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**A Class Education: How does Trinity engage with
class and socioeconomic status in 2026?**

**An analysis of post-primary school progression rates to higher education and
implications for Trinity College Dublin outreach.**

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Abstract

Trinity College Dublin ranks the lowest out of Irish higher education institutions in terms of socioeconomic diversity (Higher Education Authority, 2020). How Trinity interacts and could possibly improve their interaction with socioeconomic status is explored via an analysis of progression rates of post-primary schools in Dublin to higher education, with a particular focus on post-primary schools that are located within 2km of a post-primary school linked to Trinity. The findings suggest that non-DEIS, non fee-paying schools nearby a post-primary school linked with Trinity have lower progression rates on average. Additionally, all girls schools perform substantially better than co-educational schools with regards to progression, and post-primary schools linked with Trinity have higher rates of progression compared to post-primary schools linked to other higher education institutions with the relevant data available. It is suggested that Trinity explores possible expansion of their partnerships to schools that face lower than average progression rates that are located in the vicinity of a school that is already linked with Trinity in order to work on tackling educational disparities at a community level. Aspects such as breaking down progression rates by sex, progression to further education, and deprivation levels of the student body of these discussed schools are also recommended to be investigated further.

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Introduction and Background

There are 9 protected characteristics in the Irish Equality Act; socioeconomic status is not one of them (Government of Ireland, 2026a). This raises an important question about how socioeconomic status can manifest as advantage or disadvantage in Trinity College Dublin (TCD) and Ireland as a whole, and subsequently, how it influences access to education specifically with regards to progression from post-primary education to higher education. This paper explores patterns of progression of post-primary schools in Dublin, with a core focus on non-DEIS, non fee-paying schools located in the vicinity of a Trinity Access Programme (TAP) linked school and its implications for widening participation outreach in TCD. Preliminary comparisons of patterns dependent on the sex of the schools, and of linkages to another Higher Education Institution (HEI) are also undertaken.

A literature review on socioeconomic status and education

The effects of socioeconomic discrimination and unequal access are prominent across the literature. Lally and Maisuria (2024) explore how educational attainment gaps partly stem from economic disadvantage. In addition, they note that the attainment gap between economically advantaged and disadvantaged students has widened since the Covid-19 pandemic. Similarly, Younger et al. (2006) highlight the underachievement amongst working class boys. Quoting Blunkett, Younger et al. (2006) state that this underachievement is linked “to a laddish culture which in many areas has grown out of deprivation, and a lack of both self-confidence and opportunity” (Woodward, 2000). Furthermore, Finnegan et al. (2017) find that being socioeconomically disadvantaged in higher education can feel isolating. Alongside this, Scanlon et al. (2019) show that a lack of confidence, a lower sense of academic self-worth, and the stigma associated with being working class act as a barrier to higher education in Ireland. Finnegan et al. (2017) echo this, exploring the ingrained belief in Irish society that to be working class is to be ‘failing’. For example, a participant from a working-class area in their study said that he remembers feeling “embarrassed, less than, basically having, having less worth than other people, not being listened to and not being taken seriously, condescended to, looked down upon, frowned upon – people expecting you to not

understand”, and another stated that “Ireland to me was a terrible, terrible place... It was demeaning to be from certain areas of society”. (Finnegan et al., 2017, pp. 152).

In discussions of socioeconomic status and education, the importance of sociocultural contexts and of cultural capital is evident. A large portion of the literature utilises or references Bourdieu’s concept of cultural capital. DiMaggio’s (1982) interpretation of cultural capital dictates that any association between cultural capital and a student’s educational attainment has its roots in teachers finding communication easier with students from ‘elite status cultures’, resulting in extra assistance and more positive perceptions. Additionally, Younger et al. (2006) found that sociocultural strategies were seen as beneficial for schools with a significant proportion of disadvantaged students and that the most transformative strategies were when school management could understand the conflicts in cultural contexts between the home and school. Likewise, Scanlon et al. (2019) established that lack of confidence (which manifests as a barrier to higher education) is formed from an unfamiliarity to the higher education environment, stating that people who are socioeconomically disadvantaged often see higher education as alien to them. In contrast, the middle classes “tend to enjoy a greater synergy” between their life and the institution (Scanlon et al., 2019, pp.344). Finnegan (2012) similarly notes that there is a disjunction between the habitus of formal education and the personal habitus for students of these backgrounds.

This connection of the institution and the individual in relation to access and experience is further discussed across the literature. On an institutional level, Kraaykamp and van Eijck (2010, pp. 211) underline that “despite their meritocratic claims, schools transform cultural capital that is in large part determined by social class into credentials that are associated with individual talent and hard work” while Finnegan et al. (2017) understand that the increasing credentialisation of society restricts social movement. On an individual level, Younger et al. (2006) suggests individual approaches for schools to target the underachievement of boys. Additionally, Kraaykamp and van Eijck, (2010) find that respondent’s individual institutionalised cultural capital (schooling level) is the biggest predictor of their embodied cultural capital (cultural participation), and Finnegan’s (2012) analysis of working-class

students' views and experiences of higher education found that difficulties were typically individual.

Crucially, May and Bridger (2010) in their discussion of developing and embedding inclusive policy in higher education highlight the importance of both the institutional and the individual. Institutional-level change looks at targeting "institutional policy, strategy, structures, systems, processes and/or environmental factors, whether centrally or within departments/faculties" (May and Bridger, 2010, pp.35). Some key approaches for this include strategy review and development, and impact monitoring and review via research on access impact for example. Individual-level change then looks at targeting "individual's attitudes, awareness, knowledge, understanding, perceptions and assumptions, as well as practice" (May and Bridger, 2010, pp.36). This includes methods such as identifying and engaging with both internal stakeholders like students or academic staff, and external stakeholders such as other HEIs. An evidence base should also be built in order to enact individual-level change, and engagement may incorporate this research but also include other methods such as dialogue. May and Bridger (2010) note that institutional-level change cannot be achieved without individual-level change, and vice-versa.

Finally, the value of higher education and of widening access is a frequent dimension of discussion. Higher education was found to be highly valued among working class communities in both Finnegan et al.'s (2017) and Finnegan's (2012) work. Additionally, while viewed as important educationally, university was also acknowledged as a place of recognition and as a place of personal development (Finnegan, 2012). Access programmes are also esteemed (Finnegan et al., 2017). Participation in access programmes lead to a more positive perception of college life (Scanlon et al., 2019) and furthered students' goals and educational aspirations (Ní Chorcora et al., 2025). Moreover, access agendas in working-class areas have also had a substantial impact on participation in higher education. There has been an increase in participation from skilled manual backgrounds over time (for example with participation rates in certain areas of Dublin doubling between 1998 and 2004), however the rates of

participation for people from working class backgrounds is still below Higher Education Authority's targets (Finnegan et al., 2017).

The Irish context

The Economic Social and Research Institute (ESRI) notes that most income-related measures of poverty utilise a poverty line and denotes individuals as poor if they fall below this line (Roantree et al., 2026). They define being below the poverty line as having less than 60% of median household income (O'Connell, 2026). Meanwhile, Social Justice Ireland classes individuals, following Budget 2024, as 'poor' if they rely on Jobseeker's Benefit, middle class if they are an individual earner on €40,000 annually, and rich if they are an individual earner on €100,000 annually (Social Justice Ireland, 2023). While different measurements are used across literature and research, and different terminology such as working class, poor, deprived, and socioeconomically disadvantaged, they all relate to each other and can act as proxies for one another in the wider scheme of socioeconomic status and education.

As of 2023, Ireland is tied for second best across the EU member states with regards to the percentage of people aged 20-24 with a minimum of a higher second level education, sitting at 95% (Central Statistics Office, 2025). Additionally, in reference to the percentage of people with third level education, Ireland sits well above the EU-27 average of 35% at 55% (Central Statistics Office, 2024a). Though this a positive achievement for Ireland, there is still great disparity in education between socioeconomic groups. One is more likely to be in higher education if from a higher socioeconomic group (Central Statistics Office, 2017). There is also a link between a person's education level and their parents' education level, mirroring the findings of Kraaykamp and van Eijck (2010). Among 20 year old students who are a member of a family unit, if their parents were educated up to lower secondary level, 44.9% were full-time students. In comparison, if their parents were educated to upper secondary level, 65.2% were full-time students. Lastly, if their parents held a degree, 87.5% were full-time students (Central Statistics Office, 2017).

