / African / Caribbean / Black British students who had the joint highest progression rate (81.1%).

▶ Export options

Students of White ethnicity have the largest disadvantage gap for progression to level 4 or higher destinations

			2022/23				
			All students				
			Sustained a level 4 or higher destination	Sustained a degree destination	Sustained a destination at top third HEI	Sustained an apprenticeship (level 4 or higher) destination	Su a l ec de
Asian / Asian British	**Total**	**Disadvantaged**	73.0%	68.7%	12.6%	2.2%	
		Not known to	81.1%	76.6%	22.0%	2.7%	

British		be disadvantaged				
Black / African / Caribbean / Black British	Total	Disadvantaged	76.6%	72.6%	11.0%	1.2%
		Not known to be disadvantaged	81.1%	76.9%	15.5%	2.1%
Mixed / Multiple ethnic groups	Total	Disadvantaged	60.1%	56.1%	10.4%	1.5%
		Not known to be disadvantaged	70.7%	66.4%	22.7%	2.1%
Other ethnic group	Total	Disadvantaged	77.8%	74.3%	13.4%	1.2%
		Not known to be disadvantaged	79.5%	76.0%	19.7%	1.7%
White	Total	Disadvantaged	44.4%	39.6%	6.4%	1.3%
		Not known to be disadvantaged	60.1%	54.8%	17.3%	3.0%

Show full screen table

Data symbols

Footnotes

1. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.
2. Disadvantage status is given as in year 11. Disadvantaged students are defined as those who were eligible for free school meals at any point in the previous six years or having been looked after by their local authority. These are the students who would have been in receipt of the pupil premium when in year 11. Students with no key stage 4 record were not known to be disadvantaged in year 11 and are included in all other students.

Show 2 more footnotes

Source: National Pupil Database

Explore and edit this data online

Use our table tool to explore this data.

Explore data

Disadvantage status and sex

Disadvantaged male students were the least likely to sustain a level 4 or above destination

Disadvantaged male students were 6.3 percentage points less likely to sustain a level 4 or above destination (53.5%) than disadvantaged female students (59.8%). This was mainly driven by a 7.0 percentage point gap in degree destinations. However, for top-third higher education destinations, this gap narrowed to 1.1 percentage

points.

Non-disadvantaged male students were 7.0 percentage points less likely to sustain a level 4 or above destination (61.1%) than non-disadvantaged female students (68.1%), meaning the gap in progression for each sex remained similar regardless of disadvantage status. This was again driven by a large gap in degree destinations (8.6 percentage points), with this gap narrowing to 1.3 percentage points for top-third higher education destinations.

The disadvantage gap also remains regardless of sex, with non-disadvantaged males 7.6 percentage points more likely to sustain a level 4 or above destination than disadvantaged males, and non-disadvantaged females 8.3 percentage points more likely to sustain a level 4 or above destination than disadvantaged females. For both sexes, the disadvantage gap was driven by degree destinations, with a 6.6 and 8.2 percentage point gap for males and females, respectively. Both sexes also had a large disadvantage gap for top third higher education destinations, with a 9.2 and 9.4 percentage point gap for males and females, respectively.

▶ Export options

Disadvantaged male students were the least likely to sustain a level 4 or above destination

		2022/23			
		Female		Male	
		Disadvantaged	Not known to be disadvantaged	Disadvantaged	Not known to be disadvantaged
All students	**Sustained a level 4 or higher destination**	59.8%	68.1%	53.5%	61.1%

destination				
Sustained a degree destination	55.6%	63.8%	48.6%	55.2%
Sustained a destination at top third HEI	9.3%	18.7%	8.2%	17.4%
Sustained an apprenticeship (level 4 or higher) destination	1.1%	1.9%	1.9%	3.7%
Sustained a level 4 or 5 education destination	3.1%	2.4%	3.0%	2.2%

Show full screen table

Data symbols

Footnotes

1. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.
2. Disadvantage status is given as in year 11. Disadvantaged students are defined as those who were

eligible for free school meals at any point in the previous six years or having been looked after by their local authority. These are the students who would have been in receipt of the pupil premium when in year 11. Students with no key stage 4 record were not known to be disadvantaged in year 11 and are included in all other students.

