



22 November 2018

## We have released additional experimental statistics alongside our standard tables

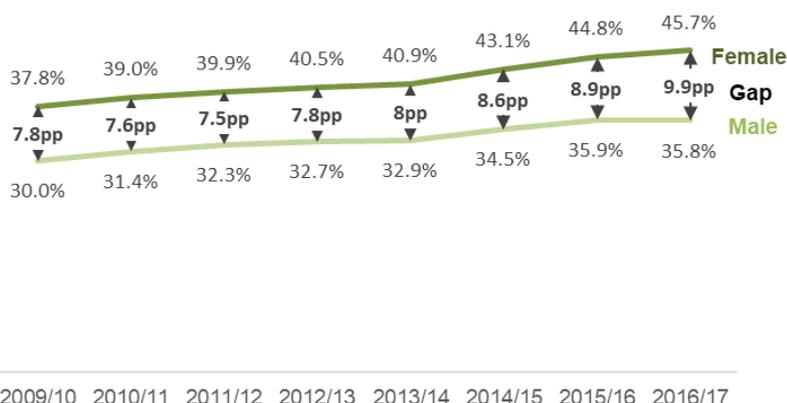
We've included some new experimental statistics to enable a wider understanding of the characteristics of students progressing to Higher Education and the institutions they attend.

We would welcome feedback on these statistics. Please let us know if you have any comments, questions or suggestions. You can email us at [HE.statistics@education.gov.uk](mailto:HE.statistics@education.gov.uk)

**When interpreting these statistics it is important to note that research has shown the difference in progression rates between groups can largely be explained by prior attainment and subject choice**

## The gap between female and male progression to HE continues to increase

Estimated percentage of 15 year old state-funded pupils by gender who entered HE by age 19

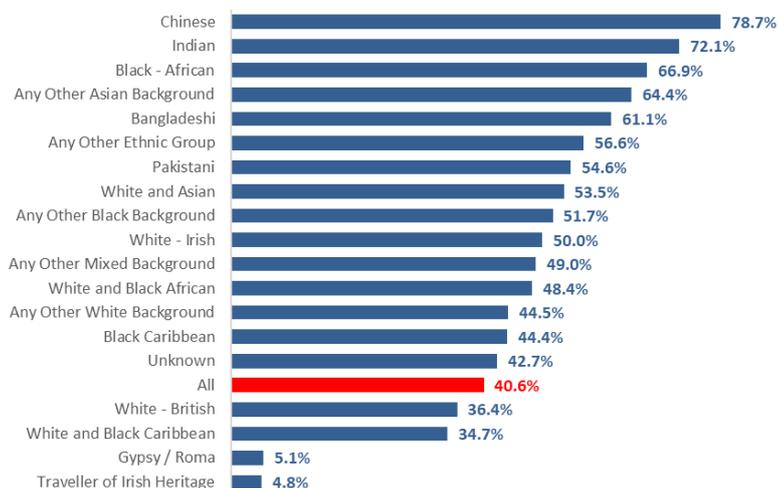


An estimated 45.7% of female pupils entered Higher Education by age 19 by 2016/17. This compares to 35.8% of males. The gap in progression rates between males and females rose from 8.9 to 9.9 percentage points between 2015/16 and 2016/17.

The 2016/17 cohort includes those who entered Higher Education aged 18 in 2015/16 or aged 19 in 2016/17

## Progression rates by ethnic group vary significantly

Estimated percentage of 15 year old state-funded pupils by ethnic group who entered HE by age 19 by 2016/17



Over three-quarters of Chinese pupils entered Higher Education by age 19 by 2016/17. This compares to 40.6% for all pupils.

Progression rates are below average for White British, White and Black Caribbean, Gypsy/Roma and Traveller of Irish Heritage.

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## About this supplementary experimental release

This document provides information on experimental statistics published alongside our standard widening participation in Higher Education release. We've included some new experimental statistics to enable a wider understanding of the characteristics of students progressing to Higher Education and the institutions they attend. We expect to continue to publish information on these topics in future, but this may not be updated in the format provided in this release.