Data measuring the non-progression rates for Irish domiciled, non-mature students at TCD between the academic years 2016/2017-2023/24 shows that across all years (with the exception of the 2019/2020 which was likely impacted by the Covid-19 Pandemic), students who were classified as ‘disadvantaged’ or ‘marginally below average’ were at a higher risk of non-progression compared to ‘affluent’ and ‘marginally above average’ students. (Figure 1) (Higher Education Authority, 2026). County Dublin, where Trinity College is based, has its own regional disparities also. The percentage of people whose highest level of educational attainment is lower secondary lies at 10% for Dublin City, 7% for Dún Laoghaire-Rathdown, 10% for Fingal, and 13% for South Dublin (Central Statistics Office, 2023).

Age Group	Non-Mature				
NFQ Level	(All)				
Field of St...	(All)				
HEI	Trinity College Dublin				
Include Tr...	Include transfers				
	Affluent	Marginally Above Average	Marginally Below Average	Disadvantaged	Grand Total
2018/2019	4.1%	4.6%	6.4%	8.8%	4.9%
2019/2020	3.3%	2.5%	2.3%	1.7%	2.7%
2020/2021	4.4%	4.6%	6.0%	9.2%	5.0%
2021/2022	5.9%	6.6%	7.7%	14.6%	7.1%
2022/2023	3.0%	5.3%	8.9%	7.3%	5.2%
2023/2024	4.3%	5.0%	6.3%	-	5.2%
Grand Total	4.2%	4.9%	6.3%	9.1%	5.1%

Figure 1 (Higher Education Authority, 2026)

Deprivation Index Scores (DIS) provide a relative measure of advantage or disadvantage in a certain geographical area. At an undergraduate level in Ireland, 18% of students are classified as affluent, 41% are marginally above average, 30% are marginally below average, and 10% are disadvantaged. TCD is ranked lowest on socioeconomic diversity when categorising students into DIS groups, showing a stark difference when compared to the national average. 36% of TCD undergraduate students are classified as affluent, 39% as marginally above average, 19% as marginally below average, and only 6% as disadvantaged (Figure 2) (Higher Education Authority, 2020).

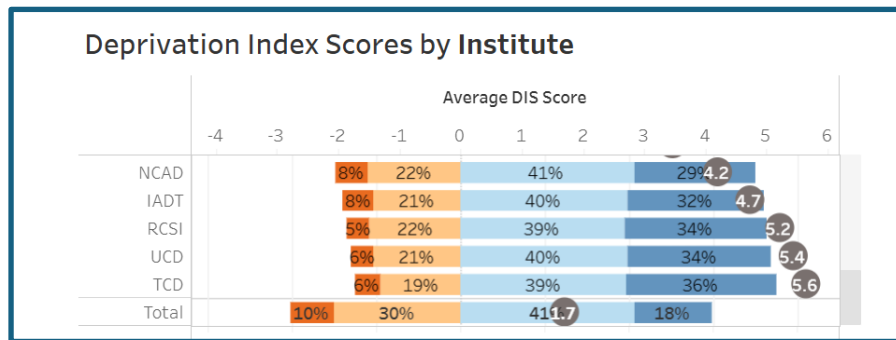


Figure 2 (Higher Education Authority, 2020)

In an effort to counter educational disparities, the ‘Delivering Equality of Opportunity In Schools’ (DEIS) scheme in Ireland provides extra supports for schools that are identified as having high concentrations of children at risk of educational disadvantage (Department of Education and Youth, 2026). The category of DEIS versus non-DEIS can therefore show another level of educational imbalance in Ireland. For example, data from 2019 to 2022 shows that DEIS schools, across each year, had a higher percentage of students absent from schools for 20 days or more during the school year (Central Statistics Office, 2024b).

Methodology

Data collection

The 21 TAP linked post-primary schools were identified using the TAP website (Trinity Access Programmes, 2026). The locations of these 21 schools were plotted on Google Earth and the circle measurement tool was used to create a 2 kilometre radius around each school (Map 1). This radius was chosen to maintain consistency of proximity across analysis as defining community borders would contain more nuance. Data from the Irish Times provided a national average for progression to Irish higher education across 2023, 2024, and 2025 (McGuire, 2023; O’Brien et al., 2024; Mooney, 2026). Data was used from Irish School Ratings (2026a) to find the average progression rate from 2023-2025 of these plotted schools. This was also done for all Dublin post-primary schools (with available data), and all Dublin post-primary schools that are non-DEIS and non fee-paying so to have a more comparable

reference point. Schools' funding status and DEIS status were collected using the school listings on the [gov.ie](https://www.gov.ie) website (Government of Ireland, 2026b). DEIS status was also collected via a DEIS schools list (Irish National Teachers' Organisation, 2019). Irish School Ratings (2026a) was used to determine whether the school was all boys, all girls, or a co-educational (mixed) school.



Map 1

Using the map section of Irish School Ratings (2026a), each TAP linked school was individually looked at and non-DEIS post-primary schools in the vicinity of the linked school were searched for. If a school was nearby, it was searched on Google Earth and if it fell in the 2km radius of the linked school it was plotted. Map 2 provides an example of this.



Map 2

The average progression rates of the schools identified as being nearby to the linked schools were found using Irish School Ratings (2026a) and compared to the aforementioned averages. This methodology was then repeated to include the 6 North East Inner City (NEIC) post-primary schools that TAP links closely with (see Map 3) and analysed accordingly.



Map 3

A list of publicly funded higher education institutions (HEI) was used to identify all HEIs in Dublin and Maynooth (Department of Further and Higher Education, Research, Innovation and Science, 2022). The websites of these HEIs were examined for a publicly available list of all post-primary schools that they are linked with (if any). This information was found for Dublin City University (DCU) (Dublin City University, 2026), the National College of Art and Design (NCAD) (National College of Art and Design, 2026), and for the National College of Ireland (NCI) (National College of Ireland, n.d.). Progression data of these partner schools taken from Irish School Ratings (2026a) was inputted into Google Sheets for comparison with the TCD linked schools.

Data analysis

Throughout this paper, multiple proxies are used to indicate socioeconomic status such as DEIS status, DIS, and fee-paying status. It is important to note that these are not a direct measurement of socioeconomic advantage or disadvantage, but they can aid in identifying areas requiring further research or improvement.

Data representation

Tables were created in Google Sheets with the relevant data. Pie and bar charts were created using software within Google Sheets, and other visualisations were created using Canva.

Findings

The national average of progression to Irish higher education from post-primary school¹ according to Irish Times feeder school data was approximately 80% in 2024 and 2025, and 74% in 2023 (McGuire, 2023; O'Brien et al., 2024; Mooney, 2026). This gives a national

¹ Referred to as 'progression' or 'progression rate' throughout this paper.

progression average of 78% across these 3 years. An analysis of all 177 Dublin post-primary schools with publicly available data shows that the average progression rate from 2023-2025 is 73.16% (Appendix A)². Contrastingly, progression for the 20 TAP linked schools³ was much lower than these averages at 60.88% (Appendix B; Figure 3).

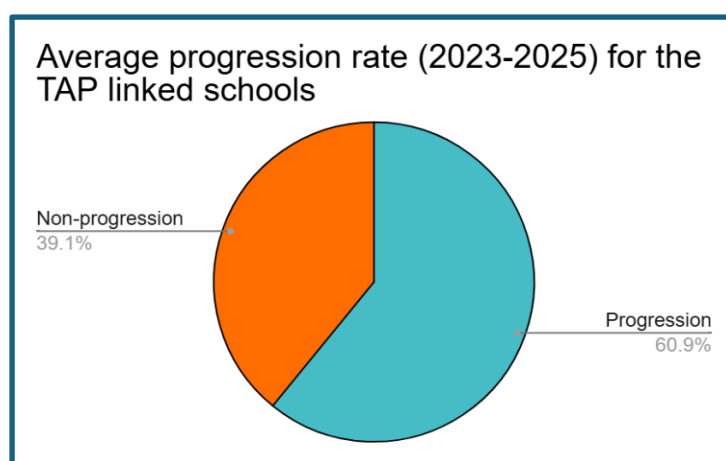


Figure 3

At first glance, the average progression rate for the 30 non-DEIS post-primary schools⁴ lying within a 2km radius of a TAP linked school appear to be higher than the national and Dublin averages at 82.39% (Table 1). However, upon removal of the fee-paying schools which account for over a third of the identified schools, the average progression rate drops to 74.11% (Figure 4). When only accounting for non fee-paying schools on the north side of Dublin from these 30 schools the progression rate drops further to 72.87%. This is lower than the average of all Dublin post-primary schools. Only using non-DEIS, non fee-paying Dublin post-primary schools for comparison leaves 78 schools and provides an average progression rate of 79.74% (Appendix C; Figure 5). This is 5.63% higher than the average of non-DEIS, non fee-paying

² Some schools only have available progression data for one or two of these years, and an overall average was taken from them instead.