Show 2 more footnotes

Source: National Pupil Database

Explore and edit this data online

Use our table tool to explore this data.

Explore data

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Provider type

Students from state-funded mainstream schools were more likely to progress to level 4 or higher education and training (73.5%) than students from state-funded mainstream colleges (49.7%).

The gap has remained broadly stable, despite both groups seeing lower sustained progression to level 4 or

higher education and training compared to the previous cohort.

However, this might be due in part to different intentions between school and college students. For example, the 16 to 19 standard destination measures for this cohort (published last year, as the standard measure only considers one year of activity rather than the two used here) showed that while students from schools and colleges completing level 3 study had more similar rates of overall sustained destinations (88.1% vs 82.6% respectively), students from colleges were much more likely to sustain an employment destination (32.8% compared to the 21.7% seen from school students), and less likely to sustain an education destination.

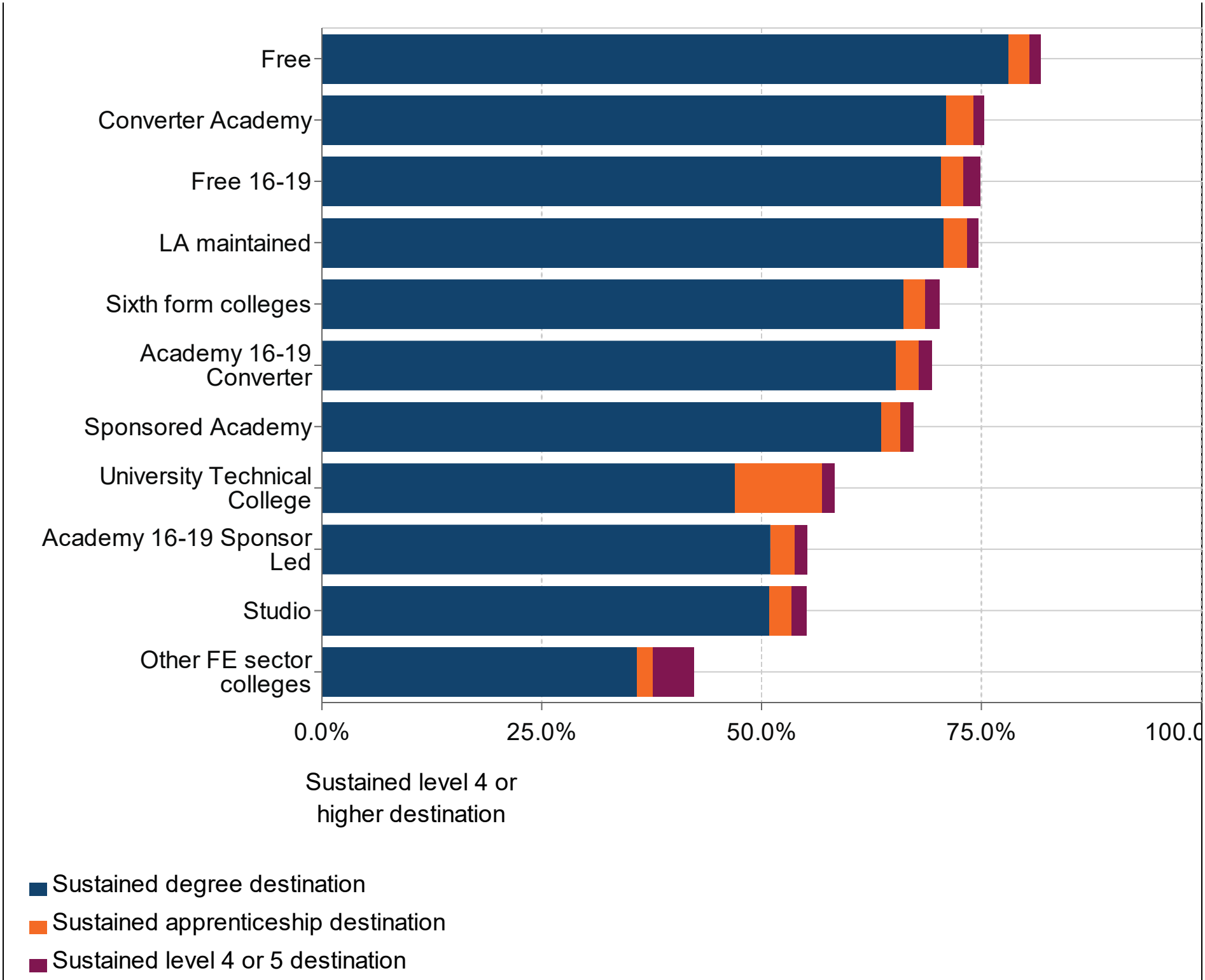
Another factor in the difference between schools and colleges is likely to be that schools tend to have higher prior-attainment intakes. However, data on value-added progression scores, which take account of prior-attainment, is not available this year due to changes to grading approaches which affected this cohort during the pandemic.