## In this publication

The following tables are included in the release:

- Table 6 Progression to Higher Education by Gender (Excel .xls)
- Table 7 Progression to Higher Education by Ethnic Group (Excel .xls)
- Table 8 Progression to Higher Education by Special Education Need (SEN) status (Excel .xls)
- Table 9 Progression to Higher Education by First Language (Excel .xls)
- Table 10 Progression to Higher Education by FSM Status, Gender and Ethnic Group (Excel .xls)
- Table 11 Progression to Higher Education by FSM Status, Ethnic Group and Region (Excel .xls)
- Table 12 Progression to Higher Education by Disadvantage (POLAR) (Excel .xls)
- Table 13ab Progression to Higher Education by Teaching Excellence Framework (TEF) (Excel .xls)

## Feedback

We would welcome feedback on these experimental statistics. Please let us know if you have any comments, questions or suggestions. You can email us at [HE.statistics@education.gov.uk](mailto:HE.statistics@education.gov.uk)

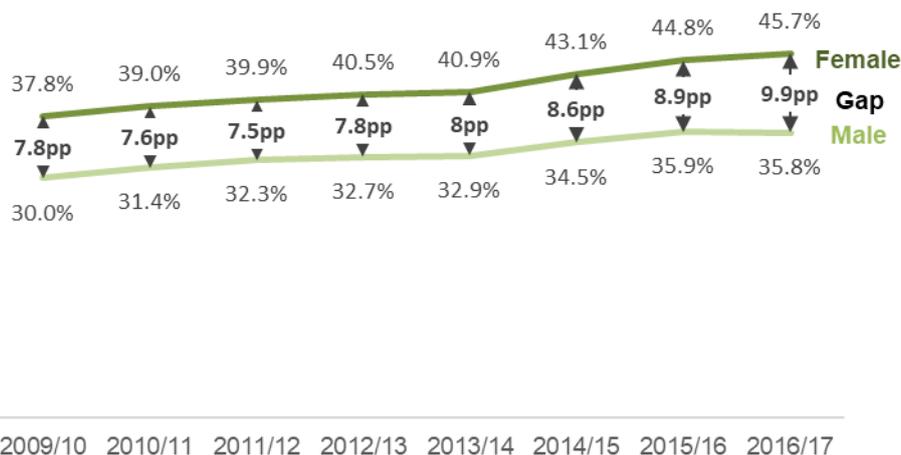
## 1. Progression to Higher Education by Gender (Table 6)

Figure 1 shows that an estimated 45.7% of female pupils entered Higher Education by age 19 by 2016/17. This compares to 35.8% of males, down from 35.9% in 2015/16. The gap in progression rates between males and females rose from 8.9 to 9.9 percentage points between 2015/16 and 2016/17.

**Figure 1: Estimated percentage of 15 year old state-funded and special school pupils by gender who entered HE by age 19**

Academic Years 2009/10 to 2016/17

UK Higher Education Providers and English Further Education Colleges



Source: Matched data from the DfE National Pupil Database, Higher Education Statistics Agency (HESA) Student Record and ESFA Individualised Learner Record (ILR)

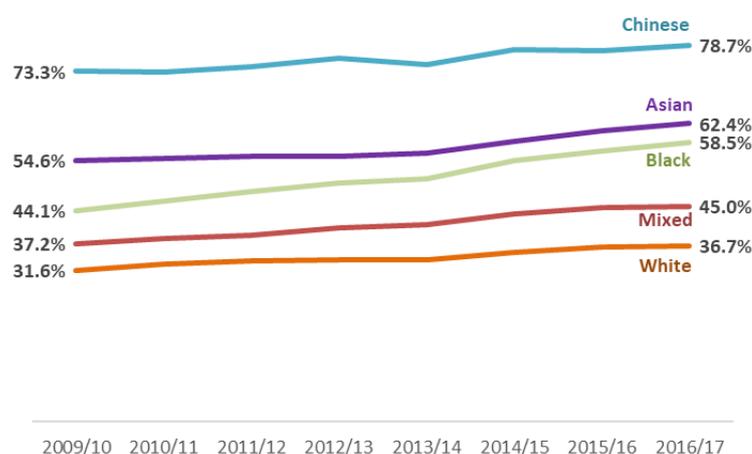
## 2. Progression to Higher Education by Ethnic Group (Table 7)

Progression to Higher Education varies significantly by ethnic group. Chinese pupils are the most likely to progress to HE by age 19 at 78.7% in 2016/17, whilst White pupils are the least likely to progress to HE at 36.7% in 2016/17. Black pupils have seen the greatest increase in the proportion entering HE – from 44.1% in 2009/10 to 58.5% in 2016/17.