³ No progression data was available for Drimnagh Castle CBS, leaving 20 available TAP linked schools to analyse.

⁴ 31 schools were identified as lying within a 2km radius however there is no available progression data for Harold's Cross Educate Together Secondary School.

schools in the vicinity of the TAP linked schools, and higher by 6.87% for schools of those characteristics that are also located in north Dublin.

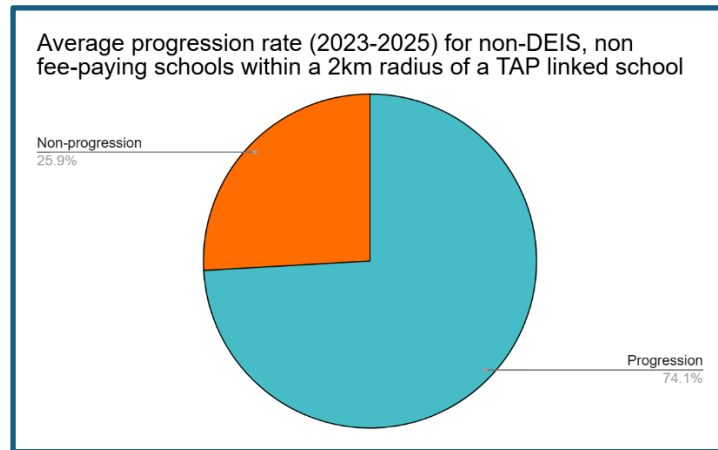


Figure 4

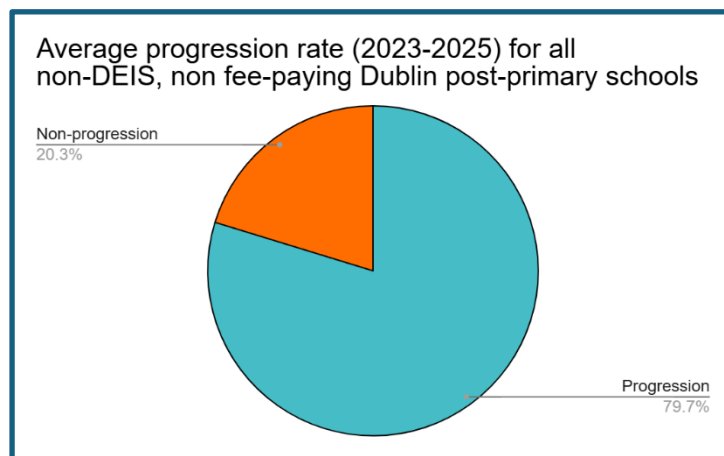


Figure 5

10 out of 18 of the non-DEIS, non fee-paying schools in a 2km radius of a TAP linked school sit below the Dublin average of schools with the same characteristics. Only one fee-paying school lies below that average: St Columba's College. 7 out of those 10 schools lie below the Dublin average that includes both DEIS and fee-paying schools, and 4 schools have a lower average progression rate than the average of the TAP linked schools.

Expanding the approach to include the 6 post-primary schools located in the NEIC of Dublin that TAP links with brings the average of all the TAP linked schools down slightly to 59.67% and provides 6 new non-DEIS schools to analyse⁵. The average of the 36 non-DEIS schools within a 2km radius of a TAP linked or NEIC TAP linked school is raised upon the inclusion of these 6 new schools to 83.2% if fee-paying schools are included (Table 2), and 77.4% if they are excluded. The latter still sits slightly below the national average and the Dublin average of non-DEIS and non fee-paying schools. Only one of these introduced schools within a 2km radius of an NEIC TAP linked school is below the Dublin averages: Clonturk College. Additionally, no newly added school is below the TAP linked schools' average, both including and excluding the 6 NEIC schools in the average.

Table 1⁶

Schools within a 2km radius of a TAP linked school	Average progression rate 2023-2025 (%)
Wesley College Dublin	95.7
St Columba's College	50
Loreto High School Beaufort	105.3
The King's Hospital	87.3
Mount Sackville Secondary School	99.3
Belvedere College	98.3
Loreto College St. Stephen's Green	104.7
Catholic University School	108.3
St Conleth's College	92
St Michael's College	106.3
The Teresian School	94.7

⁵ Some schools falling within 2km of a TAP linked school also fall within the radius for a NEIC TAP linked school.

⁶ The feeder school data used in the tables throughout this paper counts students twice if they drop out and re-enroll in a new course, and includes past pupils that enroll in courses, leading to some progression rates being over 100% (Irish School Ratings, 2026b).

Sandford Park School	96
De La Salle College	61
Gaecholáiste an Phiarsaigh	90
Firhouse Educate Together Secondary School	57
Kingswood Community College	54.7
St Mac Dara's Community College	81
Coláiste Chilliaín	83
St Patrick's Cathedral Grammar School	78.7
Sandymount Park ETSS	68
Muckross Park College	104.7
Coolmine Community School	75.7
Hartstown Community School	64.3
Belmayne Educate Together Secondary School	39
Gaelcholáiste Reachrann	88.7
Manor House School	82.7
Loreto Secondary School Balbriggan	92.7
Ardgillan Community College	81
Bremore Educate Together Secondary School	56.7
Coláiste Ghlór na Mara	75
Average	82.39333333

Table 2

Schools within a 2km radius of a TAP linked or NEIC TAP linked school	Average progression rate 2023-2025 (%)
Dominican College	96.3
Árdscoil Rís	95.3
Clonturk College	66.7
Maryfield College	96.3
Mount Temple Comprehensive School	88
St. Aidan's C.B.S.	81
Wesley College Dublin	95.7
St Columba's College	50
Loreto High School Beaufort	105.3
The King's Hospital	87.3
Mount Sackville Secondary School	99.3
Belvedere College	98.3
Loreto College St. Stephen's Green	104.7
Catholic University School	108.3
St Conleth's College	92
St Michael's College	106.3
The Teresian School	94.7
Sandford Park School	96
De La Salle College	61
Gaecholáiste an Phiarsaigh	90
Firhouse Educate Together Secondary School	57
Kingswood Community College	54.7
St Mac Dara's Community College	81

Coláiste Chillíain	83
St Patrick's Cathedral Grammar School	78.7
Sandymount Park ETSS	68
Muckross Park College	104.7
Coolmine Community School	75.7
Hartstown Community School	64.3
Belmayne Educate Together Secondary School	39
Gaelcholáiste Reachrann	88.7
Manor House School	82.7
Loreto Secondary School Balbriggan	92.7
Ardgillan Community College	81
Bremore Educate Together Secondary School	56.7
Coláiste Ghlór na Mara	75
Average	83.20555556

A breakdown of the amount of schools that are all boys, all girls, or co-educational for different categories can be seen in Figures 6, 7, and 8. This was analysed as a new dimension and showed that across all non-DEIS and non fee-paying post-primary schools in Dublin, the TAP linked post-primary schools, and the non-DEIS and non fee-paying post-primary schools within a 2km radius of a TAP linked school; girls' schools performed best, boys' schools followed behind, and co-educational schools performed worst with regards to progression (Table 3). On average, co-educational schools underperform by 15.57% compared to girls' schools and by 8.34% compared to boys' schools. Furthermore, boys' schools underperform by 7.23% on average compared to girls' schools.

