

ACCOUNTABILITY STATEMENT 2026 - 27

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1.0 Purpose

- 1.1 The purpose of this accountability statement is to set out to our stakeholders how Cambridge Regional College (CRC) is contributing to local, regional and national skills' needs. To this end, it should be read in conjunction with the College's strategic plan, the curriculum strategy, the higher education strategy, the employer engagement strategy, personal development strategy and careers plan, and the stakeholder engagement plan.



- 1.2 The strategic plan sets out our vision to transform lives and create prosperity by delivering technical and professional education that meets the needs of students, employers and communities in Cambridgeshire and the surrounding area.

- 1.3 We will help to achieve this by:

- ensuring that the college offer meets the needs of local employers enabling our students to secure great career opportunities;
- developing curriculum with employers and other education providers to ensure students learn what is needed in employment and to develop good progression opportunities;
- engaging employers in the delivery of curriculum to ensure that the course content enables students to be work ready;
- developing the key employability skills alongside the qualifications identified by employers in the region;
- identifying opportunities to collaborate with other providers so that collectively we are able to address skills gaps and emerging skills needs.

The College will continue to focus on the three interlinked strategic pillars identified in the College's strategic plan: students, employers and staff; working to ensure that each of these groups receives the maximum benefit from engagement with CRC and that the skills needed to meet regional skills plans, to address skills gaps and to create further levels of prosperity within the region.

1.4 The College supports all students including:

- young people, many of whom have been affected by the pandemic, supporting them to develop technical and professional skills as well as the key employability skills that enable them to be work ready;
- those furthest away from the job market by helping them to develop new skills and the confidence to gain employment;
- adults looking to train or retrain for the skills and jobs most required by the regional economy;
- adults already in employment to achieve more from enhancing basics skills right through to HE and continued professional development;
- those with special educational needs helping them to become increasingly independent and to lead fulfilling lives.

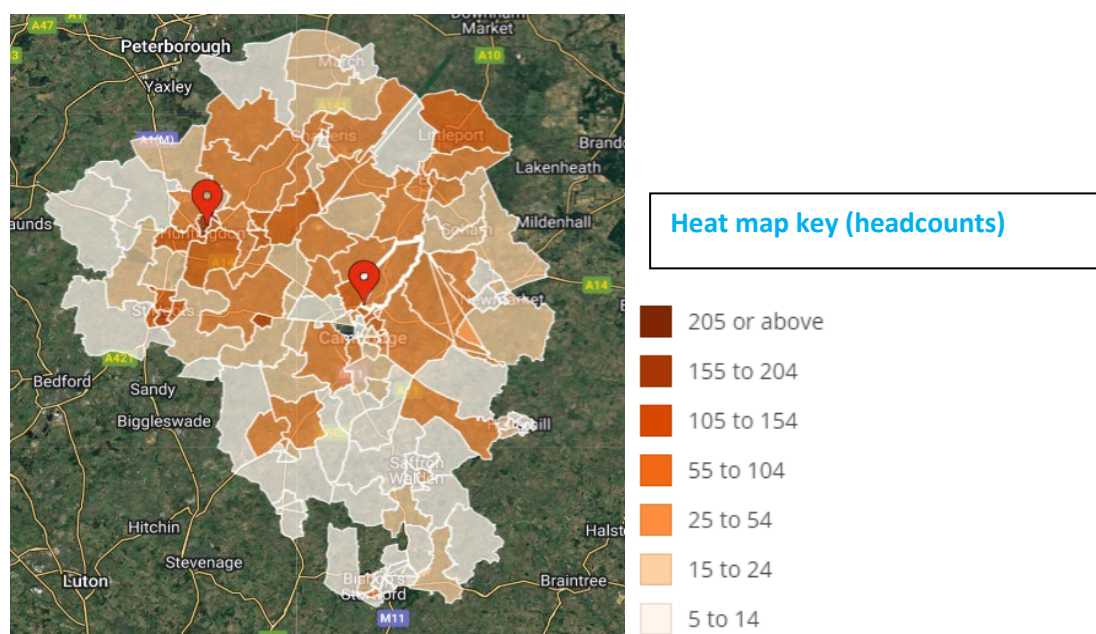
1.5 The strategic objectives of each of the interlinked strategies and the related curriculum priorities can be found in the curriculum strategy, the adult curriculum strategy and the higher education strategy documents.

2.0 Context and Place

2.1 CRC context

- CRC is a medium-sized general further education (GFE) college primarily serving the Cambridge Sub - Region (c. 35-mile radius).
- The College serves a wide catchment area containing around 850,000 people; it includes both prosperous and deprived areas within the city, and rural communities with poor public transport and declining industry. A 2018 study by Centre for Cities showed that Cambridge was the most unequal city in the UK¹.
- Transport limitations for many students in the area make it difficult to access CRC. Despite this, as shown in Table 2.1a, CRC has a high market share in its core operating area and attracts people from outside of the area where transport links are good; the College operates a transport network to enable students to travel in from surrounding areas.

2.1a Student Heat Map 2024/25



Data source: RCU Vector system- provider data returns

- A much higher proportion of people in Cambridge possess advanced level qualifications than the national average, but this is not the case in the surrounding rural areas. Students joining CRC have a lower average GCSE points score compared with Cambridgeshire and national averages. In 2019 the average GCSE point score for those starting level 3 at CRC was 3.7, compared to 5.8 in Cambridgeshire and 5.7 nationally. For level 2 it was 3.5 for students joining CRC (5.1 in Cambridgeshire and 4.7 nationally).
- Due to the presence within the region of numerous school sixth forms and two very effective sixth form colleges providing high quality academic provision, CRC focuses on vocational provision. Consequently, the College delivers a higher volume of learning at lower levels against both national and regional comparators: in 2025/26 55% of our funded 16-19 learners were enrolled on entry, level 1 and level 2 (compared with 48% of all GFEs and 50% in the East of

¹ [18-01-12-Final-Full-Cities-Outlook-2018.pdf \(centreforcities.org\)](#)

- England the previous year) [MIDES].
- CRC has been successful in increasing adult participation and achievement at Level 3 within the CPCA region utilising the flexibilities available through Free Courses for Jobs.
- The College is the largest single provider in the area and trains 15% of all 16 – 19 year olds in the core catchment area, 20% of adult learners.
- The College’s market share for apprenticeships stood at 6% in 2024/25; the majority of apprenticeships are provided by private training providers.