**Figure 2: Estimated percentage of 15 year old state-funded and special school pupils by Ethnic Group who entered HE by age 19**

Academic Years 2009/10 to 2016/17

UK Higher Education Providers and English Further Education Colleges



Source: Matched data from the DfE National Pupil Database, HESA Student Record and ESFA ILR

### 3. Progression to Higher Education by Special Educational Need (SEN) status (Table 8)

**Pupils with special educational needs are currently classified as follows:**

**SEN Support** From 2015, the School Action and School Action Plus categories have combined to form one category of SEN support. Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists. The pupil does not have a statement or education, health and care plan.

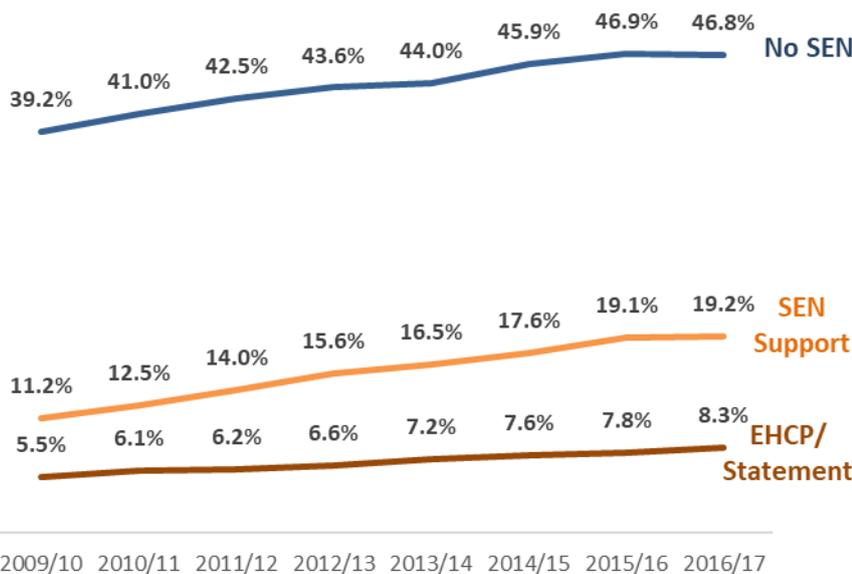
**Statement of special educational needs (statement) or Education, Health and Care Plan (EHCP)** A pupil has a statement or EHCP when a formal assessment has been made. A document is in place that sets out the child's need and the extra help they should receive.

The progression rates for pupils with Special Education Needs lag well behind those for other pupils. Just 8.3% of pupils with an Education, Health and Care Plan (EHCP) or Statement of SEN progressed to HE by age 19 by 2016/17 compared to 19.2% of pupils on SEN Support and 46.8% for pupils with no identified SEN.

The progression rates for pupils with SEN have though continued to increase throughout the period, increasing by 2.8 percentage points since 2009/10 for pupils with an EHCP and 8.0 percentage points for pupils on SEN support. This compares with 7.6 percentage points for pupils with no identified SEN.

**Figure 3: Estimated percentage of 15 year old state-funded and special school pupils by SEN status who entered HE by age 19**

Academic Years 2009/10 to 2016/17



Source: Matched data from the DfE National Pupil Database, HESA Student Record and ESFA ILR

#### Prior attainment

Variations in progression to HE by student characteristics can largely be explained by prior attainment. Specifically for SEN, the latest data for the cohort turning 18 in 2016 shows that 8.3% of young people with an EHCP or statement were qualified to level 3 (A level and equivalent level) by age 18 compared to 20.1% of young people on SEN support and 56.3% for young people with no identified SEN.