Chart | Table

▶ Export options

Free schools had the highest rate of progression to higher education or training

Progression to higher education or training by provider type, England, 2022/23 cohort of level 3 students


Free
Converter Academy
Free 16-19
LA maintained
Sixth form colleges
Academy 16-19 Converter
Sponsored Academy
University Technical College
Academy 16-19 Sponsor Led
Studio
Other FE sector colleges
0.0%
25.0%
50.0%
75.0%
100.0
Sustained level 4 or higher destination
Sustained degree destination
Sustained apprenticeship destination
Sustained level 4 or 5 destination

Footnotes

1. Local authority maintained includes community, voluntary aided, voluntary controlled and foundation schools.
2. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.

Show 6 more footnotes

Source: National Pupil Database

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Use our table tool to explore this data.

Explore data

Students from non-selective schools in highly-selective areas continue to progress below non-selective schools in less selective areas.

Students from non-selective schools in highly-selective areas (i.e. local authorities with a large proportion of grammar schools such as Kent, Lincolnshire and Buckinghamshire) were 10.4 percentages points less likely to progress to a level 4 or higher destination (61.9%) than students at non-selective schools in other parts of the country (72.3%).

Students from selective schools continued to progress at a very high rate (87.4%), 24.0 percentage points higher than the national average (63.4%). They were 30.6 percentage points more likely to sustain a top third

