****

**Kirkby High School**

**Key Stage 4 Impact Statement**

**2018-2019**



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Kirkby High School Provisional GCSE Results 2019****Introduction**New accountability measures for all UK secondary schools were implemented for GCSE results from 2016 onwards. The new progress measures take into account the GCSE grades of all students of all prior academic abilities in a suite of 8 subjects – English, mathematics, three EBacc subjects and three other approved qualifications. The new accountability measures are as follows…* **Attainment 8**: the actual average attainment score a student achieves in a suite of 8 qualifications – English, mathematics, 3 EBacc subjects and 3 other GCSEs/approved qualifications.
* **Progress 8**: the difference between the average actual attainment of all our students and the estimated average attainment of all students nationally for all prior abilities.
* **% Basics:** the % of students achieving a grade 9-4 (a standard pass) in English Language or Literature and mathematics and the % of students achieving a grade 9-5 (a strong pass) in English Language or Literature and mathematics
* **EBacc:** % entered for the English Baccalaureate and the % who achieved it.

***The provisional Progress 8 score will be calculated by the DfE this term when the new national estimated attainment scores have been calculated for each different starting point.*** **Progress 8**All students, based on their KS2 prior attainment have estimated attainment scores regardless of their gender and pupil premium/SEN status. If a student achieves their estimated attainment score then their Progress 8 contribution would be 0.The national picture is not yet known with regards to the Progress 8 contribution made by the differing subgroups so actual comparisons cannot be made until the 2019 national data is made available. **Disadvantaged**From 2016, the secondary performance tables does not include measures of “in-school” performance gaps between disadvantaged pupils and other pupils at the school. The performance tables will include measures that report the difference between disadvantaged pupils at the school and other pupils nationally as the most appropriate basis on which to judge schools’ performance. **Cohort profile Y11-2018-2019****Percentage by prior attainment for 2017-2018 and 2018-2019 –All Y11 students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Average Point score key stage 2 | Low | Middle | High |
|  | School | National | Difference | School | National | School | National | School | National |
| 2017-2018 | 27.5 | 28.8 | -1.3 | 16 | 13 | 58 | 45 | 26 | 43 |
| 2018-2019 | 27.4 | 29.0 | -1.6 | 16 | 11 | 61 | 45 | 22 | 44 |

Notes2018-2019 Percentage of students receiving PP funding is 69% compared to 60% in 2017-20182018-2019 KS2 average point score was lower than 2017-20182018-2019 percentage of high ability students on entry was 4% lower than 2017-2018**Disadvantage Cohort Profile-All Y11 2018-2019**Cohort size = 102Number of boys = 44Number of girls = 58**Key Stage 2 Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Prior attainment band | % of KHS disadvantage (out of 102) | % of KHS other (Out of 51) | % KHS (All) | % National (ALL) |
| High | 15% | 37% | 22% | 44% |
| Middle | 67% | 50% | 61% | 45% |
| Lower | 16% | 8% | 13% | 11% |

Notes2018-2019 High ability disadvantaged students only made up 15% of the disadvantaged cohort compared to 44% Nationally.**Key Stage 4 Results 2018-2019 compared to 2017-2018-Disadvantaged students**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **A8** | **P8** | **Basics****Standard pass 9-4 in English and Maths** | **Basics Strong Pass 9-5 in English and Maths** | **English Element A8** | **Maths element A8** | **EBACC Element** **A8** | **Open Element A8** |
| **2018-2019** | 29.88 | -0.96 | 40% | 13% | 7.43 | 6.10 | 7.27 | 8.97 |
| **2017-2018** | 33.32 | -0.92 | 38% | 19% | 7.36 | 6.78 | 9.04 | 10.06 |

**Strengths*** Average attainment in English has improved
* Basics standard pass grades 9-4 in English and Maths has improved by 2%.

|  |  |  |
| --- | --- | --- |
|  | **English** | **Maths** |
|  |  **9 to 7** |  **9 to 5** |  **9 to 4** | **P8\*** |  **9 to 7** |  **9 to 5** |  **9 to 4** | **P8\*** |
| **2018-2019** | 4% | 37% | 59% | -0.72 | 3% | 17% | 46% | -0.73 |
| **2017-2018** | 1% | 30% | 48% | -0.92 | 7% | 30% | 48% | -0.64 |

**Strengths*** Percentage of disadvantaged students achieving a standard pass in English and maths has increased by 2% (Nationally all there was a small decrease)
* In English the percentage of disadvantaged students achieving a standard pass increased by 11% and a strong pass has increased by 7%.
* Percentage of disadvantaged students achieving a grade 7-9 in English has increased by 3% (National increase was 1.4%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 9 to 8 | 9 to 7 | 9 to 5 | 9 to 4 |
| 2018-2019 | 1.08% | 2.42% | 20.16% | 36.69% |
| 2017-2018 | 0.75% | 4.52% | 25.80% | 40.18% |