Table 2.1b 16-19 Student Market Share (2024/25)

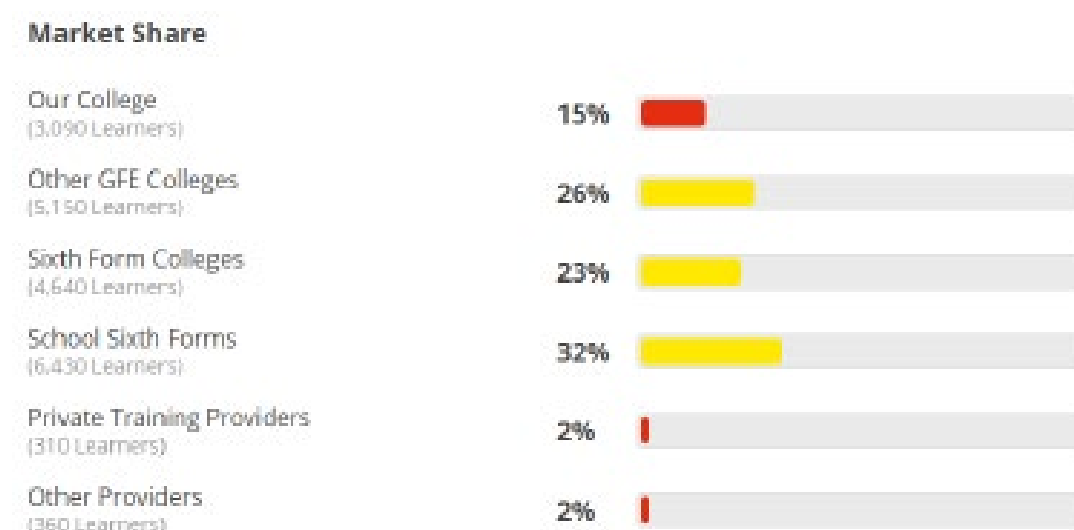
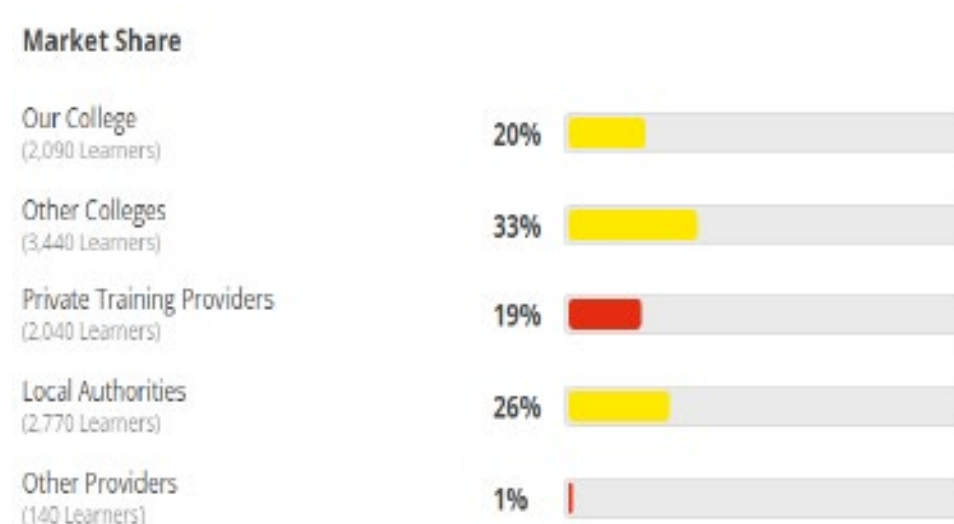


Table 2.1c Adult Skills Market Share (2024/2025)



Data source: RCU Vector system- provider data returns

2.2 The region

- Cambridgeshire & Peterborough is core to the UK's future growth, global competitiveness, and zero-carbon transition. The area is a major economic engine of the national economy, the Oxford-Cambridge Arc and the London, Stansted Cambridge Innovation Corridor. Prior to the pandemic the area's economy was a net contributor to the public finances of the UK.
- Cambridgeshire and Peterborough is an area of contrasts, with distinct differences. The 2018 Cambridgeshire and Peterborough Independent Economic Review (CPIER) identified three interdependent subeconomies across the geography, Greater Peterborough, Greater Cambridge and the Fens. Each has distinctive strengths and challenges.
- In the south, Greater Cambridge is a globally leading centre for education, life sciences, technology, and advanced manufacturing. It hosts some of the best-known names in those fields, along with world-renowned research institutes and laboratories and has the largest share (16%) of the UK's knowledge intensive business services.
- Greater Peterborough is a major high tech manufacturing cluster that has grown and become more concentrated, representing 18% of its businesses, compared to 9% nationally. Core to this success is a growing sub-cluster of green and environmental innovative engineering businesses, focussing increasingly on zero carbon technology.
- The Fens is a national centre for agri-technology and environmental management, with 50% of the UK's highest productivity agricultural land. It is home to innovative micro businesses and the Enterprise Zone at Alconbury, Huntingdonshire, is a new focus for growth in the economy.
- Fenland now has the 10th lowest employment rate of over 300 local authority areas in England, and the sixth highest economic inactivity rate [LSIP Quarterly Report October 2024]. It has the lowest employment rate of all six Cambridgeshire and Peterborough districts.
- The working age population in the region is falling (850,000 population, circa 344,000 in employment).
- School leavers are more likely to go into work than elsewhere in the country because of the demand for workers and the growth in the region.
- There is an increasing number of older apprentices in the region - half of all apprenticeship starts are aged 25+.