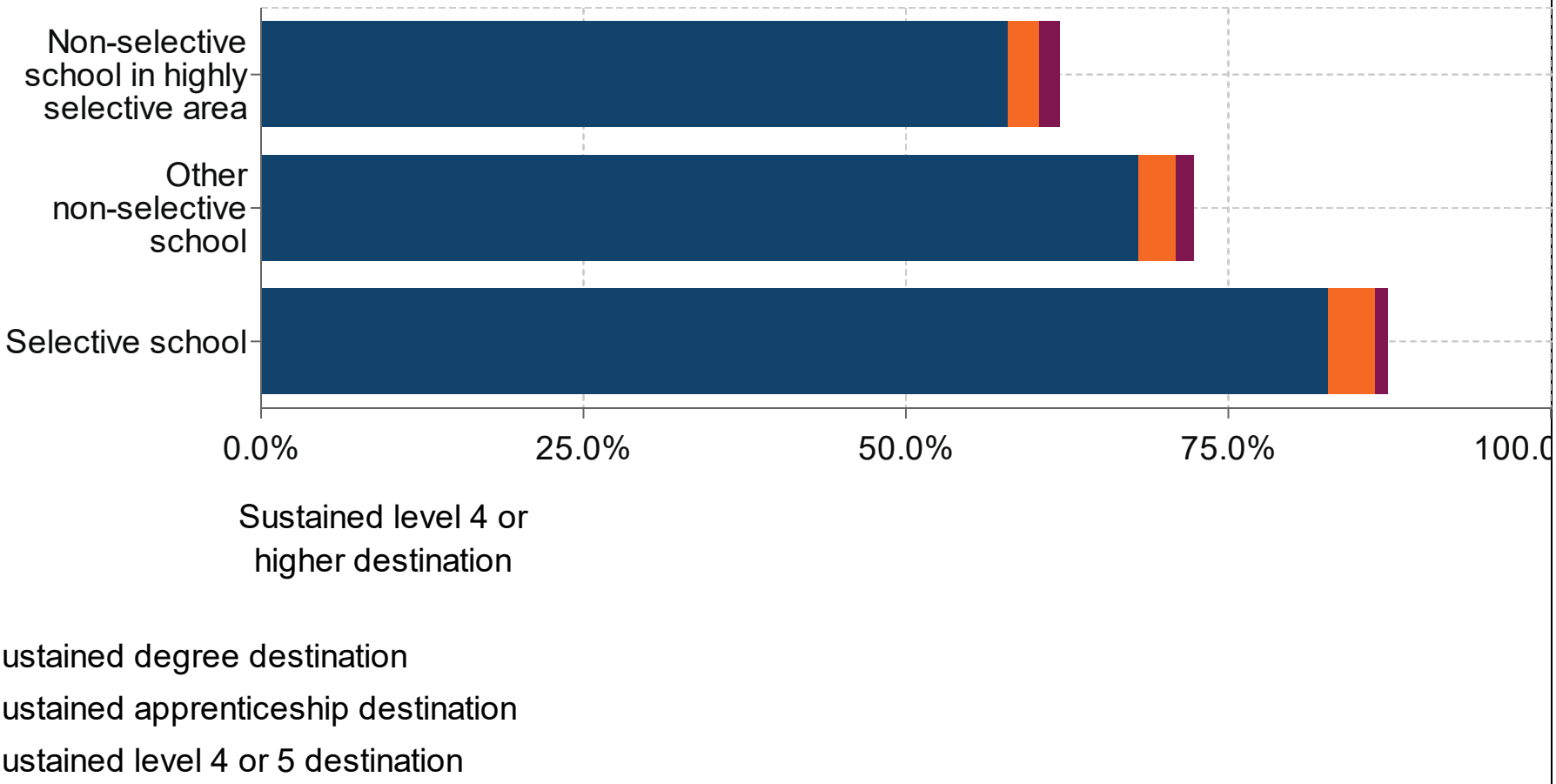
higher education destination (47.0%) than the national average (16.4%).

Chart | Table

▶ Export options

Students from non-selective schools in highly-selective areas continue to progress below non-selective schools in less selective areas.

Progression to higher education or training by selectivity status, England, 2022/23 cohort of level 3 students



Footnotes

1. Non-selective in highly selective area includes all non-selective schools in local authorities with a high level of selection (where 25% or more of state-funded secondary places are in state-funded selective schools). These local authorities are Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Poole, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral.
2. Total state-funded mainstream schools also includes city technology colleges (CTCs). Figures for this institution type are not presented separately. Excludes pupil referral units (PRUs), alternative provision (AP), hospital schools, maintained and non-maintained special schools, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

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Source: National Pupil Database

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Regional results

The gap in progression between London and the South West widened to 19.1 percentage points.

London continues to have the highest rates of progression to level 4 or higher (75.3%), while the South West has the lowest (56.2%). This is a 19.1 percentage point gap between London and the region with the lowest progression rate, widening by 1.5 percentage points compared to the previous cohort. Though this gap had previously been narrowing year on year since the 2017/18 cohort, it is now increased by a decrease in those sustaining in the South West.