**Strengths*** Increased number of disadvantaged students achieving a grades 8 and 9 (This was a key target in 2018)
* The number of 9 to 7 grades has also increased (This was a key target in 2018)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 11 (2018/2019) attainment compared to previous Year 11 (2017/2018)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Cohort** | **Actual results****Y11 2017/2018** | **Actual results** **Y11 2018/2019** | **Actual results Y11 2018/2019 (Outliers removed)** | **Difference**  | **Difference (outliers removed)** |
| **All Students** | All | 34.80 | 33.46 | 35.65 | -1.34 | 0.85 |
| **SEN K** | All | 11.42 | 14.25 | 24.5 | 2.83 | 13.08 |
| **EHCP or S** | All | 17.70 | 15.67 | 22.5 | -2.03 | 4.8 |
| **Disadvantaged** | All | 33.22 | 30.88 | 33.68 | -2.34 | 0.46 |
| Upper | 50 | 45 | 48.21 | -5 | -1.79 |
| Middle | 31.66 | 31.21 | 33.06 | -0.45 | 1.4 |
| Lower | 17.37 | 16.28 | 20.04 | -1.09 | 2.67 |
| **Boys****(Disadvantaged)** | All | 31.38 | 28.28 | 30.26 | -3.1 | -1.12 |
| Upper | 43.08 | 45.43 | 45.43 | 2.35 | 2.35 |
| Middle | 30.48 | 26.94 | 28.59 | -3.54 | -1.89 |
| Lower | 18.38 | 12.6 | 15.75 | -5.78 | -2.63 |
| **Girls****(Disadvantaged)** | All | 34.63 | 32.88 | 36.42 | -1.75 | 1.79 |
| Upper | 54.15 | 44.63 | 51 | -9.52 | -3.15 |
| Middle | 32.85 | 34.78 | 36.76 | 1.93 | 3.91 |
| Lower | 16.92 | 17.95 | 22.19 | 1.03 | 5.27 |

**Strengths*** High ability disadvantaged boys have higher attainment compared to 2018 (+2.35) High ability boys have higher attainment compared to 2018 (+4.98) This was a key target in 2018.
* Students with SEND support have higher attainment than previous cohort (+2.82)
* Low and middle ability disadvantaged girls have higher attainment than previous year (+1.93/+1.03)

**Key Stage 3- Disadvantaged students** **2018/2019 HT6 Attainment compared to 2017/2018 HT6**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 7**  | **Year 8** | **Year 9** |
| **HT6(2018/19)****Average Stage** | 5.25 | 6.00 | 6.49 |
| **HT6 (2017/18)****Average Stage** | 4.92 | 5.69 | 6.09 |

Year 7, 8 and 9 are working at a higher average stage than the previous cohort at the same point.**Year 7- intake 2018/2019****Year 7 (2018/2019) Attainment compared to previous Year 7 (2017/2018) at HT6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **HT6****Year 7****(2017/2018)** | **HT6****Year 7****(2018/2019)** | **Difference**  |
| **Disadvantaged All** | 4.92 | 5.25 | +0.33 |
| **Other** | 5.21 | 5.48 | +0.27 |
| **Boys PP** | 4.80 | 5.06 | +0.26 |
| **GirlsPP** | 5.02 | 5.41 | +0.39 |
| **SEN K**  | 4.39 | 4.85 | +0.46 |
| **EHCP**  | 4.74 | 4.57 | -0.17 |
| **PP V NPP** | -0.29 | -0.23 | - |

**Progress in Year 7 (2018/2019) Disadvantaged students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Y7 flight path** | **HT2****Year 7****(2018/2019)** | **HT6****Year 7****(2018/2019)** | **Difference from HT2 to HT6** |
| **Disadvantaged**  | 5.73 | 4.84 | 5.25 | +0.41 |
| **Other** | 5.92 | 4.99 | 5.48 | +0.49 |
| **Boys PP** | 5.74 | 4.68 | 5.06 | +0.38 |
| **Girls PP** | 5.72 | 4.98 | 5.41 | +0.43 |
| **SEN K**  | 5.26 | 4.54 | 4.85 | +0.31 |
| **EHCP**  | 4.83 | 4.34 | 4.57 | +0.23 |
| **PP V NPP** |  | -0.15 | -0.23 | - |