The Cambridgeshire and Peterborough Independent Economic Review, Local Industry Strategy, Local Economic Recovery Strategy and CPCA Employment and Skills Strategy highlight the key supporting and recovery sectors in the region as detailed below.

2.2 Key sectors

Priorities	Key sectors				Supporting sectors					Recovery sectors				Job growth			
	Life Sciences	Agri-tech	Digital and IT	Advanced manufacturing and materials	Logistics	H&SC	Education	Visitor economy and business tourism	Construction	Green skills	Retail	Hospitality and leisure	Manufacturing	Transport	Business and professional services	Public services	Crafts, creative arts and design

Note those in red are also recovery sectors.

- The LSIP points to the domination of micro-businesses in the area. Employees in these businesses account for 30% of the total working population.
- The LSIP supports the development of the four priority sectors identified by the Cambridgeshire and Peterborough Independent Economic Review: Agri-Tech, life sciences, advanced manufacturing and

materials; and Digital and IT. These sectors are identified in the LSIP as being sectors of long term, innovation based growth in the region. It also considers cross-sector themes including Digitalisation and Low Carbon (Net Zero) which are of importance both nationally and locally.

- The current Government has indicated proposals for significant growth in the area, particularly in Cambridge. These have included an ambition to build 150,000 new homes in Cambridge by 2040. Plans may be constrained due to a lack of water infrastructure.

2.3 Overview of labour market

- The area's employment rate rebounded in the year to September 2025, after falling to an 11-year low in the previous year. Rising employment was matched by falls in unemployment and economic inactivity rates. [LSIP Quarterly Report March 2026].
- Employment in the four innovation based growth sectors identified in 2.2 currently represents 17.4% of employment in the region. Technical innovation training is largely led by Higher Education Institutions.
- The most recent skills strategy developed by the CPCA, and referenced within the LSIP, identifies a range of priority sectors due to their significance as employers: retail, hospitality and leisure, construction, transport, education, manufacturing, health and care. These are the areas, covering around 80% of regional employment, that are addressed through vocational technical education at Levels from Entry to Level 5 delivered by CRC.
- Job projections indicate growth in the following sectors all of which are addressed through training opportunities, including study programmes and apprenticeships, delivered by CRC:
 - business and Professional Services with demand for HR officers, marketing staff, administrators, finance officers, data analysts, and project managers;
 - public Services with particular demand for police officers, Prison Officers, Officers in the armed forces, police community support officers, protective service associate professionals;
 - crafts, creative, arts and design with demand for programmers and software development and graphic designers;
 - science with demand for lab technicians;
 - health and social care including nursing with demand for care workers, nursery nurse assistants, nursing auxiliaries and assistants, care for the elderly, nurses and welfare and housing professionals;
 - building and construction with demand for carpenters, plumbers and H&V Engineers, electricians and electrical fitters, forklift truck drivers;
 - hospitality and catering with demand for chefs, kitchen and catering assistance and elementary storage occupations/warehousing;
 - ICT with demand for ICT and project programme managers;
 - teaching and lecturing with demand for teaching assistants;
 - engineering and manufacturing with demand for installation engineers, machinists, electrical and electronics technicians, maintenance engineers;
 - Green technologies with demand for skills in heat pump installation and electric car servicing.

3.0 Approach to developing the Accountability Statement

The College's Corporation provides the appropriate steer and challenge to the College senior management team in the production of the College's strategic plan and this accountability statement. The Corporation's Skills, Enterprise and Sustainability Committee has particular responsibility for reviewing the accountability statement on an annual basis and recommending it to Corporation.

The development of this statement has taken account of the Local Skills Improvement Plan (LSIP). LSIPs are designed to set out the key changes needed in a local area to make technical skills training more responsive to employers' needs. The College was represented on the LSIP Advisory Group and supported its development.

The College works with a range of key stakeholders to set and achieve its strategic objectives, as set out in its employer engagement strategy, including for example:

CIVIC	COMMUNITY
Cambridgeshire and Peterborough Combined Authority Cambridgeshire County Council Huntingdonshire District Council Cambridge City Council Department for Work and Pensions Reed Oxford Cambridge growth Corridor Urban and Civic East Cambridgeshire District Council St Neots Citizens Hub	Greater Cambridgeshire Partnership Form the Future Virtual School Preparing for adulthood communities' team CCA Cambridge Community Arts Cambridge United Football Club
EMPLOYERS' ORGANISATIONS	EDUCATION PROVIDERS
Confederation of British Industry (CBI) Make UK Chamber of Commerce (LSIP) Cambridge Ahead Health Education England Strategic Employer Partners Employer Forums including SEND employers	Anglia Ruskin University, University of Cambridge and other higher education institutions Arc Universities Group (AUG) Key feeder schools Eastern region colleges Local Skills Improvement Plan Partnership Sub-Contractors Association of Colleges College Collective Chartered Institute for Further Education Further Education Strategic Alliance (FESA) TEC partnerships in Construction, Digital and Clean Energy