The gap between the progression to level 4 or higher between London (75.3%) and East Midlands (63.9%), the next highest performing region, is a 11.4 percentage point gap. This gap has also widened by 2.6 percentage points compared to the previous cohort . This gap had also previously been narrowing since the 2017/18 cohort.

Part of the reason for this large progression gap is likely to be proximity to Higher Education Institutions (HEIs). Students from London might have the opportunity to sustain degree destinations while living at home, while those from the South West, with fewer local options, may find the necessary travel and rental costs prohibitive. Another contributing factor to London's high progression score could be that it has a higher-than-average ratio of schools to colleges, which might create a stronger bias towards education destinations over employment. However, demographics of the different regions may also play a role, as is discussed in the Student characteristics section.

London also has the highest rates of progression to top third higher education destinations (21.4%), while the North East has the lowest (12.6%). In contrast, the North East has the highest rates of progression to level 4 or 5 course destinations (5.3%), just over twice the national average (2.4%).

Chart | Table

▶ Export options

The gap in progression between London and the South West widened to 19.1 percentage points.

	2022/23				
	All students				
	Sustained a level 4 or higher destination	Sustained a degree destination	Sustained a destination at top third HEI	Sustained an apprenticeship (level 4 or higher) destination	Sustained a level 4 or 5 education destination
North East	56.5%	49.1%	12.6%	2.1%	5.3%
North West	61.9%	56.6%	13.9%	2.9%	2.4%
Yorkshire and The Humber	60.7%	55.5%	14.0%	2.1%	3.0%
East Midlands	63.9%	58.6%	15.0%	2.5%	2.8%
West Midlands	62.9%	57.6%	12.9%	2.8%	2.5%
East of England	59.8%	54.6%	15.8%	2.9%	2.2%
London	75.3%	71.5%	21.4%	2.1%	1.7%

South East	62.5%	58.1%	18.9%	2.5%	1.9%
South West	56.2%	51.3%	16.5%	2.5%	2.5%
Inner London	74.1%	70.7%	20.2%	1.8%	1.6%
Outer London	76.1%	72.0%	22.1%	2.3%	1.7%

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Footnotes

1. State-funded mainstream schools & colleges covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), sixth forms and other FE sector colleges. Excludes alternative provision, special schools, other government department funded colleges and independent schools.
2. Disadvantage status is given as in year 11. Disadvantaged students are defined as those who were eligible for free school meals at any point in the previous six years or having been looked after by their local authority. These are the students who would have been in receipt of the pupil premium when in year 11. Students with no key stage 4 record were not known to be disadvantaged in year 11 and are included in all other students.

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Local authority results

Chart | Table

Some rows and columns are not shown in this table as the data does not exist in the underlying file.

▶ Export options

Progression to higher education or training varied by local authority

				All students			
				Sustained a level 4 or higher destination	Sustained a degree destination	Sustained a destination at top third HEI	Su app (d
State-funded mainstream schools and colleges	Total	North East	County Durham	56.3%	48.7%	15.1%	
			Darlington	59.9%	55.8%	14.2%	
			Gateshead	55.0%	49.3%	12.7%	
			Hartlepool	42.9%	32.9%	5.3%	
			Middlesbrough	49.9%	40.4%	5.1%	
			Newcastle upon Tyne	55.0%	45.0%	10.4%	
			North Tyneside	70.3%	66.7%	23.3%	
			Northumberland	65.7%	62.2%	21.1%	
			Redcar and Cleveland	67.8%	62.2%	14.8%	
			South Tyneside	54.0%	47.3%	13.4%	
			Stockton-on-Tees	58.2%	52.9%	10.4%	
			Sunderland	51.7%	42.6%	10.4%	