## 4. Progression to Higher Education by First Language (Table 9)

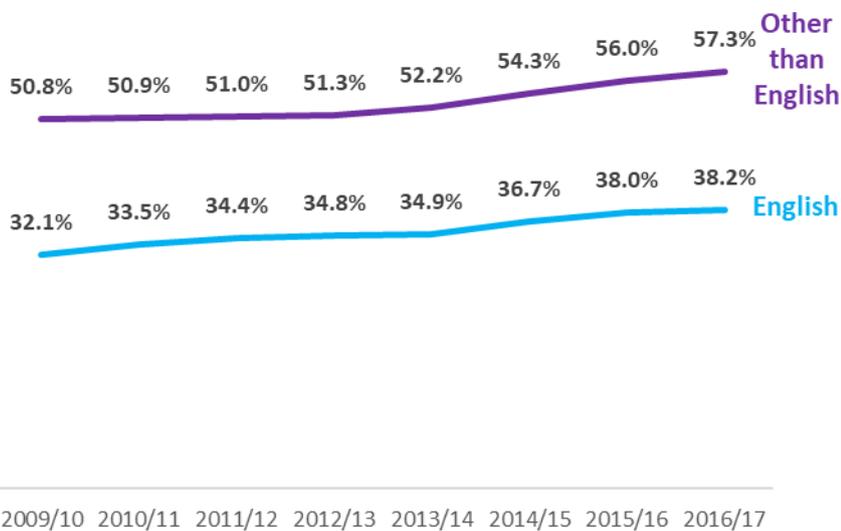
### English as an additional language

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English.

A majority of pupils with a first language other than English progress to HE by age 19. 57.3% of pupils with a first language other than English progressed to HE by age 19 by 2016/17 compared to 38.2% of pupils with English as a first language. The progression rates have increased by 6.4 percentage points and 6.1 percentage points respectively since 2009/10.

**Figure 4: Estimated percentage of 15 year old state-funded and special school pupils by First Language who entered HE by age 19**

Academic Years 2009/10 to 2016/17



Source: Matched data from the DfE National Pupil Database, HESA Student Record and ESFA ILR

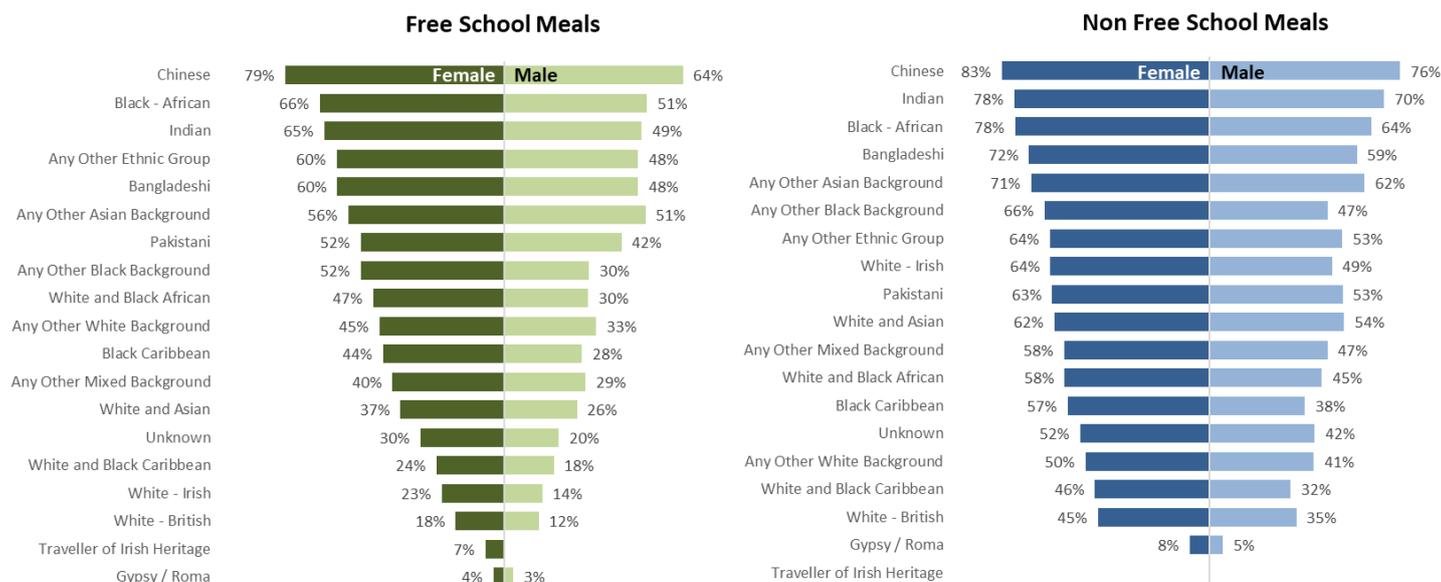
## 5. Progression to Higher Education by Gender, Ethnic Group and Free School Meal status (Table 10 and Table 11)

There are stark differences in progression rates when looking at the detailed pupil characteristics of free school meal eligibility by gender and ethnic group.