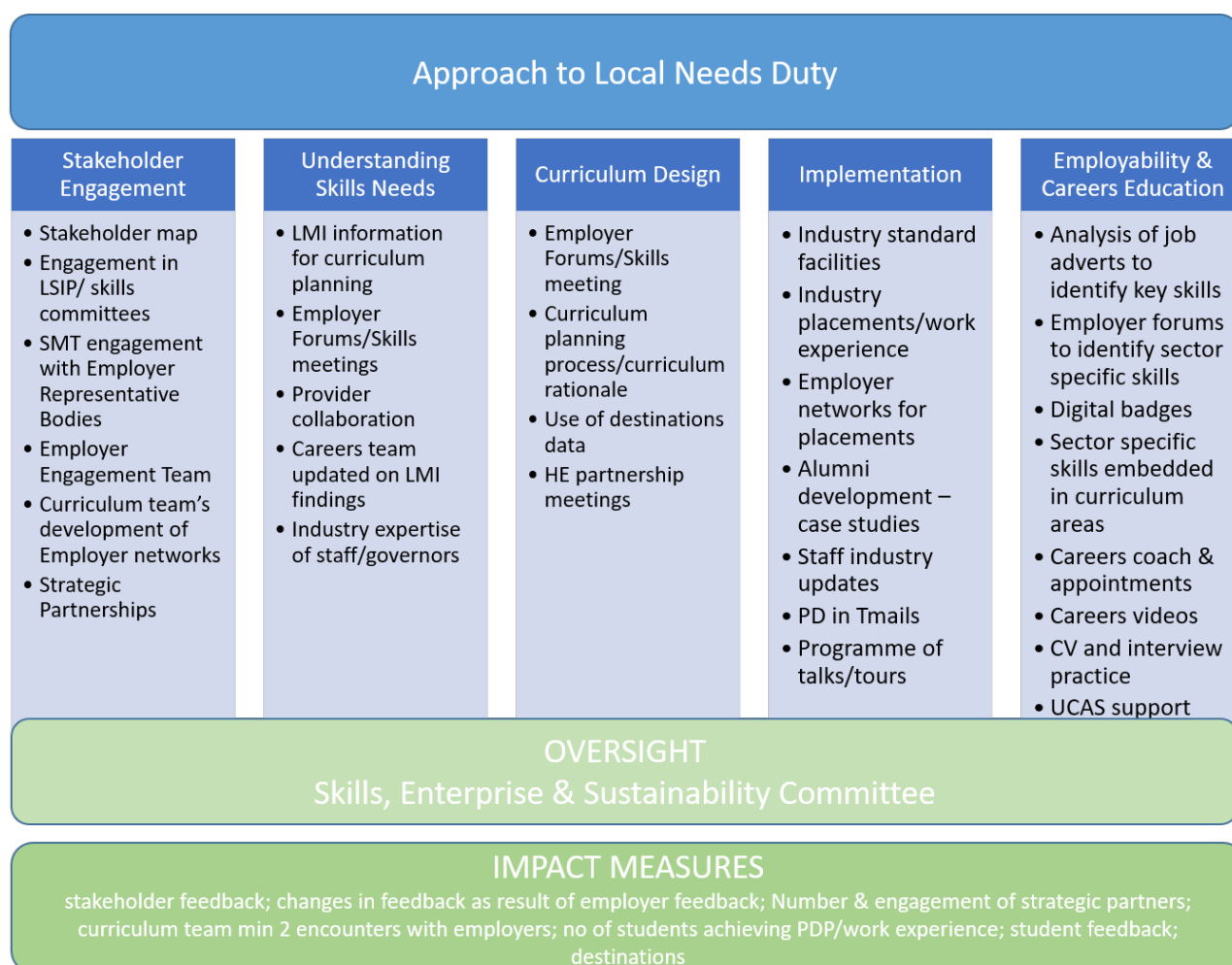
The College's approach to meeting regional needs is documented in Chart 3. The College undertakes research, engages, collaborates and responds to ensure we can meet the changing demands of employers and communities in our region. Stakeholders and employers are engaged at every stage helping the College to determine the offer, modify curriculum design, deliver aspects of

curriculum and support students to develop their skills and their understanding of their chosen destinations.

Since publication of the LSIP, the College has continued to work purposefully, and to collaborate with other providers and stakeholders in the local area, to best support the priorities identified in the Plan and to support the development of the 2026 LSIP. This includes: –

- a session with the Chief Executive of the Combined Authority at the 2026 Corporation Strategy day to explore how the College could further meet regional needs as set out in the emerging 2026 LSIP;
- supporting the work of the CBI and Make UK at regional and national levels;
- membership of the regional Chamber of Commerce and contribution to the skills' advisory groups at the Combined Authority, the Greater Cambridge Partnership, and Cambridge Ahead;
- working to avoid competition and duplication between regional training providers. For example, due to the presence of a significant land based college locally, CRC has not sought to develop programmes in agri-tech as these are best delivered by the existing specialist organisation;
- introducing retro fit skills training, including the redevelopment and upgrading of college facilities at Huntingdon and the introduction of new training opportunities in response to low carbon skills needs identified in the LSIP;
- introducing heat pump and EV charging point installation training at Cambridge to meet skills shortages in these areas;
- developing a personal development portfolio that focuses on the most in demand employability skills identified in the LSIP;
- Developing partnerships with TEC colleges to act as a CPCA region spoke in Construction, Digital and Clean Energy, and seeking collaborations with the Defence TEC network;
- Developing partnerships and stakeholder engagement to meet the skills needs of the oxford-Cambridge growth corridor.

Chart 3 – Approach to Local Needs Duty



4.0 Contribution to national, regional and local needs

Review of 2025/26

For 2025/26 the following were identified as our priorities in meeting LSIP priorities with Cambridgeshire and Peterborough. These have now been RAG rated. Red is not achieved, amber is likely to be achieved and green represents fully achieved.