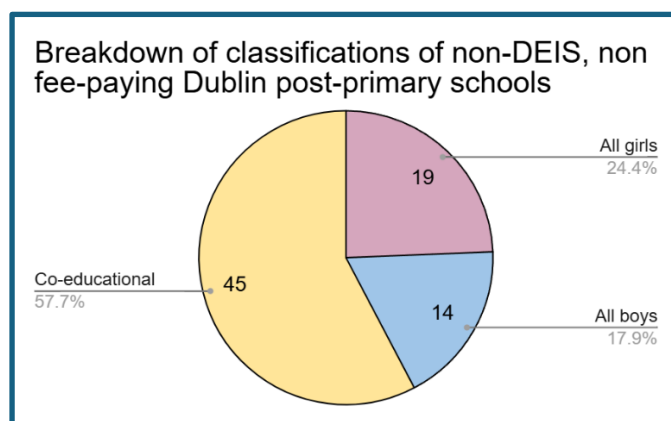


Figure 6

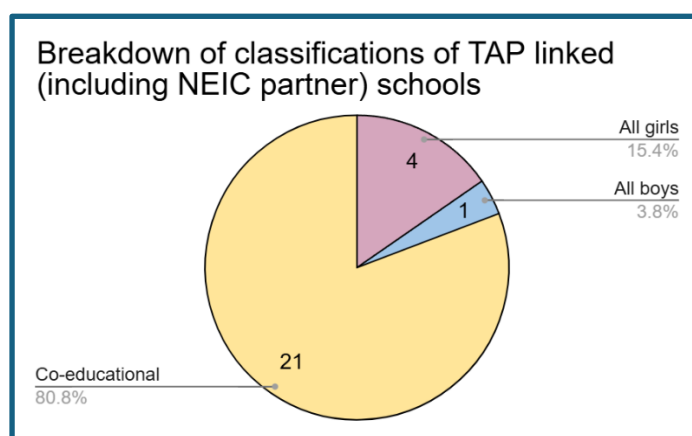


Figure 7

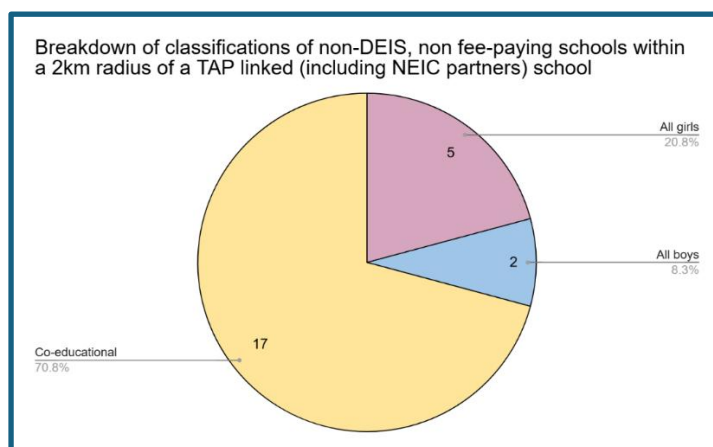


Figure 8

Table 3

AVERAGE FOR:	Girls	Boys	Mixed
Non-DEIS, non fee-paying Dublin schools	94.47894737	83.87142857	72.24
TAP linked schools	67.36666667	63.3	59.5125
TAP linked and NEIC TAP linked schools	59.66538462	63.3	58.47142857
Non-DEIS, non fee-paying schools within a 2km radius of a TAP linked school	93.36666667	N/A	70.25333333
Non-DEIS, non fee-paying schools within a 2km radius of a TAP and NEIC TAP linked school	94.54	88.15	71.08823529

When focusing solely on progression averages from TCD linked schools (Appendix D) and other linked schools⁷, it appears the DCU (Appendix E), NCAD (Appendix F), and NCI (Appendix G) linked schools have lower progression rates on average at 54.23%, 52.61%, and 55.14% respectively.

Discussion

Progression and proximity to a TAP linked school

There are 722 post-primary schools nationally (McCarthaigh, 2025) and 183 of these are in County Dublin (Department of Education and Youth, 2021). Of these, 177 have publicly available progression rates on Irish School Ratings (2026a) (Figure 9). The average of these schools comes out at 73.16%. This acts as a stronger comparison point for the TAP linked schools and the schools in their vicinity as opposed to the national average because Dublin schools will share more geographical similarities with each other. While it appears that if a student attends a school within a 2km radius they are more likely to attend higher education (82.39% average progression), over a third of the identified schools are fee-paying, thus

⁷ Progression data for Ellenfield Community College is not available and thus not included in the list for DCU linked schools. Similarly, progression data was not available for 6 of NCAD's linked schools.

skewing the data. Upon removal of these schools, the average drops to 74.11%, bringing this below the national average. While it remains slightly above the Dublin average, this Dublin average includes both fee-paying and DEIS schools. As fee-paying and DEIS are excluded from the average of schools within a 2km radius of a TAP linked school, a fairer comparison would utilise the average of Dublin post-primary schools that are both non-DEIS and non fee-paying. The average for the latter is 79.74%. Therefore, students attending a non-DEIS, non fee-paying post-primary school that is located within a 2km radius of a TAP linked school have a progression rate that is approximately 5.6% lower than schools that are similarly both non-DEIS and non fee-paying, but that don't lie within that 2km radius.

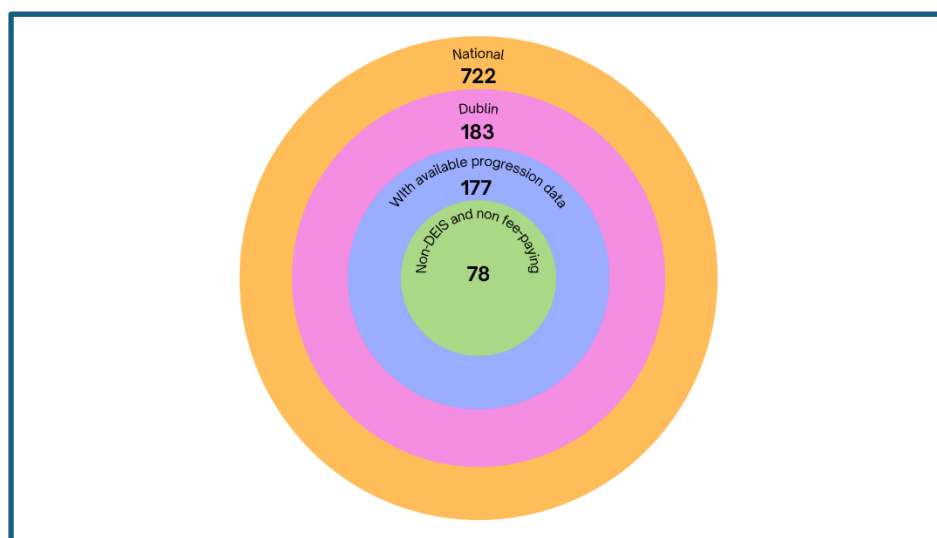


Figure 9: Amount of post-primary schools across different categories

Certain post-primary schools are particularly at risk. Only one fee-paying school out of the 30 identified schools has a lower than average progression rate (St Columba's College - 50%), however the school notes that a large portion of their students progress to higher education outside of Ireland and are thus not represented in the feeder school statistics (St. Columba's, 2026). Outside of this, ten schools sit below the Dublin average of non-DEIS, non fee-paying schools:

- De La Salle College
- Firhouse Educate Together Secondary School

- Kingswood Community College
- St. Patrick's Cathedral Grammar School
- Sandymount Park Educate Together Secondary School
- Coolmine Community School
- Hartstown Community School
- Belmayne Educate Together Secondary School
- Bremore Educate Together Secondary School
- Coláiste Ghlór na Mara

Seven of these schools also lie below the average of all Dublin schools:

- De La Salle College
- Firhouse Educate Together Secondary School
- Kingswood Community College
- Sandymount Park Educate Together Secondary School
- Hartstown Community School
- Belmayne Educate Together Secondary School
- Bremore Educate Together Secondary School

Interestingly, most schools that sit below the Dublin average also sit below the average of the TAP linked schools. These are as follows:

- Firhouse Educate Together Secondary School
- Kingswood Community College
- Belmayne Educate Together Secondary School
- Bremore Educate Together Secondary School

This identifies that there may be an issue with these schools not fitting into the DEIS criteria and not being identified by HEIs as requiring partnerships. Therefore, these schools may not receive those extra supports⁸ because they are not seen as 'in need' as much as the DEIS schools and schools partnered with a HEI such as TCD, subsequently causing them to fall

⁸ Students from non-DEIS post-primary schools may still apply to the Higher Education Access Route (HEAR) if they fit enough of the criteria. While this criterion includes attendance at a DEIS school it is not limited to this. It also includes factors such as family income, area profile etc. (My Career Verse, 2026).

behind the schools that are linked with TAP (and that are majority DEIS). Findings from Ní Chorcóra et al. (2025) in their analysis of TAP linked schools agrees with this. Their work indicated that DEIS status did not influence students' goals and aspirations, demonstrating that there may be young people facing educational disparity in non-DEIS schools that are increasingly at risk of "falling through the cracks". Additionally, Ní Chorcóra et al. (2025) show that participation in the outreach programme is linked with higher educational aspirations and future goals, which is a strong predictor of progression.