North West	**Blackburn with Darwen**	57.2%	51.7%	6.5%
	Blackpool	47.5%	39.2%	7.7%
	Bolton	60.3%	54.9%	7.7%
	Bury	61.5%	56.6%	10.2%
	Cheshire East	50.7%	45.1%	11.3%
	Cheshire West and Chester	74.9%	70.5%	28.9%
	Cumberland	59.3%	49.4%	14.3%
	Halton	57.4%	51.7%	8.0%
	Knowsley	42.0%	38.0%	4.0%
	Lancashire	62.2%	55.8%	15.4%
	Liverpool	68.6%	63.9%	11.9%
	Manchester	74.6%	71.2%	17.9%
	Oldham	68.1%	63.2%	11.0%
	Rochdale	65.5%	58.5%	13.6%
	Salford	52.7%	46.0%	4.3%
	Sefton	52.3%	49.1%	5.7%

	St. Helens	57.4%	52.0%	10.2%
	Stockport	69.6%	65.8%	22.5%
	Tameside	55.0%	51.1%	9.5%
	Trafford	65.8%	62.0%	25.5%
	Warrington	53.7%	48.6%	10.4%
	Westmorland and Furness	57.0%	48.2%	15.2%
	Wigan	62.6%	56.6%	15.4%
	Wirral	63.8%	60.3%	14.5%
Yorkshire and The Humber	**Barnsley**	51.3%	44.5%	7.6%
	Bradford	67.1%	64.4%	11.4%
	Calderdale	59.2%	54.1%	10.4%
	Doncaster	54.9%	50.1%	12.0%
	East Riding of Yorkshire	55.3%	49.4%	10.9%
	Kingston upon Hull, City of	60.6%	54.8%	11.0%
	Kirklees	67.0%	62.4%	17.6%
	Leeds	62.3%	56.9%	15.2%

	North East Lincolnshire	45.6%	38.7%	4.4%
	North Lincolnshire	60.0%	56.8%	9.7%
	North Yorkshire	66.0%	61.9%	23.3%
	Rotherham	54.5%	50.7%	9.2%
	Sheffield	67.9%	61.9%	17.8%
	Wakefield	60.2%	52.7%	13.2%
	York	51.4%	46.4%	16.8%
East Midlands	**Derby**	60.3%	53.5%	11.3%
	Derbyshire	64.1%	57.3%	17.5%
	Leicester	68.2%	63.6%	9.8%
	Leicestershire	60.9%	56.0%	13.1%
	Lincolnshire	64.0%	58.1%	18.3%
	North Northamptonshire	71.9%	68.6%	18.9%
	Nottingham	64.8%	58.9%	12.2%
	Nottinghamshire	63.5%	58.5%	19.3%

	Rutland	80.2%	77.2%	38.9%
	West Northamptonshire	60.1%	55.7%	12.6%
West Midlands	**Birmingham**	74.0%	69.5%	17.9%
	Coventry	65.0%	59.4%	11.1%
	Dudley	58.9%	52.4%	9.7%
	Herefordshire, County of	50.8%	48.4%	16.1%
	Sandwell	63.3%	59.0%	6.3%
	Shropshire	59.4%	55.0%	12.9%
	Solihull	60.9%	54.8%	11.1%
	Staffordshire	55.9%	49.1%	8.8%
	Stoke-on-Trent	66.2%	62.1%	9.8%
	Telford and Wrekin	60.8%	54.3%	17.3%
	Walsall	62.7%	56.6%	11.5%
	Warwickshire	62.5%	57.3%	18.7%
	Wolverhampton	68.5%	63.7%	10.5%
	Worcestershire	59.6%	53.9%	13.5%