Progression rates are highest for Chinese pupils regardless of gender or free school meal eligibility. Chinese females who were not eligible for free school meals had the highest progression rate at 83% in 2016/17. Indian, Black African and Bangladeshi pupils also have consistently high progression rates regardless of free school meal status and gender.

The lowest progression rates are for Traveller of Irish Heritage and Gypsy Roma pupils.

**Figure 4: Estimated percentage of 15 year old state-funded and special school pupils by Gender, Ethnic Group and Free School Meal status who entered HE by age 19 Academic Year 2016/17**

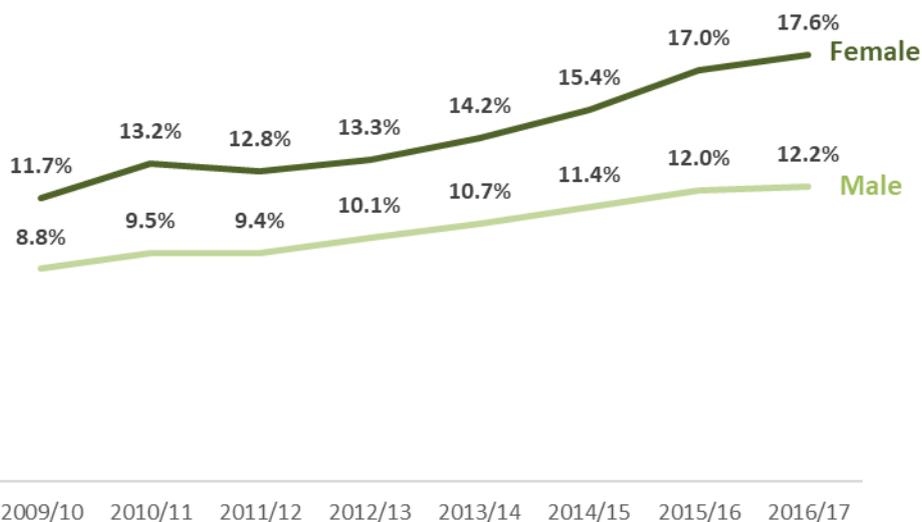


Source: Matched data from the DfE National Pupil Database, HESA Student Record and ESFA ILR. Figures shown as blank are suppressed due to small numbers of pupils in these categories.

Progression rates are also particularly low for White British pupils who were eligible for free school meals with rates of 17.6% for females and 12.2% for males in 2016/17. This is well below the equivalent figures for those not eligible for free school meals at 44.6% and 34.5% respectively.

Figure 5, below, shows the progression rates for White British pupils by gender and free school meal status. This shows that although the progression rates remain low, there has been almost continual improvement over the time period. The progression rate for females has increased by 5.9 percentage points since 2009/10 and the figure for males has increased by 3.4 percentage points.

**Figure 5: Estimated percentage of 15 year old state-funded and special school White British Free School Meal pupils by Gender who entered HE by age 19 Academic Years 2009/10 to 2016/17**



Source: Matched data from the DfE National Pupil Database, HESA Student Record and ESFA ILR

Figures for progression rates by Free School Meals status, Ethnic Group and Region can be found in Table 11 of the Excel Tables.