These findings suggest that the aforementioned schools may warrant consideration for future TAP outreach partnerships. Particular attention and priority should be given to those schools which fall below the average of the TAP linked schools.

Furthermore, 20% of the TAP linked schools with available progression data are non-DEIS. However, they are largely surrounded by areas of socioeconomic disadvantage, as indicated by Pobal Deprivation Index Scores (Pobal, 2026) and they are in areas where progression is low (Ní Chorcóra et al., 2025). This shows evidence of already existing partnerships between TCD and non-DEIS schools. This could be expanded to nearby schools with relatively low progression rates. Widening the linkages between schools and TCD would deepen the connection to higher education within the community and would allow for increased community collaboration between the linked schools. This expansion may lead to positive feedback in promoting social capital within the community, thereby aiding in tackling educational disparity on a larger scale. For example, there are likely unmeasurable spillover effects of TAP outreach as social capital may rise within young people as they discuss the programme with friends (Ní Chorcóra et al., 2025). Similarly, the complexity of educational inequity requires a systems approach, which necessitates understanding individuals as embedded in their communities (Kuttner et al., 2019) and acknowledging that the effects of neighbourhood and the effects of school interact and reinforce each other to reproduce educational inequality (Luter, 2016).

The creation of high-quality partnerships needs “the ability to build webs of trusting relationships across communities” (Kuttner et al., 2019, pp.154). Schools act as the “driving force of improvement of the neighbourhood” and reform to reduce educational disparities within communities thus requires schools and can be achieved through using universities which act as an anchor institution (Luter, 2016, pp.165). This highlights the importance of extending linkages between universities and post-primary schools within a given community.

Progression and proximity to a TAP linked or NEIC TAP linked school

An expansion of the methodology to include the 6 North-East Inner City post-primary schools TCD partners with provides 6 new non-DEIS post-primary schools to add to the analysis. Interestingly, this expansion results in a reduction of the average progression of the linked schools to 59.67% while simultaneously raising the average of non-DEIS schools within a 2km radius of a linked school to 83.2% if fee-paying schools are included, and 77.4% if they are excluded. While the latter still remains below the national average and the average of non-DEIS, non-fee paying Dublin schools, it is by a much slimmer margin. Furthermore, no newly added school fell below the TAP linked school average and only one school fell below the national and Dublin averages - Clonturk College (66.7% progression rate). Figure 10 provides an overview of the average progression rates discussed.

This may seem to slightly contradict my previous findings that progression rates are lower for non-DEIS schools in the vicinity of a linked school, however one possible explanation is the heterogeneity of socioeconomic status within a 2km radius of the inner city compared to the rest of Dublin. While the NEIC faces large amounts of financial deprivation (Doyle et al., 2022), the areas these 6 new schools are located in are above average to affluent, with the exception of Dominican College, Drumcondra which, while located in an area classified as marginally below average, is on the edge of this area and borders affluent areas on 3 sides (Pobal, 2026). However, simply being located adjacent to affluent areas does not necessarily mean that the students at the respective schools come from these areas so without a socioeconomic breakdown of the student bodies this explanation cannot be confirmed.

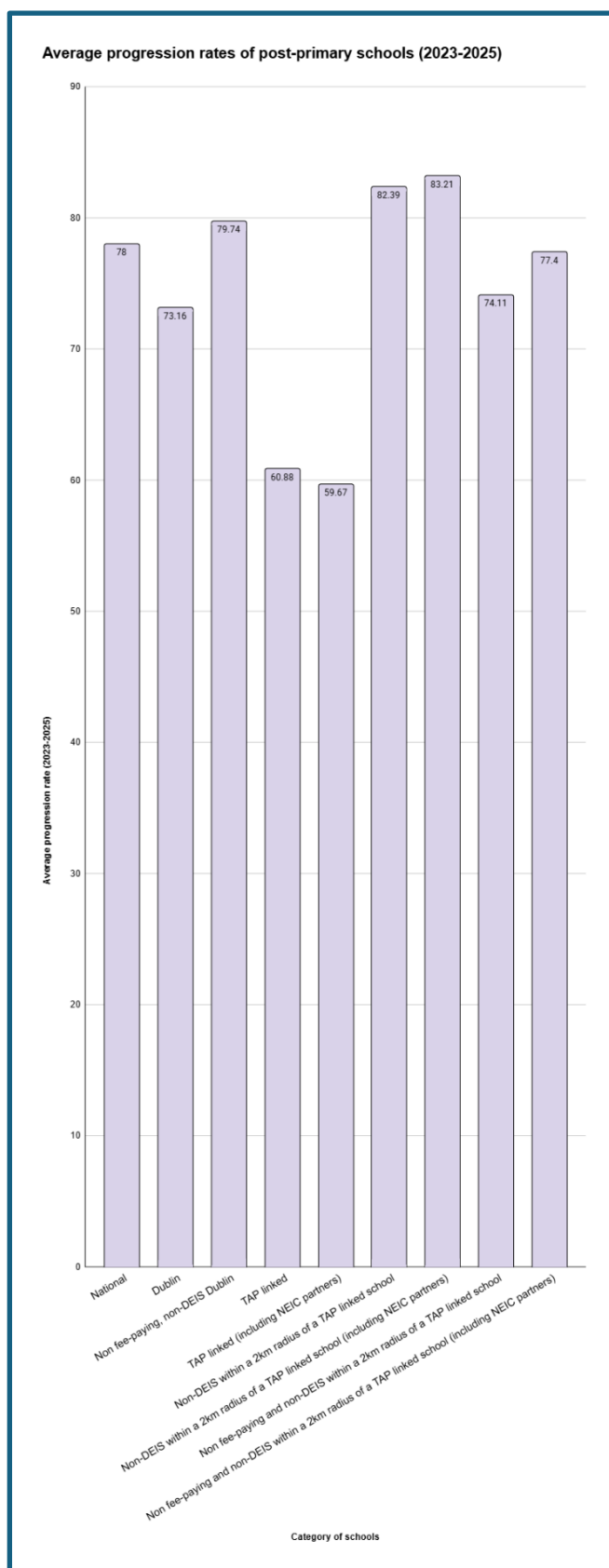


Figure 10

Additionally, Dublin City Council states that the NEIC only has an area of 161 hectares which is approximately 1.61km squared (Dublin City Council, 2022). This means that the methodology of a 2km radius may not adequately match an analysis of schools in the NEIC areas, leading to areas outside a given community being considered which could be a factor in the slight inconsistency in findings.

Employment of a shorter radius may be beneficial if looking to further research progression rates of schools in this area to discern if more resources should be focused here.

Single-sex schooling, co-educational schooling, gender and progression

The addition of whether the school is all girls, all boys, or co-educational as a dimension displayed a trend that girls' schools have the highest average rates of

progression, followed by boys' schools, and then by co-educational schools. However, there is a lack of boys' schools in the samples. There was only one boys' school in the TAP linked and NEIC linked schools. No boys' schools fell into the category of non fee-paying, non-DEIS schools within a 2km radius of a TAP linked school, expanding to just two non-fee paying, non-DEIS boys' schools in the vicinity of a TAP linked school when including the NEIC linked schools. This means that there is not sufficient data to develop a conclusion on the progression state of all boys' schools.

There is sufficient evidence however pointing towards the substantial difference in performance of girls' schools versus co-educational schools, with co-educational schools having a 15.6% lower progression rate on average⁹ compared to girls' schools. This may align somewhat with literature on the underachievement of working-class boys which highlights the intersectionality of gender and social class. Aspects such as differences in aspirations, societal expectations of masculinity (Younger et al., 2006) and research showing that boys are more sensitive to disadvantage (Mensah and Kiernan, 2010) are potential factors in the underachievement in boys. The effects of this can be seen in Ireland, as participation in higher education of men in disadvantaged areas has been found to be less than women from similar backgrounds (Ní Chorca et al., 2025). It could be possible then that the underperformance of co-educational schools may be due to this gendered dimension.

Yet in order to confidently discern this, research would need to be conducted breaking down the progression differences between boys and girls in these mixed schools.