Objectives	How we contribute to national, regional and local needs	Target
Deliver relevant vocational and technical education leading to employment, including by introducing T Levels from 2023 with an initial focus on childcare and construction	T levels are a new two-year qualification focused on developing practical skills employers look for and are equivalent to three A levels. There is forecast job growth in both construction, with particular demand for carpenters and plumbers, as well as in health and social care, with growing demand for nursery assistants.	50 students enrolled on T-levels in 2025/26 (early years and construction) Achieved – 53 enrolled in 2025/26
Continue to grow our construction provision in line with employer needs, with a focus on Huntingdon campus (HC) around which many relevant employers are located	Construction is a key growth area for the region, and there is a shortage of skilled workers at all levels, trades and professions. Huntingdon is a regional centre for construction employment Green skills are a key national priority and are identified as such in the regional LSIP	Increase in number of study programme students in construction subjects to 700 for 2025/26. Deliver retrofit bootcamps as set out in the contract with the CPCA Achieved with 1307 enrolments
Continue to build the soft and transferable employability skills of students in every area to ensure they are work ready	Employers identify a range of 'soft skills' required for sustained employment. It is expected that soft skills development will feature in the LSIP and subsequent LSIF.	Destinations data – 95% positive or higher Employer satisfaction data – 90% satisfaction or higher Employer feedback All achieved
Develop capacity in provision of ESOL provision including at Huntingdon Campus	ESOL is a regional priority due to relatively high numbers of refugees from Ukraine and elsewhere. Meeting the needs of Ukrainian refugees is a national priority.	Increase ESOL provision to 650 learners in 2025/26 On course to achieve
Continue to develop partnerships with key employers and stakeholders including within Health Care	Employer led provision is a key national priority for Apprenticeships, T Levels and for strategic planning. Collaborative strategic planning and implementation is the focus of the SDF, LSIP and LSIF initiatives.	Have at least 5 formal partnership arrangements, including in Health Care, Motor Vehicle, Business services and Construction in place for 2025/26 Achieved

Extend provision to meet regional skills shortage of Teaching assistants	There are more vacancies for teaching assistants (at around 800 unfilled positions) than any other role within the CPCA region	Deliver teaching assistant bootcamps as set out in the contract with the CPCA Achieved with strong progression to employment
Extend the range of entry level vocational course places to meet the needs of learners with low levels of academic attainment	Ensure that young people can access opportunity and prosper, irrespective if their starting points in life is a national priority	Deliver at least 50 Entry Level 3 vocational opportunities On course to achieve

In 2025/26 all key targets were met or were very likely to be met by the end of the academic year. For example, the target to increase construction delivery to meet regional needs, and indeed national house building priorities was met with over 1300 students undertaking construction courses including over 650 students taking study programmes. Health care and construction T Level enrolments also exceeded target despite the low numbers of participants nationally. Additional capacity to meet the needs of new arrivals to the UK through ESOL programmes was also met with programmes successfully introduced in Huntingdon, to complement the extensive offer in Cambridge and through the successful bid to Cambridge City Council for ESOL support funding.

Priorities for 2026/27

- For 2026/2027 numerical targets will be finalised once the outcome of a number of strategically important capital and revenue bids is known. The draft targets are shown in the table below.
- The following aims form part of the refreshed College Strategy and Curriculum strategy plans for 2026/27 and beyond, taking into account regional and national priorities as identified by the Department for Education and Cambridge and Peterborough Combined Authority:
 - Introduction of a wider range of vocational Entry Level 3 programmes to enable students with the greatest skills needs to join the vocational skills ladder at the point most likely to foster confidence for further training and to enable them to succeed irrespective of their starting points
 - To continue to engage with regional and national government to support inward investment and growth by ensuring appropriate skills are available to meet current and prospective employers' human resource requirements
 - To implement and report an appropriate range of social value measurements addressing volunteering, charitable and food poverty issues
 - Development of a significantly increased range of programmes in construction including learning to meet the needs of the regional and national economy for skilled workers in retro fit diagnostics and practice
 - To further increase provision to address the shortage of teaching assistants within the eastern region.
 - To continue to increase opportunities for health and care skills development through close working with the NHS and regional government

- To work closely with other colleges and HEIs to create beneficial partnerships
- To develop skills related collaborations with TEC status colleges in Defence, Construction, Digital and Clean Energy
- To work closely with Ox-Cam Growth Corridor partner colleges and other stakeholders through the FESA grouping of FE colleges, the AUG HEI forum and the growth College supercluster
- To continue to develop students' behaviour and attitudes, as well as life chances, to develop productive citizens for the future and to work towards reducing the incidences of crime amongst young people

Objectives	How we contribute to national, regional and local needs	Target
Deliver relevant vocational and technical education leading to employment, including by the development of bootcamps programmes and the introduction of foundation apprenticeships	NEET numbers are high nationally and have grown regionally. Skills shortages already exist in construction and could become more acute as capital projects such as East West Rail, new reservoirs, Sizewell C and Universal studios come on stream Bootcamps are designed to target skills needs in short supply – they provide a short programme of intensive learning linked to employment opportunities. Foundation apprenticeships offer a learning programme shorter than traditional apprenticeships and will meet employer and student needs in construction trades Both programmes will serve to reduce unemployment, including NEET numbers and serve to reduce skills shortages	100 students enrolled on Bootcamps in 2026/27 (Teaching assistants, clean energy and construction) 20 Students enrolled onto Foundation apprenticeships during 2026/27
Develop range of construction programmes and facilities at Huntingdon, Cambridge and in outreach locations with CRC's geography	Construction is a key growth area for the region, and there is a shortage of skilled workers at all levels, trades and professions. Huntingdon is a regional centre for construction employment Green skills are a key national priority and are identified as such in the regional LSIP	Increase number of students in construction subjects to 1400 for 2026/27. Deliver retrofit bootcamps to be set out in the contract with the CPCA
Continue to build the soft and transferable employability skills of	Employers identify a range of 'soft skills' required for sustained employment. It is expected that soft	Destinations data – 95% positive or higher

students in every area to ensure they are work ready	skills development will feature in the LSIP and subsequent LSIF.	Employer satisfaction data – 90% satisfaction or higher Employer feedback
Develop opportunities for new Citizen Hub sites in under served localities within CRC's geography	Citizen Hubs provide engagement, support and skills training to 'hard to reach groups. The existing hub in St Neots has achieved national recognition for its work The work of the hubs serves various national government objectives including safer streets and breaking down barriers to opportunity	Increase participation in Citizen Hubs by at least 1 new location in 2026/27
Continue to develop partnerships with key employers and stakeholders developing the OX-Cam growth corridor FE Strategic Alliance (FESA)	The Ox-Cam Growth Corridor is of national strategic importance and of particular importance within the geography served by CRC	Ensure FESA and CRC are established as integral to OX-Cam skills development and are well positioned for future funding opportunities
Work with regional TEC leads in Construction. Digital skills and Clean Energy to share best practice and extend skills development opportunities	Ensure TEC opportunities are developed to meet the needs of employers, students and communities within the CPCA area, with particular reference to the defence cluster at Wyton	Establish and operate within 3 TEC networks as a key spoke during 2026/27
Identify and work with Defence TEC network to ensure the Eastern Region is well served despite not hosting a TEC	Ensure that young people can access opportunity and prosper, irrespective of their starting points in life is a national priority	Develop at least two projects in partnership with Defence TEC leads during 2026/27