## 6. Progression to Higher Education by POLAR disadvantage (Table 12)

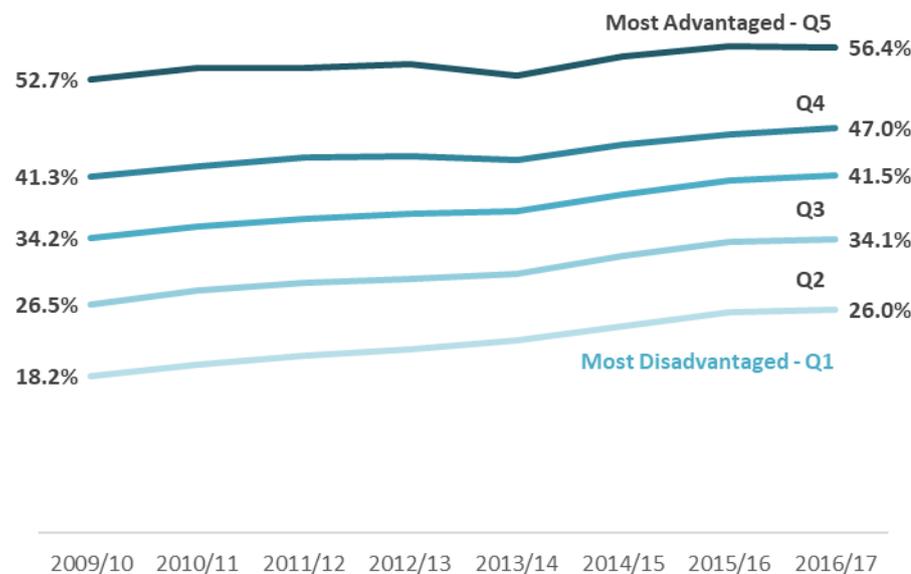
### POLAR

Participation of Local Areas (POLAR) was developed by HEFCE and classifies small areas across the UK into five groups according to their level of young participation in HE. Each of these groups represents around 20 per cent of young people and are ranked from quintile 1 (Q1) (areas with the lowest young participation rates, considered as the most disadvantaged) to quintile 5 (Q5) (highest young participation rates, considered most advantaged). This has been updated over the years to POLAR2, POLAR3 and POLAR4. This publication presents information using POLAR3.

Figure 6, below, shows a clear pattern when looking at progression to HE by disadvantaged quintile. Pupils in the most advantaged quintile are more than twice as likely to progress to HE as those from the most disadvantaged quintile at 56.4% compared to 26.0% in 2016/17.

There has been some narrowing of the gap over time with the progression rate for the most advantaged increasing by 3.7 percentage points since 2009/10 compared to 7.7 percentage points for the most disadvantaged.

**Figure 6: Estimated percentage of 15 year old state-funded and special school pupils by Disadvantage Quintile (POLAR) who entered HE by age 19**  
Academic Years 2009/10 to 2016/17



Source: Matched data from the DfE National Pupil Database, HESA Student Record and ESFA ILR and HEFCE POLAR3 quintile

### Difference from UCAS figures

UCAS publish figures on entry to Higher Education by POLAR3 quintile. The figures differ from those in this publication as they are measuring slightly different things. The figures in this publication relate to state-funded and special school pupils only, whereas the UCAS figures include students who attended other types of school.

The UCAS figures relate to acceptances, whereas the figures in this publication relate to those identified as participating in HE, excluding entrants who dropped out in the first two weeks.

## 7. Students in Higher Education by Teaching Excellence and Student Outcomes Framework (TEF) Award (Tables 13a & 13b)

### Teaching Excellence Framework

The Teaching Excellence and Student Outcomes Framework (TEF) was introduced to assess, recognise and reward high quality teaching and student outcomes in higher education. Universities are awarded a rating of Gold, Silver or Bronze taking into account factors such as student satisfaction, employment outcomes and retention rates.