Outreach, access, and progression

As of 2021, 98% of DEIS post-primary schools had a link or engagement with a HEI (Tithe an Oireachtas, 2021). The websites of all publicly funded HEIs (Department of Further and Higher Education, Research, Innovation and Science, 2022) in Dublin and Maynooth were reviewed to find any publicly available information on post-primary school linkages. Of these HEIs,

⁹ Across the analysed categories in the 'Findings' section of this paper.

comprehensive lists of their respective linked schools were located for¹⁰ TCD, DCU, NCI, and NCAD (Trinity Access Programme, 2026; Dublin City University Access Service, 2026; National College of Art and Design, 2026; National College of Ireland, n.d.). An analysis of the progression rates of these linked schools shows that TCD linked schools have the highest average rate of progression at 59.67%¹¹, followed by NCI at 55.14%, DCU at 54.23%, and NCAD at 52.61%. This could point towards the effectiveness of TAP's programmes; however, it could also mean that the other HEIs are targeting schools that lie in areas with higher deprivation levels.

The average DIS score of the TCD linked schools is higher than that of the NCAD and DCU linked schools. While the TCD linked school average DIS is lower than the average score of the NCI linked schools, there are only 5 schools linked to NCI and they are all based in the NEIC. Therefore, their Deprivation Index Scores based on the location of the school are likely not representative of the respective student body due to the previously discussed socioeconomic heterogeneity of the NEIC. The same could be said for the TCD, DCU, and NCAD linked schools. Just because the location of the school is a certain area does not mean that the students come from said area. Additionally, the TCD, NCAD, and DCU average DIS of their linked schools are extremely similar relative to the breadth of the DIS range. The index typically ranges from -40 (most disadvantaged) to +40 (most affluent) (Higher Education Authority, 2020) and the average DIS of TCD, NCAD, and DCU all lay between -1.1 to -2.7. It thus appears that TAP links with schools of similar levels of disadvantage to those post-primary schools linked with DCU and NCAD.

¹⁰ Partnership lists may be available for other HEIs but just not publicly available on their website.

¹¹ Removing the NEIC TAP linked schools still leaves TCD linked schools with the highest average progression rate.

Limitations

Availability of relevant data is a key limitation to the paper. Not all Dublin schools had progression data available in the Irish Times feeder school data and consequently were not listed in the Irish School Ratings (2026a) list. Additionally, the DEIS status of some schools may have changed since the information was published by the Government of Ireland (2026b) and Irish National Teachers' Organisation (2019). Some of the associated analysis could therefore be slightly inaccurate. There were also restrictions in finding the national progression average. This paper used data from the Irish Times (McGuire, 2023; O'Brien et al., 2024; Mooney, 2026) as this was the same institution the individual school progression data was drawn from, however different national averages may have been found by other establishments that also collect feeder school data. Furthermore, while the Central Statistics Office and Higher Education Authority had associated higher education progression data, there was no directly correlating average that specifically looked at progression from post-primary education to higher level education for these 2023-2025 groups.

The Irish School Ratings website and the Irish Times also list issues with their methodology with regards to the feeder school progression data (Irish School Ratings, 2026b; McGuire, 2026). It includes "past pupils that enroll in courses and double-counts students that drop out of a course and re-enroll in a new course", leading to some progression rates being over 100% (Irish School Ratings, 2026b). Students may also be overrepresented if they changed schools throughout their post-primary education due to possible notation in the progression data of all schools they attended (McGuire, 2026). One of the largest constraints for this paper is that the progression data does not include progression to non-Irish universities or to further education due to a lack of centrally collected data by the State (Irish School Ratings, 2026b; McGuire, 2026). This means that certain schools may have underrepresented rates of progression. Further education is incredibly important in investigating the connections between socioeconomic status and progression and should thus be explored further. Finally, some schools were not represented due to a lack of available data, having less than 10 students sitting the Leaving Certificate that year, and if they are a 'grind school', among other reasons (Irish School Ratings, 2026b; McGuire, 2026). For the 2025 progression data

specifically there was also an issue with approximately 1800 students not being represented due to a delay from Technological University Dublin with the progression information, though this is not expected to have disproportionately affected any school's data (McGuire, 2026).

The manual inputting of data from Irish School Ratings (2026a), and plotting of schools and radii introduces a possibility of human error however cross-checking was employed to minimise this. In addition to this, efforts were taken for the latter to ensure that the relevant markers were placed directly on the location marker placed by Google Earth. Some schools lay partially outside/inside the 2km radius so there is a degree of measurement uncertainty there. To maintain consistency the school was noted as within 2km of a TAP linked school if the respective marker on Google Earth was within the radius. Furthermore, as noted previously, the 2km radius is a set distance and does not necessarily represent community or socioeconomic boundaries. Its restrictions can particularly be seen with regards to progression statistics involving the NEIC. In a similar vein, the socioeconomic classification of the area a school resides in, and the progression rate of a school does not equate to the socioeconomic status of the students that attend that school, however data on individual post-primary students is not publicly available.

Conclusion and Recommendations

In Ireland, a person is more likely to participate in higher education if they are of a higher socioeconomic status (Central Statistics Office, 2017). Trinity College Dublin is disproportionately made up of affluent students with only 25% of TCD undergraduate students below the national deprivation average, compared to 40% across all HEIs (Higher Education Authority, 2020). When these students of a lower socioeconomic background make it to higher education, they still encounter problems such as lower progression rates to the next year of university. From 2018-2024, the rate of non-progression to the next year of higher education in TCD was 9.1% for disadvantaged students, compared to just 4.2% of affluent students (Figure 1; Higher Education Authority, 2026) however this paper focused on the rates at which these students get to higher education: their progression from post-primary to

university. Students from TAP linked schools (that are therefore identified as having high levels of socioeconomic disadvantage) have lower progression rates on average. However, post-primary schools that are non fee-paying and non-DEIS that lie within 2km of a linked school also have lower progression rates on average.

While low progression is not a direct measure of socioeconomic disadvantage it may identify schools that potentially face disadvantage needing further investigation. This suggests that while DEIS status is an indicator of a school having high levels of socioeconomic disadvantage, the absence of DEIS status does not necessarily equate to the absence of socioeconomic disadvantage of the school or its students. This opens room for TCD to expand outreach to these schools that do not receive those extra supports via the DEIS programme, but whose students are moving on to higher education less on average. Notably, 4 schools in the vicinity of a school already linked to TAP have lower progression rates than the average of TAP linked schools: Firhouse Educate Together Secondary School, Kingswood Community College, Belmayne Educate Together Secondary School, and Bremore Educate Together Secondary School. Further investigation into the progression of these students is recommended, particularly with regards to progression to further education as that is something this paper could not consider. There is potential for community opportunities here that can consequently increase the social capital of the selected community. Collaboration with other university access programmes and expanding partnerships to schools that are linked to another HEI but are near TAP linked schools could also create a stronger force for tackling educational disparity within the community. Yet while this paper cannot prove that linkages with TAP improve progression rates, research has shown the positive impact of TAP programmes on linked schools with regards to ameliorating students' aspirations which predicates progression (Ní Chorcra et al., 2025).

Additionally, from taking an intersectional view on the data, this paper has shown that those from socio-economically disadvantaged areas who attend co-educational schools are less likely to continue to higher education than those attending single-sex schools. Of those attending these single-sex schools, girls fare better than boys. To examine if this data aligns

with research on the underachievement of working class boys, further investigation should be conducted with an increased number of boys schools. This may be undertaken via increasing the radius used or by identifying schools of low socioeconomic status using other means. Additional study is also suggested to compare the differences in progression between boys and girls in co-educational schools, particularly co-educational schools that have been identified in this study as having lower relative rates of progression.

Finally, marking a radius around a linked school to identify other schools for further investigation prove useful for schools in the NEIC, however a much smaller radius would need to be employed, or a method of identifying the DIS of the areas the student body resides, in order to accurately analyse and address progression disparities without inferring the socioeconomic status of the individual by the school they attend. Further analysis of educational disparity due to socioeconomic status and how Trinity interacts with it in reference to progression from post-primary to higher education may benefit from the collection of data focused on the area, and associated DIS score, of where students live, rather than where the school itself is located. This would provide a better understanding of where the student body of a particular school resides, improving the visibility of nuances in the socio-economic make up of a school which could not be achieved by solely looking at where a school is located.