Cambridge Regional College governors and staff are fully committed to inclusion. We ensure that we have an appropriate learning opportunity for everyone, and we work hard to ensure that students are retained for the duration of their learning programme and can achieve their aims, including progression to employment and/or further study. The additional funding to support this work, the Inclusive Mainstream Funding (IMF) initiative announced in June 2026, is therefore very welcome to support and develop this activity. The IMF will enable the recruitment and deployment of additional pastoral support staff, embedded within curriculum delivery teams, and of additional staff to monitor and support the attendance of vulnerable learners. Funding from the IMF will also be used to bolster CRC's quality improvement team through appointment of a dedicated professional to direct and support improvements in inclusion across the College.

The IMF will enable more dedicated staff to be employed to support the recruitment, retention and achievement of all students from identified vulnerable groups and to develop, pilot and share further initiatives to support this endeavour and our commitment to inclusion for all.

5.0 Local Needs Duty

As of June 2022, governing bodies of institutions within the further education sector have a duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill. The College continually reviews how it meets these needs as set out in section 3 of this statement. This review is reflected in the annual scrutiny and update of this accountability statement.

In the opinion of Corporation, the College meets the local needs in the context of other providers in the local area. Due to the presence within the region of numerous school sixth forms and two very effective sixth form colleges providing high quality academic provision, CRC focuses on vocational provision.

This opinion was also supported by the Ofsted Inspection report conducted in January 2023 which concluded that the College makes a 'strong contribution to meeting skills needs'. The report drew attention to the way in which College leaders worked effectively with stakeholders, including representing the college on numerous strategic and operational advisory boards in the region. The College makes use of relevant information and intelligence to inform development of its curriculum. As a result, the inspection report concluded that 'employers use the college as a provider of choice'.

The college is a strong provider for the health care and construction sectors, both identified as important supporting sectors in the CPCA skills strategy and the LSIP. CRC is the lead organisation for the LSIF which builds on the LSIP and focuses on the development of digital and green skills across the region, again in line with the identified skills priorities of the region.

CRC has developed a number of strategic partnerships including leading with Health Education England on the development of initiatives designed to support NHS staffing requirements within the Eastern Region.

The College recently reviewed its Strategic Plan and Curriculum Strategy to cover a three year period from 2025/26. As part of this review, we have undertaken a full assessment of our provision with relation to local needs. This review will be undertaken every three years as part of the College's update of its Curriculum Strategy.

6.0 Governance statement

On behalf of the Cambridge Regional College Corporation, it is hereby confirmed that this accountability statement reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 19th May 2026 and updated on 29th June 2026 following additional funding from the IMF initiative.

The plan will be published on the College's website and can be accessed from the following link [College Policies & Reports - Cambridge Regional College \(camre.ac.uk\)](https://camre.ac.uk/College-Policies-&-Reports)

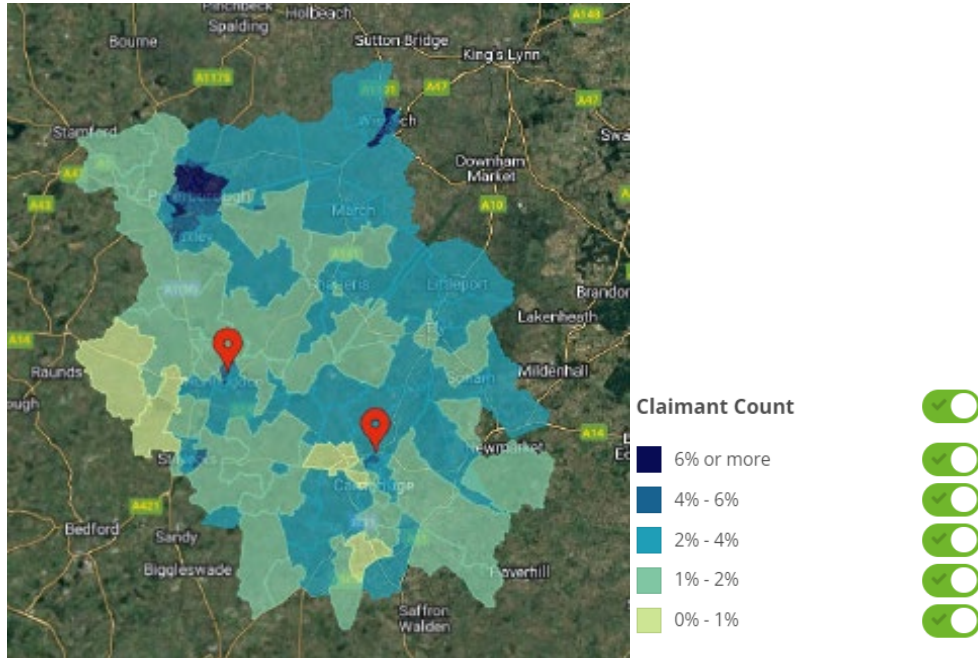
7.0 Supporting documentation

- Strategic Plan
- [Ofsted Inspection Report](#)
- [LSIP](#)
- [Annual Financial Statements](#)
- [Cambridgeshire & Peterborough Combined Authority Employment & Skills Strategy 2022](#)

