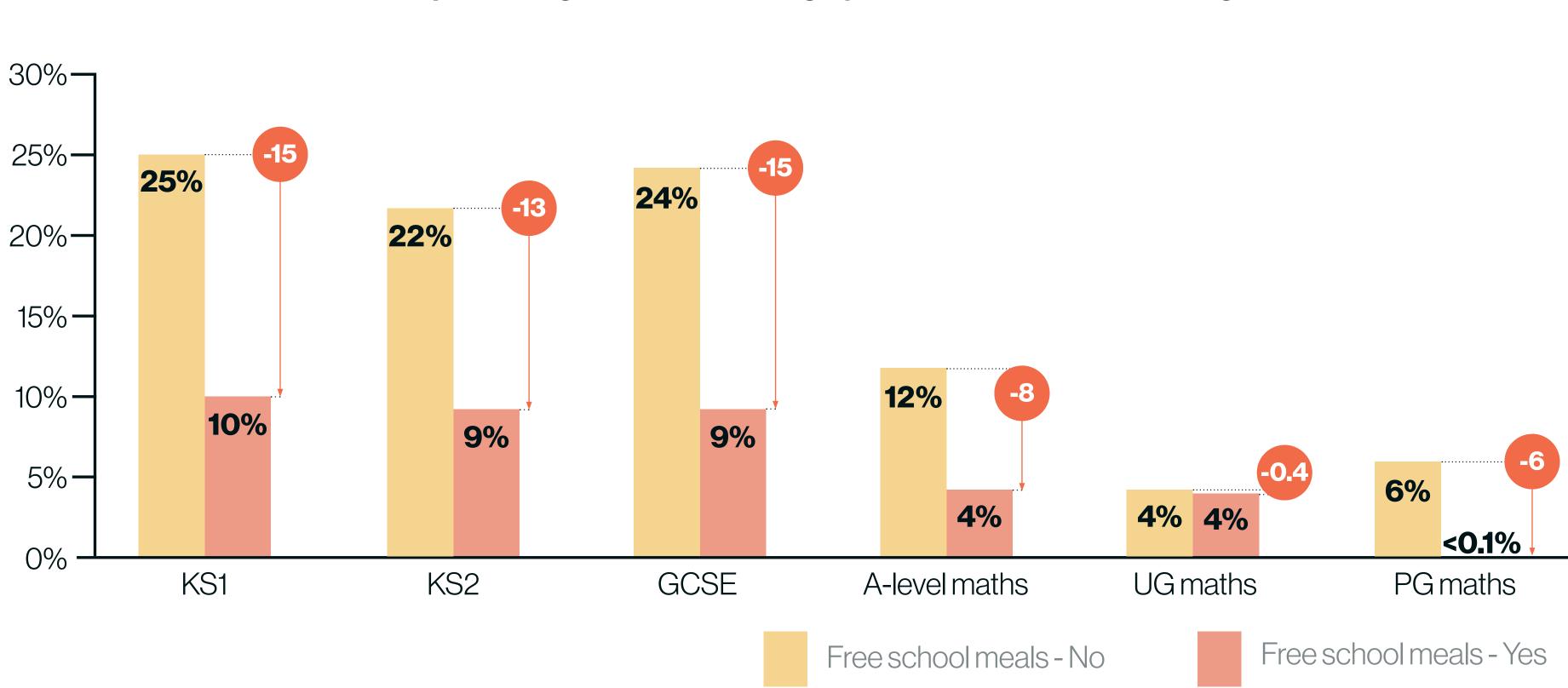
DISADVANTAGED PUPILS AND GIRLS **ATTAIN LESS HIGHLY**

On average, **disadvantaged pupils** attain fewer top grades in maths across all stages, especially during pre-16 schooling, after which the gap narrows significantly.