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Appendices

Appendix A

School name	2023-2025 Average Progression Rate (%)	Fee-paying?	DEIS?	Sex
Loreto College (St. Stephens Green)	104.7	Y	N	Girls
Coláiste Íosagáin	114	N	N	Girls
Blackrock College	100	Y	N	Boys
Loreto Abbey Secondary School	104.3	Y	N	Girls
St. Colmcille's Community School	97.3	N	N	Mixed
Loreto College (Swords)	94.7	N	N	Girls
Muckross Park College	104.7	N	N	Girls
Coláiste Eoin	109	N	N	Boys
Gaelcholáiste Reachrann	88.7	N	N	Mixed
Our Lady's School	95.7	N	N	Girls
Dominican College	99.7	N	N	Girls
St Benildus College	90	N	N	Boys
St Joseph Of Cluny Secondary School	108.7	Y	N	Mixed
Mount Anville Secondary School	109.7	Y	N	Girls
Holy Faith Secondary School	107	N	N	Girls
Sandford Park School Ltd	96	Y	N	Mixed
Santa Sabina Dominican College	105.7	N	N	Girls
St Michaels College	106.3	Y	N	Boys
Terenure College	100.3	Y	N	Boys
St. Mary's College C.S.Sp., Rathmines	105	Y	N	Boys
St Louis High School	92.3	N	N	Girls

Mount Sackville Secondary School	99.3	Y	N	Girls
Castleknoch College	99.3	Y	N	Boys
Loreto High School	105.3	Y	N	Girls
Dominican College	96.3	N	N	Girls
Gonzaga College	105.7	Y	N	Boys
Belvedere College S.J	98.3	Y	N	Boys
Loreto Secondary School	92.7	N	N	Girls
Mount Temple Comprehensive School	88	N	N	Mixed
Castleknoch Community College	87	N	N	Mixed
Loreto College Foxrock	96.7	Y	N	Girls
Holy Child Killiney	106.3	Y	N	Girls
Sandymount Park Educate Together Secondary School	68	N	N	Mixed
Coláiste Ghlór na Mara	75	N	N	Mixed
Our Lady's Grove Secondary School	95.3	N	N	Girls
Stratford College	99	Y	N	Mixed
Rosemont School	99.3	Y	N	Girls
The Teresian School	94.7	Y	N	Girls
Stepaside Educate Together Secondary School	71.3	N	N	Mixed
Gaelcholáiste an Phiarsaigh	90	N	N	Mixed
Sutton Park School	83.7	Y	N	Mixed
St. Fintan's High School	91.7	N	N	Boys
St Conleths College	92	Y	N	Mixed
St Joseph's College	90	N	N	Girls
Wesley College	95.7	Y	N	Mixed
Coláiste Chillíain	83	N	N	Mixed

St Mary's Secondary School	72.3	N	Y	Girls
Manor House School	82.7	N	N	Girls
St Raphaela's Secondary School	95.7	N	N	Girls
Rockbrook Park School	98	Y	N	Boys
Catholic University School	108.3	Y	N	Boys
Malahide Community School	90.3	N	N	Mixed
Coláiste Phádraig CBS	86.3	N	N	Boys
Donabate Community College	79.7	N	N	Mixed
Christian Brothers College	110.7	Y	N	Boys
Coláiste Bríde	72.7	N	N	Girls
Firhouse Educate Together Secondary School	57	N	N	Mixed
The High School	98	Y	N	Mixed
Willow Park School	85	Y	N	Boys
St Andrews College	93.7	Y	N	Mixed
Adamstown Community College	78	N	N	Mixed
St Joseph's Secondary School	76	N	Y	Mixed
Lucan Community College	82.3	N	N	Mixed
Skerries Community College	86	N	N	Mixed
Alexandra College	88.7	Y	N	Girls
Ardgillan Community College	81	N	N	Mixed
Lusk Community College	73.3	N	N	Mixed
The Kings Hospital	87.3	Y	N	Mixed
Árdscoil Rís	95.3	N	N	Boys
St Dominics College	92.3	N	N	Girls
Christian Brothers, Synge St.	58.7	N	Y	Boys

Templeogue College	82	N	N	Boys
Le Cheile Secondary School	69.7	N	N	Mixed
Portmarnock Community School	91.3	N	N	Mixed
Rockford Manor Secondary School	83.3	N	N	Girls
Newpark Comprehensive School	90.7	N	N	Mixed
Oatlands College	94	N	N	Boys
Coláiste Mhuire	78	N	Y	Mixed
Holy Family Community School	72	N	N	Mixed
John Scottus Secondary School	87	Y	N	Mixed
Mount Carmel Secondary School	58	N	Y	Girls
Rathdown School	88.7	Y	N	Mixed
Coláiste Pobail Setanta	81	N	N	Mixed
Coláiste Cois Life	91	N	N	Mixed
Maryfield College	96.3	N	N	Girls
Firhouse Community College	71	N	N	Mixed
Scoil Phobail Chuil Mhin	75.7	N	N	Mixed
Fingal Community College	71.3	N	N	Mixed
Clonturk College	66.7	N	N	Mixed
Clonkeen College	81.3	N	N	Boys
St Patrick's Cathedral Grammar School	78.7	N	N	Mixed
Kishoge Community College	79	N	N	Mixed
Coláiste Éanna	77.7	N	N	Boys
St Kilian's Deutsche Schule	87.3	Y	N	Mixed
Rosmini Community School	61	N	Y	Mixed
Sancta Maria College	84	N	N	Girls

St Finians Community College	76.7	N	Y	Mixed
St. Aidan's C.B.S.	81	N	N	Boys
St Pauls College	78.3	N	N	Boys
Phobailscoil Iosolde	63.3	N	Y	Mixed
Scoil Chaitriona	82.7	N	Y	Mixed
Our Lady Of Mercy College	57.7	N	Y	Girls
Luttrellstown Community College	72.7	N	N	Mixed
St Marys Secondary School	69	N	N	Mixed
St Mac Dara's Community College	81	N	N	Mixed
St. Tiernan's Community School	65	N	Y	Mixed
The Donahies Community School	53.3	N	Y	Mixed
Edmund Rice College	57	N	N	Mixed
Larkin Community College	67	N	Y	Mixed
Loreto College (Crumlin)	62.7	N	Y	Girls
Marian College	64.3	N	Y	Mixed
Coláiste de hÍde	54.3	N	Y	Mixed
Mercy Secondary School	69.7	N	Y	Mixed
Holy Child Community School	62.3	N	Y	Mixed
Chanel College	57.7	N	Y	Mixed
Moyle Park College	63.3	N	N	Boys
C.B.S. Westland Row	58.3	N	Y	Mixed
St Michaels Secondary School	53	N	Y	Girls
St Marys Secondary School	56	N	Y	Girls
Mercy College Coolock	48.3	N	Y	Girls
St Pauls C.B.S.	42	N	Y	Mixed

St Pauls Secondary School	78.3	N	Y	Girls
St Declan's College	74	N	N	Boys
Ballinteer Community School	66	N	Y	Mixed
Hartstown Community School	64.3	N	N	Mixed
Tallaght Community School	56.7	N	Y	Mixed
Hansfield ETSS	67.3	N	N	Mixed
St Marks Community School	62.7	N	Y	Mixed
Pobalscoil Neasáin	62.7	N	Y	Mixed
Assumption Secondary School	66.7	N	Y	Girls
St Vincents C.B.S. Glasnevin	54	N	Y	Boys
O'Connell School	40.7	N	N	Mixed
St Columba's College	50	Y	N	Mixed
Kylemore College	36.7	N	Y	Mixed
New Cross College	42.7	N	Y	Mixed
Kingswood Community College	54.7	N	N	Mixed
Cabinteely Community School	52.3	N	Y	Mixed
Presentation Community College	65.7	N	N	Mixed
De La Salle College	61	N	N	Mixed
Belmayne Educate Together Secondary School	39	N	N	Mixed
Coláiste Choilm	70.3	N	N	Boys
Meanscoil Iognáid Rís	51.7	N	Y	Boys
St. David's College	44.3	N	Y	Mixed
St Aidan's Community School	46	N	Y	Mixed
Bremore Educate Together Secondary School	56.7	N	N	Mixed
Árdscoil La Salle	44.5	N	Y	Mixed

St Josephs Secondary School	45.3	N	Y	Mixed
Presentation College	39.7	N	Y	Mixed
Swords Community College	50	N	N	Mixed
Balbriggan Community College	62	N	Y	Mixed
Greenhills College	53	N	Y	Mixed
Collinstown Park Community College	43.3	N	Y	Mixed
St Laurence College	34.7	N	Y	Mixed
Malahide & Portmarnock Secondary School	49.5	N	N	Mixed
Deansrath Community College	46	N	Y	Mixed
Old Bawn Community School	63.7	N	N	Mixed
St Kevins College	62.3	N	Y	Boys
Coolock Community College	72	N	Y	Mixed
St. Seton's Secondary School	45	N	Y	Mixed
Grange Community College	35	N	Y	Mixed
Blakestown Community School	53.7	N	Y	Mixed
Our Lady Of Mercy Secondary School	47.3	N	Y	Mixed
Clogher Road Community College	51.7	N	Y	Mixed
Trinity Comprehensive School	34.7	N	Y	Mixed
Rath Dara Community College	29.5	N	Y	Mixed
Beneavin De La Salle College	35.3	N	Y	Boys
Rosary College	34	N	Y	Mixed
Mount Seskin Community College	57	N	Y	Mixed
St. Kevin's Community College	37.7	N	Y	Mixed
Griffeen Community College	44.5	N	N	Mixed
Coláiste Eoin	28.3	N	Y	Mixed