Strengths* Disadvantaged students in year 7 (2018-2019)are making better progress than previous year 7(2017-2018)
* Disadvantaged students in year 7 (2018-2019) have made good progress since half term 2 (First data capture at KHS)
* The year 7 (2018-2019) gap between disadvantaged students and others is smaller than previous year 7 (2017-2018)

**Key Stage 3- Disadvantaged students** **Year 8- intake 2018/2019****Year 8 (2018/2019) Attainment compared to previous Year 8 (2017/2018) at HT6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **HT6****Year 8****(2017/2018)** | **HT6****Year 8****(2018/2019)** | **Difference**  |
| **Disadvantaged** **All** | 5.69 | 6.00 | +0.31 |
| **Other** | 6.08 | 5.82 | -0.26 |
| **Boys PP** | 5.52 | 6.28 | +0.76 |
| **GirlsPP** | 5.88 | 6.15 | +0.27 |
| **SEN K**  | 4.96 | 5.43 | +0.47 |
| **EHCP**  | 4.42 | 5.35 | +0.93 |
| **LAC** | (2) 5.84 | (1)7.02 | +1.18 |
| **English not first language** | (3)5.17 | (2)6.39 | +1.22 |
| **PP V NPP** | -0.39 | +0.18 | - |

**Progress in Year 8 (2018/2019) Disadvantaged students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Y8 flight path** | **Starting point HT0** | **HT6****Year 8****(2018/2019)** | **Difference from HT0 to HT6** |
| **Disadvantaged**  | 7 | 4.99 | 6.00 | +1.01 |
| **Other** | 7 | 5.28 | 6.28 | +1.00 |
| **Boys PP** | 7 | 4.89 | 5.82 | +0.93 |
| **Girls PP** | 6 | 5.08 | 6.15 | +1.07 |
| **SEN K**  | 6 | 4.47 | 5.43 | +0.96 |
| **EHCP**  | 6 | 4.79 | 5.35 | +0.56 |
| **LAC (1)** | 7 | 6.03 | 7.02 | +0.99 |
| **English not first language (2)** | 6.50 | 5.49 | 6.39 | +0.90 |
| **PP V NPP** | - | -0.29 | -0.28 | - |

Strengths* Disadvantaged students in year 8 (2018-2019)are making better progress than previous year 8 (2017-2018)
* Disadvantaged students in year 8 (2018-2019) have made good progress since half term 0 (Starting point in year 8)
* The year 8 (2018-2019) gap between disadvantaged students and others is smaller than previous year 8 (2017-2018)
* In year 8 (2018-2019) the gap between disadvantaged and other students is closing

**Key Stage 3- Disadvantaged students** **Year 9- intake 2018/2019****Year 9 (2018/2019) Attainment compared to previous Year 9 (2017/2018) at HT6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **HT6****Year 9****(2017/2018)** | **HT6****Year 9****(2018/2019)** | **Difference**  |
| **Disadvantaged** **All** | 6.09 | 6.49 | +0.4 |
| **Other** | 6.48 | 7.10 | +0.62 |
| **Boys PP** | 5.87 | 6.25 | +0.38 |
| **GirlsPP** | 6.44 | 6.74 | +0.3 |
| **SEN K**  | 5.91 | 5.71 | -0.2 |
| **EHCP**  | 4.72 | 5.25 | +0.53 |
| **LAC** | (1) 6.94 | (2)7.21 | +0.27 |
| **English not first language** | (9) 6.71 | (3)5.79 | -0.92 |
| **PP V NPP** | -0.39 | -0.61 | - |

**Progress in Year 9 (2018/2019) Disadvantaged students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Y9 flight path** | **Starting point HT0****(2018/2019)** | **HT6****Year 9****(2018/2019)** | **Difference from HT0 to HT6** |
| **Disadvantaged**  | 7.43 | 5.68 | 6.49 | +0.81 |
| **Other** | 7.81 | 6.15 | 7.10 | +0.95 |
| **Boys PP** | 7.37 | 5.52 | 6.25 | +0.73 |
| **Girls PP** | 7.50 | 5.85 | 6.74 | +0.89 |
| **SEN K**  | 7.00 | 5.09 | 5.71 | +0.62 |
| **EHCP**  | 6.25 | 4.55 | 5.25 | +0.70 |
| **LAC (2)** | 8.00 | 6.62 | 7.21 | +0.59 |
| **English not first language(3)** |  | 5.7 | 5.79 | +0.09 |
| **PP V NPP** | - | -0.47 | -0.61 | - |

Strengths* Disadvantaged students in year 9 (2018-2019)are making better progress than previous year 9 (2017-2018)
* Disadvantaged students in year 9 (2018-2019) have made good progress since half term 0 (Starting point in year 9)
 |

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