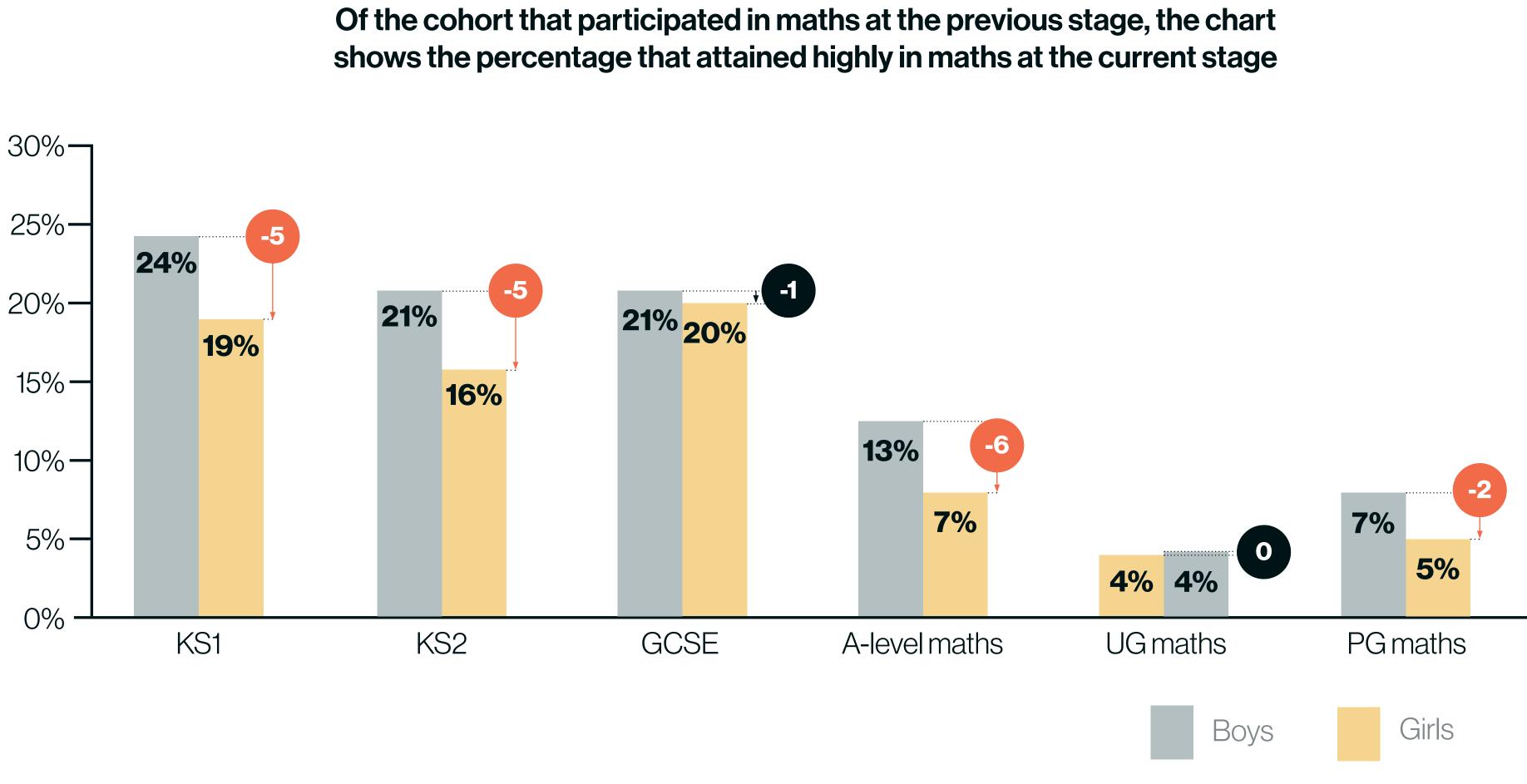


If disadvantaged students can be supported attain highly through to GCSE maths, they have a much better chance of continuing to succeed after that point.

Note: achievement from KS1 to GCSE based on national cohort of students in the NPD who took GCSEs in academic year 2016/17, linked to their academic records back to the end of KS1 (in 2007/08) and forward to A-levels (in 2018/19); achievement at A-level, Undergraduate & Postgraduate levels based on a HESA cohort of around a quarter of a million first-year undergraduate students in 2015/16, linked back to their A level and GCSE outcomes and forward to HE outcomes Source: National Pupil Database 2023

Of the cohort that participated in maths at the previous stage, the chart shows the percentage that attained highly in maths at the current stage

On average, **girls** attain fewer top grades in maths than boys across all stages, with the gap being pronounced during primary school, narrowing significantly at GCSE, then widening again.



Interventions for girls should not just be about converting good GCSE maths grades into A-level maths choices, but need to start much earlier, including in primary school.

Note: achievement from KS1 to GCSE based on national cohort of students in the NPD who took GCSEs in academic year 2016/17, linked to their academic records back to the end of KS1 (in 2007/08) and forward to A-levels (in 2018/19); achievement at A-level, Undergraduate & Postgraduate levels based on a HESA cohort of around a quarter of a million first-year undergraduate students in 2015/16, linked back to their A level and GCSE outcomes and forward to HE outcomes Source: National Pupil Database 2023

