

Disadvantaged summary data	2024 Results	2024 National average from SFR	2023 Results	2023 DS National average	2019 Results	2019 NA
Attainment 8	33.1	34.5	34.37	34.99	32.95	36.7
Progress 8 overall	-0.42		-0.26	-0.57	-0.38	-0.45
Progress 8 English	-0.27		-0.02	-0.56	-0.24	
Progress 8 Maths	-0.35		-0.40	-0.51	-0.59	
Progress 8 Ebacc	-0.39		-0.23	-0.61	-0.53	
Progress 8 Open	-0.61		-0.40	-0.62	-0.22	
% achieving a positive P8	47%		46%		39%	
% of the cohort entered for Ebacc	35%	28.6%	27%	28%	11.5%	27.5%
Ebacc average points score	2.98	2.99	3.01	2.97	2.58	3.08
Achieving 9-5 English Baccalaureate Certificate	8%		8%	7%	0%	
Achieving 9-4 English Baccalaureate Cert	22%		12%	12%	0%	
Achieving 9-5 in E and M Strong pass	24%	25.8%	22%	25%	16.4%	24.7%

2024's results showed a widening of the progress gap for Disadvantaged students within school, relative to last year, as has been reported for the DS cohort nationally overall. The exception to this was in Maths where it continued to narrow compared to previous years. However, most attainment measures were in line with or above 2023, and in line with national averages for Disadvantaged students. Over the past 5 years, since 2019, we have substantially increased Disadvantaged student attainment, despite the challenges presented post-COVID, as well as improving progress overall and in some of the P8 elements. Indeed, P8 overall and for each of the elements is above the national averages for 2023, indicating the students make accelerated progress from their starting points across our curriculum, relative to their Disadvantaged peers nationally.

Behind these figures, we had several contextual challenges with the Y11 cohort, including much higher numbers of students who were school refusers or were at alternative provision. Disadvantaged students were more highly represented in these groups, which had a big impact on the figures. However, when looking at the proportion of Disadvantaged who got positive P8 scores, it has improved by 8% since 2019. This evidences that our approach of quality first teaching, supplemented by individualised support utilising the Pupil Premium funding impactfully, has enabled more Disadvantaged students to make accelerated progress when they are in school, as it has for all students.