8.0 Appendices

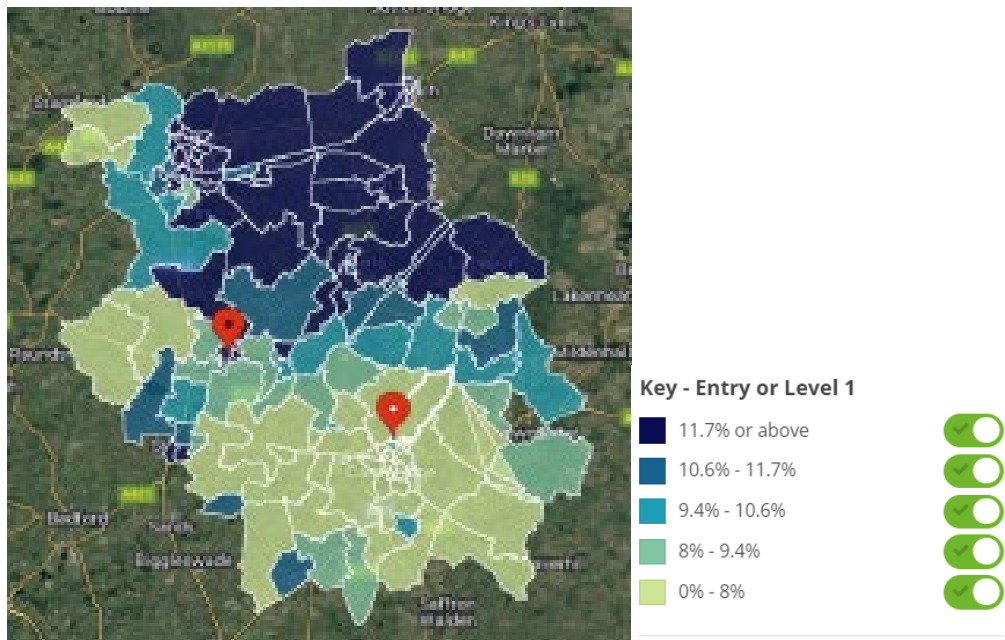
Local population characteristics

8.1 Claimant Density Map, July 2025 (Jobseekers Allowance & Universal Credit)



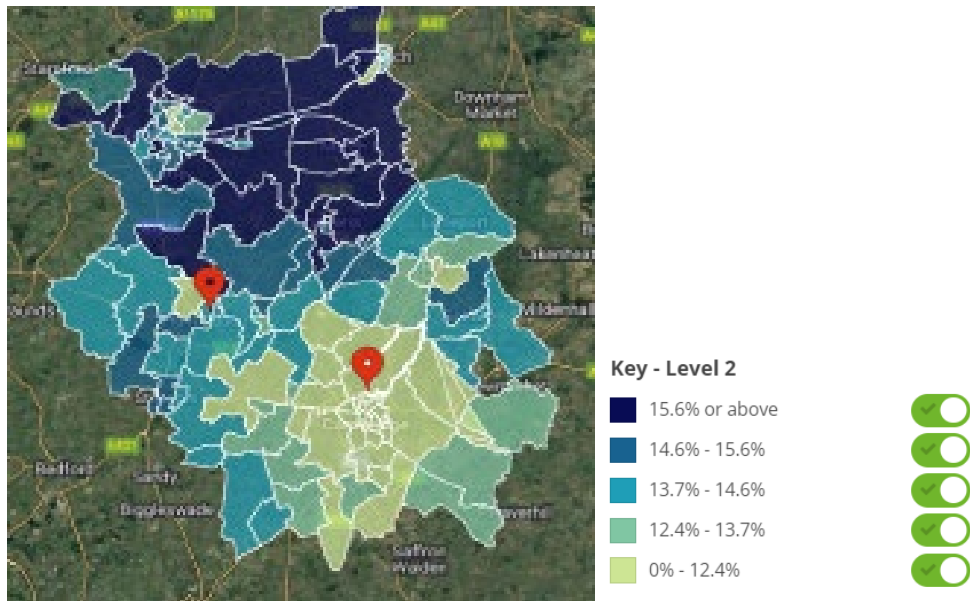
Data source: RCU VECTOR system from census & ONS data

8.2 % of Population aged over 16 whose highest attainment level is Entry or Level 1



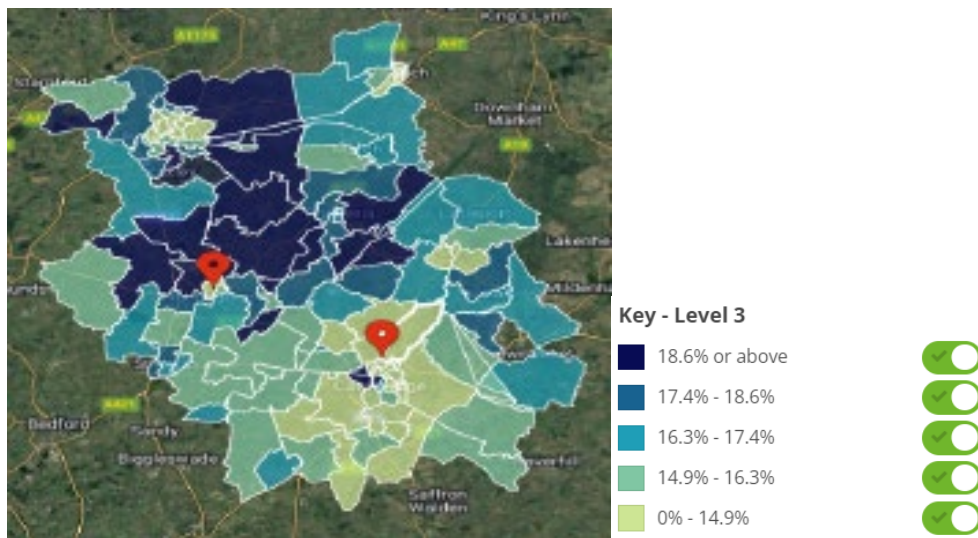
Data source: RCU VECTOR system from census & ONS data, 2025