C.B.S. James Street	38.7	N	Y	Mixed
St Josephs C.B.S.	66.3	N	Y	Mixed
Killinarden Community School	25	N	Y	Mixed
Ringsend College	31.7	N	Y	Mixed
Cabra Community College	23	N	Y	Mixed
Marino College	40.7	N	Y	Mixed

Appendix B

TAP linked school	2023-2025 Average Progression Rate (%)
Árdscoil La Salle	44.5
Mercy Secondary School	69.7
Assumption Secondary School	66.7
Moyle Park College	63.3
Balbriggan Community College	62
Old Bawn Community School	63.7
Ballinteer Community School	66
Our Lady Of Mercy Secondary School	47.3
Blakestown Community School	53.7
Phobailscoil Iosolde	63.3
Coláiste Bríde	72.7
St Joseph's Secondary School	76
Firhouse Community College	71
St Marks Community School	62.7
C.B.S. James Street	38.7

Tallaght Community School	56.7
C.B.S. Westland Row	58.3
Loreto College (Crumlin)	62.7
Marian College	64.3
Coláiste de hÍde	54.3
Average	60.88

Appendix C

School name	2023-2025 Average Progression Rate (%)
Coláiste Íosagáin	114
St. Colmcille's Community School	97.3
Loreto College (Swords)	94.7
Muckross Park College	104.7
Coláiste Eoin	109
Gaelcholáiste Reachrann	88.7
Our Lady's School	95.7
Dominican College	99.7
St Benildus College	90
Holy Faith Secondary School	107
Santa Sabina Dominican College	105.7
St Louis High School	92.3
Dominican College	96.3
Loreto Secondary School	92.7
Mount Temple Comprehensive School	88

Castleknock Community College	87
Sandymount Park Educate Together Secondary School	68
Coláiste Ghlór na Mara	75
Our Lady's Grove Secondary School	95.3
Stepaside Educate Together Secondary School	71.3
Gaelcholáiste an Phiarsaigh	90
St. Fintan's High School	91.7
St Joseph's College	90
Coláiste Chilliaín	83
Manor House School	82.7
St Raphaela's Secondary School	95.7
Malahide Community School	90.3
Coláiste Phádraig CBS	86.3
Donabate Community College	79.7
Coláiste Bríde	72.7
Firhouse Educate Together Secondary School	57
Adamstown Community College	78
Lucan Community College	82.3
Skerries Community College	86
Ardgillan Community College	81
Lusk Community College	73.3
Árdscoil Rís	95.3
St Dominics College	92.3
Templeogue College	82
Le Cheile Secondary School	69.7

Portmarnock Community School	91.3
Rockford Manor Secondary School	83.3
Newpark Comprehensive School	90.7
Oatlands College	94
Holy Family Community School	72
Coláiste Pobail Setanta	81
Coláiste Cois Life	91
Maryfield College	96.3
Firhouse Community College	71
Scoil Phobail Chuil Mhin	75.7
Fingal Community College	71.3
Clonturk College	66.7
Clonkeen College	81.3
St Patrick's Cathedral Grammar School	78.7
Kishoge Community College	79
Coláiste Éanna	77.7
Sancta Maria College	84
St. Aidan's C.B.S.	81
St Pauls College	78.3
Luttrellstown Community College	72.7
St Marys Secondary School	69
St Mac Dara's Community College	81
Edmund Rice College	57
Moyle Park College	63.3
St Declan's College	74

Hartstown Community School	64.3
Hansfield ETSS	67.3
O'Connell School	40.7
Kingswood Community College	54.7
Presentation Community College	65.7
De La Salle College	61
Belmayne Educate Together Secondary School	39
Coláiste Choilm	70.3
Bremore Educate Together Secondary School	56.7
Swords Community College	50
Malahide & Portmarnock Secondary School	49.5
Old Bawn Community School	63.7
Griffeen Community College	44.5
Average	79.74487179

Appendix D

TAP partner and NEIC linked schools	2023-2025 Average Progression Rate (%)	DIS score
Larkin Community College	67	8.83
O'Connell School	40.7	0.23
Mount Carmel Secondary School	58	6.48
Marino College	40.7	12.5
St Josephs C.B.S.	66.3	14.49
Rosmini Community School	61	20.73
Árdscoil La Salle	44.5	3.57

Mercy Secondary School	69.7	-4.07
Assumption Secondary School	66.7	2.11
Moyle Park College	63.3	5.03
Balbriggan Community College	62	-5.63
Old Bawn Community School	63.7	-7.36
Ballinteer Community School	66	-0.38
Our Lady Of Mercy Secondary School	47.3	-9.74
Blakestown Community School	53.7	-14.61
Phobailscoil Iosolde	63.3	-1.17
Coláiste Bríde	72.7	-6.49
St Joseph's Secondary School	76	4.63
Firhouse Community College	71	0.97
St Marks Community School	62.7	-24.02
C.B.S. James Street	38.7	-13.25
Tallaght Community School	56.7	-14.03
C.B.S. Westland Row	58.3	-0.95
Loreto College (Crumlin)	62.7	-6.46
Marian College	64.3	12.32
Coláiste de hÍde	54.3	-14.03
Average	59.66538462	-1.165384615

Appendix E

DCU Linked Schools	2023-2025 Average Progression Rate (%)	DIS score
Beneavin De La Salle College	35.3	-5.87

Cabra Community College	23	-10.32
Chanel College	57.7	-1.97
Clonturk College	66.7	6.71
Coolock Community College	72	-22.04
Coláiste Eoin	28.3	-7.44
The Donahies Community School	53.3	-14.99
Grange Community College	35	-8.97
Marino College	40.7	12.5
Mercy College Coolock	48.3	4.7
New Cross College	42.7	-17.65
Our Lady Of Mercy College	57.7	-3.72
Pobalscoil Neasáin	62.7	1.23
Rosmini Community School	61	20.73
Scoil Chaitriona	82.7	12.88
St. Aidan's C.B.S.	81	2.8
St. David's College	44.3	3.46
St Finians Community College	76.7	-9.19
St Kevins College	62.3	7.07
St Mary's Secondary School	72.3	9.89
St Marys Secondary School	56	5.36
St Michaels Secondary School	53	-12.78
St Vincents C.B.S. Glasnevin	54	-5.97
Trinity Comprehensive School	34.7	-2.27
Average	54.225	-1.49375

Appendix F

NCAD Linked Schools	2023-2025 Average Progression Rate (%)	DIS score
Christian Brothers, Synge St.	58.7	13.66
Chanel College	57.7	-1.97
St Marks Community School	62.7	-24.02
Mercy College Coolock	48.3	4.7
Presentation College	39.7	11.29
C.B.S. James Street	38.7	17.6
Larkin Community College	67	8.83
Loreto College (Crumlin)	62.7	-6.46
Collinstown Park Community College	43.3	-37.4
Firhouse Community College	71	0.97
Killinarden Community School	25	-1.6
Mercy Secondary School	69.7	-4.07
Trinity Comprehensive School	34.7	-2.27
Hartstown Community School	64.3	-7.84
Old Bawn Community School	63.7	-7.36
The Donahies Community School	53.3	-14.99
Cabra Community College	23	-10.32
Coláiste Bríde	72.7	-6.49
Moyle Park College	63.3	5.03
Deansrath Community College	46	-4.24
Mount Seskin Community College	57	1.8
Kylemore College	36.7	-17.46
Mount Carmel Secondary School	58	6.48

St Joseph's Secondary School	76	4.63
Rosary College	34	-11.09
Marino College	40.7	12.5
Average	52.61153846	-2.695769231

Appendix G

NCI Linked Schools	2023-2025 Average Progression Rate (%)	DIS score
Larkin Community College	67	8.83
Marino College	40.7	12.5
O'Connell School	40.7	0.23
Rosmini Community School	61	20.73
St Josephs C.B.S.	66.3	14.49
Average	55.14	11.356