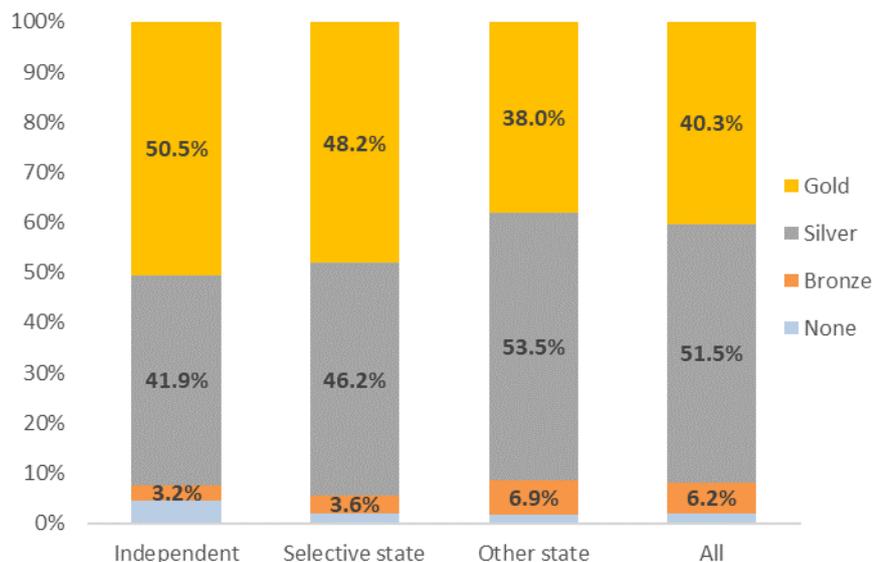
This publication includes the latest TEF rating held by institutions as at June 2018. There are 135 institutions covered by the publication with a TEF rating. Of these 39% are rated Gold, 50% Silver and 12% Bronze.

Figure 7 shows that HE students who attended non-selective state schools are less likely to study at HE institutions with a Gold award than those who attended selective state and independent schools.

38.0% of students who attended non-selective state schools studied at HE institutions with a Gold award in 2016/17 compared to 48.2% of those from selective state schools and 50.5% of those from independent schools.

The comparison is much closer when looking at study at HE institutions with Gold or Silver awards. HE students who attended selective state schools are the most likely to attend Gold or Silver institutions at 94.4%. This compares to 92.4% for those who attended independent schools and 91.5% of those who attended non-selective state schools. However, this partly reflects the fact that students who attended independent schools are more likely to study at institutions who do not currently have a TEF rating.

**Figure 7: HE students by Teaching Excellence and Student Outcomes Framework award and school type who entered HE by age 19**  
Academic Year 2016/17



Source: Matched data from the DfE National Pupil Database, HESA Student Record and TEF Rating

## 8. Accompanying tables

The following tables are available in Excel format on the department's statistics [website](#):

### National and regional tables

- 6 Estimated number and percentage of pupils from state-funded and special schools by Gender who entered HE by age 19
- 7 Estimated number and percentage of pupils from state-funded and special schools by Ethnic Group who entered HE by age 19
- 8 Estimated number and percentage of pupils from state-funded and special schools by Special Educational Need (SEN) status who entered HE by age 19
- 9 Estimated number and percentage of pupils from state-funded and special schools by First Language who entered HE by age 19
- 10 Estimated number and percentage of pupils from state-funded and special schools by FSM Status, Gender and Ethnic Group who entered HE/most selective HE by age 19
- 11 Estimated number and percentage of pupils from state-funded and special schools by FSM Status, Ethnic Group and Region who entered HE/most selective HE by age 19
- 12 Estimated number and percentage of pupils from state-funded and special schools by Disadvantage (POLAR3) who entered HE by age 19
- 13a Estimated number and percentage of A level and equivalent students who entered HE by age 19 by Teaching Excellence and Student Outcomes Framework (TEF) Award by independent and state school/college
- 13b Estimated number and percentage of HE students by Teaching Excellence and Student Outcomes Framework (TEF) Rating by independent and state school/college

When reviewing the tables, please note that:

- These measures only tracks entry to HE by age 19. A number of pupils may enter HE at a later age and are not included in this measure.
- Prior attainment is not accounted for in these measures. Many pupils will not continue their education; therefore will not hold the qualifications to progress to HE.
- Due to the matching procedures deployed, all figures in this measure should be treated as estimates.
- May include a small amount of double counting where pupils attend more than one school.

Also please note the details in the Technical Note and Changes document.

## 9. Further information is available

- A detailed Technical Note and Changes Document are published alongside this publication.
- Previously published figures are also available from the same website.

## 10. Official Statistics

These are Official Statistics and have been produced in line with the Code of Practice for Official Statistics.

This can be broadly interpreted to mean that the statistics:

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

Once statistics have been designated as Official Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

## 11. Technical information

A quality and methodology information document accompanies this publication. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

## 12. Get in touch

### Media enquiries

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# Department for Education

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download <https://www.gov.uk/government/collections/widening-participation-in-higher-education>

Reference: Widening Participation in Higher Education, England, 2016/17 age cohort



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