8.3 % of Population aged over 16 whose highest attainment level is Level 2



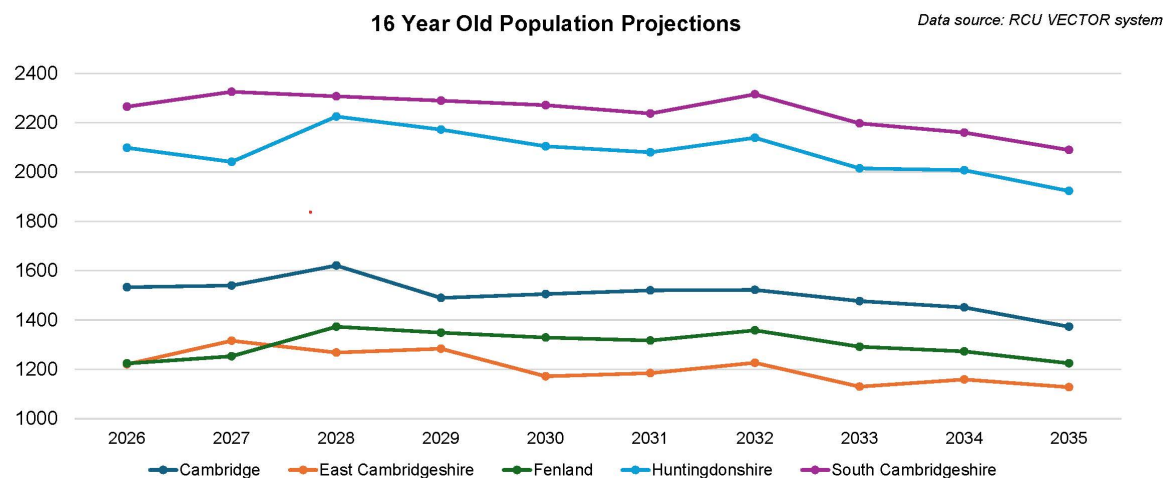
Data source: RCU VECTOR system from census & ONS data, 2025

8.4 % of Population aged over 16 whose highest attainment level is Level 3



Data source: RCU VECTOR system from census & ONS data, 2025

8.5 16-year-old population projections



	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Cambridge	-0.2%	0.5%	5.3%	-8.1%	1.0%	1.0%	0.1%	-3.0%	-1.8%	-5.4%
East Cambridgeshire	-3.4%	7.8%	-3.6%	1.3%	-8.7%	1.1%	3.5%	-7.9%	2.6%	-2.7%
Fenland	3.0%	2.4%	9.6%	-1.7%	-1.5%	-0.9%	3.1%	-4.9%	-1.5%	-3.8%
Huntingdonshire	-0.1%	-2.7%	9.0%	-2.4%	-3.1%	-1.1%	2.8%	-5.8%	-0.4%	-4.2%
South Cambridgeshire	-1.5%	2.6%	-0.8%	-0.8%	-0.8%	-1.5%	3.5%	-5.1%	-1.7%	-3.3%
Core Recruitment Area	-0.5%	1.3%	3.0%	-1.9%	-1.9%	-0.4%	2.2%	-4.2%	-0.6%	-3.1%

Data source: RCU VECTOR system, 2025

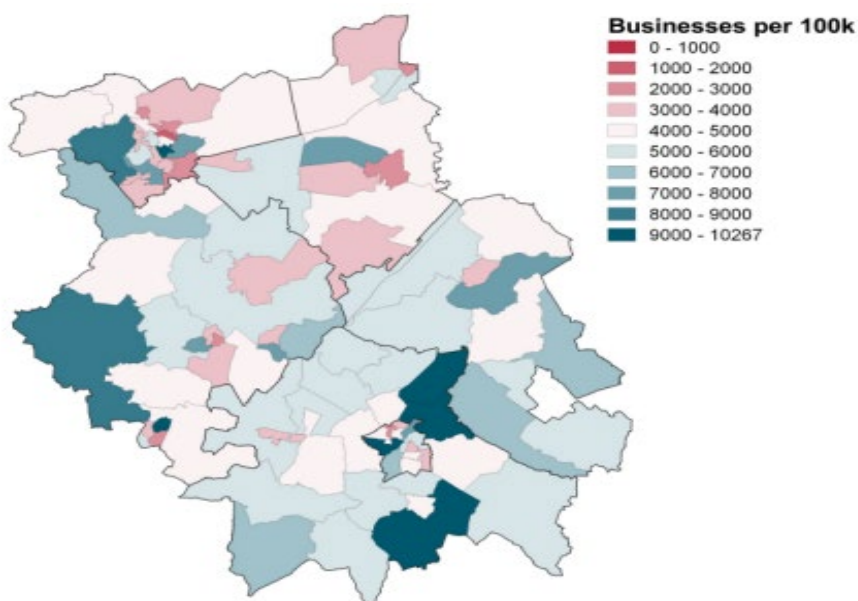
Local economy

8.6 Core Business sectors by Local Authority Area

	Cambridge	South Cambridgeshire	East Cambridgeshire	Peterborough	Fenland	Huntingdonshire
1st	IT & Telecoms	Life sciences & healthcare	Agriculture & food	Equipment & machinery manufacturing	Agriculture & food	Manufacturing - health & IT
2nd	Other science & research	Other science & research	Business Services	Insurance, Reinsurance & pension funding	Construction & utilities	Construction & utilities
3rd	Education arts, publishing	Manufacturing - health & IT	Transport & travel	Construction & utilities	Distribution	Business Services

Source: CPCA Economic Growth Strategy, June 2022

8.7 Business Density in CPCA Area



Source: CPCA Economic Growth Strategy, June 2022