East of England	**Bedford**	52.7%	44.1%	6.5%
	Cambridgeshire	66.4%	61.3%	23.7%
	Central Bedfordshire	65.4%	60.0%	16.1%
	Essex	57.1%	51.9%	14.0%
	Hertfordshire	66.9%	62.1%	21.9%
	Luton	70.2%	66.2%	10.0%
	Norfolk	52.4%	48.0%	11.3%
	Peterborough	56.0%	49.8%	11.1%
	Southend-on-Sea	55.9%	49.9%	16.8%
	Suffolk	51.7%	46.9%	10.3%
	Thurrock	75.9%	71.8%	20.1%
London	**Barking and Dagenham**	76.7%	71.7%	17.2%
	Barnet	79.2%	76.5%	33.3%
	Bexley	75.6%	70.3%	27.2%
	Brent	84.5%	80.7%	28.6%
	Bromley	67.7%	62.8%	20.7%

Camden	67.9%	64.8%	11.9%
Croydon	67.2%	63.9%	10.0%
Ealing	85.1%	81.4%	26.6%
Enfield	78.0%	74.9%	20.9%
Greenwich	76.0%	72.1%	15.3%
Hackney	80.1%	76.4%	24.3%
Hammersmith and Fulham	77.3%	74.2%	25.9%
Haringey	81.1%	78.6%	27.7%
Harrow	78.8%	75.1%	22.8%
Havering	76.3%	67.2%	21.7%
Hillingdon	69.8%	64.2%	11.6%
Hounslow	75.9%	72.6%	19.3%
Islington	67.6%	65.0%	20.1%
Kensington and Chelsea	82.2%	80.3%	30.2%
Kingston upon Thames	67.0%	63.2%	23.3%
Lambeth	77.6%	73.9%	20.7%

	Lambeth	77.0%	73.9%	20.7%
	Lewisham	80.9%	77.5%	13.0%
	Merton	83.7%	80.6%	19.8%
	Newham	77.1%	72.9%	28.9%
	Redbridge	84.9%	79.2%	21.4%
	Richmond upon Thames	85.4%	83.8%	42.7%
	Southwark	86.7%	82.3%	31.7%
	Sutton	86.0%	81.9%	40.7%
	Tower Hamlets	60.7%	57.1%	10.1%
	Waltham Forest	67.3%	64.4%	7.9%
	Wandsworth	78.8%	76.3%	17.0%
	Westminster	76.6%	73.0%	27.2%
South East	**Bracknell Forest**	60.7%	57.7%	16.9%
	Brighton and Hove	69.1%	66.8%	28.0%
	Buckinghamshire	78.1%	73.0%	37.9%
	East Sussex	45.9%	41.2%	8.3%
	Hampshire	60.6%	55.8%	17.4%

	Isle of Wight	51.3%	48.0%	9.2%
	Kent	62.5%	57.9%	18.4%
	Medway	55.6%	50.6%	10.7%
	Milton Keynes	63.3%	57.4%	11.2%
	Oxfordshire	58.1%	54.2%	16.1%
	Portsmouth	48.3%	41.9%	6.9%
	Reading	74.2%	70.7%	34.0%
	Slough	69.7%	65.6%	18.6%
	Southampton	46.3%	44.6%	8.0%
	Surrey	67.5%	63.7%	23.4%
	West Berkshire	65.5%	60.6%	22.0%
	West Sussex	54.6%	50.5%	12.6%
	Windsor and Maidenhead	72.6%	68.7%	22.6%
	Wokingham	80.8%	75.8%	26.2%
South West	**Bath and North East Somerset**	63.3%	60.0%	20.4%
	Bournemouth,	59.7%	54.9%	19.1%

Christchurch and Poole			
Bristol, City of	62.9%	58.5%	19.6%
Cornwall	49.4%	45.0%	13.1%
Devon	52.8%	48.3%	17.8%
Dorset	55.9%	50.5%	16.0%
Gloucestershire	60.7%	55.5%	19.7%
North Somerset	56.0%	50.9%	15.6%
Plymouth	52.9%	48.6%	12.1%
Somerset	51.9%	45.8%	14.0%
South Gloucestershire	51.0%	44.9%	8.8%
Swindon	53.9%	47.6%	7.7%
Torbay	53.6%	46.3%	19.8%
Wiltshire	62.1%	58.3%	21.2%

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